

1 State of Arkansas  
2 89th General Assembly  
3 Regular Session, 2013  
4

As Engrossed: S4/6/13

# A Bill

SENATE BILL 1051

5 By: Senator Elliott  
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## For An Act To Be Entitled

9 AN ACT TO ESTABLISH THE WHOLE CHILD - WHOLE COMMUNITY  
10 RECOGNITION PROGRAM; AND FOR OTHER PURPOSES.  
11

### Subtitle

14 TO ESTABLISH THE WHOLE CHILD - WHOLE  
15 COMMUNITY RECOGNITION PROGRAM.  
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18 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:  
19

20 SECTION 1. TEMPORARY LANGUAGE. DO NOT CODIFY.

21 (a) The General Assembly finds that:

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

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

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

34 (4) Each Arkansas community should ensure that our children have  
35 comprehensive community support to realize their whole potential to  
36 experience the fullness of life through high-quality access to the following



1 tenets:

2 (A) Healthy options;

3 (B) Safety;

4 (C) Active engagement;

5 (D) Adult support; and

6 (E) An intellectually stimulating environment; and

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

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

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

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

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

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

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

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

29 (1) Educators;

30 (2) Parents and community members; and

31 (3) Policymakers, elected and appointed.

32 (d) The working group shall consist of:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

31 (14) The Director of the Department of Higher Education, or his  
32 or her designee; and

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

35 (e) State agencies shall provide assistance or as ex-officio members  
36 for the working group upon the working group's request or upon the request of

1 the state agency, including without limitation:

2 (1) Department of Rural Services;

3 (2) Arkansas Planning and Development Districts;

4 (3) Department of Health;

5 (4) Local law enforcement agencies;

6 (5) Department of Arkansas State Police;

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

9 (7) Department of Parks and Tourism; and

10 (8) Arkansas State Game and Fish Commission.

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

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

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

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

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

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

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

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

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

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

31 (2) The process and procedures may allow for:

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

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

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

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

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

8 (i) Educators:

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

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

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

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

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

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

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

29 (ii) Parents and community members:

30 (a) Ensure that children receive immunizations  
31 and are routinely screened for vision, hearing, dental, speech, and  
32 orthopedic concerns.

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

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

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

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

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

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

12 (iii) Policy-makers:

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

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

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

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

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

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

28 (i) Educators:

29 (a) Model and provide opportunities for  
30 students to practice social-emotional skills, including effective listening,  
31 conflict resolution, problem solving, personal reflection and responsibility,  
32 respect for individual differences, and ethical decision making;

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

36 (c) Establish a classroom and school climate

1 where everyone feels safe and that is conducive to teaching and learning;

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

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

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

11 (ii) Parents and community members:

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

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

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

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

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

28 (iii) Policy-makers:

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

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

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

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

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

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

7 (i) Educators:

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

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

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

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

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

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

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

27 (ii) Parents and community members:

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

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

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



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

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

8 (iii) Policy-makers:

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

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

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

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

21 (i) Educators:

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

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

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

30 (d) Welcome and include all families as  
31 partners in their children's education, helping them to understand available  
32 services, advocate for their children's needs, and support their children's  
33 learning; and

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

1 emotional needs;

2 (ii) Parents and community members:

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

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

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

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

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

15 (iii) Policy-makers:

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

20 (b) Support parent education and family  
21 literacy programs;

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

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

28 (e) Provide multiple pathways to graduation;  
29 and

30 (f) Require schools to develop individualized  
31 learning plans for each student that connect to their academic and career  
32 goals and interests;

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

36 (B) Under this tenet of intellectually stimulating

1 environment, the indicators are that:

2 (i) Educators:

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

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

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

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

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

22 (ii) Parents and community members:

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

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

29 (c) Partner with schools to ensure their  
30 curricula, instruction, education experiences, and extracurricular activities  
31 prepare students with the knowledge and skills they need for success in the  
32 workplace and in further education; and

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

35 (iii) Policy-makers:

36 (a) Provide relevant and challenging

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

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

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

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

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

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

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22 /s/Elliott  
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