

TEXAS WHOLE CHILD

A GUIDE TO THE TEXAS WHOLE CHILD



How a Whole Child Approach
Can Transform Education in Texas

Acknowledgements

In 2011, Texas ASCD published the *Texas Whole Child Guide* in an effort to inform Texas legislators, educators and parents about the vital elements essential for educating the whole child. Since its initial publication, Texas ASCD and its Board of Directors have used the information as a tool to promote the Whole Child Approach and influence Texas legislation, in a determined effort to improve the lives of all students.

In 2017, the Texas 85th Legislature passed H.R. 521, declaring April “Texas Whole Child Month,” thanks to the work by Representative Donna Howard and 2017-2018 Board President, Bill Bechtol. This significant achievement, and the continued relevance of the Texas Whole Child Approach is the impetus for this updated edition.

Texas ASCD is grateful for those who have contributed to the Texas Whole Child, in past and present. The first Texas Whole Child Guide was based on ASCD’s Whole Child Initiative, developed by former ASCD Executive Director, Dr. Gene Carter. Today, ASCD Executive Director Deb Delisle continues to champion the tenets indispensable for developing successful students – the opportunity to be happy, safe, engaged, supported and challenged. We thank ASCD for sharing Whole Child materials with Texas ASCD.

The first edition of the Texas Whole Child Guide provided the foundation and framework based on ASCD’s Whole Child Initiative for this revised version and was researched and written by Glenda Heil and Juneria Berges. Virginia Cotten has now revised the original data, provided tangible examples for implementation, and updated information in support of the persistent need for the Whole Child Approach in Texas schools. Laura Stubbins has coordinated revisions and updated the design.

Texas ASCD is the driving force in the support of schools that undertake this approach, and the Association is recognizing schools promoting the approach with a Texas Whole Child Award program. Texas ASCD continues to develop new strategies and programs to assist educators cultivate career and college-ready students, and we fervently campaign for a whole education for all children.



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



Special Thanks to Our Exclusive Texas Whole Child Corporate Partner



The American Heart Association is working through their Kids Heart Challenge to support the Whole Child and help students grow by teaching them heart-healthy habits, core physical education skills and the value of community service, while empowering them to make their community a healthier place to learn and play.

Find out more at www.heart.org/wholechild.

The ASCD Whole Child Tenets



HEALTHY

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



SAFE

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



ENGAGED

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



SUPPORTED

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



CHALLENGED

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

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Founded in 1947, Texas Association for Supervision and Curriculum Development (Texas ASCD) is a non-profit organization committed to improving teaching and learning for the success of all learners. It has a diverse membership of 3,000 superintendents, principals, teachers, curriculum directors, staff developers, students and professors.

A Guide to the Texas Whole Child

The great aim of education is not knowledge but action.

-Herbert Spencer

Vision: The Whole Child Initiative

What does a whole child approach to education truly require? How can schools, parents, communities and policymakers work together for a comprehensive education? In searching for these complex answers, ASCD convened the Commission on the Whole Child in 2006 to determine the need and requirements for implementing the whole child approach. “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, other associations, 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 New Compact* provided recommendations for what local, state, and national policymakers could do to ensure implementation of **healthy, safe, engaged, supported,** and **challenged** learning environments for all students. The Whole Child “vision became action.” In 2015, the Whole Child Initiative was renamed The Whole Child Approach.

Vision to Action: Texas ASCD’s Focus

In the first phase of the initiative, Texas ASCD embraced the Whole Child philosophy by continuing the focus on the teaching and learning process and providing an awareness of the overall development of students. Acknowledging that there are multiple layers of support systems in place to help children reach their full potential, the Association aligned with ASCD to bring awareness of the Whole Child approach to legislators, educators, businesses, the community and parents.



The Whole Child philosophy is based on a broad concept that, 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

- 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.

In 2011, Texas ASCD applied for and received an ASCD grant to begin The Texas Whole Child Approach with a vision to align itself with the needs of Texas communities. The first phase of the grant was informative. Texas ASCD's efforts are based directly upon ASCD's Whole Child Approach. Utilizing multiple documents designed by ASCD, including *Making the Case for Educating the Whole Child*, which ASCD granted permission to print in its entirety, Texas ASCD began turning vision into action by advocating for a state-wide holistic education for all students. Efforts by the Association include:

- 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 (www.txascd.org)
- Contacting organizations and partners to advocate for a Whole Child approach in Texas.
- Including a link to the ASCD Whole Child website which contains case studies of schools/communities that have made the transformation, snapshots of states' efforts aligned to the five tenets, and resources and tools to implement and sustain a multi-faceted education for all students.

In 2013, Texas ASCD created two webinars about The Whole Child approach to continue a state-wide focus on a multi-dimensional education for all students. The webinars served as informative frameworks to help districts, schools, parents, and the community become aware of the five Whole Child Tenets as well as provide information about resources needed to begin the process of implementation and sustainability. The webinars can be accessed on the Association's website (www.txascd.org).

Texas ASCD has continued to focus on a Whole Child Approach through communication, collaboration, and celebration by supporting schools to provide the best education for every student. The Association has actively communicated with state legislators to advocate for Texas children to have a comprehensive education. Using the Whole Child approach, the 2017 Texas ASCD Legislative Agenda addressed holistic education through

- Future-Ready Education for the Whole Child
- Improved Education for the Whole Child
- Improved Education Effectiveness
- Assessment and Accountability
- Adequate and Appropriate Funding
- Local Control

In 2017, the Texas ASCD Board of Directors and guests were honored by the 85th Texas Legislature in House Resolution 521. The resolution asked parents, educators, and community members to focus on a holistic education through the healthy, safe, engaged, supported and challenged tenets. April 2017 was declared Texas Whole Child Month. In addition, the Parents Teachers Association (PTA) of Texas endorsed the resolution. **House Resolution 521** can be access at <http://bit.ly/txascdHR521>.



Texas Whole Child Award

In 2018, Texas ASCD continues the focus on student success by implementing the Texas Whole Child School Award program. The intent of the Texas Whole Child School Award program is to recognize schools that implement a culture and approach to ensure that each child is **healthy, safe, engaged, supported, and challenged** so that they can be educated successfully. The award program increases visibility to the Whole Child philosophy. Texas ASCD believes that more schools will transition from a focus on narrowly defined academic achievement as measured by state tests to a focus that promotes the development of the whole child.

The Texas Whole Child School Award program has two levels of awards. Texas ASCD recognizes academically successful schools that exemplify all five tenets of the Whole Child philosophy with the Texas Whole Child School Award. The second level recognizes schools implementing the majority of the tenets with the Texas Whole Child Aspiring School Award.

Recognized schools will have met student needs and promoted success through the shared responsibility of students, families, teachers, administrators, and the community. The award criteria will set a standard for sustainable school improvement that results in long-term student success. The anticipated result is that children will be academically successful, and they will be **healthy, safe, engaged, supported and challenged**.



The Whole Child in Texas

Texas continues to focus on goals of quality education for public school students; however, there is more work to be done. Understanding the Whole Child approach in relationship to the Texas student population is paramount if “vision becomes action.” Whole child education requires that all the components work together, not in isolation, for each child, in each school, and in each community. Texas ASCD continues to support comprehensive approaches to teaching, learning, and community involvement which require a shift in thinking about how schools and communities must collaborate, coordinate, and integrate a whole child approach. Only then will schools be able to ensure sustainability and the long-term success of this approach. To reinforce the five tenets of the Whole Child approach (**healthy, safe, engaged, supported, challenged**), Texas ASCD presents the following information about Texas students.

Homelessness

According to America's Youngest Outcasts 2013, 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 using the U.S. Department of Education's count of homeless children in U.S. public schools and the 2013 U.S. Census data:

Number of homeless* children in Texas during 2013 was 190,018.

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.

America's Youngest Outcasts 2013
STATE REPORT CARD
on Child Homelessness from the National
Center on Family Homelessness

Domains	Ranking Score of Texas
Extent of child homelessness	26
Child well-being	33
Risk of child homelessness	40
State policy and planning	39
OVERALL Composite Rank	39

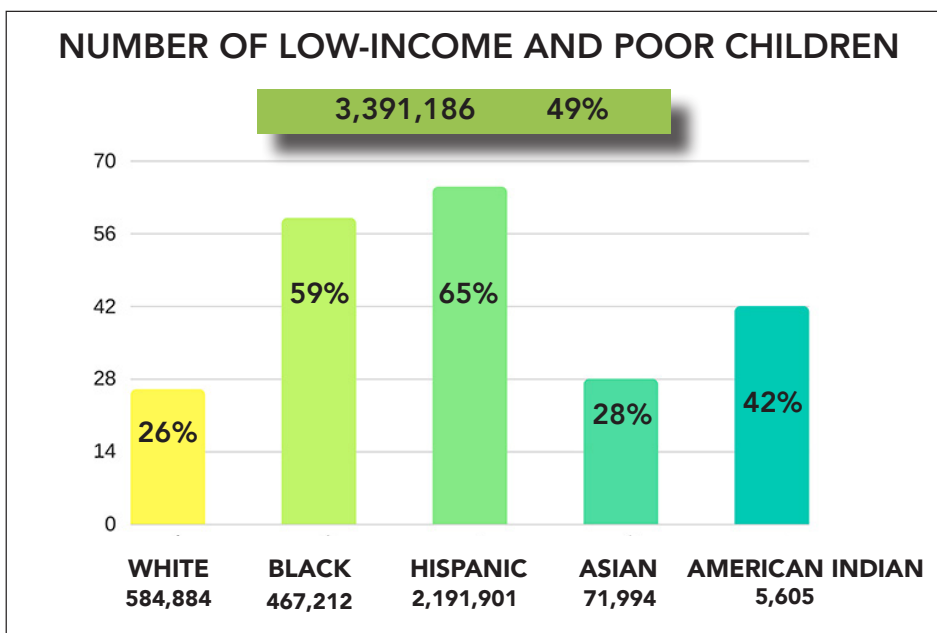
* This Report Card used the definition of homelessness contained in Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, Title X, Part C, of the No Child Left Behind Act of 2001 and adopted by the U.S. Department of Education. It does not include unaccompanied children and youth. *The No Child Left Behind Act* was replaced with the 2015 *Every Student Succeeds Act*.

Poverty

In 2015, 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 \$24,036 for a family of four. Children living in families with incomes below this level - \$24,036 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).

2015 Data from the National Center for Children in Poverty (NCCP)		
Number of Families in Texas	3,489,798	
Number of Children	6,927,328	
Number of Poor Children	1,697,981	25%
White	227,024	10%
Black	260,837	33%
Hispanic	1,146,947	34%
Asian	28,383	11%
American Indian	2,605	20%

In addition, the NCCP 2015 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 –\$ 48,072 for a family of four - are referred to as **low-income**.” The following calculation of poverty includes low-income and poor children and percentages.



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

- Children living in families with incomes below the federal poverty level of \$24,036 a year for a family of four (designated as **poor**) was **25%** (1,697,981 children).
- Children living in families with incomes below the low-income level of \$48,072 (designated as **low-income**) and \$24,036 (**poor**) for a family of four was **49%** (3,391,186 children).

In addition, over 190,018 Texas children experience homelessness according to the National Center on Family Homelessness in the report, *America's Youngest Outcasts: 2013*.

- In 2015, ASCD released the findings of the Whole Child Snapshots summarizing how each state is performing in meeting the goals of the Whole Child Approach. The following information highlights the results of the Texas Snapshot as it relates to the five tenets: **Healthy, Safe, Engaged, Supported, and Challenged**.

Healthy

- **16%** of high school students are overweight. (U.S. average is 17%.)
- **16%** of high school students are obese. (U.S. average is 14%.)
- **68%** of children had both medical and dental preventive care visits in the past year. (U.S. average is 68%.)

Safe

- **14%** of high school students are victims of cyberbullying. (U.S. average is 15%.)
- **19%** of high school students were bullied at school in the past year. (U.S. average is 20%.)
- **51%** of children live in a neighborhood with sidewalks, a library, a recreation center, and a park. (U.S. average is 54%.)

Engaged

- **57%** of children always care about doing well in school and did all required homework during the previous month. (U.S. average is 52%.)
- **43%** of 18 to 24-year old citizens were registered to vote in the November 2012 elections. (U.S. average is 54%.)
- **25%** of 18 to 24-year old citizens voted in the 2012 elections. (U.S. average is 41%.)

Supported

Percentage of Head of Household’s Education Attainment Level

- **9%** attained graduate degrees. (U.S. average is 12%.)
- **17%** attained Bachelor’s degrees. (U.S. average is 19%.)
- **7%** attained Associate degrees. (U.S. average is 9%.)
- **46%** attained high school diplomas/GED. (U.S. average is 46%.)
- **22%** did not graduate from high school. (U.S. average is 14%.)



The student-to-counselor ratio was 469:1. **Texas ranked 35th among the 50 states.**

Challenged

High School Graduation Rates for 2013

	Texas	United States
All Students	88%	81%
Asian	94%	89%
White	93%	87%
American Indian	86%	70%
Hispanic	85%	75%
African American	84%	71%

(According to the Texas Education Agency’s *Secondary School Completion and Dropouts in Texas Public Schools 2015-2016* report, the Texas high school graduation rate has continued to increase. The graduation rate for the class of 2016 rose to 89.1%.)

Percentage of Public School Students Scoring Proficient or Higher 2013 National Assessment of Educational Progress (NAEP)

	4th Grade Reading	8th Grade Math
Texas	28%	38%
United States	34%	34%

“When educators, parents, and the community focus on a Whole Child education, children thrive. Responsibility for students’ safety and physical and social/emotional health is shared by staff and parents. Student differences are celebrated, and their diverse needs are supported so they can reach challenging academic goals and build strong characters. Texas Whole Child schools educate the minds and hearts of children.”

- Bill Bechtol, 2017-2018 Texas ASCD Board President

Our Texas Students

To speak to the **engagement, support** and **challenge** tenets, Texas ASCD presents the following background and academic performance data from two Texas Education Agency documents: *Enrollment in Texas Public Schools 2016-2017*, http://www.tea.state.tx.us/acctres/enroll_index.html and *2016-2017 Comprehensive Biennial Report on Texas Public Schools*, http://www.tea.state.tx.us/acctres/comp_annual_index.html unless otherwise referenced. Using data from the National Center of Education Statistics (NCES), the Texas Education Agency reports that Texas experienced the largest increase in public school enrollment between 2003 to 2013. Among the states, Texas is expected to experience the seventh largest increase in public school enrollment from 2013 to 2025. The expected increase will be 13.0 percent. In the 2016-2017 school year, Texas had an enrollment of over 5.3 million public school students in more than 1,200 school districts and open-enrollment charter schools.



In the 2016-2017 school year:

- 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 (**52.4%**) followed by **White students (28.1%)** and **African American (12.6%)**, **Asian (4.2%)** and **Multiracial (2.2%)** students.
- Students identified as **Limited English Proficient (LEP)** rose to **18.9%** while **Bilingual/ESL** percentages rose to **18.8%**.
- The percentage of **economically disadvantaged students** was **59.0%** of all students. Among racial/ethnic groups, Hispanics were the largest group of economically disadvantaged students (**75.6%**) followed by African American (**71.3%**). (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 **65.0%**. (Title I is the largest federal aid program for elementary and secondary schools.)
- The percentage of students **served in special education programs** was **8.9%** with male participation outnumbering female participation by more than two to one, and the percentage of students participating in **gifted and talented programs** was **7.8%**.
- Student participation (Grades 9-12) in **career and technical education** courses rose to **46.3%**.
- 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. Grade 3 had the second highest enrollment during the 2016-2017 school year.

- In 2012, Texas implemented a new assessment in the accountability system. The State of Texas Assessment of Academic Readiness (**STAAR**) added more student groups and indicators into performance ratings. The **2017 STAAR Performance Report** evaluated the percent of Texas students approaching grade level or above in all grades. The following information is provided by the Texas Education Agency:

Percentage of Texas Students Approaching Grade Level or Above in All Subjects

- 75% of **All** students
- 65% of **African American** students
- 71% of **Hispanic** students
- 85% of **White** students
- 75% of **American Indian** students
- 93% of **Asian** students
- 77% of **Pacific Islander** students
- 82% of **Two or More Races** students
- 68% of **Economically Disadvantaged**



Student Groups Showing Increases over the previous year:

- **African American** students increased in math and science.
- **Hispanic students** increased in math.
- **White students** increased in math, science, and social studies.
- **American Indian** students increased in math and science.
- **Asian** students increased in math and social studies.
- **Economically Disadvantaged** students increased in math.
- In the 2016-2017 school year, **50.2%** of public school students in Texas were identified as **at risk of dropping out of school**.
- 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. The data speak to the healthy tenet of the whole child approach. The Texas Education Agency continues to track the Fitnessgram® results. A report from the Texas Youth Fitness Project used four years of TEA data (2011-2014) to analyze the healthy-related physical fitness and academic

achievement. While more research continues in this area, the study showed supporting links between health-related fitness and academic achievement.

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.

The data confirm that the student population in Texas is changing. More and more students are living in poverty. According to the National Center on Family Homeless, these children are more often hungry and sick, struggle in school, miss more days, repeat grades, and are at risk of dropping out. Current state and national public education accountability systems are narrowly focused on academic achievement while research confirms that a child develops and is successful through multiple paths and strategies. 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. **The Whole Child approach requires whole schools and whole communities working together with a whole game plan for student success.**

Implementation: Putting the Whole Child Approach into Action

To implement the Whole Child approach, schools, districts, parents, and the community work together to put vision to action using the five tenets (**healthy, safe, engaged, supported, and challenged**).

ASCD's *Educating the Whole Child: The New Learning Compact* recommends the following minimum indicators. More information about the *New Learning Compact* can be found on pages 30-31 of this guide and the ASCD website (www.wholechilddeducation.org).

Examples of implementation are compiled from ASCD's *The Whole School, Whole Community, Whole Child Model: A Guide to Implementation*, and ASCD's *Whole Child Awards 2010-2017*.

Healthy:

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

Examples:

- Districts provide professional development for teachers on effective teaching strategies to develop social and emotional competencies.
- Schools teach students about healthy foods by planting vegetable gardens on campuses and partnering with community health services to provide fruits and vegetables in breakfast, lunch and after-school snacks.
- Schools encourage students to select wellness activities based on personal goals.
- Schools partner with the community to provide health services for at-risk students and families.

Safe and Secure:

- 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.

Examples:

- Districts adopt and implement policies and practices that prevent harassment, bullying, and violence.
- Schools design master schedules to allow for increased physical activity and play time connected to lunch periods, especially for students who live in unsafe neighborhoods.
- Schools focus on character education and emphasize strategies to deal with bullying.
- Schools monitor technology use to protect students' digital footprints.

Engaged:

- 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.

Examples:

- Districts demonstrate support for family involvement in school activities, whole child teams, mentoring or tutoring.
- Schools provide service learning projects and problem-based learning to connect students with the school and community.
- Schools provide opportunities to connect with students, families and stakeholders through breakfast and dinner meals promoting conversation regarding school data and student progress.
- Schools promote authentic learning and civic responsibility by helping students learn about the community through job shadowing, connections to government offices, visiting nursing homes and museums, and cleaning school grounds.

Supported:

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

Examples:

- Districts partner with community organizations that provide after school care and with community counseling services to allow access to school facilities.
- Schools create advisory groups or “families” for all students.
- Schools assign mentors to new students.
- Schools create clothing closets for students in need and coordinate services for glasses, school supplies, and medical needs.

Challenged Academically:

- 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.

Examples:

- Districts partner with community agencies to offer service learning projects.
- Schools emphasize personalized learning and differentiated instruction.
- Schools create capstone projects that support research, authentic learning, and problem-based learning.
- Schools provide college and career prep with personalized curriculum and flex scheduling for 11th and 12th graders.

Sustainability: Building Capacity in the Whole Child Approach

Once a school or district has embraced the Whole Child approach and implements action steps aligned with school improvement plans, efforts must be made to sustain the comprehensive strategies, programs, and climate/culture that support the Whole Child philosophy. In addition to the recommendations for implementing the Whole Child Tenets, ASCD provides a framework for sustaining the Whole Child approach in schools through collaboration, coordination, and integration. Sustainability involves focusing on school improvement plans, curriculum and instruction, professional development, policies/practices, assessments, and collaboration with stakeholders. The Whole Child approach is a process to build capacity and permanence aligned with the Whole Child Tenets. Although one blueprint does not fit all schools because plans and strategies vary with each school, the goal is the same: provide a multi-pronged education for all students. Sustaining the approach is a steady progression toward continuous improvement. More information about the indicators for Sustainability is found on page 29 of this guide.



To assist in the implementation and provide support for sustaining the approach, the *ASCD Whole Child Snapshots Action Companion* (2015) provides strategies for follow-up to the *ASCD Whole Child Snapshots: Assessment of 50 States*. Strategies and resources are aligned with the tenets. Users may access articles, podcasts, webinars, and programs that address **healthy, safe, engaged, supported** and **challenged** learning environments for all students. The *Texas Snapshot* can be accessed at <http://www.ascd.org/programs/whole-child-snapshots.aspx>

In addition, the *ASCD Improvement Tool* provides an assessment for schools to gauge their progress in addressing the health, safety, engagement, support and challenge of the campus. The tool contains a brief survey to help schools measure strengths and challenges for implementing the Whole Child approach. The tool also addresses components of sustainability by focusing on school improvement indicators of school climate, curriculum and instruction, leadership, family and community engagement, professional development and staff capacity, and assessment. Resources are provided to target specific areas of strengths and weaknesses revealed in the survey results.

The *ASCD Improvement Tool* can be accessed at <http://sitool.asdc.org>.

Involvement: Parents, Educators, and Community Advocacy for the Whole Child

The Whole Child approach requires understanding child development and factors that lead to early school success. Promoting healthy development for children and support for parents is essential before they enter school. Research by Knitzer and Lefkowitz (2006) addresses the risk factors and strategies targeting vulnerable infants, toddlers, and families. Appropriate goals for intervening with parents and caregivers include

- *Promoting healthy, effective parenting responsive to complex parental risks.*
- *Providing interventions that explicitly address parental risk factors.*
- *Connecting babies and toddlers with necessary healthy and related services.*
- *Addressing the concrete needs of the family.*



Strategies to meet these goals are multi-pronged, including ensuring services for at-risk families, implementing parenting curricula, and screening for maternal depression. Guiding principles related to policy, practice and advocacy include connecting to the whole family, partnering with community leaders and other stakeholders, and targeting transitions in families' lives. Having an effective game plan for parents, educators, and community members requires efforts by all stakeholders.

As a parent, you can

- Do your homework by reading the whole child information thoughtfully and advocating for the Whole Child approach.
- Examine school improvement plans for evidence of the Whole Child approach: **healthy, safe, engaged, supported** and **challenged** learning environments.
- Serve on district or school committees related to incorporating the Whole Child approach into strategic plans or district/school improvement plans.
- Share expertise or resources related to community support for the Whole Child approach.
- Examine resources for at-risk families.
- Ensure that students have access to regular dental and medical care.

As an educator or community member, you can

- Become familiar with ASCD's *Whole Child Snapshot for Texas*, including action steps for state leaders and citizens.
- Ask questions about how well your school and community are educating the whole child and how to improve.
- Ensure that students have safe routes to and from school.
- Make connections and establish relationships with local and state officials. Make them aware of the Whole Child approach.
- 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.

Legislative Agendas

ASCD and Texas ASCD continue to focus on the whole child through legislative work. Advocating for the Whole Child approach includes families, schools, businesses, and community members interacting and collaborating with legislators to bring about a well-rounded education for all students. The five tenets of the Whole Child approach (**healthy, safe, engaged, supported, and challenged**) are vital components of ASCD and Texas ASCD's legislative framework.



“The emphasis on educating the whole child is more vital than ever before. We must work diligently and collaboratively with students, staff, parents, and community members to ensure that every student, in every community, is emotionally and physically healthy, safe, engaged, supported, and challenged.”

- Roy J. Garcia, Jr.,
2016-2017 Texas ASCD Board President



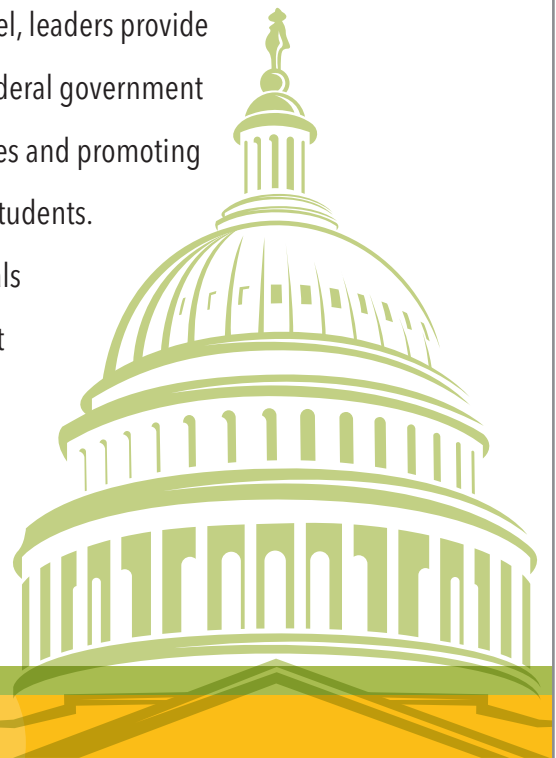
2018

Legislative Agenda

LEADERSHIP MATTERS

for the success of our education system and our students. At the local level, leadership ensures the success of students. At the district level, leaders provide resources. State leaders provide oversight, and federal government leadership matters in identifying national priorities and promoting equal access to educational opportunities for all students.

But it is the involvement of education professionals in the decision making at each of these levels that matters most. Their leadership and expertise can inform the policies that support a whole child education for every student.



ASCD 2018 LEGISLATIVE AGENDA

Resource Equity

The college- and career-ready expectations for students have never been higher, while the needs of these students—the majority of whom now come from low-income families—have never been greater. Growing income inequality has only exacerbated educational inequities and disparities among communities of haves and have-nots. It is crucial that adequate investments be made to address these realities.

ASCD calls on policymakers to provide the funding necessary to meet all mandates they impose and to increase resources to meet the needs of every student—especially socioeconomically disadvantaged students and students with disabilities—and to support career technical education, a well-rounded education, personalized learning, and high-quality teachers and principals.

Professional Development

Educators are the lifeblood of any knowledge economy and the embodiment of life-long learning. Teachers and school leaders are the two most important in-school factors for student achievement. Policymakers must recognize and value the expertise of educators by providing them with the professional development and leadership training opportunities and resources they require to meet the ever-changing needs of students and the profession for the careers of tomorrow. Moreover, educators should serve as positive change agents for students and for their local communities to support the successful and comprehensive development of youth.

ASCD calls on policymakers to ensure that every classroom is led by an effective educator; to provide investments in personalized, job-embedded, and ongoing personal development; and to create incentives for recruiting, retaining, and promoting educators who contribute to student success and school quality.

Whole Child, Whole School, Whole Community

Educating students is the essential function of educators, yet it is neither solely their responsibility nor their only mission. Just as all community members share a larger duty for the security and prosperity of the neighborhood in which a school resides, families, businesses, and communities play roles in providing a safe, healthy, and welcoming learning environment. Such conditions must also include a rigorous and personalized academic experience that provides a well-rounded education and the necessary wraparound services for each student to succeed.

ASCD calls on policymakers to offer healthy, nutritious meals to all students; to foster greater alignment, integration, and collaboration between education and the health sector to improve each child's cognitive, physical, social, and emotional development; and to promote the components of a coordinated school health model so that students are healthy, safe, engaged, supported, and challenged.

Visit www.educatoradvocates.org for information about policy resources and to become an ASCD Educator Advocate. Educator Advocates are informed about policy developments and engage with decision makers at all levels and in a variety of ways to promote the policies that best support students and schools.

ASCD is dedicated to excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged. Comprising 115,000 members—superintendents, principals, teachers, and advocates from more than 128 countries—the ASCD community also includes 51 affiliate organizations. ASCD's innovative solutions promote the success of each child.

To learn more about how ASCD supports educators as they learn, teach, and lead, visit www.ascd.org. Printer-friendly copies of the 2018 Legislative Agenda are available at www.ascd.org/legislativeagenda. For additional information, contact ASCD Advocacy & Government Relations at gr@ascd.org.

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2017 Legislative Agenda

FUTURE-READY EDUCATION FOR THE WHOLE CHILD

Adopt the Texas Whole Child Initiative to ensure that:

- ❖ Each student is healthy, physically and emotionally safe, engaged in learning, supported by qualified, caring adults, and challenged academically.
- ❖ Each student is prepared through a Well-Rounded Education for college and careers and to be active, productive citizens.
- ❖ Each student is provided access to Social and Emotional Learning and the supports necessary to maximize their potential.

IMPROVE EDUCATOR EFFECTIVENESS

- ❖ Ensure resources and support for educator preparation programs and on-going professional learning programs.
- ❖ Provide resources and time for induction and mentoring programs for new teachers.
- ❖ Provide on-going, job-embedded professional learning opportunities to help educators.

ASSESSMENT AND ACCOUNTABILITY

- ❖ Consider and embrace a flexible system of assessment and accountability to better meet the changing needs and complex diversity of Texas students. A new system should:
 - Focus on high-priority learning standards.
 - Reduce the length of tests to a developmentally appropriate amount of time.
 - Provide an alternative method that allows students to graduate when they are unable to pass an End of Course (EOC) test after multiple attempts.

ADEQUATE AND APPROPRIATE FUNDING

- ❖ Provide appropriate funding so public schools can meet the needs of an increasingly diverse student population and the demands of increasing graduation requirements and expectations under the state assessment program.
 - Appropriately fund staff, materials, and resources necessary for mandated accelerated instruction to meet the Student Success Initiative and graduation requirements.
 - Include funding for high-quality early childhood programs, including full funding of Pre-Kindergarten for all eligible students, to support English Language Learners and reduce socioeconomic disparities.
 - Increase funding for the Instructional Materials Allotment and professional learning.
 - Oppose any effort to create vouchers, a tax credit scholarship program, or other programs that would fund private school tuition or homeschooling at the expense of public schools

LOCAL CONTROL

- ❖ Relieve schools from unfunded legislative mandates and administrative requirements that are untimely, strain school budgets, and detract from teaching and learning.

Future-Ready Education for the Whole Child



- ❖ Adopt the Texas Whole Child Initiative to 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.
- ❖ Ensure a Well-Rounded Education that prepares students for college and careers and to be active, productive citizens who positively contribute to their communities by:
 - Providing access to all academic subjects. Students need proficiency in subjects beyond those tested by the State Assessment Program including fine arts, history and civics, foreign languages, and physical education and health.
 - Providing access to Advance Placement, International Baccalaureate, and/or Dual Credit courses to all interested students.
 - Providing a rigorous and relevant curriculum that emphasizes future-ready skills and processes including collaboration, critical thinking, communication, and creativity.
 - Providing access to multiple enrichment activities including athletics, fine arts, clubs and student organizations.
 - Continuing multiple graduation pathways that allow students to pursue interests and passions.
 - Providing instruction to develop global literacy skills and dispositions. Students need global literacy to understand and act on issues of global significance.
 - Providing opportunities for both student voice and student choice. Voice and choice help students to self-assess and self-manage their own personal learning journeys.
- ❖ Ensure access to Social and Emotional Learning and the supports necessary for students to maximize their potential by:
 - Providing programs in social and emotional learning including anti-bullying, anti-harassment, and drug and alcohol programs.
 - Providing counseling services.
 - Providing mental health services.



The Texas Association for Supervision and Curriculum Development is a professional organization with 3,000 members. Texas ASCD serves Texas public educators and advocates for policies that allow educators flexibility to teach in ways that are most effective for the diverse Texas population. This advocacy benefits the whole child and results in better education outcomes for the entire state.

Texas ASCD member represents all strata of public education professionals including teachers, principals, superintendents, curriculum directors, staff developers, university students, and professors.

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- Texas Education Agency. (2017). *2016-2017 Comprehensive Biennial Report on Texas Public Schools* (Document No. GE11 601 07). Austin, TX: Author. Retrieved from http://www.tea.state.tx.us/acctres/comp_annual_index.html.

ASCD Documents and Resources for Implementing and Sustaining

ASCD Website: www.wholechildeducation.org

- Review the Whole Child Blog (2008-2015) and Whole Child Podcasts.
- Use the interactive map tool on the Whole Child Snapshots: Assessments of 50 States to learn about each state's approach to providing a comprehensive education for all students and the strengths and challenges they face.
- Grade your school and community on how well they are doing to prepare their children for the future.
- Download a copy of the Whole Child indicators for each of the five tenets.
ASCD website: www.ascd.org/wholechild.
- Learn about featured topics with examples and resources needed to identify and address challenges in educating the whole child.
- ASCD website: <http://whatworks.wholechildeducation.org/examples>.

ASCD Documents:

- *Educating the Whole Child*
- *Educating the Whole Child: The New Learning Compact*
- *The Community Conversations for High School Students (A Facilitator's Guide for Student Discussion Groups)*
- *The Community Conversations Project (A Guide for Informal Discussion Groups)*
- *The Whole Child Community Conversations Project (A Guide for Preservice Teachers)*
- *Healthy School Communities*
- *Making the Case for Educating the Whole Child*
- *The Learning Compact Redefined: A Call to Action*
- *Whole Child Policy Recommendations*
- *Whole Child Snapshots: Assessments of 50 States*
- *Whole Child Snapshots Action Companion*



Whole Child Tenet #1

HEALTHY

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



WWW.WHOLECHILDEDUCATION.ORG

INDICATOR

COMPONENT

OUR school culture supports and reinforces the health and well-being of each student.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

1

INDICATOR

COMPONENT

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.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

2

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.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

3

OUR school facility and environment support and reinforce the health and well-being of each student and staff member.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

4

OUR school addresses the health and well-being of each staff member.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

5

OUR school collaborates with parents and the local community to promote the health and well-being of each student.

- School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

6

OUR school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- ✓ Assessment

7

OUR school sets realistic goals for student and staff health that are built on accurate data and sound science.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- PD & Capacity
- ✓ Assessment

8

OUR school facilitates student and staff access to health, mental health, and dental services.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

9

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.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

10

Whole Child Tenet #2

SAFE

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



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INDICATOR

COMPONENT

OUR school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

1

OUR physical, emotional, academic, and social school climate is safe, friendly, and student-centered.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

3

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.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

5

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.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

7

OUR school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

9

INDICATOR

COMPONENT

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.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

2

OUR students feel valued, respected, and cared for and are motivated to learn.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

4

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.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

6

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.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

8

OUR teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- ✓ Assessment

10

Whole Child Tenet #3

ENGAGED

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



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INDICATOR

COMPONENT

OUR teachers use active learning strategies, such as cooperative learning and project-based learning.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

1

INDICATOR

COMPONENT

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.

- School Climate & Culture
- ✓ Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

2

OUR school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

3

OUR school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.

- School Climate & Culture
- ✓ Curriculum & Instruction
- ✓ Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

4

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.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

5

OUR curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

6

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.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

7

OUR staff works closely with students to help them monitor and direct their own progress.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- ✓ Assessment

8

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

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

9

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

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

10

Whole Child Tenet #4

SUPPORTED

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



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INDICATOR

COMPONENT

OUR school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

1

INDICATOR

COMPONENT

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.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- ✓ Assessment

2

OUR school ensures that adult-student relationships support and encourage each student's academic and personal growth.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

3

EACH student has access to school counselors and other structured academic, social, and emotional support systems.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

4

OUR school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- ✓ Leadership
- PD & Capacity
- ✓ Assessment

5

OUR school personnel welcome and include all families as partners in their children's education and significant members of the school community.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

6

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.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

7

OUR school helps families understand available services, advocate for their children's needs, and support their children's learning.

- School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

8

EVERY member of our school staff is well qualified and properly credentialed.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

9

ALL adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behavior.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

10

Whole Child Tenet #5

CHALLENGED

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



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INDICATOR

COMPONENT

EACH student in our school has access to challenging, comprehensive curriculum in all content areas.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

1

INDICATOR

COMPONENT

OUR curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem-solving competencies, and technology proficiency.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

2

OUR school collects and uses qualitative and quantitative data to support student academic and personal growth.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- ✓ Assessment

3

OUR curriculum, instruction, and assessment demonstrate high expectations for each student.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- ✓ Assessment

4

OUR school works with families to help all students understand the connection between education and lifelong success.

- School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

5

OUR curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.

- School Climate & Culture
- ✓ Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

6

OUR extracurricular, cocurricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship.

- ✓ School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

7

OUR curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment

8

OUR school monitors and assesses extracurricular, cocurricular, and community-based experiences to ensure students' academic and personal growth.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- PD & Capacity
- ✓ Assessment

9

OUR school provides cross-curricular opportunities for learning with and through technology.

- School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- ✓ PD & Capacity
- Assessment

10

SUSTAINABILITY

Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach's long-term success.



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INDICATOR

COMPONENT

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.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- PD & Capacity
- ✓ Assessment

1

INDICATOR

COMPONENT

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.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

2

OUR school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- PD & Capacity
- ✓ Assessment

3

OUR school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- ✓ Assessment

4

OUR professional evaluation process emphasizes meeting the needs of the whole child and provides opportunities for individualized professional growth.

- ✓ School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- ✓ PD & Capacity
- Assessment

5

OUR school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.

- School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- Assessment

6

OUR school implements a proactive approach to identifying students' social, emotional, physical, and academic needs and designs coordinated interventions among all service providers.

- ✓ School Climate & Culture
- ✓ Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- ✓ Assessment

7

OUR school leaders implement a distributed leadership plan to ensure progress.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- ✓ Leadership
- PD & Capacity
- Assessment

8

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.

- School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- ✓ Assessment

9

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.

- School Climate & Culture
- Curriculum & Instruction
- ✓ Community & Family
- Leadership
- PD & Capacity
- ✓ Assessment

10

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.wholechildeducation.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.



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.





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