

Whole Child Working Group Report

RECOMMENDATIONS FOR THE APS SCHOOL BOARD

June 2016

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Check out the APS Whole Child web page at www.apsva.us/wholechild OR use the QR code below



REPORT OF THE WHOLE CHILD WORKING GROUP

Charge to the Whole Child Working Group (WCWG)

In its 2015-16 School Board Priorities, the Arlington School Board included direction on establishing a more integrated and formalized approach to ensuring that Arlington Public Schools (APS) fulfills its current Strategic Plan Goal Five: Meet the Needs of the Whole Child. In February 2016, the School Board appointed the Whole Child Working Group and charged it with the following:

The Whole Child Working Group will help APS ensure that each child is **healthy, safe, supported, academically engaged, and challenged** by developing a framework that will inform School Board decision-making related to meeting the needs of the whole child. The Group's work will serve as groundwork for the development of future School Board priorities and the next APS strategic plan.

The WCWG was charged with the following tasks:

1. Define APS's vision for supporting the whole child.
2. Consider what other communities and/or organizations are doing to support the whole child.
3. Develop a framework for identifying whole child needs and services in APS and across the community, and where linkages, gaps, barriers, challenges, and/or opportunities exist.
4. Recommend short-term, medium-term, and long-term goals, criteria, and/or a process to assist the School Board in developing a sustainable system to support the whole child.

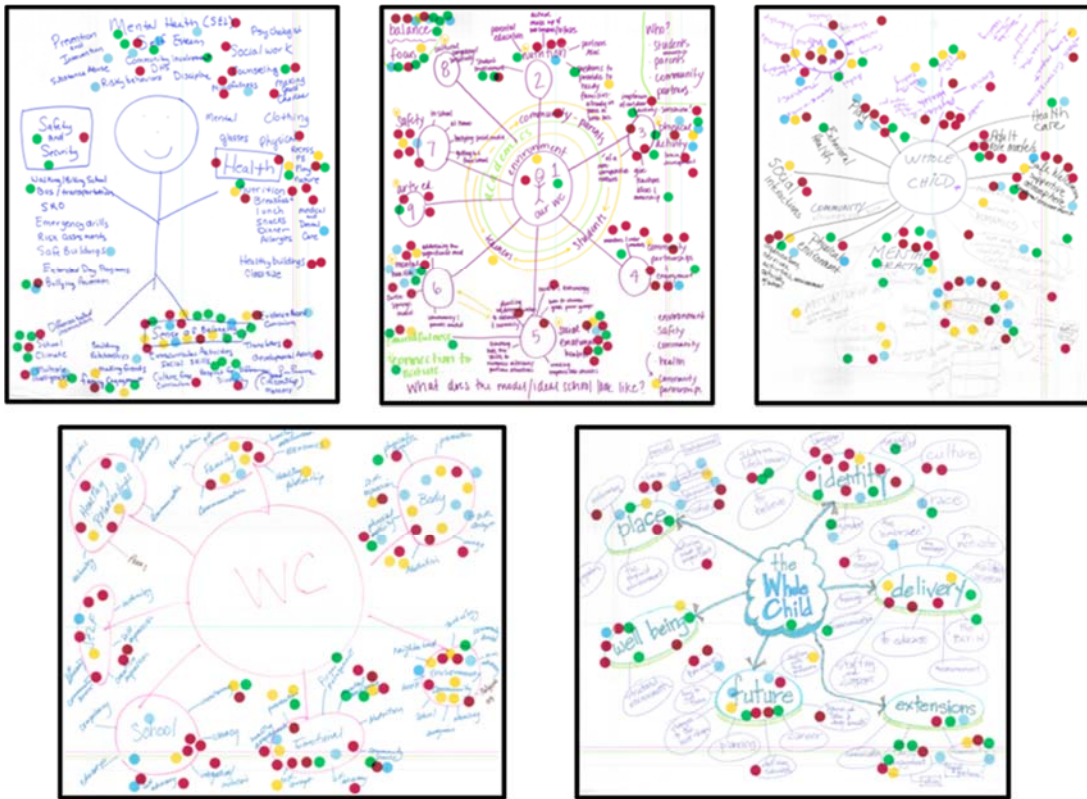
WCWG Process

The Whole Child Working Group had more than 40 members representing APS partners and the community, APS students, staff from APS and Arlington County agencies, School and County Board liaisons, and other individuals who share the School Board's passion for and commitment to the Whole Child.

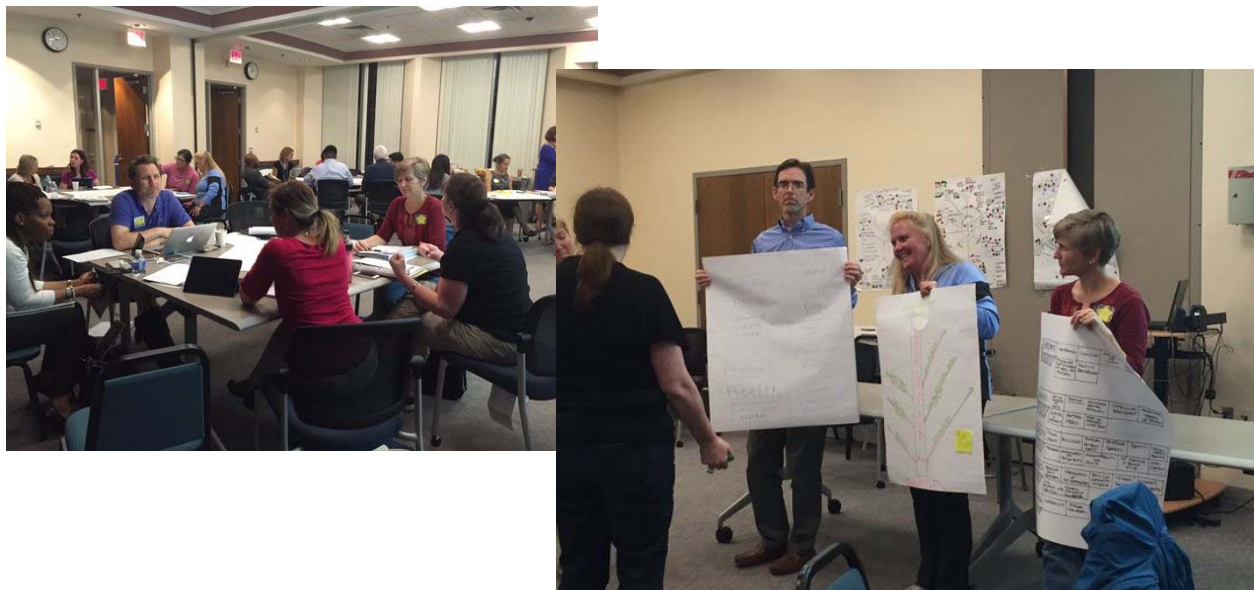
The group met two times per month from February to May. The WCWG used various brainstorming techniques to share information, collaborate and map ideas for our definitions, opportunities, gaps, and framework. Over the course of the work, the [APS Whole Child website](#) was utilized to store meeting notes, agendas, resources and information that related to the Whole Child. This was valuable to accommodate busy

schedules of committee members so that everyone had access to the same information. In addition, members were encouraged to provide feedback, edits, tools and information by submitting via email to our staff support.

Charts from early brainstorming activity



Activity to develop a common framework



The WCWG explored numerous whole child models beginning with the first meeting. At that meeting, Sean Slade, the Director of Outreach at ASCD and a member of the committee provided an overview of the ASCD Whole Child Model. Over the course of the work, other member shared whole child models from a variety of organizations, including:

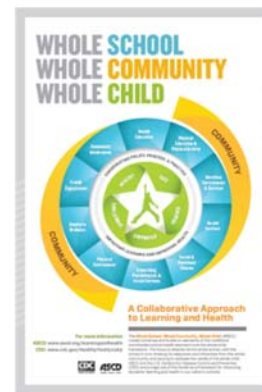
- CASEL - Social and Emotional Learning Core Competencies
- CIS - Model
- Fairfax (FCPS Portrait of a Grad)
- Geelong G.S., Positive Education Model
- Search Institute - 40 Developmental Assets with Definitions
- A draft of the Virginia Board of Education’s Profile of a Graduate schematic

Some examples of Whole Child Models

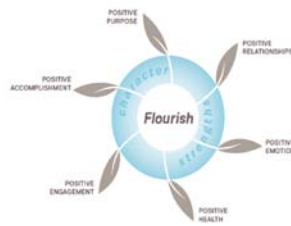


Figure 1: Developmental Assets with Definitions

Asset Category	Asset Name	Definition	
Support	1. Family support	Family life provides high levels of love and support.	
	2. Positive teacher-student relationship	Parents and child communicate positively. Child feels comfortable seeking advice and counsel from parents.	
	3. Other adult relationships	Child receives support from adults other than her or his parents.	
	4. Caring neighborhood	Child experiences caring neighbors.	
	5. Caring school climate	Relationships with teachers and peers provide a caring, encouraging school environment.	
	6. Positive involvement in schooling	Parents are actively involved in helping the child succeed in school.	
Equipments	7. Community values youth	Child feels valued and appreciated by adults in the community.	
	8. Children as resources	Child is included in decisions at home and in the community.	
	9. Service to others	Child has opportunities to help others in the community.	
Boundaries and Experiences	10. Safety	Child feels safe at home, at school, and in her or his neighborhood.	
	11. Family boundaries	Family has clear and consistent rules and consequences and models the child's behavior.	
	12. School boundaries	School provides clear rules and consequences.	
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring the child's behavior.	
	14. Adult role models	Parents and other adults in the child's family, as well as teachers, adults, health workers, and mentors, behave responsibly.	
	15. Positive peer influence	Child's closest friends model positive, responsible behaviors.	
	16. High expectations	Parents and teachers expect the child to do her or his best at school and in other activities.	
	Connections (at or near)	17. Creative activities	Child participates in music, art, dance, or theater in writing for or more times per week.
		18. Child programs	Child participates for or more times per week in extracurricular activities or structured community programs for children.
		19. Religious community	Child attends religious programs or services one or more times per week, or has a high-quality instructor with parents and doing things at home other than watching TV or
20. Time at home			



THE GEELONG GRAMMAR SCHOOL POSITIVE EDUCATION MODEL



The GGS Positive Education model can be thought of as a road map of what people want for themselves, the students and their children. Good health, frequent positive emotions, supportive relationships, a sense of purpose and meaning, and moments of complete immersion and absorption – a life where a person uses their character strengths in ways that support the self and others, and that has flourishing at the heart.

Models that informed our work were posted on the working group’s web page and referenced during brainstorming activities and throughout the development of the framework and recommendations. While the recommended framework for APS closely resembles the ASCD model and the tenets and themes, the WCWG felt that the ASCD model was missing some of the group’s thoughts and ideas. Additions and changes were made to the ASCD model to reflect both other models and the individual and collective

experiences and knowledge of the WCWG. The framework developed by the working group is presented in the next section.

The WCWG completed the four tasks in the School Board's charge; our recommendations and responses are below. The recommendations begin with a proposed **vision statement**, followed by two key in-depth elements of the WCWG work:

- The **framework** necessary for defining the next steps and moving forward with consistent implementation.
- The **recommendations** necessary that, within the context of the framework, allow APS to fulfill Strategic Plan Goal 5 and the School Board Priorities.

Recommendations

1. Proposed vision for supporting the whole child.

Arlington Public Schools (APS) will ensure that each student is **healthy, safe, supported, engaged and academically challenged** to meet the needs of the Whole Child.

To achieve these goals, APS will:

- Work to meet the objectives and associated themes identified in five focus areas
 - Learning, Knowledge, and Skills
 - Physical Health and Well Being
 - Social and Emotional Well Being
 - Community, Family and School Integration
 - School Culture and Physical Space
- Foster effective and meaningful collaboration among and between resources in APS and the community, including APS programs and services, student, parent, and teacher organizations, County government agencies and programs, non-profit organizations, businesses, advisory groups, community groups, and many more.

2. Recommended framework for identifying whole child needs and services in APS and across the community, including linkages, gaps, barriers, challenges, and/or opportunities.

The WCWG established that APS and the community have a large variety of resources and services in place to address the needs of the whole child. Conversations within the working group suggested that families and community members do not always see the connections, and gaps in communication and resources were identified. This proposed framework is designed to help APS provide standard themes and an overarching structure for aligning efforts and communicating about resources and services.

The framework (below) consists of five areas of focus, each of which identifies an overarching objective, which is the commitment from APS to its students.

- Learning, Knowledge, and Skills
- Physical Health and Well-being
- Social and Emotional Well-Being
- Community, Family, and School Integration
- School Culture and Physical Space

The themes within each area of focus are the activities that support that commitment and define expectations.

LEARNING, KNOWLEDGE, AND SKILLS

Objective

APS provides each student with the knowledge and skills to succeed in the 21st century through a challenging, engaging, and comprehensive education. Students' ownership of their learning grows as they become inquisitive, open-minded, and responsible citizens.

Themes

1. Each student is participating in challenging, comprehensive curriculum in all content areas.
2. Each student develops critical-thinking and reasoning skills, creative and problem solving competencies, global awareness, including language and cultural competencies, and technological proficiency.
3. Learning is personalized to reflect the academic and social needs of each student and is flexible in the use of time and scheduling.
4. Each student develops responsibility for their own learning through effective decision making, goal setting, and time management.
5. Academic supports, interventions, and extensions are provided to all students when needed.
6. Students are encouraged to participate in extracurricular and co-curricular activities and community-based programs that provide additional pathways to personal success throughout life.
7. Every member of the APS instructional staff is highly qualified and consistently provided with high-quality opportunities for professional development to support all students and their learning.

PHYSICAL HEALTH AND WELL-BEING

Objective

APS provides students with health and wellness information, opportunities for practices and services necessary to develop lifelong healthy habits, including opportunities for physical activity and healthy food choices.

Themes

1. APS promotes and supports the health and well-being of each member of the school community.
2. Through instruction, each student learns about and develops positive practices for physical, mental, emotional, and social health.
3. Each student engages in physical activity throughout regular school hours, and APS promotes and facilitates opportunities for physical activity beyond school hours.
4. Each student's health and well-being is supported by collaborative efforts among APS, parents and health and wellness services in the community.
5. APS has consistent policies and practices that promote and reinforce healthy eating patterns and food safety, both within routine food services and for special programming and events.

SOCIAL AND EMOTIONAL WELL-BEING

Objective

APS nurtures students' intellectual, personal, social and emotional development with services and strategies that support students and their families. APS enables each student to learn and develop their potential.

Themes

1. APS recognizes and will support the unique social/emotional and academic needs of our diverse community of learners and their families.
2. Every student can identify at least one school-based adult who is supporting and encouraging their academic and personal growth on a regular basis.
3. Each student receives support from school counselors; additional support is available from school psychologists, social workers, mental health professionals and student services staff, all of whom are qualified and credentialed.
4. All adults who interact with students both within APS and through extracurricular, co-curricular, and community-based experiences teach and model emotionally supportive and empathetic behavior.
5. Social/emotional and behavioral systems of support are provided when needed.
6. APS school staff are trained on mental health issues and have access to further training and development related to mental health issues.
7. APS uses evidenced-based social/emotional and mental health curricula, which respond to a wide range of student needs and are provided to students throughout their APS careers.

COMMUNITY, FAMILY AND SCHOOL INTEGRATION

Objective

APS works closely with families and the community to help them understand how to support students and their learning.

Themes

1. Each student understands the connection between education, healthy development, and life-long wellness, and APS supports and collaborates with families and the community who are partners in this work.
2. APS creates trusting and respectful relationships with families and care-givers and honors their participation.
3. APS uses a variety of methods across languages and cultures to engage in regular, meaningful, two-way communication with all families, care-givers, and community members to ensure a shared understanding of each school's vision, mission, and goals.
4. APS helps all families identify and understand available APS and community services to support their children's learning, connects them to what students are learning, and supports them as advocates and decision makers.
5. APS policies and climate reinforce citizenship and civic behaviors by students, family members, and staff.
6. APS collaborates with Arlington Government, businesses, youth groups, community organizations and others to create a community environment that supports all students.

SCHOOL CULTURE AND PHYSICAL SPACE

Objective

APS creates and fosters a social, physical and emotional climate for its school communities. The climate positively impacts each students' opportunities for development, academic performance, and relationships with peers, staff, family, and external community members. Positive school climates promote health, growth, and development by providing a safe and supporting learning and social environment.

Themes

- | |
|---|
| 1. Each student feels valued, respected, and cared for and is provided an environment that motivates and encourages learning. |
| 2. Everyone (students, staff and family members) understands, models, and helps students practice behaviors that are respectful of themselves and others, across different settings (i.e., class, school, community, internet). |
| 3. APS upholds social justice and fairness concepts and practices mutual respect for individual differences at all levels of school interaction - student-to-student, adult-to-student, and adult-to-adult interactions. |
| 4. APS buildings, grounds, playground equipment, and vehicles are welcoming, structurally sound, and secure and meet or exceed all established safety and leading environmental standards. |
| 5. APS sites are designed to incorporate natural elements, facilitate mobility (including for those with special needs) and provide opportunities for student and staff collaboration and independent work. |
| 6. Each APS facility promotes and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts. |

3. Recommended short-term, medium-term, and long-term goals to assist the School Board in developing a sustainable system to support the whole child.

The table below presents the working group's recommendations for next steps, including a timeline. For all of these recommendations, APS should:

- Establish and communicate next steps to the working group and the community and a plan for implementation of the framework (transparent).
- Ensure that stakeholders are involved throughout the process. Stakeholders include but are not limited to the following - existing advisory groups (ACI, PTAs, student advisory councils, etc.), staff, youth, community groups, non-profits, etc.
- Make student feedback central throughout the decision making process.
- Maximize coordination/collaboration within and beyond APS to ensure that all of the framework is fully supported.

- Ensure accountability and build in a process for monitoring progress, course corrections and continuous improvement.
- Allocate sufficient resources to achieve the goals (money and staff support).
- Identify an APS staff member to oversee next steps and facilitate implementation within APS and across the community. Coordinate with the County government to identify a County staff member to support the effort.

APS needs time to integrate the framework throughout its work. While there is an urgency to move on the recommendations, our suggested timeframes align with existing APS processes, and should be adjusted as needed to support full integration of the whole child framework.

RECOMMENDATIONS	MADE TO	SUGGESTED TIMEFRAME
1. Adopt the Whole Child policy framework and develop an associated PIP ¹ that incorporates the framework and key implementation focus.	School Board and APS	September 2016
2. Establish an advisory committee to monitor implementation of the work around the Whole Child and to ensure that this work is integrated to and is in the context of the entire instructional program.	School Board and/or Supt.	September 2016
3. Complete a district level inventory ² of available services and resources identified in the Whole Child framework. Make FY 18 budget recommendations to begin addressing gaps in the district level inventory.	APS and the County	Completed by November 2016
4. Complete an inventory at each school using the Whole Child framework and use the 2017-18 School Management Plans to address any gaps.	Each school and program	Completed by September 2017
5. Link professional development offerings for APS staff to the Whole Child framework; APS can use this information to show how professional developments aligns to the whole child. In the future, APS can use the information prioritize spending for offerings that address whole child needs.	APS	Start once SB adopts framework

¹ PIP = Policy implementation procedures that APS uses to respond to SB policies.

² An inventory is a list of what is being done, it does not suggest how to collect the information.

RECOMMENDATIONS	MADE TO	SUGGESTED TIMEFRAME
6. Use the Whole Child Framework and the results of the inventory to shape the next strategic plan and develop measureable outcomes for Whole Child focus areas with annual public reporting.	School Board	Planning begins January 2018
7. Develop a clearinghouse of Whole Child program, services, activities, etc. that includes initiatives within APS, at schools, through the county, and partners. Make this information available so it can be accessed, shared and used by the community, and it's a resource for children and families.	APS, County and Partners	Begin after district inventory is completed and budget is in place June 2017
8. Re-organize the APS website around the Whole Child Framework, making it more user friendly to the community, with links to schools and central office resources.	APS	In place with new Strategic Plan September 2018
9. Develop a public education campaign around the Whole Child framework for the community at large. Use the work to establish expectations and promotes accountability. Use the campaign to encourage participation by families and students.	APS	Begin after district inventory is completed and budget is in place 2017-2018 campaign
10. Evaluate and enhance wrap around services, coordinating school and after-school needs. (Repeats a recommendation from the Community Facilities Study).	APS County Community partners	

Concluding Note

The Whole Child Working Group was composed of over 40 members and friends. Please see the appendix for more information about each of the participants, including their personal recommendations and thoughts about ensuring support for the whole child in Arlington Public Schools and our community.

APPENDIX

WORKING GROUP MEMBER BIOGRAPHIES AND PERSONAL STATEMENTS

Heather Sauve, Chair

Heather is an active and engaged mother in APS. She is on the PTA Executive Board and Wellness Council at Oakridge, and Co-Chair of their 2Fit2Quit Committee. She seeks opportunities to help the schools and communities motivate, engage, teach and support avenues for physical exercise and nutrition. Heather also tweets for @OakieOnTheMove. She believes that many hands make light work and is excited to see the opportunities for the administration, schools, community and families to work together to meet the needs of the Whole Child.

Barbara Kanninen, School Board Liaison

Barbara is a member of the Arlington School Board and serves as School Board liaison to the Whole Child Working Group. As a School Board member, Barbara has worked to create opportunities and provide supports for all types of students. She knows that behind every successful student is one or more adult mentors who believe in them.

Katie Cristol, County Board Liaison

County Board member Katie serves as the County Board's liaison to the Whole Child Working Group. A community advocate and education policy professional, Katie has served as an appointed member of the Arlington Commission on the Status of Women and of the APS Advisory Council on Instruction. She is a volunteer at Randolph Elementary School.

Dr. Teri Adkins

Dr. Teri Adkins began serving APS in 2013 as the ELA secondary specialist. Today she is the supervisor of Minority Achievement, a role that connects directly to the priorities of the Whole Child WG. Prior to her appointment in APS, she served as an associate professor at Towson University.

Kelly Alexis

Kelly is an advocate within APS and Arlington County. Currently she serves on the World Language Advisory Committee (WLAC), serves as President of the Arlington - East Falls Church Civic Association and is a co-founder of Arlington Education Matters (AEM) a resource network for parents within APS. She successfully advocated for equal instruction time for all APS elementary schools with the addition of foreign language (FLES). She served on the APS Family and Community Engagement committee (FACE). She is eager to work closely with APS to create better communication for parents and students as we navigate the unique needs of our children

while providing a quality and engaging educational experience. “The mind is not a vessel to be filled, but a fire to be ignited.” ~ Plutarch

Hareth Andrade-Ayala

Hareth Andrade-Ayala is an activist, poet, and motivational speaker. Her passion for justice is reflected in her work as founder of Dreamers of Virginia and co-founder of The Dream Project through which she pioneered the fight for immigrant youths' post-secondary educational access and scholarship opportunities in the Commonwealth.

Nadine Asef-Sargent

A staunch believer in the education of the whole child, Nadine has served on the Board of CHADD of NOVA; Chair of the Arlington Special Education Advisory Committee; been named an Arlington Honored Citizen; and awarded NAMI Arlington's Recognition Award. Specific interests include LGBTQ youth, invisible disabilities, and combatting sexual assault.

Rachel Bedell

Working in the field of public health for the last several years, Rachel has developed a deeper appreciation for how children's learning benefits from being active, well-nourished and experiencing varied opportunities for knowledge development. The Arlington community should be able to provide strong social and educational support for all our kids.

Rosa Briceno

Rosa is Family and Community Engagement (FACE) Specialist with Arlington Public Schools. She has vast experience both as practitioner and technical assistance provider working with local and national initiatives that seek to strengthen home-school partnerships, develop parent and resident leadership, and foster civic participation in diverse settings.

Beth Cavey

Beth has been actively involved in parent organizations from the time her kids began preschool. Her background includes teaching, government service, environmental consulting and carbon trading. She teaches classes and camps that integrate diverse natural resources into up-close encounters and meaningful connections to science, photography and art.

Cathy Celestino

Cathy has lived in Arlington since 2001 and has served on numerous school-based and non-profit boards and committees. She is current Co-president of the Yorktown Band Boosters and Outreach Coordinator for Communities in Schools of Northern Virginia. Whole child resources and supports are required to meet students' broad-ranging needs and potential.

Joe Chodkiewicz

As Director of Arlington Employee Assistance Program, Joe works with employee parents who request assistance in determining helpful options for treating problematic issues with their

child/children. Since 2006 Joe has been a member of the Cultural Competence Council as well as a facilitator in the school based program targeting the achievement gap.

[Tim Cotman Jr.](#)

Tim has worked in the APS Office of Minority Achievement for over 20 years. He serves on the APS Council for Cultural Competence. Tim believes in the importance of ensuring that students, their families and staff members are able to be their authentic selves where each aspect of their identity is affirmed, appreciated, respected and valued.

[Debbie DeFranco](#)

Debbie started her career in Arlington as a health and physical education teacher and athletic trainer at Wakefield High School. After ten years of teaching and caring for the Wakefield athletes, she was appointed Supervisor. She is also a certified strength and conditioning specialist. Debbie is proud to be married to Joe DeFranco, a math teacher at Wakefield and equally proud of her two children who graduated from Arlington Public Schools. Debbie believes that Arlington Public Schools does provide services for the Whole Child however she hopes that these services reach Every Child.

[Dana Dougherty](#)

Dana has 3 sons who attend APS schools where she is involved as a Parent/ PTA member & a substitute teacher. Recognizing that kids need to move more throughout the day for so many reasons, Dana began "2fitzquit" at Oakridge to provide many amazing things for the students and staff. Dana is a member of SHAB, HCAT, AFHK MD/DC/VA coalition, Oakridge Wellness & Guidance Council.

[Kim Durand](#)

Kim grew up in Arlington and is a graduate of Jamestown, Williamsburg and Yorktown. Kim has worked for either the County or APS for 24 years and is currently working with DHS as the coordinator for the Arlington Partnership for Children, Youth and Families, an organization that supports APS' efforts around the Whole Child initiative.

[Yousseff El Mahmoudi](#)

Yousseff's Senior Project consultant encouraged him to join the Whole Child Working Group. Yousseff brings experience in working with mentally ill children in the school system, and an understanding how these kids are thinking. Yousseff is a student in Arlington County, and brings experience and a first-hand visual of what it is like to be a student.

[Steve Finn](#)

Stephen is a member of the Arlington Park and Recreation Commission. As a member of the Park and Recreation Commission, Steve has worked to develop youth sports opportunities in Arlington and on issues related to access to athletic fields.

Bob Garcia

Bob retired in July 1, 2014 from APS after working for 21 ½ years at Washington-Lee High School. Bob mostly worked with the HILT program and as a liaison with Hispanic and Minority students and parents. An area that he wishes to bring to the forefront is the literacy support needed for Latino and Minority students.

Laura Garcia Olson

Laura is the mother of 1st and 4th graders at Patrick Henry Elementary. She is Henry's PTA vice president for education and appreciation and is a member of the Environmental Health and Asthma sub-committee of APS' School Health Advisory Board. Her primary areas of interest and expertise include the need for children to be active and outdoors, proper nutrition, and, as the mother of a son with significant food allergies, promoting the understanding of and respect for children with food allergies. As an active volunteer for Arlingtonians for a Clean Environment, she has worked closely with its executive director on issues related to vehicle idling and children's health and recently completed her training to become an ACE Energy Master. She currently works for a principal at National Capital Nonprofit Consultants on issues related to non-profit fundraising and communications.

Alicia Giuliani Guajardo

Alicia is a mom of three kids and an advocate for the education and well-being of Arlington youth and families for over 12 years. Alicia currently serves on: Student Services Advisory Committee, Arlington Partnership for Children, Youth and Families, and Family and Community Engagement Team. She believes in a collaborative approach to meeting the needs of the whole child.

Frank Haltiwanger

In August 2015 Frank retired from Arlington Public Schools after 35 years as a principal, special education administrator, and teacher. Most of his career was at the H-B Woodlawn Secondary Program where work with students emphasized self-governance, self-advocacy, and self-directed learning. Frank expresses a desire to continue this work with the Whole Committee.

Mark M. Jones

Mark practiced law for many years in Virginia and is now finishing his master's degree in school counseling at George Washington University. He is particularly interested in enhancing social and emotional learning in schools and has written and spoken regarding the important role that physical activity plays in childhood cognitive development.

We live in the age of scientific evidence and data collection, which is of great benefit to us all. When we are assessing results of interventions, our attention naturally is drawn to the areas for which we can generate statistics. Individuals, departments and schools are assessed primarily using objective data. We can readily gauge student academic achievement by using such tools as grades, SOL scores, SAT scores, AP enrollment and grade level promotions. Consequently, these tools play a significant role in how we evaluate whether our school system is performing well. It is also what the public reads and uses to evaluate our schools. However, not everything that counts

can be measured, and unfortunately, no tools exist to calculate a whole child. For instance, we have no reliable, valid measures to determine whether a school is effective in developing social and emotional learning. There are no objective assessments for culturally respectful schools, or those that are well integrated with the community. Every APS school can currently and legitimately claim it is already a whole child school to some degree. Yet, when the school board said the whole child is an APS priority, it necessarily did so because the status quo is insufficient. I hope the board will use the power of its position to communicate clearly why changes are warranted, to offer concrete, explicit models to guide the school staff and Arlington community in creating better whole child schools and to establish enticing incentives for staff creativity and effort. Since we will never be able to measure the whole child, it is for the board to craft ways to empower and motivate the school staff to reach for a more complete whole child.

[Kelly Krug](#)

Kelly has lived and worked in Arlington for over 15 years and has two children who attend APS. Kelly has been both a general and special education teacher, an instruction specialist for the Office of Special Education and is currently the Supervisor of the Arlington Tiered System of Support (ATSS).

[Sharon Lawrence](#)

Sharon is a Licensed Clinical Social Worker with 16 years of experience in program administration, mental health, substance abuse, developmental disabilities, foster care and family custody cases. She has a Master's of Social Work from the University at Buffalo. Sharon is the Bureau Chief for DHS' Children's Behavioral Health.

[Lisa MK Ling](#)

Lisa is a Human Potential Coach. As a lawyer, world class karate athlete, social entrepreneur, mother and author, she developed a passion for helping others become who they want to be. She teaches people how to lift up their BODY, MIND & SPIRIT through movement classes, coaching, and energy work. She works with many kids in schools.

[Amy Maclosky](#)

As Director of Food and Nutrition Services, Amy's passion is to create sustainable school food service programs. These programs teach students and empowers them to make better food choices throughout their lives. Amy is dedicated to the effort of increasing breakfast participation, as a student who eats breakfast is less likely to struggle with hunger.

[René E. Madigan](#)

René Madigan is a resident of Arlington County since 1998. René was the Director of Education and Conferences with the Coalition for Juvenile Justice until December 1999. She is a parent of a 10th grader at Wakefield High School and a 4th grader at Key Elementary. René is the Chair of the Out of School Time Advisory Council since August 2013 and as a member of OST Council, she is a member of the Arlington Partnership for Children, Youth, and Families. René volunteers her time with TeamKids, a program in the elementary schools whose focus is on the developmental assets.

[Pam McClellan](#)

Pam is the Supervisor of Counseling Services for APS, and she has twelve years of school counseling experience across PreK-12. Pam believes that counselors dedicate themselves to each child's academic, social and emotional wellness. As children grow and develop a counselor is available for guidance and support. As child advocates we will back and cheer any effort that supports the whole child and every child.

[Joan Mountain Elliott](#)

Joan is a highly experienced school-based Virginia licensed physical therapist with a MS, MPT and DPT degree. Developing healthy and happy students by creating environments for our students, allowing achievement of nationally recommended levels of physical activity through various school and community settings is Joan's passion.

[Kelly Mountain](#)

Kelly has been with APS for 17 years, beginning her career as a School Psychologist. Kelly has also worked as a Student Services Specialist, a 504 Coordinator and is currently the Interim Director of Student Services. Kelly has worked with students, staff and parents with regard to student learning, mental health and social-emotional functioning.

[Devanshi Patel](#)

Devanshi is a private attorney and co-founder of Patel & Williams, PLLC. Her primary areas of focus are family, juvenile, and child welfare matters before the Arlington Juvenile & Domestic Relations Court. Devanshi has served as the Chair of the Arlington Partnership for Children, Youth, and Families since 2015.

The Arlington Partnership for Children, Youth, and Families believes a comprehensive approach that addresses children's emotional, physical, and social well-being through integration of school, county, family, and community resources is necessary to meet the needs of the whole child. Moreover, the Partnership supports holistic policies that support student, school staff, and community engagement; appropriate realignment of standards and testing measures; appropriate professional development with input from teachers and other school staff; creating supportive learning and teaching environments; and preparing students with the skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults.

[Paul Patterson](#)

As a pediatric resident, Paul is interested in physical fitness for all children and how it directly contributes to their learning. As the vice-chair of ASEAC he is also passionate about ensuring that the whole child initiative is inclusive, to meet the needs of all children, wherever they may be developmentally.

Meredith Purple

Meredith is an employment lawyer with both private and public sector experience. She has been an active PTA and APS volunteer for the past eight years, and is currently a school representative on ACI and a member of the Gifted Services Advisory Committee. She is a passionate advocate for gifted children in Arlington, and believes that providing an appropriately challenging academic environment is a necessary antecedent to addressing the "whole child" needs of gifted students.

Lourdes Rubio, LPC

Lourdes is a HILT Counselor at APS and the DREAM Project Mentoring Program Coordinator, is a Licensed Professional Counselor, Diplomate of the American Psychotherapy association. She received her Master's Degree in Counseling from Gallaudet University and her first Master's Degree in Deaf Education with a minor in Learning Disabilities from IMAL in Mexico City. As an educator, she has worked with families and youth over 25 years in mental health settings as well as in community organizations. Lourdes speaks Spanish, English, French and Sign Language and is a professional interpreter and translator. Lourdes is the co-author of "The Community Interpreter", and other training resources for interpreters. She is a member of the Standards of Training Committee of the National Council on Interpreting and a National Authorized Educator and trainer for interpreter. She is a strong advocate of Language Access for non-English speaking populations. Lourdes has translated several books, to include "A Basic Course on Sign Language", "Introduction to Deafness" and more recently participated in captioning the movie "Girl Raising".

JC Sanchez

JC is an Associate at Little Diversified Architectural Consulting in Arlington, VA. As a Senior Project Manager within the Community Studio, he specializes in the Programming, Design & Construction of K-12 schools in the DC Metropolitan area. He has a passion for finding ways to further enhance the educational experience through Architecture.

Linda Sheriff

Linda is the Yorktown PTA President and was parent rep to the CCPTA and the ACI. She is also Deputy Director of the Center for Health and Health Care in Schools, where she manages technical assistance and professional development programs for school districts and communities around school-connected social and emotional learning initiatives.

Terron Sims, II

Terron has served as an Arlington youth mentor and tutor since 2006. He is the Co-chair APS Superintendent's Committee to Eliminate the Achievement Gap and a Member of Nauck Civic Association.

Sean Slade

Sean is the Director of Outreach at ASCD, focusing on promoting and expanding the ASCD Whole Child approach across the United States and globally. He has written extensively on topics

related to the whole child, health and well-being, school climate, and a youth development focus for school improvement.

Samuel Stebbins, MD, MPH

Samuel is a public health physician at the Arlington County Public Health Division. In this position he works closely with pre-schools, schools, and local, state, and national organizations to maximize the health of children and to thereby improve their opportunities for educational achievement.

Janeth Valenzuela

Janeth is a community leader and very active parent in Arlington schools, currently a PTA Vice President and President of the Hispanic Parents Community at Kenmore middle school for three years and started last year as a President of the Hispanic Parents community at Washington-Lee high school. Her dedication grew when her son started attending Carling Sprigs Elementary in 2007, by getting involved with the equality of education for every child. In 2011, she had the honor to represent the Carling Spring parents at the "Full Service Community Schools" a coalition for community schools at the Capitol Hill for two consecutive years, where she met with great advocates of education and during this time she was also the President of the Organization of "Parents Teachers and Students" at Carling Spring for 3 years from 2007. Janeth was given an award for Honor Citizen in Arlington in 2007 and Board member of the Board of directors of Park Spring Condominiums Association for the past 8 years. In 1994, she was an Urban Alternative volunteer, teaching Office Computer Skill for 6 seven years.

Robert "Tito" Vilchez

Tito began his career as a Probation Officer in 1999 for Arlington Juvenile & Domestic Relations Court. In 2005, Tito was promoted as the Coordinator for Arlington County/City of Falls Church Gang Prevention Task Force and current chair of the Northern Virginia Regional Gang Task Force. He's also a former Connect with Kids Champions award winner.

Brenda Wilks

Assistant Superintendent for the Department of Student Services and Special Education, Arlington Public Schools (APS), Brenda continues her commitment to the Whole Child and student achievement. Working with parents, staff, community and students, Brenda lead the Aspire2Excellence and Arlington Tiered Systems of Support initiatives that work in concert to provide families with information as they are planning for their child's future in APS and provide support specific to individual student needs. These efforts underscore the importance of providing every student the opportunity to take courses that enable all students to prepare for college and career. Through this process, Brenda and her team work with students and families to begin planning as early as elementary school to individualize their academic and social emotional supports to ensure a bright future for all.

Staff Support:

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