



THE WHOLE CHILD

Education Guidelines

Source: <http://www.ascd.org/whole-child.aspx>

Healthy:

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

- The school:
 - Supports and reinforces the health and well-being of each student and staff member.
 - Physical and health education addresses lifetime fitness knowledge, attitudes, behaviors, and skills.
 - Collaborates with parents and local community to promote the health and well-being of each student and staff member.
 - Sets realistic goals that are built on accurate data and sound science.
 - Supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.

Safe:

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

- The school's:
 - Building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.
 - Physical, emotional, academic and social school climate is safe, friendly, and student-centered.
 - 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.
 - Teaches, models, and provides opportunities to practice social-emotional skills.
 - Physical plant is attractive.
 - Students feel valued, respected, cared for, and are motivated to learn.
 - Teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.
 - Climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.

Engaged:

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

- The school's:
 - Teachers use active learning strategies and a range of inquiry-based, experiential learning tasks and activities.
 - Policies and climate reinforce citizenship and civic behaviors by students, family members, and staff.
 - Students have access to a range of options and choices for a wide array of extracurricular and co-curricular activities that reflect student interests, goals, and learning profiles.
 - Students have a range of opportunities to contribute to and learn within the community at large.
 - Curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.

Supported:

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

- The school:
 - Personalizes learning to meet academic and social goals for each student.
 - Ensures that adult-student relationships support and encourage each student's academic and personal growth.
 - Staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.
 - Uses a variety of methods to communicate with all families and community members about the school's vision, mission, goals, activities, and opportunities for students.
 - Ensures every member of the school staff is well qualified and properly credentialed.
 - Uses 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.
 - Helps families understand available services, advocate for their child's needs, and support their child's learning.
 - Interacts with students both within the school and through extracurricular, co-curricular, and community-based experiences to teach and model pro-social behavior.
 - Personnel welcome and include all families as partners in their child's education and significant members of the school community.
 - Provides students with access to school counselors and other structured academic, social, and emotional support systems.

Challenged:

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

- The school:
 - Provides students with access to challenging, comprehensive curriculum in all content areas.
 - Collects and uses qualitative and quantitative data to support student academic and personal growth.
 - Works with families to help all students understand the connection between education and lifelong success.
 - Offers extracurricular, co-curricular, and community-based programs that provide students with experiences relevant to higher education, career, and citizenship.
 - Monitors and assess extracurricular, co-curricular, and community-based experiences to ensure students' academic and personal growth.
 - Instills curriculum and instruction that provides opportunities for students to develop critical-thinking and reasoning skills, problem-solving competencies, and technology proficiency.
 - Curriculum, instruction, and assessment demonstrate high expectations for each student and prepare them for further education, careers, and citizenship.
 - Curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.
 - Provides cross-curricular opportunities for learning with and through technology.

Sustainability:

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

- The school:
 - Implements a whole child approach to education as a cornerstone for a school improvement plan and includes data collection and analysis processes.
 - Regularly reviews the alignment of policies and practices to ensure the health, safety, engagement, support, and challenge of the students.
 - Professional evaluation process emphasizes meeting the needs of the whole child and provides opportunities for individualized professional growth.
 - Implements a proactive approach to identifying students' social, emotional, physical, and academic needs and designs coordinated interventions among all service providers.
 - 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.
 - Professional development plan reflects emphasis on and implantation of a whole child education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.
 - Uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.
 - Identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.
 - Leaders implement a distributed leadership plan to ensure progress.
 - All partners consistently assess and monitor all indicators of student success to ensure progress and make necessary changes in a timely manner.