

## **Appendix B**

### **Whole Child**



Association for Supervision and Curriculum Department (ASCD)

Whole Child: physical, cognitive and social aspects of a child

Our children deserve an education that emphasizes academic rigor as well as the essential 21<sup>st</sup> 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 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, ASXCD 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 21<sup>st</sup> 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.