

Madison Receives the Washington State ASCD's Whole Child Award – Safe Schools Tenet, Fall, 2012



The Whole Child Initiative

The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.

All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.

Launched in 2007, ASCD's Whole Child Initiative is an effort to change the conversation about education from a focus on narrowly defined academic achievement to one that promotes the long term development and success of children. Through the initiative, ASCD helps educators, families, community members, and policymakers move from a vision about educating the whole child to sustainable, collaborative action. ASCD is joined in this effort by [Whole Child Partner](#) organizations representing the education, arts, health, policy, and community sectors.

Explore resources and opportunities for action here and on www.wholechildeducation.org. Download [indicators](#) (PDF) of a whole child approach to education and community engagement and use the [ASCD School Improvement Tool](#) to assess your performance on those indicators. Join ASCD and our partners, and together we'll change the face of education policy and practice.

Whole Child Tenets

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

The Whole Child Initiative: **Safe**

These indicators may serve as a needs assessment, a set of strategic goals and outcomes, a framework for decision making, or the definition of what a whole child approach to education truly requires. In fact, these indicators are among those we consider in the selection process for [Vision in Action: The ASCD Whole Child Award](#). However you choose to use them, please share them widely among your stakeholders and involve many voices in soliciting evidence related to their implementation. Although these are largely school-based, a whole child approach to education requires the engagement of the entire community to ensure that each child is healthy, safe, engaged, supported, and challenged.

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

1. Our school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.
2. Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.
3. Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered.
4. Our students feel valued, respected, and cared for and are motivated to learn.
5. Our school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.
6. Our school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior, and reinforcing expectations, rules, and routines.
7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.
8. Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
9. Our school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.
10. Our teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

Change the conversation about education in your school and community. Download the set of [safe indicators](#) (PDF). Explore free, in-depth [resources](#) to help you move from a vision for educating the whole child to action that results in successful, well-rounded young people.