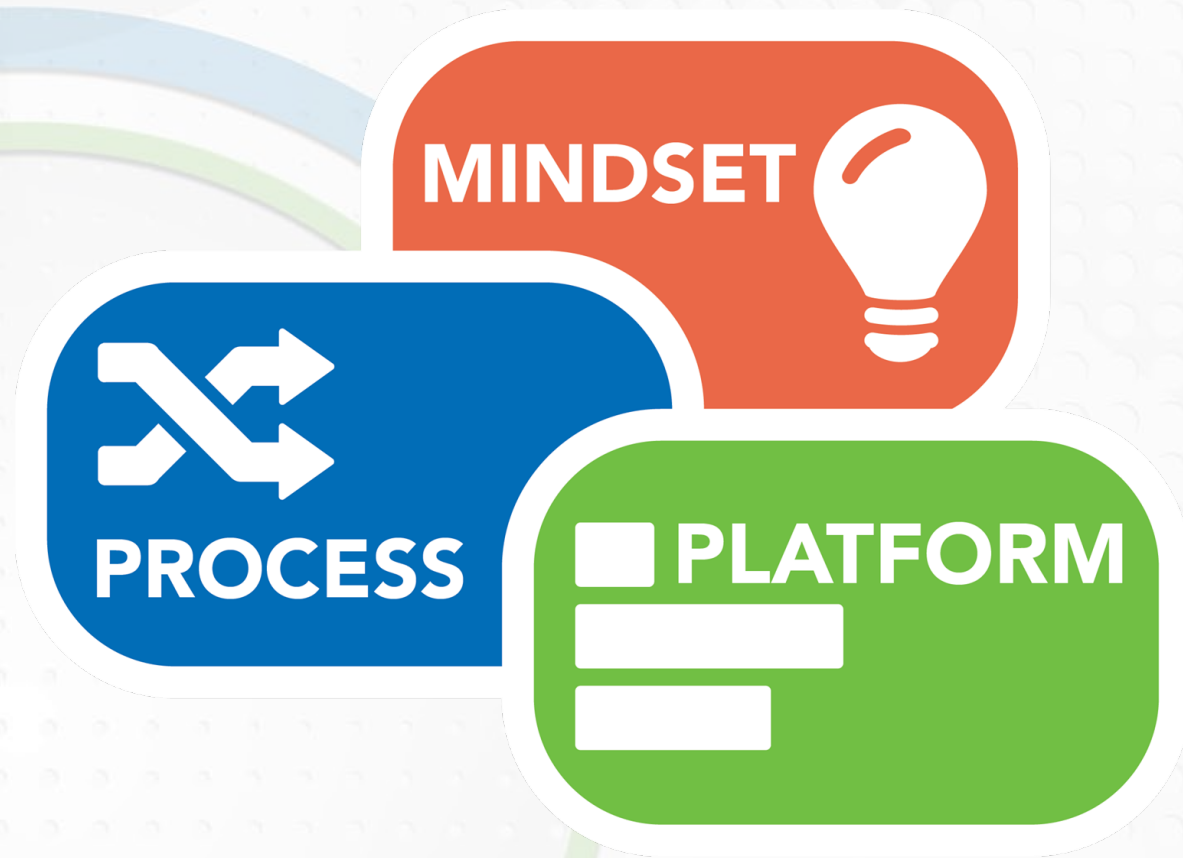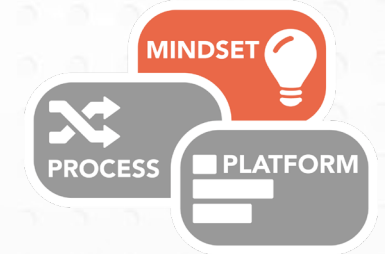# The Whole Child: Overview

The Essence of MICIP

The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing *whole child* **needs** to develop **plans** and coordinate **funds**.

MICIP - Broadly Speaking...

A Shift In Thinking

Continuous Improvement

Whole Child

Systems Thinking

MINDSET

PROCESS

PLATFORM

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

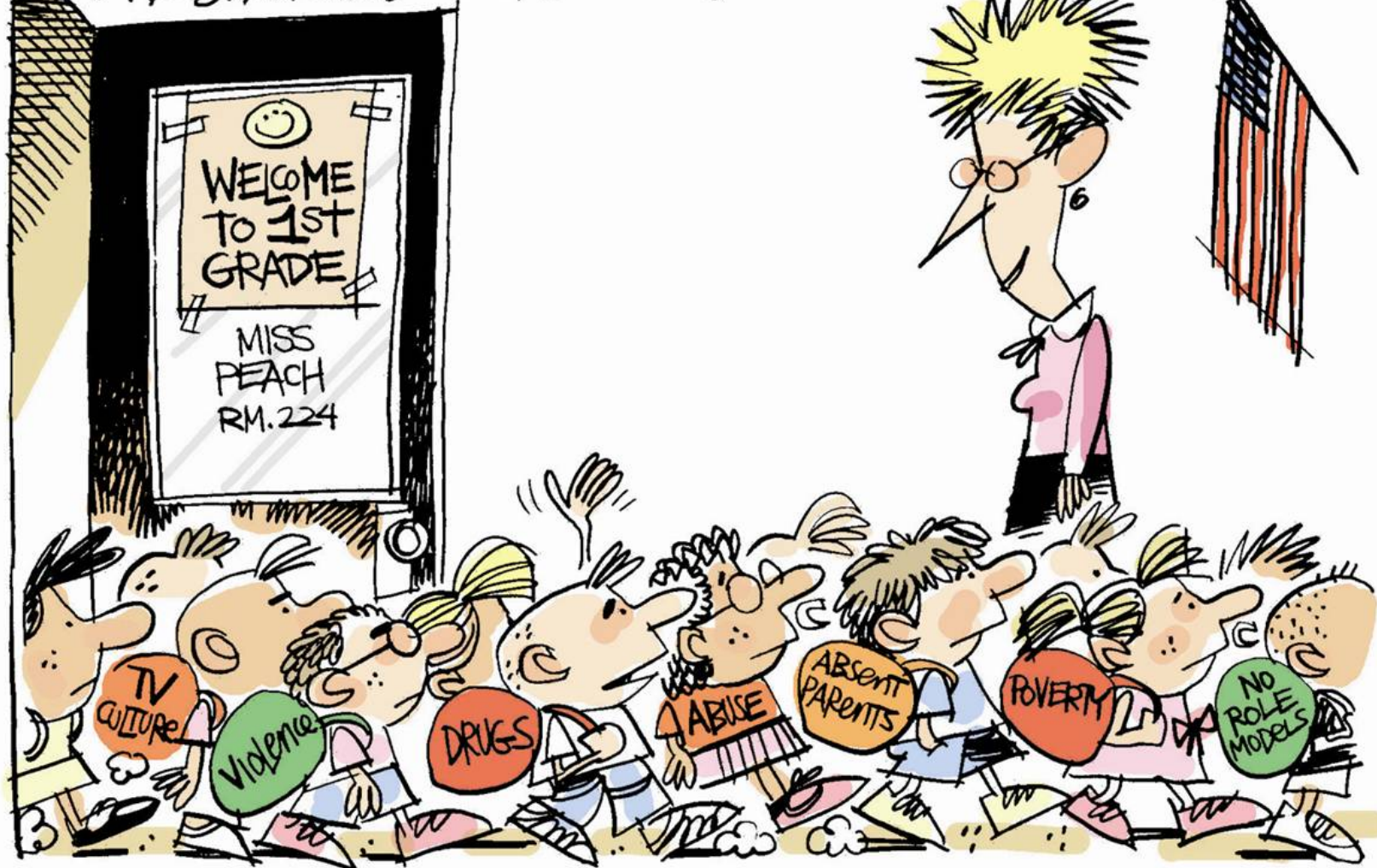# Wishes for Our Time

Become familiar with the Whole School, Whole Community, Whole Child Model

Connect your work to the Model

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

In Michigan…

- 7% of teenagers are not in school and not working
- 31% of kids live in families where no parent works full time year round
- 21% of kids are in low income homes
- 17.7% of children ages 5-17 living in poverty
- 32% are overweight or obese
- 47% of children & teens are not exercising regularly

"We seek to ultimately ensure that education no longer views or needs to view health as an extra or adjunct to education, but rather as foundational to an effective education system. Health and education are related. They are interrelated. They are symbiotic."

Dr. Gene R. Carter, Emeritus Executive Director, ASCD

"WSCC is not a model that calls for health for education's sake. Nor does it call for education for health's sake. Rather, it is a call for health and education for each child's sake."
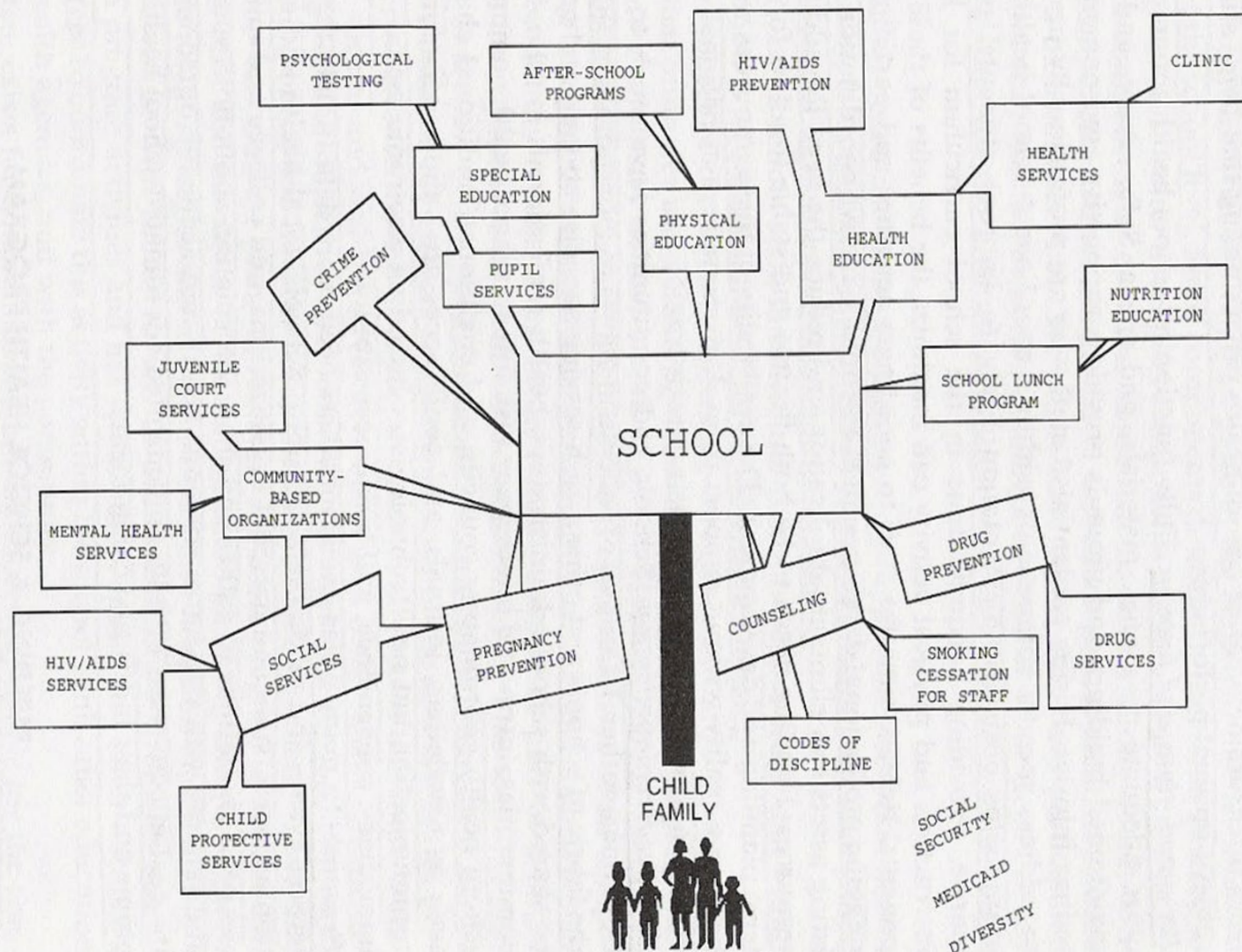
Sean Slade, Director of Outreach, ASCD

What is the WSCC Model?

Whole School, Whole Community, Whole Child

FIGURE 13.1. An Example of a Haphazard System

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health

COMMUNITY

COMMUNITY

COMMUNITY

Health Education

Physical Education & Physical Activity

Community Involvement

Nutrition Environment & Services

Family Engagement

Health Services

Employee Wellness

Physical Environment

Social & Emotional Climate

Counseling, Psychological, & Social Services

COORDINATING POLICY, PROCESS, & PRACTICE

IMPROVING LEARNING AND IMPROVING HEALTH

HEALTHY

SAFE

CHALLENGED

ENGAGED

SUPPORTED

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Counseling, Psychological and Social Services

- Support students' learning
- Contribute to the reduction suspensions, expulsions and drop out rates
- Includes PD for teachers and other school personnel to provide effective supports to students

Social and Emotional Climate

- In a truly safe school every student feels like:
  - They belong
  - They are valued
  - They feel physically and emotionally safe

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Physical Environment

- School Building
- The land surrounding it, play areas
- The physical condition of the school
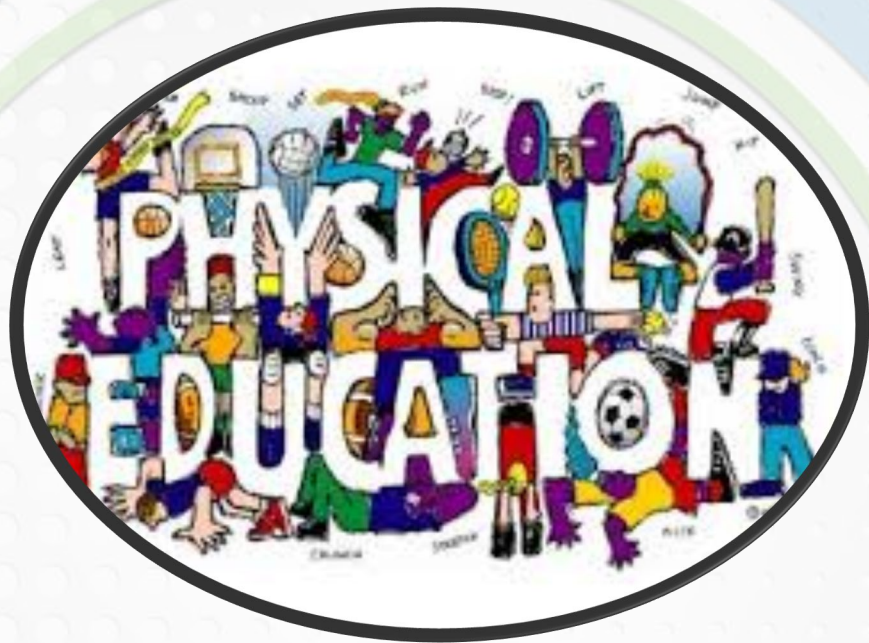
Health Promotion for Staff

- Schools as worksites
- Put your own mask on first
- Role Modeling
- Improved morale
- Keep teachers in the classroom
  - Continuity of instruction
  - Increased productivity
  - Help district bottom line

Health Services

- Provide quality primary health care services
  - School-Based
  - School Linked
  - School Wellness Program
- Organized through school, community, and health provider relationships
- Staffed by quality health care professionals
- Reduce barriers to learning and help students succeed in school

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Physical Education (and Physical Activity)

- Promotes each student's optimum physical, mental, emotional and social development.
- Focus on Skills and maintaining a healthy lifestyle.

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

What's the Difference?

- **Physical Activity** is bodily movement of any type and may include recreational, fitness, and sport activities as well as daily activities such as raking leaves.
Can be incorporated into the school day by activities such as recess and brain boosters.

- **Physical Education** provides physical activity to all children and through content standards teaches them the **knowledge and skills** needed to establish and sustain an active lifestyle.

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Family Engagement

- Family Engagement:
  - Positively impact academic achievement
  - Reduces school suspension rates
  - Improve school-related behaviors

Community Involvement

- Community Groups
- Local Businesses
- Faith Based Organizations
- Cultural and Civic organizations
- Local Farms
- Colleges and Universities

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Health Education

- Provides developmentally appropriate, sequential lessons at each grade level
- Standards
  - Core Content
  - Accessing Information
  - Analyzing Influences
  - Interpersonal Communication
  - Goal Setting
  - Decision Making
  - Advocacy

Health Education, Continued

- Content
  - Social, Emotional and Mental Health
  - Safety and Violence Prevention
  - Substance Use and Misuse
  - Nutrition
  - Physical Activity
  - Personal Health and Wellness
  - Sex Education and HIV Prevention

Nutrition Services

- Food service (school breakfast and lunch, summer feeding, states of emergency)

- Nutrition education as part of a comprehensive health education curriculum

- Foods outside the reimbursable meals program
  - Class parties
  - Fundraisers
  - Extracurricular activities
  - Vending
  - School stores

5 Tenants of the Whole Child

SAFE   HEALTHY   ENGAGED   CHALLENGED   SUPPORTED

A Whole Child Is **Healthy**

Consistent messages and skill building

Role Modeling

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

A Whole Child Is **Safe**

Consistent expectations, rules, and routines

Parents welcomed as partners

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

A Whole Child Is **Engaged**

Active learning, project-based, innovative

Variety of extracurricular activities that help encourage connectedness to school

Apprenticeships and internships, vibrant CTE programs

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

A Whole Child Is **Challenged**

Rigorous, well-rounded curriculum including arts, foreign languages, science, and social studies

Personalized and Project Based Learing

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

A Whole Child Is **Supported**

Flexible use of time and scheduling

Relationship focused

Trained and qualified staff

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Maslow	ASCD's Whole Child
Self Actualized / Maximized	Challenged
Self Esteem / Recognition	Engaged
Love / Belonging	Supported
Safety / Security	Safe
Physiological / Survival	Healthy

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

"*Your brain will be sure you are physically and emotionally ok before it can concentrate on anything else (reading, math, science, etc.) These take priority over cognitive processing.*"

Dr. David Sousa, First Brain and Learning Institute

MICIP

MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

"Schools could do more than perhaps any other single institution in society to help young people and the adults they will become, live healthier, long, more satisfying, and more productive lives."

Carnegie Council on
Adolescent Development

"If schools do not deal with children's health by design, they will deal with it by default."

Health is Academic, 1997

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

How Well Did We Do?

Become familiar with the Whole School, Whole Community, Whole Child Model

Connect your work to the Model

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS
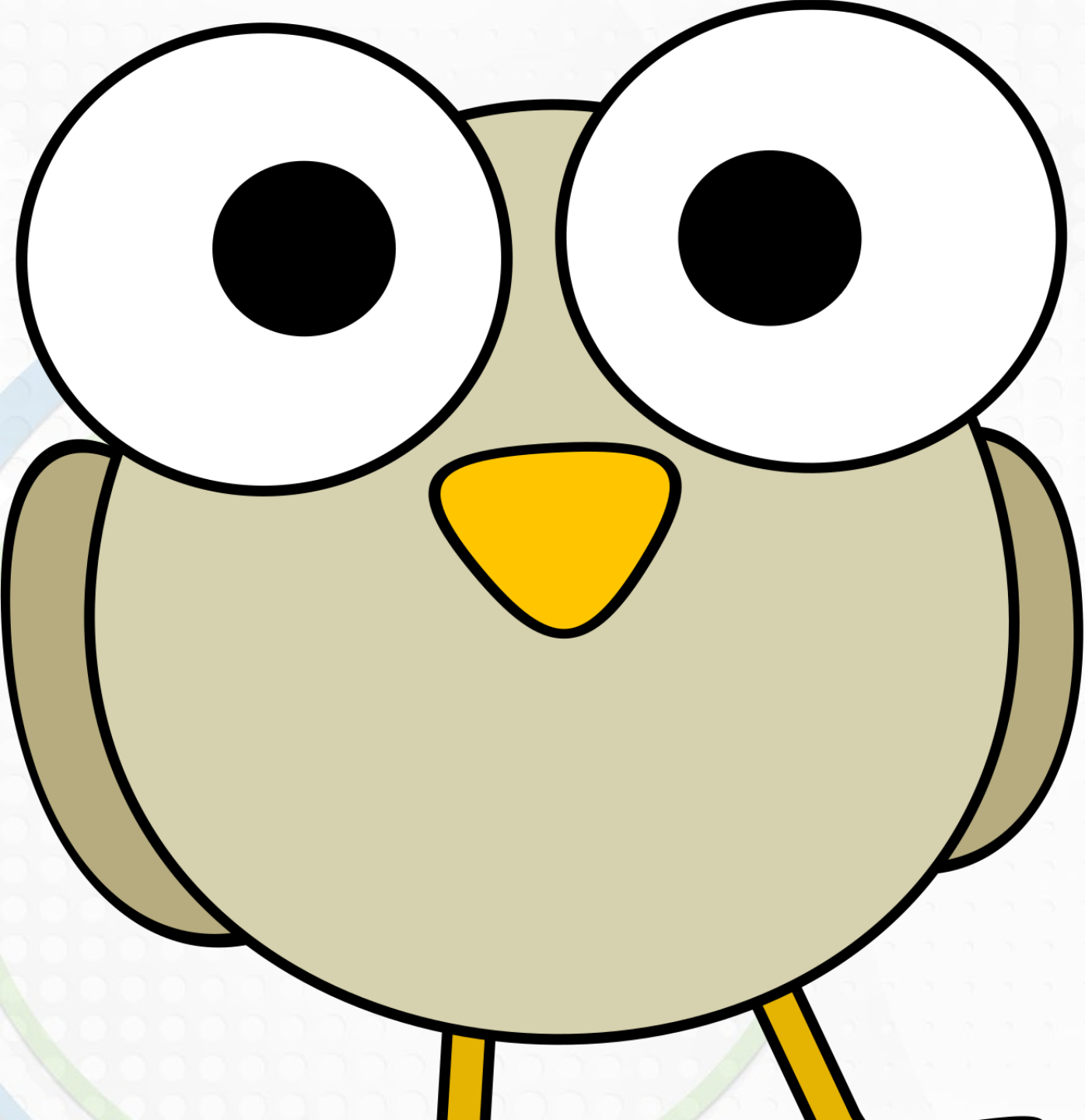
Questions

Mary Teachout, MAT
School Safety Consultant
TeachoutM@Michigan.gov
517-241-7092

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Whole Child: Overview

Mary Teachout
Michigan Department of Education

Welcome to "Working for the Whole Child." This presentation is part of a professional learning series supporting the Michigan Integrated Continuous Improvement Process, or MICIP. My name is Mary Teachout, and I am a School Safety Consultant with the Michigan Department of Education.

The Whole Child: Overview
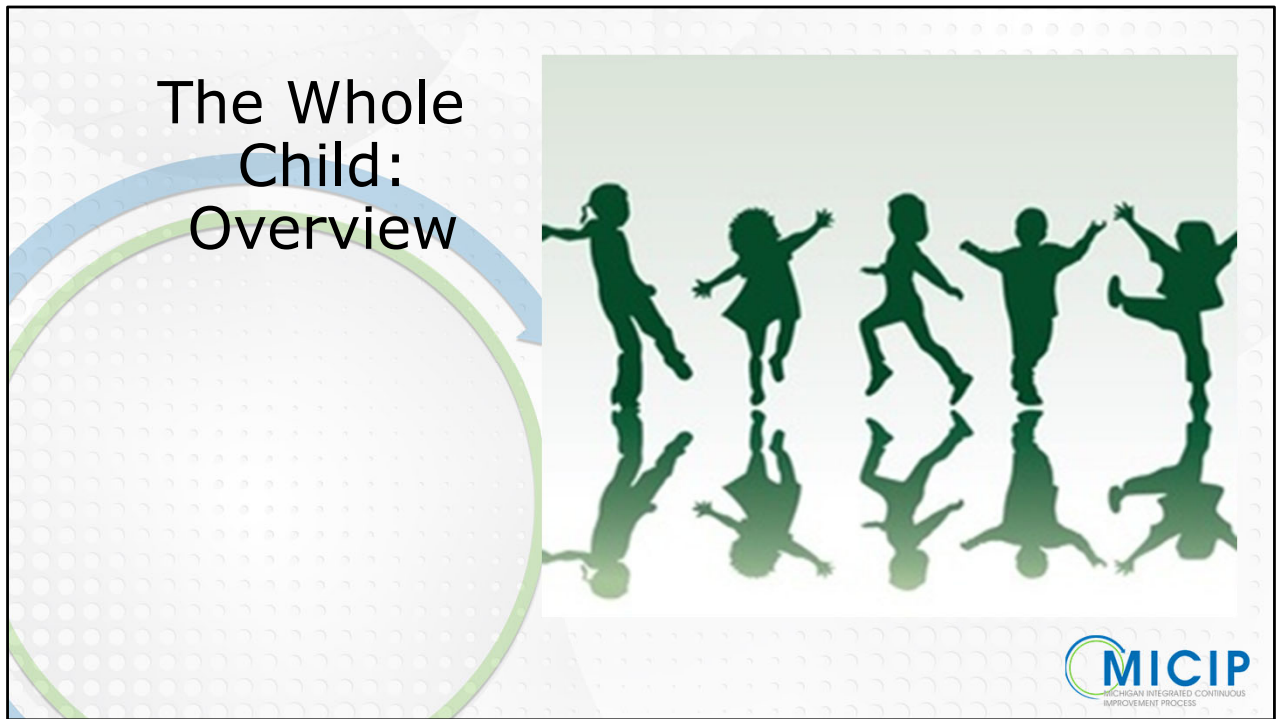
For many years, districts and schools have focused on the academic needs of students, and being educational institutions, that is entirely understandable. In recent years, it has become increasingly clear that academic success is influenced by many other factors, factors that, when addressed, can significantly impact achievement. This presentation is designed to look at some of those other factors.

Before talking in detail about the Whole Child, let's briefly talk about MICIP and how the Whole Child fits. At its core, MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funds. Needs, Plans and Funds are at the core of MICIP.

MICIP - Broadly Speaking...

When we talk about MICIP, broadly speaking we are referring to three areas: a mindset, a process and a platform.
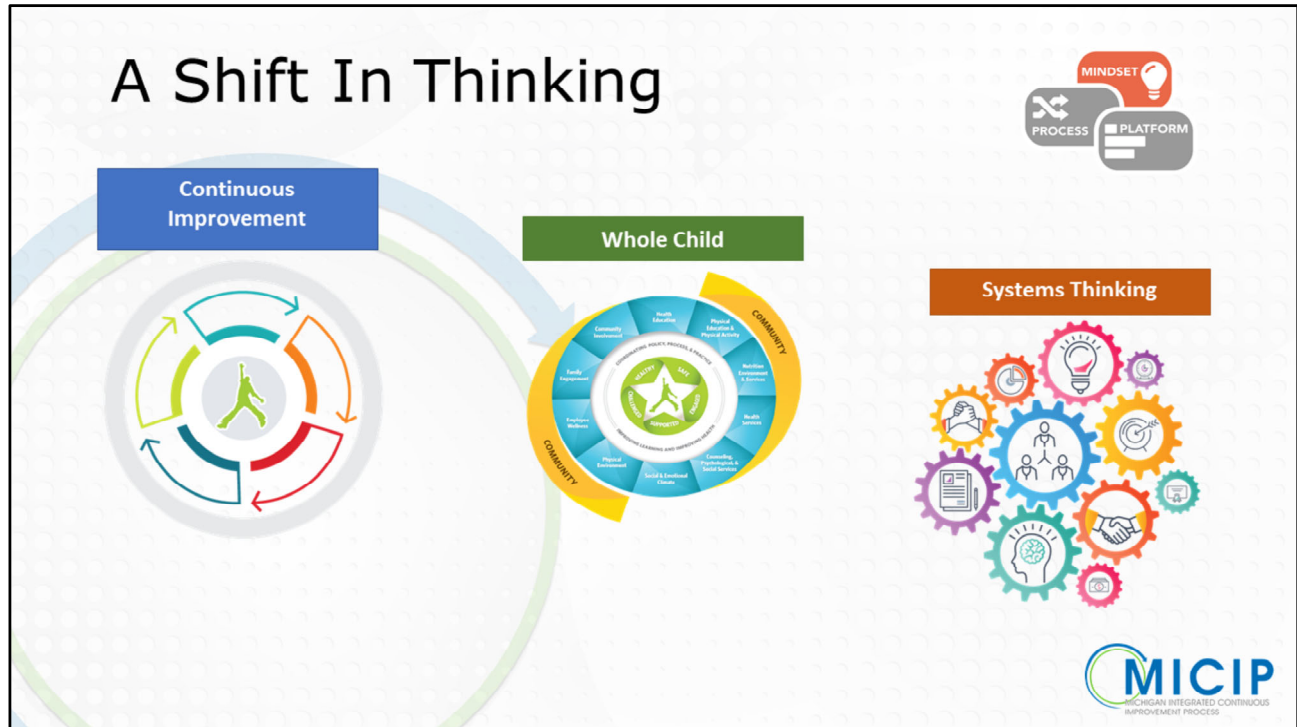
By mindset we mean a shift in thinking where we move from annual, episodic improvement to on-going continuous improvement and where a focus on the Whole Child and Systems-thinking are at the forefront. The Whole Child as embodied in the WSCC model is one of the three primary components of the MICIP mindset.

By the end of our time together today, we're hoping that you are familiar with Whole School, Whole Community, Whole Child or WSCC Model and that you understand how it connects to your work.

The beauty of the public school system is that it teaches ALL students. Like adults, when students are feeling stressed, those stressors go with them wherever they are, including to school. They don't leave them at home. We must address and provide supports for students by design, or we will have to deal with them by default.

In Michigan…

- 7% of teenagers are not in school and not working
- 31% of kids live in families where no parent works full time year round
- 21% of kids are in low income homes
- 17.7% of children ages 5-17 living in poverty
- 32% are overweight or obese
- 47% of children & teens are not exercising regularly

This slide contains some facts about Michigan students. Take a minute to read them. These facts help explain a sense of urgency and the need to address more than just students' academic needs.
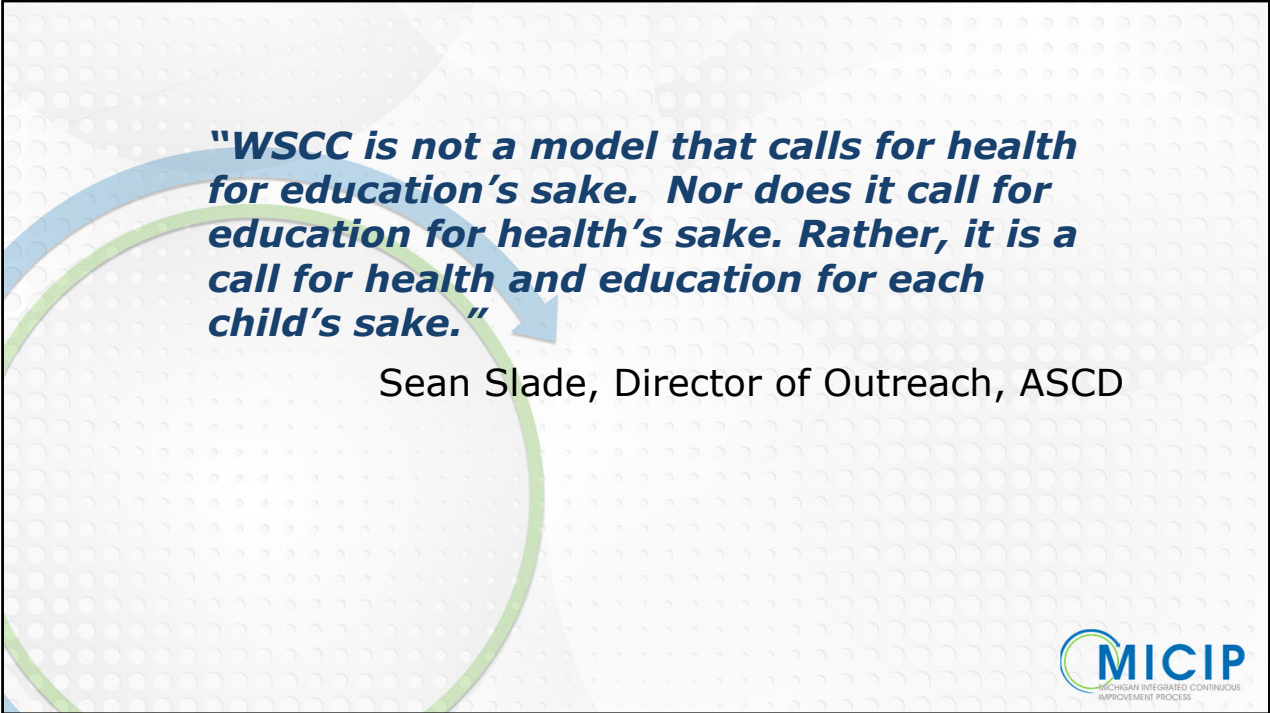
The State of Michigan's Children 2016 www.kidscount.org

> *"We seek to ultimately ensure that education no longer views or needs to view health as an extra or adjunct to education, but rather as foundational to an effective education system. Health and education are related. They are interrelated. They are symbiotic."*
>
> Dr. Gene R. Carter, Emeritus Executive Director, ASCD

The Association for Supervision and Curriculum Development, now known as ASCD, has been a strong advocate for the Whole Child and was also instrumental in collaborating with the Centers for Disease Control, bringing together the school health and education communities to develop the WSCC model. Read this quote from Dr. Gene Carter from ASCD. What does it say about the relationship between the health and education communities?

Now read this quote from Sean Slade, Director of Outreach for ASCD. What does it add to the conversation? You may want to pause this presentation to talk about these two statements.
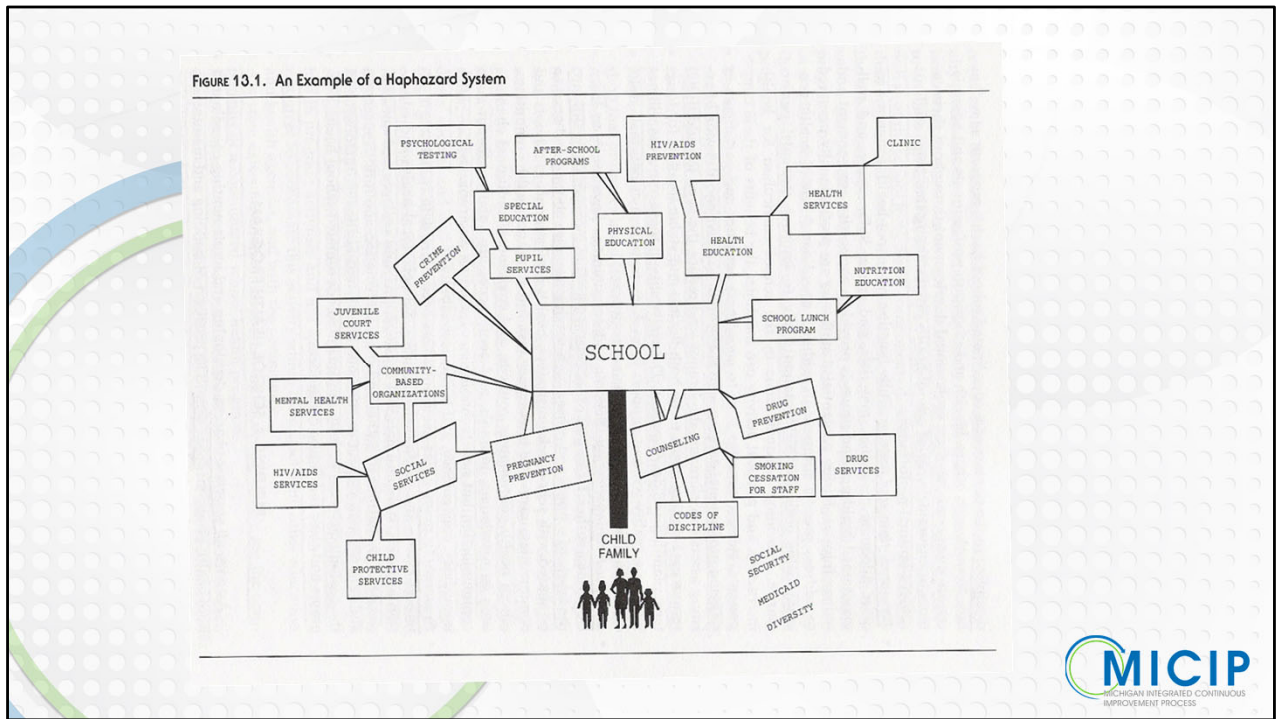
So what is the WSCC Model? WSCC is an acronym for Whole School, Whole Community, Whole Child.

Figure 13.1. An Example of a Haphazard System

Frequently, programs and funding come into schools in fragmented and uncoordinated ways. We call this the "Uncoordinated School Health" model. Programs and services may have been delivered in a way that has not necessarily considered the needs of families and students or best practice. Efforts may have been duplicated due lack of communication or restrictive funding sources. MICIP and implementing the WSCC model is intended to address these challenges.

The Whole School, Whole Community, Whole Child (WSCC) framework is meant to coordinate programs and services that will support and enhance a student's ability to learn. It will help reduce the duplication of efforts and allow schools and districts to have meaningful conversation around what is currently happening to support ALL students and their families. This framework places the student at the center of the model. All pieces of the framework are there to help support that student's success. The five green "tenants" in the center of the framework are our ultimate goals for students. We want them to be healthy, safe, supported, engaged and challenged. The outer blue ring contains the 10 components that help get to the middle. The white ring between the two focuses on coordinating policy, process and practice, ensuring that the school and district have the appropriate systems and policies in place and that they are adhered to. The model is surrounded by the community. Community partnerships are a critical part of ensuring the success of the framework and, ultimately, our students.

Often you will hear this model referred to as the "whole child model". While this helps shorten the name of the model, we need to be careful not to forget about the other critical pieces – the school and the community. This model's intent is to bring about more communication, collaboration, and partnerships, and we don't want that to get lost. So while we may shorten the title, we still need to have a solid understanding of the whole model and process.

The following slides will break down the 10 components and 5 tenants of the framework. We'll begin with the 10 components in the blue ring.

Counseling, Psychological and Social Services

- Support students' learning
- Contribute to the reduction suspensions, expulsions and drop out rates
- Includes PD for teachers and other school personnel to provide effective supports to students

Counseling, psychological and social service prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process.

A comprehensive health education curriculum with a solid social-emotional learning component is critical to teaching students the needed skills in this area.

Services include psychological, psychoeducational, and psychosocial assessments as well as direct and indirect interventions to address psychological, academic, and social barriers to learning, including individual or group counseling and consultation. These services also include referrals to school and community support services as needed.

Additionally, systems-level assessment, prevention, and intervention programs design by school-employed mental health professionals contribute to the mental and behavioral health of students as well as to the health of the school environment. These can be done through resource identification and needs assessments, school-community-family collaboration, and ongoing participation in

school safety and crisis response efforts.

School-employed professionals can provide skilled consultation with other school staff as well as with community resources and providers. School-employed mental health professionals ensure that services provided in school reinforce learning and help to align interventions provided by community providers with the school environment. Professionals such as certified school counselors, school psychologists, and school social workers provide these services.

Another critical piece of this component is professional learning for school staff at all levels. Often staff indicate they know a student may be struggling or having trouble but don't know how to help or where to send the student for help. Professional learning that is strongly supported by administration will give teachers and school staff knowledge, supports and resources to more confidently and effectively assist their students.

Social and Emotional Climate
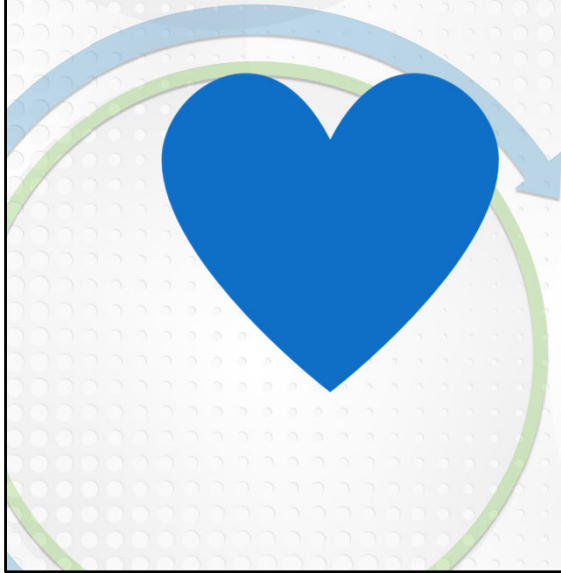
- In a truly safe school every student feels like:
  - They belong
  - They are valued
  - They feel physically and emotionally safe

The social and emotional climate in schools should be comfortable, safe, and nurturing. It is essential for students' academic achievement and employees' health and well-being.

Research overwhelmingly shows that a positive social and emotional climate:
1) Contributes to a higher level of school connectedness as a result of a feeling of belonging and being cared for at school.
2) Positively impacts academic achievement, resulting in improved attendance, fewer suspensions and expulsions, and increased graduation rates.
3) Influences social and emotional development that results in increased prosocial behavior.
4) Affects student engagement in school activities and relationships with other students, staff, family, and community, resulting in a better attitude towards school.
5) Promotes growth and development and improves prospects for employment.
6) Deters students from engaging in risky behaviors, including reduced substance abuse.

RMC Social and Emotional Smart Guide https://www.rmc.org/wp-content/uploads/2016/11/6-Social-and-Emotional-Climate-Smart-Guide.pdf

Physical Environment

- School Building
- The land surrounding it, play areas
- The physical condition of the school

A healthy and safe physical school environment promotes learning by ensuring the health and safety of students and staff. Things like air quality, single points of entry, and a clean and welcoming building all play a part in a safe and healthy school environment. The physical school environment encompasses the school building and its contents, the land on which the school is located, and the area surrounding it.

A healthy school environment will address a school's physical condition during normal operation as well as during renovation, including ventilation, moisture, temperature, noise, and natural and artificial lighting. It protect occupants from physical threats such as crime, violence, traffic, and injuries as well as from biological and chemical agents in the air, water, or soil. It also protects from things brought into the school, including pollution, mold, hazardous materials, pesticides, and cleaning agents.

Health Promotion for Staff

- Schools as worksites
- Put your own mask on first
- Role Modeling
- Improved morale
- Keep teachers in the classroom
  - Continuity of instruction
  - Increased productivity
  - Help district bottom line

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

We often forget that schools are not only places of learning; they are also worksites for school staff. Fostering school employees' physical and mental health protects the health and well-being of school staff, and by doing so, helps to support students' health and academic success.

Healthy school employees—teachers, administrators, bus drivers, cafeteria and custodial staff, and contractors—are more productive and less likely to be absent. They serve as powerful role models for students and may also increase their own attention to students' health. Schools can create work environments that support healthy eating and active lifestyles, are tobacco free, manage stress, and avoid injury and exposure to hazards such as mold and asbestos. A comprehensive school employee wellness approach is a coordinated set of programs, policies, benefits, and environmental supports designed to address multiple risk factors – including nutrition, physical activity, and tobacco use – as well as chronic health conditions such as diabetes and depression to meet the health and safety needs of all employees.

Partnerships between school districts and their health insurance providers can help offer resources, including personalized health assessments and flu vaccinations. Employee wellness programs and healthy work environments can improve a district's bottom line by decreasing employee health insurance premiums, reducing employee turnover, and cutting

costs of substitutes. Other partnerships between local health care providers and local health departments may also be able to provide resources.

Focusing on staff health and wellness and keeping teachers in the classroom ensures continuity of instruction, increased productivity, reduced staff stress, and a better district bottom line as the result of fewer subs and days teachers being out of the classroom.

Health Services

- Provide quality primary health care services
  - School-Based
  - School Linked
  - School Wellness Program
- Organized through school, community, and health provider relationships
- Staffed by quality health care professionals
- Reduce barriers to learning and help students succeed in school

In Michigan, school health services can have a variety of definitions:
- School-based health centers are housed in the schools. They are staffed like any other health center or doctor's office. Many often include mental health and dental services. These services are available to families and students.
- School-linked health centers are housed off the school campus, often at local health departments. Transportation to these centers needs to be provided for students.
- School wellness programs generally have a school nurse.

School health services intervene with actual and potential health problems, including providing first aid, emergency care and assessment, and planning for the management of chronic conditions such as asthma or diabetes.

In addition, wellness promotion, preventive services and staff, student and parent education complement the provision of care coordination services. These services are also designed to ensure access and/or referrals to the medical, home or private healthcare provider. Health services connect school staff, students, families, community, and healthcare providers to promote the health care of students and a healthy and safe school environment.

School health services actively collaborate with school and community support services to increase the ability of students and families to adapt to health and social stressors such as

chronic health conditions or social and economic barriers to health. These services also enable students to manage these stressors and advocate for their own health and learning needs. Qualified professionals such as school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants and allied health personnel help provide these services.

Physical Education (and Physical Activity)
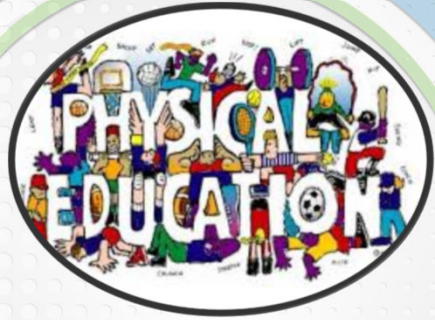
- Promotes each student's optimum physical, mental, emotional and social development.
- Focus on Skills and maintaining a healthy lifestyle.

Schools can create an environment that offers many opportunities for students to be physically active throughout the school day. A comprehensive school physical activity program (CSPAP) is the national framework for physical education and youth physical activity. A strong program that promotes physical education will include physical education classes, physical activity during school - including in the classroom -, physical activity before and after school, staff involvement, and family and community engagement.

Physical education serves as the foundation of a school's physical activity program and is an academic subject characterized by a planned, sequential, standards-based course of study that is based on the state and national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence and into adulthood. Teachers must be certified or licensed and endorsed by the state to teach physical education.

This Photo by Unknown Author is licensed under CC BY-SA

What's the Difference?

- **Physical Activity** is bodily movement of any type and may include recreational, fitness, and sport activities as well as daily activities such as raking leaves.
Can be incorporated into the school day by activities such as recess and brain boosters.
- **Physical Education** provides physical activity to all children and through content standards teaches them the **knowledge and skills** needed to establish and sustain an active lifestyle.

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Many still do not understand the difference between physical activity and physical education. This slide helps provide some clarification. Notice that physical education includes physical activity, but it also teaches the knowledge and skills needed to establish and sustain an active lifestyle.

Family Engagement
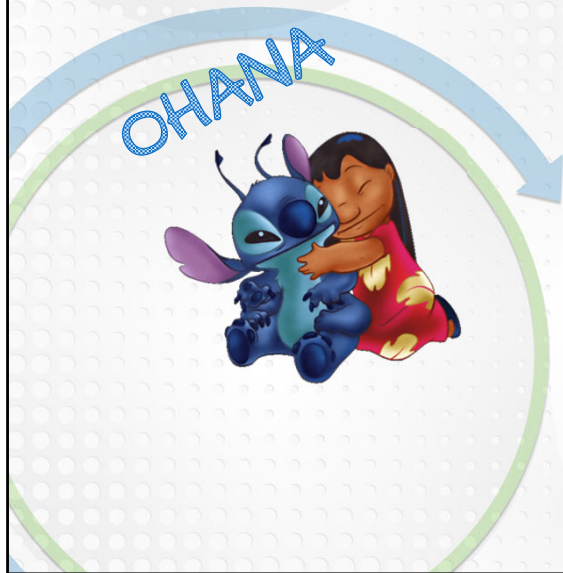
- Family Engagement:
  - Positively impact academic achievement
  - Reduces school suspension rates
  - Improve school-related behaviors

Families and school staff work together to support and improve the learning, development, and health of students. Engagement is different than involvement. Engagement speaks more to a partnership. Schools must acknowledge that not all parents' experiences with schools have been positive, and they must work to build relationships that encourage meaningful engagement.

Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Families are committed to actively supporting their child's learning and development. This relationship between school staff and families cuts across and reinforces student health and learning in multiple settings - at home, in school, in out-of-school programs, and in the community. Family engagement should be continuous across a child's life and requires an ongoing commitment as children mature into young adulthood.

Community Involvement

- Community Groups
- Local Businesses
- Faith Based Organizations
- Cultural and Civic organizations
- Local Farms
- Colleges and Universities

Community groups, organizations, and local businesses create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities. It is critical to have community groups and representatives involved in the continuous improvement process to allow them to see the needs of the school and offer assistance with supporting those needs. This will help avoid the issue of organizations approaching schools with programs from which they think the school can benefit and potentially applying for grants in isolation from the rest of school programming.

The school, its students, and their families benefit when leaders and staff at the district or school solicit and coordinate information, resources, and services available from:
- community-based organizations,
- businesses,
- cultural and civic organizations,
- social service agencies,
- faith-based organizations,
- health clinics,
- colleges and universities, and
- other community groups.

Schools, students, and their families can, in turn, contribute to the community through service-learning opportunities, encouraging partnerships with career and technical

education programs and by sharing school facilities with community members, such as school-based community health centers and fitness facilities.

Health Education

- Provides developmentally appropriate, sequential lessons at each grade level
- Standards
  - Core Content
  - Accessing Information
  - Analyzing Influences
  - Interpersonal Communication
  - Goal Setting
  - Decision Making
  - Advocacy

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Formal, structured, standards-based, comprehensive health education consists of any combination of planned learning experiences that provide the opportunity to acquire the information and skills students need to make quality health decisions and develop critical life skills. Health education standards are primarily focused on skills; only ONE focuses on content knowledge.

When provided by qualified, trained teachers, health education helps students acquire the knowledge, skills and attitudes they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

Health education curricula and instruction should address the state and National Health Education Standards (NHES) and incorporate the characteristics of an effective health education curriculum.

Health Education, Continued

- Content
  - Social, Emotional and Mental Health
  - Safety and Violence Prevention
  - Substance Use and Misuse
  - Nutrition
  - Physical Activity
  - Personal Health and Wellness
  - Sex Education and HIV Prevention

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Comprehensive school health education includes curricula and instruction for students in pre-K through grade 12 that instruct in critical skills by addressing a variety of topics such as:
- alcohol, tobacco and other drug use and abuse,
- healthy eating and nutrition,
- mental and emotional health,
- personal health and wellness,
- physical activity,
- personal safety and violence prevention and
- sexual health

These areas are based on the Center for Disease Control's 6 risk factors for youth.

Nutrition Services

- Food service (school breakfast and lunch, summer feeding, states of emergency)
- Nutrition education as part of a comprehensive health education curriculum
- Foods outside the reimbursable meals program
  - Class parties
  - Fundraisers
  - Extracurricular activities
  - Vending
  - School stores

The school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus.   Students may have access to foods and beverages in a variety of venues at school, including the cafeteria, vending machines, grab 'n' go kiosks, school stores, concession stands, classroom rewards, classroom parties, school celebrations, and fundraisers. At it's core, school nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs meet Smart Snacks in School nutrition standards.

School nutrition professionals should meet minimum education requirements and receive annual professional learning to ensure that they have the knowledge and skills to provide these services.   All individuals in the school community can support a healthy school nutrition environment by marketing and promoting healthier foods and beverages, encouraging participation in the school meal programs, modeling healthy eating behaviors, and ensuring that students have access to free drinking water throughout the school day.

Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential.
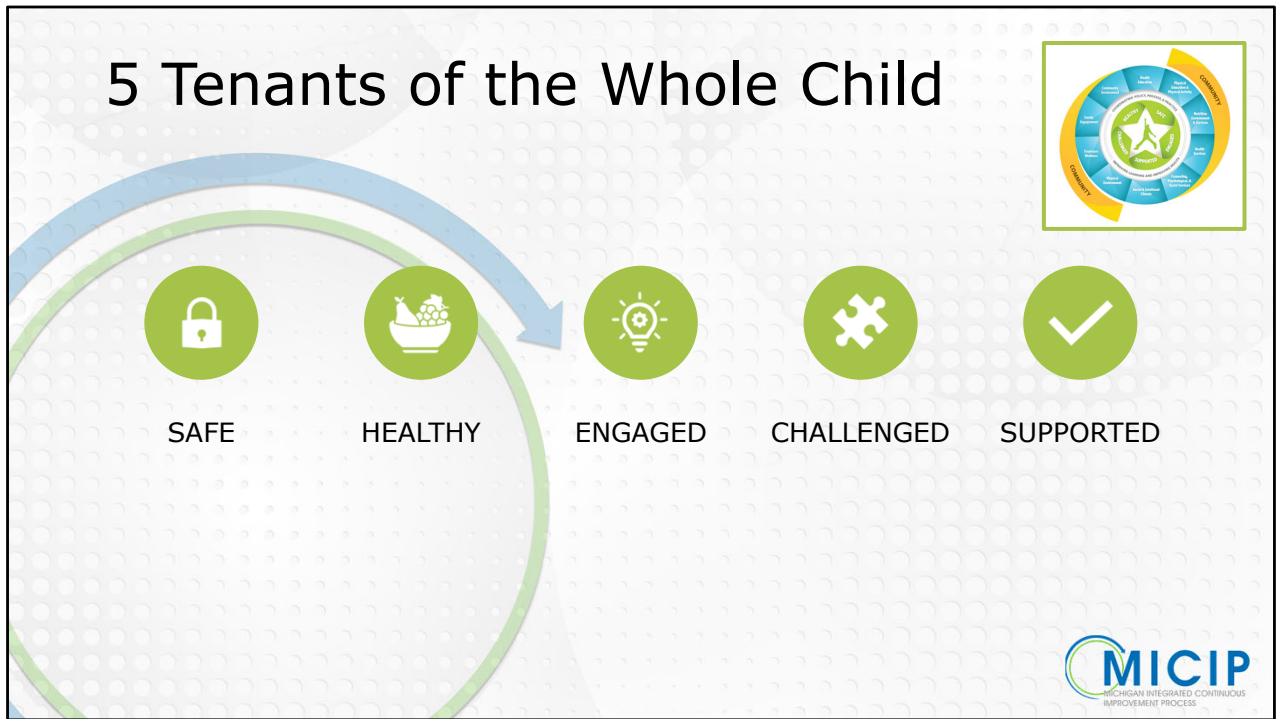
Now let's move from the ten components in the blue circle to the 5 tenants in the green. The 5 tenants are the ultimate goal for all students. Let's see what each of these might look like in a school.

A Whole Child Is **Healthy**

Consistent messages and skill building

Role Modeling

A Whole Child is healthy. The goal is for each student to enter school healthy and to learn about and practice a healthy lifestyle.

The school culture supports and reinforces the health and well-being of each student. It's health education curriculum and instruction support and reinforce health and well-being by addressing the physical, mental, emotional, and social dimensions of health aligned with other practices and messages throughout the school. The school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, skills, attitudes, and behaviors. The school facility and environment support and reinforce the health and well-being of each student and staff member.

The school addresses the health and well-being of each staff member. Healthy role-modeling provided by staff is an important piece of consistent messaging. The school also collaborates with parents and the local community to promote the health and well-being of each student and integrates health and well-being into the school's ongoing activities, professional learning, curriculum, and assessment practices.

The school sets realistic goals for student and staff health that are built on accurate data and sound science and facilitates student and staff access to physical health, dental health,

and mental health services. It also supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.

A Whole Child Is **Safe**

Consistent expectations, rules, and routines

Parents welcomed as partners

A Whole Child is safe.

The school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards. The school physical plant is attractive and welcoming, is structurally sound, and has good internal and external traffic flow, including in hallways and for pedestrians, bicycles, and motor vehicles. Traffic routes also accommodate those with special needs and are free of defects.

The school physical, emotional, academic, and social climate is safe, friendly, and student-centered; students feel valued, respected, and cared for and are motivated to learn. Students and families also have access to mental health services.

The school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help them improve problem behavior. The school provides students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior and reinforcing expectations, rules, and routines.

The school teaches, models, and provides opportunities to practice social-emotional skills,

including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision-making. The school also upholds social justice and equity concepts as well as practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.

The school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development, and teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

A Whole Child Is **Engaged**

Active learning, project-based, innovative

Variety of extracurricular activities that help encourage connectedness to school

Apprenticeships and internships, vibrant CTE programs

A Whole Child is engaged.

Teachers use active learning strategies, such as cooperative learning and project-based learning, and use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. The school offers a range of opportunities for students to contribute to and learn within the community-at-large, including service learning, internships, apprenticeships, and volunteer projects while using curriculum-related experiences such as field trips and outreach projects to complement and extend curriculum and instruction. School policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision-making

Each student in the school has access to a range of options and choices for a wide array of extracurricular and co-curricular activities that reflect student interests, goals, and learning profiles. Curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content. The staff works closely with students to help them monitor and direct their own progress.

The school expects and prepares students to assume age-appropriate responsibility for learning through effective decision-making, goal setting, and time management and

supports, and promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.

A Whole Child Is **Challenged**

Rigorous, well-rounded curriculum including arts, foreign languages, science, and social studies

A Whole Child is challenged.

Each student in the school has access to challenging, comprehensive curriculum in all content areas. The curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem-solving competencies, and technology proficiency.

Curriculum, instruction, and assessment demonstrate high expectations for each student, include evidence-based strategies to prepare students for further education, career, and citizenship, and develop students' global awareness and competencies, including an understanding of language and culture. The school provides cross-curricular opportunities for learning with and through technology.

The school collaborates with families to help all students understand the connection between education and life-long success. Extracurricular, co-curricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship. The school collects and uses qualitative and quantitative data, including "non-academic" data, to ensure students' academic and personal growth.

A Whole Child is supported.

The school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student. Teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress. The school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.

The school ensures that adult-student relationships support and encourage each student's academic and personal growth. Each student has access to school counselors and other structured academic, social, mental and emotional support systems.

School personnel welcome and include all families as partners in their children's education and significant members of the school community. The school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities and opportunities for students and helps families understand available services, advocate for their children's needs, and support their children's learning.

Every member of the school staff is well qualified and properly credentialed. All adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behavior.

Maslow	ASCD's Whole Child
Self Actualized / Maximized	Challenged
Self Esteem / Recognition	Engaged
Love / Belonging	Supported
Safety / Security	Safe
Physiological / Survival	Healthy

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

It is no coincidence that the ASCD's Whole Child tenets align closely with Maslow's hierarchy.
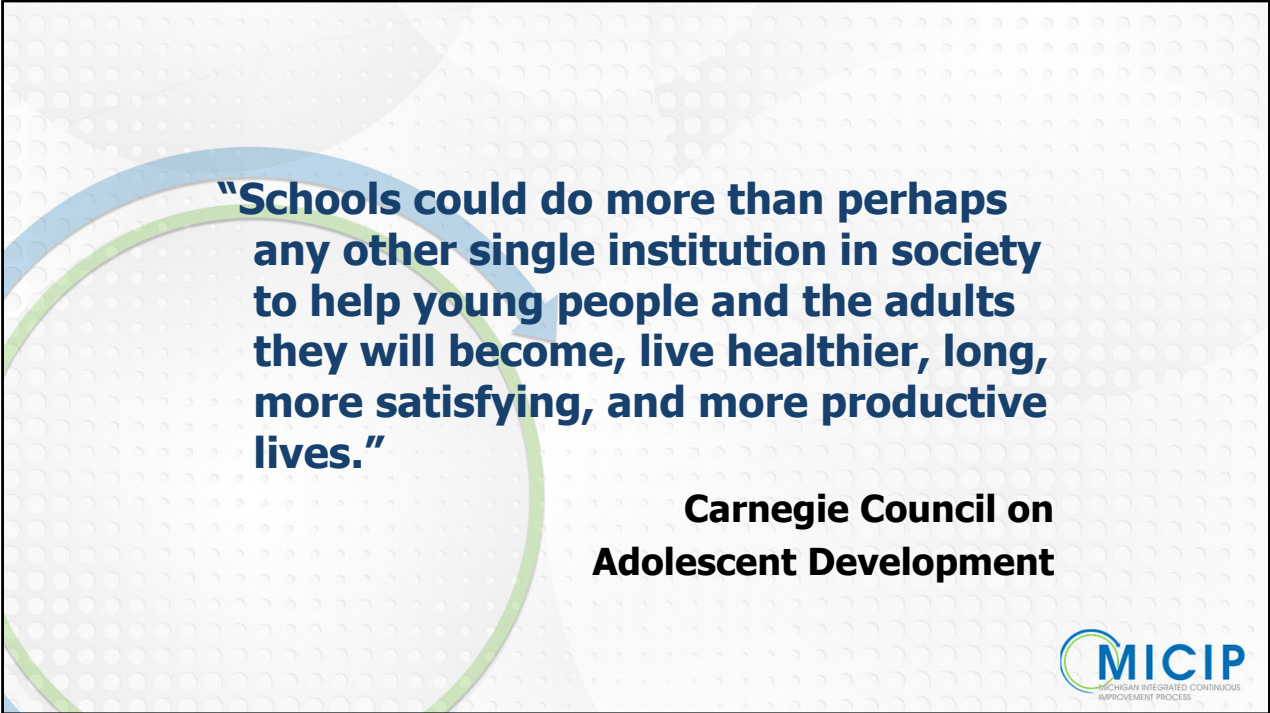- Having one's physical needs met leads to being healthy.
- Experiencing safety and security makes one feel safe.
- Experiencing love and belonging makes one feel supported
- Having high levels of self-esteem and being recognized for one's efforts results in being highly engaged in learning
- Being self-actualized aligns with challenged – you are a lifelong learner, a capable human being able to take on challenges academically and otherwise

"Your brain will be sure you are physically and emotionally ok before it can concentrate on anything else (reading, math, science, etc.) These take priority over cognitive processing."

Dr. David Sousa, First Brain and Learning Institute

MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

At the First Brain and Learning Institute, Dr. David Sousa stated that there are 2 HUGE Barriers to learning Physical and Emotional Health, stating, "Your brain will be sure you are physically and emotionally ok before it can concentrate on anything else (reading, math, science, etc.). These take priority over cognitive processing."

So what is the role of schools? Read this quote from the Carnegie Council on Adolescent Development.

"**If schools do not deal with children's health by design, they will deal with it by default.**"

Health is Academic, 1997

And, finally, "If schools do not deal with children's health by design, they will deal with it by default." Which choice will your district make? What would it have to do to fully embrace the Whole Child?

How Well Did We Do?

Become familiar with the Whole School, Whole Community, Whole Child Model

Connect your work to the Model

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IMPROVEMENT PROCESS

How well did we do? To what extent do you understand the WSCC model and its connection to your work?

Questions

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