

How a Whole Child Approach Can Transform Education in Texas



Texas Whole Child



Acknowledgments

This guide was developed for the Texas education community and based on ASCD's initiative, The Whole Child. Dr. Gene Carter, ASCD Executive Director, is the creator of this initiative. We are greatly indebted to Dr. Carter for his foresight on the need for such an approach in education. It is an approach that has had its building blocks evident for many years, but has not always been addressed in its entirety.

Glenda Heil and Juneria Berges, with their outstanding talents, developed this guide. They researched and analyzed data, drawing specific information concerning the demographic profiles of Texas students, which support the great need for the whole child approach in Texas schools. Glenda and Juneria masterfully fused the essential materials necessary for an understanding of the whole child approach.

We appreciate ASCD's technical assistance and grant support that has been given to activate this initiative in Texas. These assists came from the ASCD Constituent Services and Program Units – especially Molly McCloskey, David Griffith, Reece Quiñones and Kevin Davis.

To the many people who contributed by the careful reading and incredible suggestions – thank you.

Texas ASCD is a driving force in the support of schools that undertake this approach and take action for their students. The Association will assist these schools to promote the development of children who are healthy, safe, engaged, supported, and challenged.

Let's make this happen in Texas. Ignite how special all of you are. Be there for them – THE STUDENTS.

Yolanda M. Rey, Ph.D.
Executive Director
Texas ASCD

Table of Contents

1	<i>A Guide to the Texas Whole Child</i>	1
	Introduction - ASCD Whole Child Initiative.	1
	The Texas Whole Child Initiative	2
<hr/>		
2	<i>Why Are the Whole Child Tenets So Important?</i>	3
	Homelessness.	3
	Poverty.	4
	Texas Students	6
	Investing In the Future of Our Children.	8
	References	10
	ASCD Documents and Information Available for Support of the Whole Child Approach.	11
<hr/>		
3	<i>ASCD Whole Child Tenets</i>	12
	Educating the Whole Child: The New Learning Compact	19



The ASCD Whole Child Tenets



Each student enters school **healthy** and learns about and practices a healthy lifestyle.



Each student learns in an environment that is physically and emotionally **safe** for students and adults.



Each student is actively **engaged** in learning and is connected to the school and broader community.



Each student has access to personalized learning and is **supported** by qualified, caring adults.



Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

A GUIDE TO THE TEXAS WHOLE CHILD

Introduction – ASCD Whole Child Initiative

Why do we need a **whole child** approach to teaching and learning? What does a whole child approach to education truly require? In searching for these complex answers, ASCD convened the Commission on the Whole Child in 2006. “Composed of leading thinkers, researchers, and practitioners from a wide variety of sectors, the Commission was charged with recasting the definition of a successful learner from one whose achievement is measured solely based on academic tests to one who is knowledgeable, emotionally and physically active, civically inspired, engaged in the arts, and prepared for work and economic self-sufficiency, and ready for the work beyond formal schooling.” (*The Learning Compact Redefined: A Call to Action*, p. 4). The Report of the Commission did not diminish the essential focus on academics, but it redefined what a successful learner is and how we measure success.

In 2007 ASCD called upon educators, communities, and policymakers to work together in fulfilling *The New Compact* with our young people through educating the whole child. It emphasized academic achievement on test scores in reading, math, writing, and other core subjects as being only one part of a complete accountability system. It reframed the need to educate the whole child as “The 21st Century Imperative” in a global economy. The Compact provided recommendations for what local, state, and national policymakers could do to ensure implementation.

The Whole Child philosophy is based on a broad concept that, in order for a child to be educated successfully, he/she must be **healthy, safe, engaged, supported, and challenged**. These descriptors are embedded in the five ASCD Whole Child Tenets. *The New Compact* asks that communities look at the whole picture and ensure that:

- Each student enters school **healthy** and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally **safe** for students and adults.
- Each student is actively **engaged** in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is **supported** by qualified, caring adults.
- Each student is **challenged** academically and prepared for success in college or further

study and for employment and participation in a global environment.

Whole child education requires that all the components work together, not in isolation, for each child, in each school, and in each community. The compact supports comprehensive approaches to teaching, learning, and community involvement which require a shift in the way we think about how schools and communities must collaborate, coordinate, and integrate the whole child approach. Only then will schools be able to ensure sustainability and the long-term success of this approach.

The Texas Whole Child Initiative

In 2011 Texas ASCD applied for and received an ASCD grant to begin The Texas Whole Child Initiative with a vision to align with the needs of Texas communities. The Texas initiative is based directly upon ASCD's Whole Child Initiative. The initiative utilizes multiple documents designed by ASCD, including *Making the Case for Educating the Whole Child*, which ASCD has granted permission to print in its entirety.



Texas ASCD's implementation of the first phase of the grant was informative. It involved designing, distributing, and publicizing *A Guide to the Texas Whole Child* and adding a presence devoted to the Whole Child on the official Texas ASCD website (www.txascd.org). The website will include a list of organizations willing to partner with Texas ASCD and local communities in the whole child transformation; a link to the ASCD Whole Child website which contains case studies of schools/communities that have made the transformation; and the issuing of a findings report identifying how the program has worked with both successes and lessons learned.

WHY ARE THE WHOLE CHILD TENETS SO IMPORTANT?

Texas is Changing!

To reinforce the five tenets of the whole child initiatives, Texas ASCD presents the following information about Texas students.

Homelessness

According to *America's Youngest Outcasts 2010, State Report Card on Child Homelessness* from the National Center on Family Homelessness (<http://www.homelesschildrenamerica.org/pdfs/TX.pdf>), the following data were reported from the 2010 U.S. Census:

Number of homeless* children in Texas during 2010 was 131,198

Their national ranking system reflects the state composite score for Texas across four domains. Each state has a score of 1 through 50. Number 1 is the BEST ranking and 50 is the WORST.

<i>America's Youngest Outcasts 2010, State Report Card on Child Homelessness from the National Center on Family Homelessness</i>	
Domains	Ranking Score of Texas
Extent of child homelessness	30
Child well-being	25
Risk for child homelessness	42
State policy and planning	43
OVERALL Composite Rank	38

*This Report Card used the definition of homelessness contained in Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, Title X, Part C, of the No Child Left Behind Act of 2001 and adopted by the U.S. Department of Education. It does not include unaccompanied children and youth.

Poverty

In 2009 the National Center for Children in Poverty (NCCP) collected data on child poverty and defined child poverty in this matter: “The federal poverty threshold is \$22,050 for a family of four. Children living in families with incomes below this level - \$22,050 for a family of four - are referred to as **poor**.” The following information is from the NCCP website (http://www.nccp.org/profiles/state_profile).

2009 Data From the National Center for Children in Poverty (NCCP)

Number of Families in Texas	3,380,911	
Number of Children	6,769,552	
Number of Poor Children	1,641,034	24%
White	229,982	9%
Black	240,300	32%
Hispanic	1,117,375	35%
Asian	26,790	12%
American Indian	(not listed)	(not listed)

In addition the NCCP report states: “Research suggests that, on average, families need an income of about twice the federal poverty level to meet their most basic needs. Children living in families with incomes below this level - \$44,100 for a family of four - are referred to as **low-income**.” The following calculation of poverty includes low-income and poor children and percentages.



Number of <u>Low-Income and Poor Children</u>	3,296,399	49%
White	606,873	25%
Black	446,194	59%
Hispanic	2,116,861	66%
Asian	62,609	28%
American Indian	6,296*	40%

*This estimate may be unreliable due to a small sample size.

To reiterate, families in Texas are facing financial struggles which bring additional challenges for children into our classrooms. Two particular statistics from the NCCP report stand out:

- Children living in families with incomes below the federal poverty level of \$22,050 a year for a family of four (designated as **poor**) was **24%** (1,641,034 children).
- Children living in families with incomes below the low-income level of \$44,100 (designated as **low-income**) and \$22,050 (**poor**) for a family of four was **49%** (3,296,399 children).

In addition, over 131,198 Texas children experience homelessness according to the National Center on Family Homelessness in the report, *America's Youngest Outcasts: 2010*.

“As educators, we have much to lose if we accept as a definition of ‘a good education’ - awesome test scores. We must find ways to develop the maximum social, intellectual and physical talents of our students.”

Al Hambrick Ed. D., Superintendent, Sherman ISD



Texas Students

To speak to the **engagement** and **challenge** tenets, Texas ASCD presents the following background and academic performance data from two Texas Education Agency documents: *Enrollment in Texas Public Schools 2010-2011*, http://www.tea.state.tx.us/acctres/enroll_index.html and *2010 Comprehensive Annual Report on Texas Public Schools*, http://www.tea.state.tx.us/acctres/comp_annual_index.html unless otherwise referenced. **The total population, the number of school-age children (ages 5-17), and public school enrollment are growing at faster rates in Texas than elsewhere in the United States.** Among the states, Texas is expected to experience the third largest increase in public school enrollment from 2007 to 2019. The expected increase will be **24.9%**. In the 2010-2011 school year, Texas had an enrollment of over 4.9 million public school students in more than 1,200 school districts and open-enrollment charter schools.

In the school year 2010-2011:

- Texas public schools served an increasingly diverse population of students with the growth of the Hispanic population bringing greater linguistic and cultural diversity. **Hispanic students** accounted for the largest percentage of total enrollment (**50.3%**), followed by **White students (31.2%)** and **African American students (12.9%)**.
- Students identified as **Limited English Proficient (LEP)** remained at **16.9%** while **Bilingual/ESL** percentages rose very slightly to **16.2%**.
- The percentage of **economically disadvantaged students** has risen to **59.1%** of all students. Among racial/ethnic groups, Hispanics were the largest group of economically disadvantaged students (**77.4%**) followed by African American (**71.6%**). (Under TEA guidelines, students are identified as economically disadvantaged if they were eligible for free or reduced-priced meals under the National School Lunch and Child Nutrition Program.)
- The percentage of students enrolled in **Title I programs** was **66.2%**. (Title I is the largest federal aid program for elementary and secondary schools.)
- The percentage of students **served in special education programs** was **9.0%** with male participation outnumbering female participation by more than two to one. The percentage of students participating in **gifted and talented programs** was **7.7%**.

- Student participation in **career and technical education courses** rose to **19.4%**.

- The **highest number of enrolled** students continued to be at **Grade 9**, in part because of the high rate of grade-level retention in Grade 9 compared to other grades.



Additionally,

- 2010 **Texas Assessment of Knowledge and Skills (TAKS) passing rates** for four student groups are evaluated under the Texas accountability system: African American, Hispanic, White, and economically disadvantaged students. Rates for all four groups increased from the previous year on all tests taken and in every subject area tested. Passing rates were highest in social studies and writing, ranging from 91% for African American and economically disadvantaged students on the writing test to 98% for White students on the social studies test. All student groups had lower passing rates on the mathematics and science tests than on other subject area tests.
- In the 2009-10 school year, **47%** of public school students in Texas were identified as **at risk of dropping out of school**, 1 percentage point lower than in the previous year.
- During the 2009-2010 school year, Texas public schools were required to assess the **fitness levels of all students in Grades 3-12**. Using the FITNESSGRAM® program, almost 3,000,000 students were tested to measure aerobic capacity, strength, endurance, flexibility, and body composition. **The majority of students tested did not meet the Healthy Fitness Zone in all categories**, and fitness levels decreased from the elementary to secondary grades. Compared to 2008-09, however, fitness levels increased slightly in Grades 3-8 and decreased slightly in Grades 9-12, except among female ninth graders. The data speak to the **healthy** tenet of the whole child initiative.

Additional information on the TEA website (www.tea.state.tx.us/counseling_rations.html) includes the recommendation of a ratio of counselors to students of 1:350. The recommendation states that the ratio should be sufficiently low to meet the identified, high-priority needs of the students and the school community. Not only does the current ratio vary widely by districts, but there are public school districts and charter schools that do not have **any** counselors to meet student needs.



We have a growing concern for the future of Texas children. Many children are homeless with 49% living in poverty. Current state and national public education accountability systems are narrowly focused on academic achievement in mathematics, reading, science, and social studies. There is little in the systems that speaks to the education of the whole child. It is the whole child who must graduate, not only with strong academic test scores, but also with the critical and creative thinking skills necessary to successfully face the challenges and opportunities of a global environment. The skills necessary for success in the 21st century require a whole child approach to educating our students beyond the core academic areas. Research and best practices in teaching and learning confirm the ASCD Whole Child approach as essential. Texas ASCD reaffirms the necessity of the whole child approach for the benefit of Texas students and all students. **In a nutshell, “To be a whole child takes a whole education.”**

Investing In The Future of Our Children

We must turn a common sense view of “investing in the future of our children” into reality. As an association, Texas ASCD is:

- distributing *A Guide to the Texas Whole Child*.
- reproducing and distributing the *Making the Case for Educating the Whole Child* document in its entirety. This free resource includes the five whole child tenets and provides critical research as well as real world examples of education policies and practices which ensure that all students in Texas and the United States are healthy, safe, engaged, supported, and challenged.
- adding a Texas Whole Child presence to the official Texas ASCD website.
- contacting organizations and partners to advocate for a whole child approach. In turn, if your organization wishes to be listed as a partner in the whole child approach, please contact Texas ASCD at www.txascd.org.



As a parent, community member, or educator who wants to stand up for a whole child approach to education, you can:

- Do your homework by reading the whole child information thoughtfully. It can easily be utilized by parents, educators, and community members as we **advocate a whole child approach**.
- **Ask questions** about how well your school and community are educating the whole child and how to improve.
- **Make connections** and establish relationships with local and state officials.
- **Become a more effective advocate** by building these relationships over time as you share your points of view *and* listen to theirs.
- **Refer officials and others to the Texas ASCD website** (www.txascd.org) which includes a link to the ASCD Whole Child website at www.wholechildeducation.org.



“The wholesome development of a child into a capable, contributing, responsible adult and citizen is best supported by an environment that embraces the whole child. Physical and psychological safety, cultivation of diverse and unique talents, and appropriate academic challenges are all essential components. As parents and educators, we know that children are far more than test scores and have unique talents and gifts to be nurtured.”

Dawson Orr, Ph.D., Superintendent, Highland Park ISD

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ASCD Documents and Information Available for Support of the Whole Child Approach

ASCD Website: www.wholechildeducation.org
<ul style="list-style-type: none"> • Sign up for the monthly <i>Whole Child Newsletter</i>, <i>Whole Child Blog</i>, <i>Whole Child Podcast</i>.
<ul style="list-style-type: none"> • Use the interactive map tool to find examples of what works in schools and communities worldwide that are implementing a Whole Child approach.
<ul style="list-style-type: none"> • Grade your school and community on how well they are doing to prepare their children for the future.

ASCD website: www.ascd.org/wholechild

Download a copy of the whole child indicators for each of the five tenets.

ASCD website: <http://whatworks.wholechildeducation.org/examples>

Learn about featured topics with examples and resources needed to identify and address challenges in educating the whole child.

ASCD Documents
<i>Educating the Whole Child</i> (brochure)
<i>Educating the Whole Child: The New Learning Compact</i>
<ul style="list-style-type: none"> • <i>The Community Conversations for High School Students (A Facilitator's Guide for Student Discussion Groups)</i>
<ul style="list-style-type: none"> • <i>The Community Conversations Project (A Guide for Informal Discussion Groups)</i>
<ul style="list-style-type: none"> • <i>The Whole Child Community Conversations Project (A Guide for Preservice Teachers)</i>
<i>Healthy School Communities</i>
<i>Making the Case for Educating the Whole Child</i>
<i>The Learning Compact Redefined: A Call to Action</i>
<i>Whole Child Policy Recommendations</i>

Each student enters school healthy and learns about and practices a healthy lifestyle.



Each student learns in an environment that is physically and emotionally safe for students and adults.



THE WHOLE CHILD

The New Compact

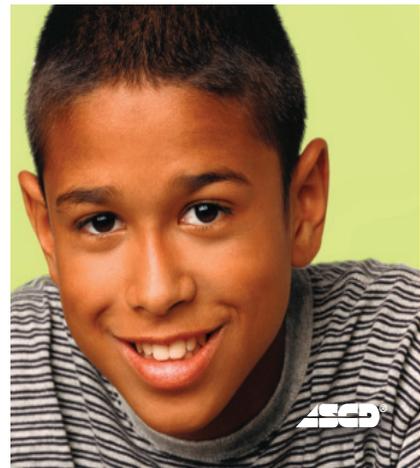
FOR PARENTS, EDUCATORS,
COMMUNITIES, AND POLICYMAKERS

www.ascd.org

Each student is actively engaged in learning and is connected to the school and broader community.

Each student has access to personalized learning and is supported by qualified, caring adults.

Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.



Association for Supervision and Curriculum Development
1703 N. Beauregard Street, Alexandria, VA 22311 USA

Visit www.wholechildeducation.org for more information.

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TENET 1

Each student enters school
HEALTHY
 and learns about and practices
 a healthy lifestyle.

- 1 Our school culture supports and reinforces the health and well-being of each student.
- 2 Our school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.
- 3 Our school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.
- 4 Our school facility and environment support and reinforce the health and well-being of each student and staff member.
- 5 Our school addresses the health and well-being of each staff member.
- 6 Our school collaborates with parents and the local community to promote the health and well-being of each student.
- 7 Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.
- 8 Our school sets realistic goals for student and staff health that are built on accurate data and sound science.
- 9 Our school facilitates student and staff access to health, mental health, and dental services.
- 10 Our school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.



HEALTHY. SAFE. ENGAGED. SUPPORTED. CHALLENGED.

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TENET 2

Each student learns in an environment that is physically and emotionally

SAFE

for students and adults.

- 1 Our school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.
- 2 Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.
- 3 Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered.
- 4 Our students feel valued, respected, and cared for and are motivated to learn.
- 5 Our 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 students improve problem behavior.
- 6 Our school provides our 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.
- 7 Our 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.
- 8 Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
- 9 Our school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.
- 10 Our teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.



TENET 3

Each student is actively ENGAGED

in learning and is connected to the school and broader community.

- 1 Our teachers use active learning strategies, such as cooperative learning and project-based learning.
- 2 Our 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.
- 3 Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.
- 4 Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.
- 5 Each student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.
- 6 Our curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.
- 7 Our teachers 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.
- 8 Our staff works closely with students to help them monitor and direct their own progress.
- 9 Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.
- 10 Our school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.



HEALTHY. SAFE. ENGAGED. SUPPORTED. CHALLENGED.

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TENET 4

Each student has access to personalized learning and is **SUPPORTED** by qualified, caring adults.

- 1 Our school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.
- 2 Our 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.
- 3 Our school ensures that adult-student relationships support and encourage each student's academic and personal growth.
- 4 Each student has access to school counselors and other structured academic, social, and emotional support systems.
- 5 Our school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.
- 6 Our school personnel welcome and include all families as partners in their children's education and significant members of the school community.
- 7 Our 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.
- 8 Our school helps families understand available services, advocate for their children's needs, and support their children's learning.
- 9 Every member of our school staff is well qualified and properly credentialed.
- 10 All adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behavior.



HEALTHY. SAFE. ENGAGED. SUPPORTED. CHALLENGED.

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TENET 5

Each student is

CHALLENGED

academically and prepared for success in college or further study and for employment and participation in a global environment.

- 1 Each student in our school has access to challenging, comprehensive curriculum in all content areas.
- 2 Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.
- 3 Our school collects and uses qualitative and quantitative data to support student academic and personal growth.
- 4 Our curriculum, instruction, and assessment demonstrate high expectations for each student.
- 5 Our school works with families to help all students understand the connection between education and lifelong success.
- 6 Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.
- 7 Our extracurricular, cocurricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship.
- 8 Our curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.
- 9 Our school monitors and assesses extracurricular, cocurricular and community-based experiences to ensure students' academic and personal growth.
- 10 Our school provides cross-curricular opportunities for learning with and through technology.



HEALTHY. SAFE. ENGAGED. SUPPORTED. CHALLENGED.

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SUSTAINABILITY

Schools implementing a whole child approach use **COLLABORATION, COORDINATION, and INTEGRATION** to ensure the approach's long term success.

- 1 Implementation of a whole child approach to education is a cornerstone of our school improvement plan and is included in our data collection and analysis process.
- 2 Our professional development plan reflects emphasis on and implementation of a whole child approach to education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.
- 3 Our school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.
- 4 Our school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.
- 5 Our professional evaluation process emphasizes meeting the needs of the whole child and provides opportunities for individualized professional growth.
- 6 Our school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.
- 7 Our school implements a proactive approach to identifying students' social, emotional, physical, and academic needs and designs coordinated interventions among all service providers.
- 8 Our school leaders implement a distributed leadership plan to ensure progress.
- 9 Our school staff, community-based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student.
- 10 Our school and all our partners consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner.



HEALTHY. SAFE. ENGAGED. SUPPORTED. CHALLENGED.

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Educating the Whole Child: The New Learning Compact

Our children deserve an education that emphasizes academic rigor as well as the essential 21st century skills of critical thinking and creativity. Specifically, our students must be

Healthy

It makes sense that for students to learn at high levels, they must first be healthy. Students who are sick, come to school hungry, can't breathe because of asthma, can't see the blackboard because of poor vision, or can't concentrate because of pervasive toothaches or depression are unlikely to do well academically. To ensure that all students are healthy, ASCD recommends, at a minimum:

- Schools have a health advisory council with students, family, community, and business members.
- Students are routinely screened for immunizations and for vision, hearing, dental, and orthopedic concerns.
- Physical education and health classes emphasize lifetime healthy behaviors.
- Healthy food choices are available at school.

Safe and Secure

It makes sense that for students to learn at high levels, they must first feel safe and secure. Students who are fearful, bullied, or distracted by fights and other disruptive behavior are unlikely to do well academically. To ensure that all students are safe, ASCD recommends, at a minimum:

- Students, school staff, and family members establish and maintain behavioral expectations, rules, and routines.
- Families are welcomed by school staff as partners in their children's education.

Engaged

It makes sense that for students to learn at high levels, they must first be motivated to learn and interested in their studies. Students who are bored by their classes, don't feel motivated to achieve, or don't see the connection between what they're learning in school and their real-world goals are unlikely to do well academically. To ensure that all students are adequately engaged, ASCD recommends, at a minimum:

- Students may participate in a wide array of extracurricular activities.
- Schools provide opportunities for community-based apprenticeships, internships, or projects.
- Teachers use active learning strategies such as cooperative learning and project-based learning.

Supported

It makes sense that for students to learn at high levels, they must first feel supported by caring, qualified adults. Students who don't have access to adult role models, advisors, mentors, counselors, or teachers who understand their social and emotional development are unlikely to do well academically. To ensure that all students are adequately supported, ASCD recommends, at a minimum:

- Every student has an adult advisor or mentor.
- Students have access to school counselors or other student support systems.

Challenged Academically

It makes sense that for students to learn at high levels, they must have access to a 21st century curriculum that both challenges and inspires them. Students who spend most of their day listening to lectures or being drilled in reading and math only--without access to courses in the arts, music, social studies, civics, and other broadening courses--are more likely to tune out and less likely to do well in school. To ensure that all students are academically challenged with a well-balanced curriculum, ASCD recommends, at a minimum:

- Schools provide a well-rounded curriculum for all students.
- Students have access to rigorous programs in arts, foreign languages, and social studies.
- Schools maintain flexible graduation requirements.

Visit www.wholechildeducation.org for more information.



Educating the Whole Child: The New Learning Compact Association for Supervision and Curriculum Development (ASCD)

ASCD calls on parents, students, educators, policymakers, and community members to join forces to ensure that all children become productive, engaged citizens. Our children deserve an education that emphasizes academic rigor as well as the essential 21st century skills of critical thinking and creativity.

The Challenge

At a time of rapid change and innovation, our education system is struggling to keep pace with this dynamic, digital world. Too often, young people are asked to learn 21st century skills with 20th century tools. Demands for a highly skilled and educated workforce are growing. The global marketplace is a reality. But the alarming fact is that we are still losing too many kids and wasting too much talent.

The Whole Child Community Conversations Project

In response, ASCD has launched a public engagement campaign in communities across the country to encourage schools and communities to work together to ensure that each student has access to a 21st century education--that is, a challenging curriculum in a healthy and supportive environment with an accountability system to match.

The New Learning Compact

ASCD proposes a broader definition of achievement and accountability that promotes the development of children who are **healthy, safe, engaged, supported, and challenged**. Educating the Whole Child: The New Learning Compact asks local, state, and national policymakers to support comprehensive approaches to learning that focus on educating the whole child.

The compact asks that communities make sure that

- Each student enters school *healthy* and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally *safe* for students and adults.
- Each student is actively *engaged* in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is *supported* by qualified, caring adults.
- Each student is *challenged* by a well-balanced curriculum and is prepared for success in college or further study and for employment in a global environment.

How Information Will Be Used

Feedback from sites participating in the Whole Child Community Conversations Project will help further shape ASCD's initiative and advocacy at the national level by ensuring that local voices are heard.

We are eager to hear your thoughts and share what we learn along the way. Thank you for your participation in our conversation today!

Please visit www.wholechilddeduction.org for more information.

E-mail: wholechild@ascd.org

About ASCD

Founded in 1943, ASCD is a nonprofit, nonpartisan organization that represents 175,000 educators from more than 135 countries and 58 affiliates who advocate sound policies and share best practices to achieve the success of each learner.



