

Stricken language would be deleted from and underlined language would be added to present law.

State of Arkansas
89th General Assembly
Regular Session, 2013

As Engrossed: S4/6/13 S4/9/13

A Bill

SENATE BILL 1051

By: Senators Elliott, D. Johnson, L. Chesterfield

By: Representatives H. Wilkins, Love, Sabin

For An Act To Be Entitled

AN ACT TO ESTABLISH THE WHOLE CHILD - WHOLE COMMUNITY
RECOGNITION PROGRAM; AND FOR OTHER PURPOSES.

Subtitle

TO ESTABLISH THE WHOLE CHILD - WHOLE
COMMUNITY RECOGNITION PROGRAM.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. TEMPORARY LANGUAGE. DO NOT CODIFY.

(a) The General Assembly finds that:

(1) The children of Arkansas are our future and will provide leadership, creativity, and productivity to strengthen and sustain the quality of life in our communities;

(2) ASCD, founded as the Association for Supervision and Curriculum Development, launched the Whole Child Initiative in 2007 and has since been joined by seventy (70) leading education, health, arts, and civic organizations to advance the Whole Child Initiative;

(3) The Eighty-Seventh Arkansas General Assembly unanimously passed a joint resolution in support of the Arkansas Association of Supervision and Curriculum Development Whole Child Initiative to ensure that all Arkansas children are safe, healthy, engaged, supported, and intellectually stimulated;

(4) Each Arkansas community should ensure that our children have comprehensive community support to realize their whole potential to



experience the fullness of life through high-quality access to the following tenets:

(A) Healthy options;

(B) Safety;

(C) Active engagement;

(D) Adult support; and

(E) An intellectually stimulating environment; and

(5) Whole Child communities should be recognized and applauded for their work to engage the entire community in support of the whole child.

(b) The purpose of the Whole Child - Whole Community Initiative is to:

(1) Track how well educators, parents, other community members, and state and local policy makers are meeting the comprehensive needs of Arkansas children at each stage of a child's development from birth to postsecondary education or career;

(2) Provide a fuller picture of the well-being of Arkansas children that extends well beyond test scores, school and school district labels, graduation rates, and other stand-alone descriptions;

(3) Evaluate the relationship of the whole community's social and economic determinants to the successful development of the whole child; and

(4) Help create pathways and opportunities to spur systemic cooperation, collaboration, and coordination within and beyond schoolhouse doors and promote a shift from the narrowly defined student achievement and traditional education reform to broader, more comprehensive efforts that recognize:

(A) Crucial out-of-school factors that influence teaching and learning; and

(B) Arkansas's progress in supporting the full potential of its students with a whole-child approach.

(c) There is established a Whole Child - Whole Community Recognition Working Group to create a framework for recognizing community and state efforts to ensure all children receive comprehensive support of the whole community by highlighting the work of:

(1) Educators;

(2) Parents and community members; and

(3) Policymakers, elected and appointed.

(d) The working group shall consist of:

(1) Two (2) parents appointed by the Arkansas Parent Teacher Association;

(2) Two (2) persons appointed by the President of the Arkansas Association for Supervision and Curriculum Development;

(3) Two (2) educators appointed by the Arkansas Education Association;

(4) Two (2) educators appointed by the Arkansas Association of Educational Administrators;

(5) One (1) person representing early childhood education appointed by the Director of the Department of Human Services;

(6) Two (2) members who are directors of two (2) different school districts appointed by the Arkansas School Boards Association;

(7) Two (2) persons representing charitable foundations:

(A) One (1) who is appointed by the chair of the Senate Committee on Education; and

(B) One (1) who is appointed by the chair of the House Committee on Education;

(8) Two (2) persons representing grassroots advocacy groups:

(A) One (1) who is appointed by the chair of the Senate Committee on Education; and

(B) One (1) who is appointed by the chair of the House Committee on Education;

(9) Two (2) persons who are city or county policy-makers appointed by the Arkansas Municipal League;

(10) Two (2) members of the Arkansas General Assembly:

(A) One (1) who is appointed by the chair of the Senate Committee on Education; and

(B) One (1) who is appointed by the chair of the House Committee on Education;

(11) The President of the Arkansas State Chamber of Commerce, or his or her designee;

(12) The President of the Arkansas American Federation of Labor and Congress of Industrial Organizations, or his or her designee;

(13) The Commissioner of Education, or his or her designee;

(14) The Director of the Department of Higher Education, or his

or her designee; and

(15) The Director of the Arkansas Economic Development Commission, or his or her designee.

(e) State agencies shall provide assistance or as ex-officio members for the working group upon the working group's request or upon the request of the state agency, including without limitation:

(1) Department of Rural Services;

(2) Arkansas Planning and Development Districts;

(3) Department of Health;

(4) Local law enforcement agencies;

(5) Department of Arkansas State Police;

(6) The University of Arkansas for Medical Sciences School of Public Health;

(7) Department of Parks and Tourism; and

(8) Arkansas State Game and Fish Commission.

(f)(1) By September 1, 2013, the Commissioner of Education, or his or her designee, shall call the first meeting of the working group.

(2) At the first meeting, the working group shall elect a chair by majority vote.

(3) All changes in working group chairmanship shall be decided by majority vote of the working group.

(g)(1) The working group shall meet at the times that the chair deems necessary but not less than four (4) times per year.

(B) All meetings shall take place in Little Rock unless the working group votes to select another city.

(2) A simple majority of the working group shall constitute a quorum for the purpose of transacting business.

(3) All actions of the working group are by quorum.

(h) The Bureau of Legislative Research shall staff the working group.

(i) All members of the working group may receive expense reimbursement as provided under § 25-16-902 to be paid by the Department of Education if funds are available.

(j)(1) The working group shall recommend to the Ninetieth Arkansas General Assembly a process and procedures for application, evaluation, and recognition of exemplary Whole Child - Whole Community successes.

(2) The process and procedures may allow for:

(A) Solicitation of communities to participate in the Whole Child - Whole Community initiative, but participation by a community is voluntary; and

(B) An individual citizen of Arkansas to nominate a community for recognition.

(k) In developing its recommendations, the working group shall consider the following indicators for educators, parents, community members, and legislators in each of the five (5) tenets:

(1)(A) Each student enters school healthy and learns about and practices a healthy lifestyle.

(B) Under this tenet of healthy options, the indicators are that:

(i) Educators:

(a) Establish a school health advisory council with students, family, community, and business members;

(b) Provide elementary and middle school students with a daily recess that is at least twenty (20) minutes in duration;

(c) Provide quality instruction in health and physical education that addresses the physical, mental, emotional, and social dimensions of health as well as lifetime fitness knowledge, attitudes, behaviors, and skills;

(d) Facilitate students' access to health, mental health, and dental services;

(e) Reinforce healthy eating patterns by offering students nutritious and fresh food choices as part of both routine food services, and special programming and events;

(f) Offer opportunities for elementary, middle, and high school students of all abilities to participate in a wide variety of intramural and extracurricular activities that provide them with positive physical, social, and emotional experiences; and

(g) Integrate movement into lessons and across the school day;

(ii) Parents and community members:

(a) Ensure that children receive immunizations and are routinely screened for vision, hearing, dental, speech, and

orthopedic concerns.

(b) Take children to preventive medical and dental care visits on a regular basis;

(c) Ensure that school-age children accumulate at least sixty (60) minutes of age-appropriate physical activity every day;

(d) Expose children to a variety of sports and physical activity experiences offered through the school and community;

(e) Maintain and promote the communities' sports and recreation programming, green spaces, community gardens, and farmers markets, ensuring that underserved families in the community have access to them;

(f) Encourage walking or biking to and from school; and

(g) Collaborate with schools to ensure free and low-cost community health services are offered to the students and families who need them; and

(iii) Policy-makers:

(a) Support school-based health clinics, particularly in underserved areas, that provide necessary and convenient health services to students, their families, and the community;

(b) Promote a well-rounded curriculum that includes physical and health education as part of the core academics that every student should master before they graduate;

(c) Facilitate connections between schools and community-based health services, beginning with collaboration between the Department of Education and the Department of Health; and

(d) Support community health initiatives, resources, and programming that help to instill healthy habits in children and families;

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

(B) Under this tenet of safety, the indicators are that:

(i) Educators:

(a) Model and provide opportunities for students to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility,

respect for individual differences, and ethical decision making;

(b) Consistently reinforce school and classroom expectations, rules, and routines and work with families to teach students how to manage their own behavior;

(c) Establish a classroom and school climate where everyone feels safe and that is conducive to teaching and learning;

(d) Establish a bullying-prevention program and reporting system and promote these anti-bullying efforts among students, staff, families, and community members;

(e) Get to know students and connect students to necessary community services when they are struggling with substance abuse, homelessness, or family violence; and

(f) Establish a positive school climate that is friendly and student-centered, ensuring that students and staff feel valued, respected, cared for, and motivated to learn;

(ii) Parents and community members:

(a) Work within the community to provide children with safe transportation to and from school, including chaperoning bus stops and establishing safe walking routes;

(b) Know Arkansas's anti-bullying law and the school's anti-bullying and anti-harassment policies, including how to report bullying incidents;

(c) Monitor children's use of social networking sites and establish appropriate security settings on a family's computers and other electronic devices;

(d) Encourage school and community organizations to provide safe, chaperoned activities for students before and after school; and

(e) Collaborate with homeowners' associations, neighborhood watches, municipal services, park authorities, faith-based institutions and other community organizations to ensure neighborhoods, parks, and other public spaces are clean, well-lit, and well-maintained;

(iii) Policy-makers:

(a) Establish anti-bullying legislation that specifically defines incidents of intimidation, bullying, and harassment and requires schools to develop anti-bullying policies;

(b) Establish social-emotional learning and character development programs;

(c) Support before- and after-school programming that provides students with safe places to extend their learning and to interact with peers; and

(d) Facilitate connections between schools and community-based recreational offerings and social services;

(3)(A) Each student is actively engaged in learning and is connected to the school and broader community.

(B) Under this tenet of active engagement, the indicators are that:

(i) Educators:

(a) Develop student-centered academic plans and a process for students to provide input on these plans throughout their academic careers;

(b) Use active learning strategies, such as cooperative learning and project-based learning;

(c) Include students in schoolwide decision making and governance;

(d) Offer students academic credit for hands-on, community-based learning opportunities and provide flexible scheduling that allows students to participate in these opportunities during the school day;

(e) Partner with the community to offer students a full complement of extracurricular, cocurricular, and after-school activities as well as service-learning opportunities that incorporate community experiences and reflect students' interests and goals;

(f) Allow time and space for student discussions; and

(g) Promote the development of student-led initiatives;

(ii) Parents and community members:

(a) Limit television viewing and video game use to no more than two hours per day, instead encouraging children to participate in extracurricular activities or volunteer experiences in which they are interested;

(b) Ask children's teachers and principals what they do to make classroom learning relevant and engaging for students;

(c) Ensure that children attend school regularly, and ask what they learned or did each day, such as the best thing, funniest moment, new activity;

(d) Collaborate with schools, neighborhoods, homeowners' associations, businesses, and other community institutions to provide students with experiential learning opportunities, such as service learning, internships, and apprenticeships with local businesses; and

(e) Provide children with age-appropriate decision making opportunities at home and increase children's household responsibilities; and

(iii) Policy-makers:

(a) Require schools, school districts, and communities to measure and report activities and outcomes related to student and family engagement, such as volunteer rates, parent-involvement data, and participation in after-school programming, community-based learning opportunities, and extracurricular activities; and

(b) Recognize and reward schools and communities that offer students rich and relevant real-world learning experiences;

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

(B) Under this tenet of adult support, the indicators are that:

(i) Educators:

(a) Make sure each student is well-known by at least one (1) adult in the school, such as an advisor or mentor;

(b) Provide each student with access to school counselors, social workers, and structured academic, social, and emotional support systems;

(c) Personalize learning, including the flexible use of time and scheduling to meet academic and social goals for each student;

(d) Welcome and include all families as partners in their children's education, helping them to understand available

services, advocate for their children's needs, and support their children's learning; and

(e) Participate in ongoing, relevant professional development that enhances the educator's ability to deliver differentiated instruction that meets students' varying academic and social-emotional needs;

(ii) Parents and community members:

(a) Talk with children for at least fifteen (15) minutes each day, communicating openly and encouraging them to share their successes, thoughts, and concerns;

(b) Partner with children's school to support children's academic goals and to give extra help where needed;

(c) Attend parent-teacher conferences and volunteer at the school;

(d) Monitor children's performance over time and take an active role in their progress; and

(e) Get to know children's teachers, coaches, and other adult mentors and collaborate with them on shared goals for each child; and

(iii) Policy-makers:

(a) Require schools to provide adequate counseling and support services to students, ensuring that every school meets the recommended ratio of at least one (1) counselor for every two hundred fifty (250) students;

(b) Support parent education and family literacy programs;

(c) Require educator evaluation systems to drive opportunities for individualized professional growth and support schools in providing relevant and quality training to teachers during the school day;

(d) Align assessment requirements to maximize the impact on instruction;

(e) Provide multiple pathways to graduation;
and

(f) Require schools to develop individualized learning plans for each student that connect to their academic and career

goals and interests;

(5)(A) Each student is intellectually stimulated and prepared for success in college or further study and for employment and participation in a global environment.

(B) Under this tenet of intellectually stimulating environment, the indicators are that:

(i) Educators:

(a) Provide relevant and challenging coursework in a wide array of subjects through a variety of pathways, such as Advanced Placement, International Baccalaureate, dual-enrollment programs, and early college programs, and offer these advanced courses to all interested students;

(b) Develop each student's critical-thinking and reasoning skills, creativity, ability to collaborate, problem-solving competencies, global awareness, and technology proficiency;

(c) Provide a well-rounded curriculum that prepares students for success in college, career, and citizenship through rigorous instruction in all core academic subjects, including reading, math, science, the arts, history, civics, government, economics, foreign languages, geography, health education, and physical education;

(d) Use qualitative and quantitative data and a range of diagnostic, formative, and summative assessments to monitor student progress, provide timely feedback, and adjust teaching and learning activities to maximize student growth; and

(e) Align high school graduation requirements with the knowledge and skills required for college and career success;

(ii) Parents and community members:

(a) Communicate regularly with children and their teachers to identify opportunities to extend their learning in areas of interest and to support growth in the areas that are challenging;

(b) Talk with children about their career interests and goals and explore courses, extracurricular activities, and postsecondary education options that align with those interests and goals;

(c) Partner with schools to ensure their curricula, instruction, education experiences, and extracurricular activities prepare students with the knowledge and skills they need for success in the

workplace and in further education; and

(d) Reinforce the importance of education for future social, economic, and civic success; and

(iii) Policy-makers:

(a) Provide relevant and challenging coursework in a wide array of subjects through a variety of pathways (e.g., Advanced Placement, International Baccalaureate, dual-enrollment programs, early college programs), and offer these advanced courses to all interested students;

(b) Recognize and reward schools that are successful in helping students of all backgrounds master challenging coursework;

(c) Hold schools accountable for student achievement using multiple measures of performance and growth across all core academic subjects and establish meaningful and transparent public reporting of this information;

(d) Foster coordination and communication across early childhood education, elementary education, middle school, high school, and postsecondary education so that each stage of a student's educational career prepares him or her for the next; and

(e) Promote alternative ways of assessing progress and achievement, such as portfolios and presentations.

(1) By November 1, 2014, the Whole Child - Whole Community Recognition Working Group shall file its report with the House Committee on Education, Senate Committee on Education, and Legislative Council.

/s/Elliott