

State of Arkansas

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

89th General Assembly

A Bill

Regular Session, 2013

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



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

3 (A) Healthy options;

4 (B) Safety;

5 (C) Active engagement;

6 (D) Adult support; and

7 (E) An intellectually stimulating environment; and

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

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

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

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

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

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

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

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

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

34 (1) Educators;

35 (2) Parents and community members; and

36 (3) Policymakers, elected and appointed.

1 (d) The working group shall consist of:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 or her designee; and

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

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

7 (1) Department of Rural Services;

8 (2) Arkansas Planning and Development Districts;

9 (3) Department of Health;

10 (4) Local law enforcement agencies;

11 (5) Department of Arkansas State Police;

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

14 (7) Department of Parks and Tourism; and

15 (8) Arkansas State Game and Fish Commission.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13 (i) Educators:

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

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

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

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

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

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

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

34 (ii) Parents and community members:

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

1 orthopedic concerns.

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

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

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

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

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

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

17 (iii) Policy-makers:

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

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

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

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

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

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

33 (i) Educators:

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

1 respect for individual differences, and ethical decision making;

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

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

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

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

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

16 (ii) Parents and community members:

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

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

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

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

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

33 (iii) Policy-makers:

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

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

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

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

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

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

12 (i) Educators:

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

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

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

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

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

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

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

32 (ii) Parents and community members:

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

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

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

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

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

13 (iii) Policy-makers:

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

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

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

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

26 (i) Educators:

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

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

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

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

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

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

7 (ii) Parents and community members:

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

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

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

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

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

20 (iii) Policy-makers:

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

25 (b) Support parent education and family
26 literacy programs;

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

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

33 (e) Provide multiple pathways to graduation;
34 and

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

1 goals and interests;

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

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

7 (i) Educators:

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

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

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

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

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

27 (ii) Parents and community members:

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

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

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

1 workplace and in further education; and

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

4 (iii) Policy-makers:

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

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

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

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

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

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

26
27 /s/Elliott
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30 **APPROVED: 04/18/2013**
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