

## Goal 4

### **We work as a community to develop and support the whole child.**

- **Welcome and sign in**
  - **Discussion of agreement to share contact information of the committee**
  
  - **Review meeting norms**
    - **Timely beginnings and endings**
    - **Email facilitators if you can't attend the meeting**
    - **Consensus**
    - **Respect opinions – honest dialogue, 1 person has the floor at any one time, no side conversation**
    - **Open mind**
    - **Agenda sent prior to the meeting**
    - **Minutes sent after the meeting**
    - **Stick to the agenda**
    - **Speak when you have a thought – no fear**
  
  - **Brief discussion of the article: All Together Now: Sharing Responsibility for the Whole Child by Martin Blank and Amy Berg –for the Commission on the Whole Child by the Association for Supervision and Curriculum Development.**
    - **The definition of the whole child and how to educate the whole child encompasses many other goals of the Strategic Plan**
      - **Incorporating solid, challenging curriculum that fosters a well-rounded academic student – GOAL 2 (Rigorous curriculum)**
      - **Healthy social and emotional behaviors – GOAL 5**
      - **Safe and secure environments – GOAL 8**
      - **Community resources and engagement to enhance the whole child – GOAL 10 (community resources)**
      - **Motivated and engaged learners – GOAL 6 (student focused staff)**
  
  - **Share examples of existing options within BCSD that match the emerging strategies – small group activity**
- 4.1 Continue to define the whole child in this community
- \* Some programs listed, with questions as to consistency of each across the district
    - Tribes, Assets, Preschool and developmental report card
    - No connection of diverse opportunities across the district
    - Specialists (elementary) make a close connection to the curriculum
- 4.2 Provide opportunities for music, drama, art, and creativity
- \* Plethora of opportunities outside of the general education classroom
    - Perhaps more music opportunities than art, P.E., or others
    - Examples: Plays, art exhibits, reader's theater, outside agencies (Company of Fools, Stages of Wonder, SV Center for the Arts, SV Summer Symphony, art clubs, chess clubs, senior projects)

Examples outside of the school community: Parks and Rec. Department, Dance, Scholarships (Can Do Fund) through Social Workers at each school.

#### 4.3 Investigate multiple forms of assessment of student knowledge and skills

\* Standardized Tests at all levels, Curriculum assessments, Student led conferences, End of course exams, Behavioral assessments, RtI (progress monitoring), Oral projects, Senior Projects, Portfolios, Observational

Little project based assessments at the elementary level; More skills based assessments

#### 4.4 Promote opportunities for expectations for students to express themselves in a variety of ways through multiple mediums.

\* We do well on promoting opportunities:

Written through academics including newspapers

Extra curricula (clubs, councils, groups of special interest)

Verbal (drama, plays, music, poetry, etc.)

Technology (PPT presentations, news)

Unorganized play (recess, free time)

#### **What do we do to create expectations?**

**Perhaps through mission statements and at developmental levels through the curriculum.**

#### 4.5 Nurture the emotional, social, ethical, and physical well-being of our students.

\* Emotional: Many items across the district (Tribes, Council Circle, Lunch Buddies, BASE, Connections program at WRHS)

\* Social: Many opportunities across the district (Class meetings, friendship groups, recess, Preschool,)

\* Ethical: (Diversity presentation, Class meetings, Counseling – School Social Workers)

\* Physical Well-being: (PE, free bus to the YMCA, Special Olympics, extra curricula sports, Sage Brush, adaptive sports, extremely limited nursing contact)

- Group share of the results of current practices – See above lists
- Break into research focus teams that match the emerging strategies

GOAL: Research best practices with suggested specific strategies for the district to consider/pursue by the end of the December 2 mtg.

Designate: Emerging Strategies Team Leader  
4.1 – Debi and Lynn – team leaders  
Members: none at this time  
4.2 – Betty Ervin – team leader  
Members: Barb, Mike, Tom  
4.3 – Lynn and Debi – team leaders  
Members: none at this time

4.4 – Paula Doub – Team Leader

Members: Colleen, Paula C., Jamie, Patti

4.5 – Polly McQueen – Team Leader

Members: Desna, Tracy, Rebecca, Susan

Discuss: How to approach this emerging strategy?

Determine: What areas to research, data to collect, and determine best practice?  
Who will follow through with each part of the research?

- Team leaders report back to the committee at the next meeting
- Next meeting:
  - When – December 2 (4:00 – 5:30)
  - Where – Discussion re: possible change of location to assist in research completion (library/computer lab?). **NEW LOCATION – WRHS Library**
  - Team leaders report back to Lynn and Debi by 11/25