

# Oregon ASCD Whole Child Initiative and Healthy Kids Learn Better

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Board Member, Oregon  
ASCD and former  
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Schools, 40 years of  
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Kids Learn Better  
Program, Oregon  
Public Health Division

School Employee Wellness Conference, Bend Oregon  
March 26, 2012

# Session Objectives

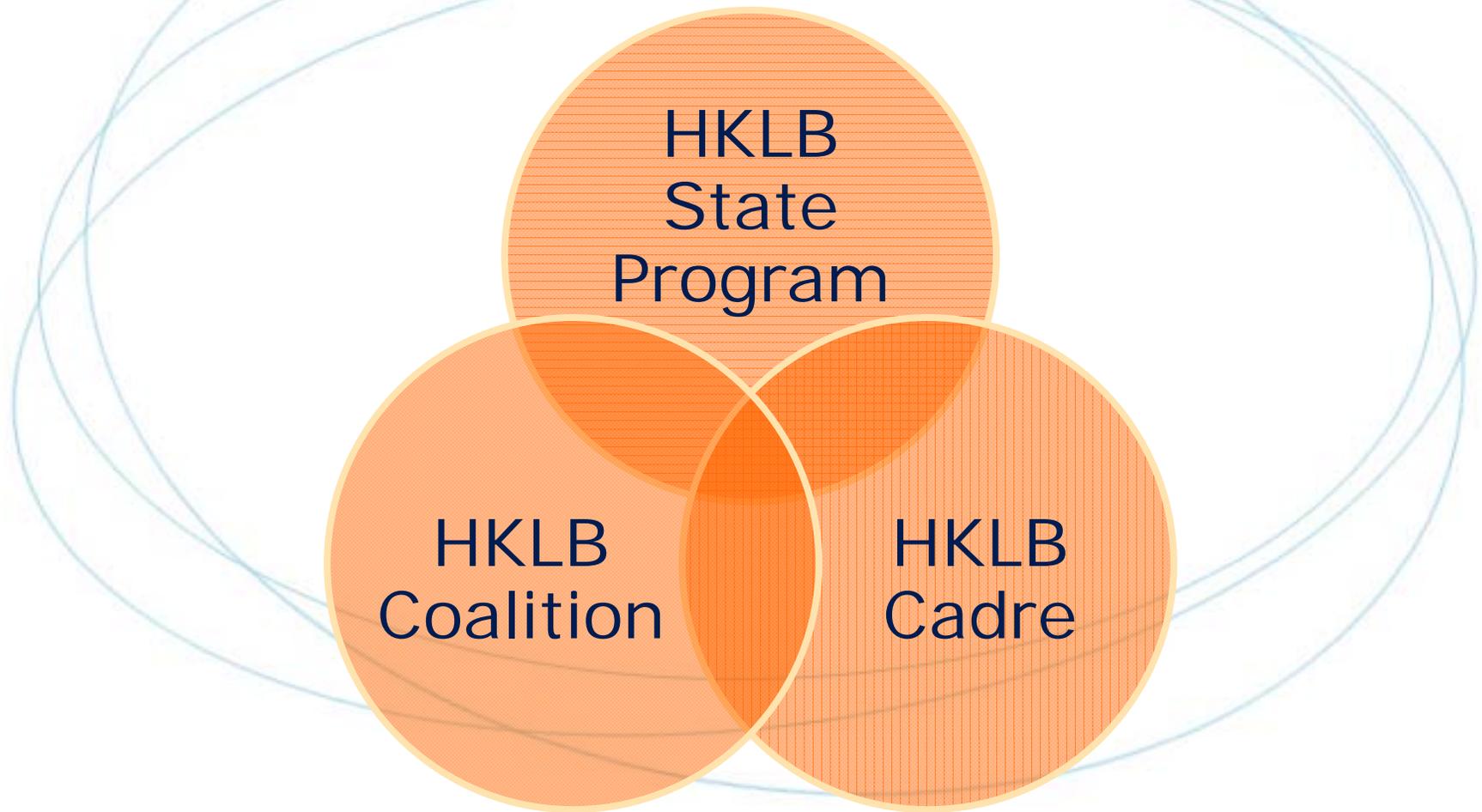
Participants will be able to:

1. Explain how health can be an enabling factor for learning.
2. Understand ASCD's *Whole Child* approach.
3. Name at least two resources that can support the *Whole Child*.
4. Name at least one source of important health data for youth in Oregon.

What animal best reflects your experience with supporting kids and youth in the school setting ?

- Monkey
- Owl
- Turtle

# The Healthy Kids Learn Better Partnership

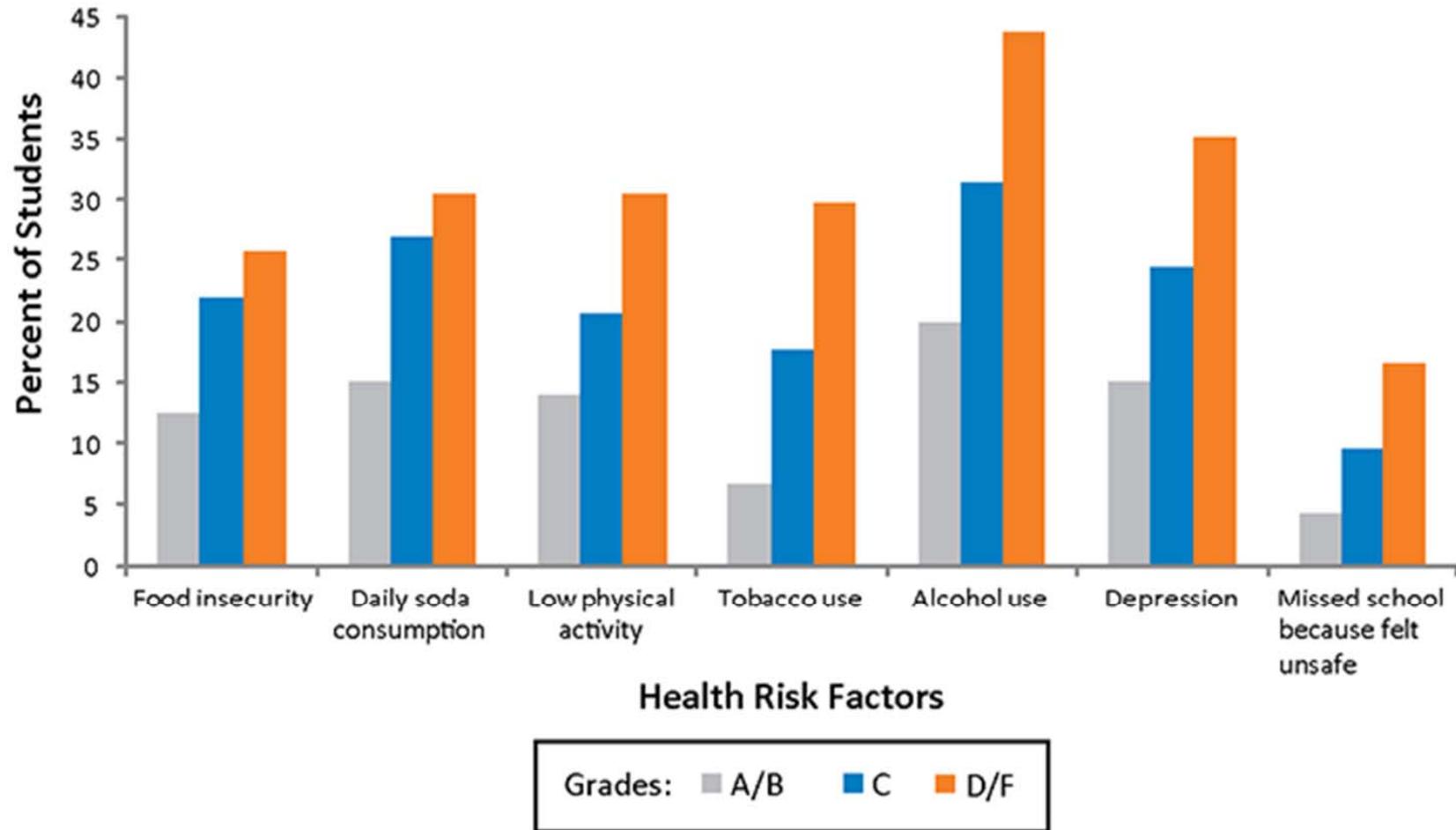


# Relationship Between Health and Education

**“No educational tool is more essential than  
good health.”**

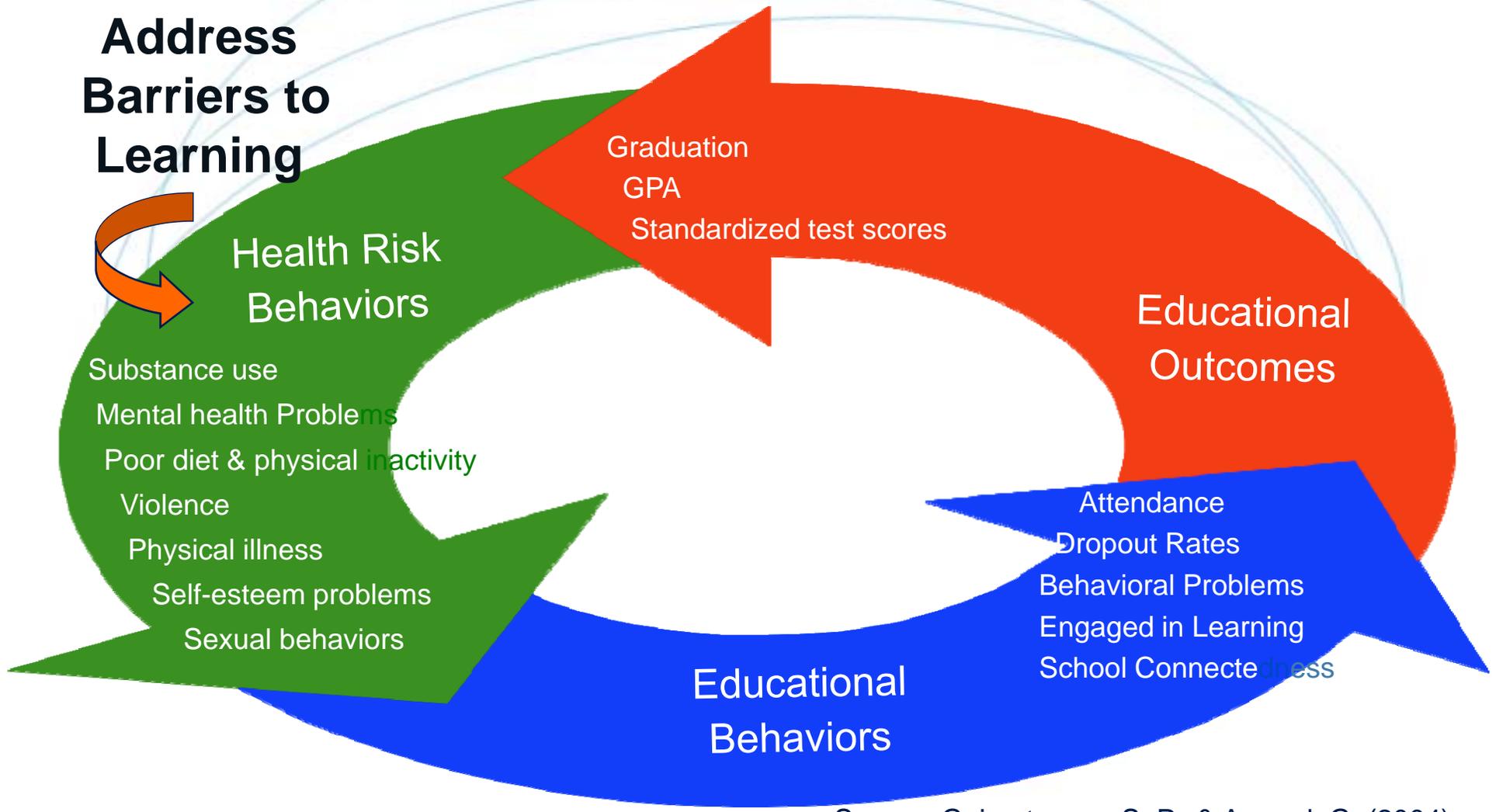
**Council of Chief State School Officers**

## The intersection of grades and health risk factors

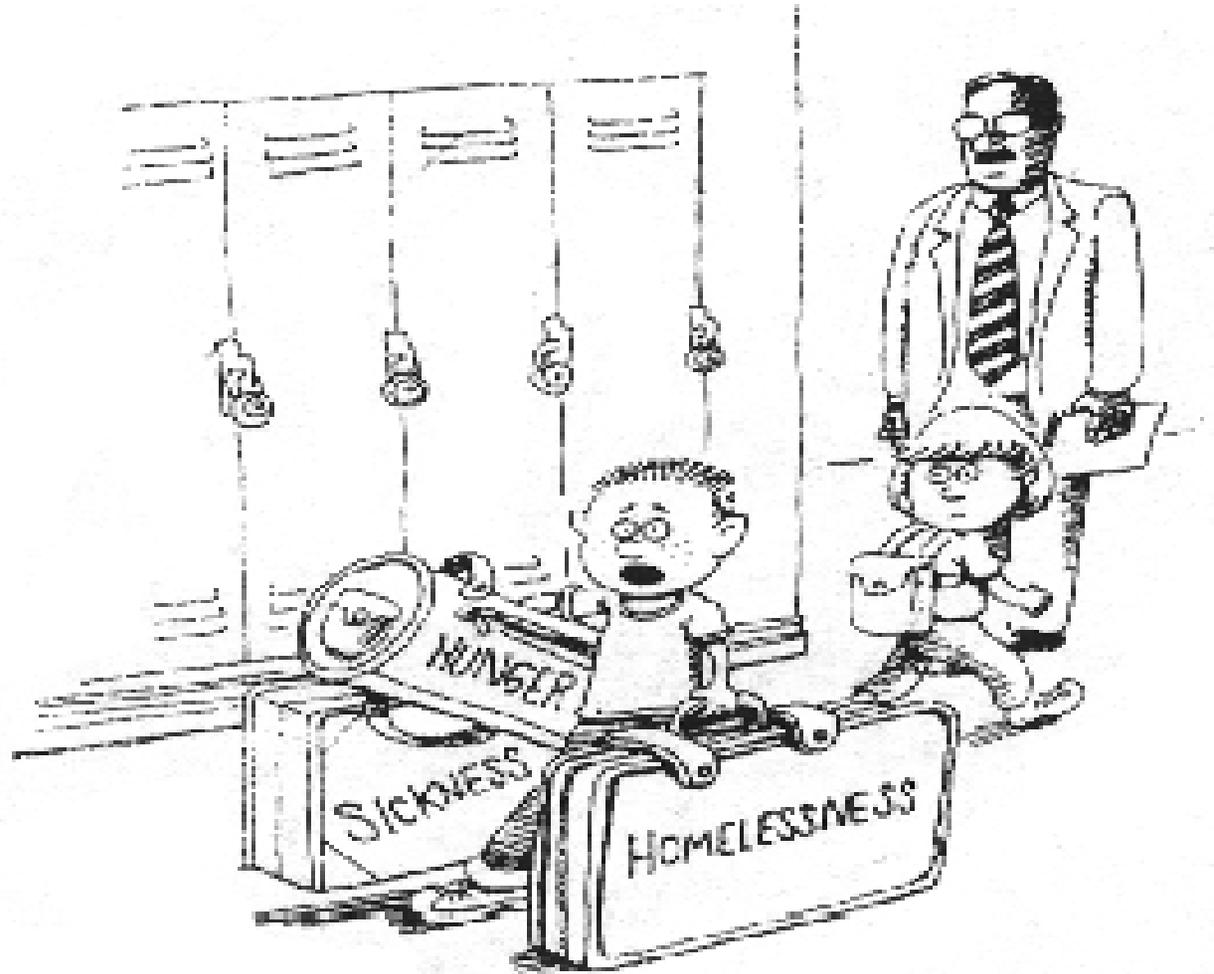


OHT 2009 8<sup>th</sup> Grade

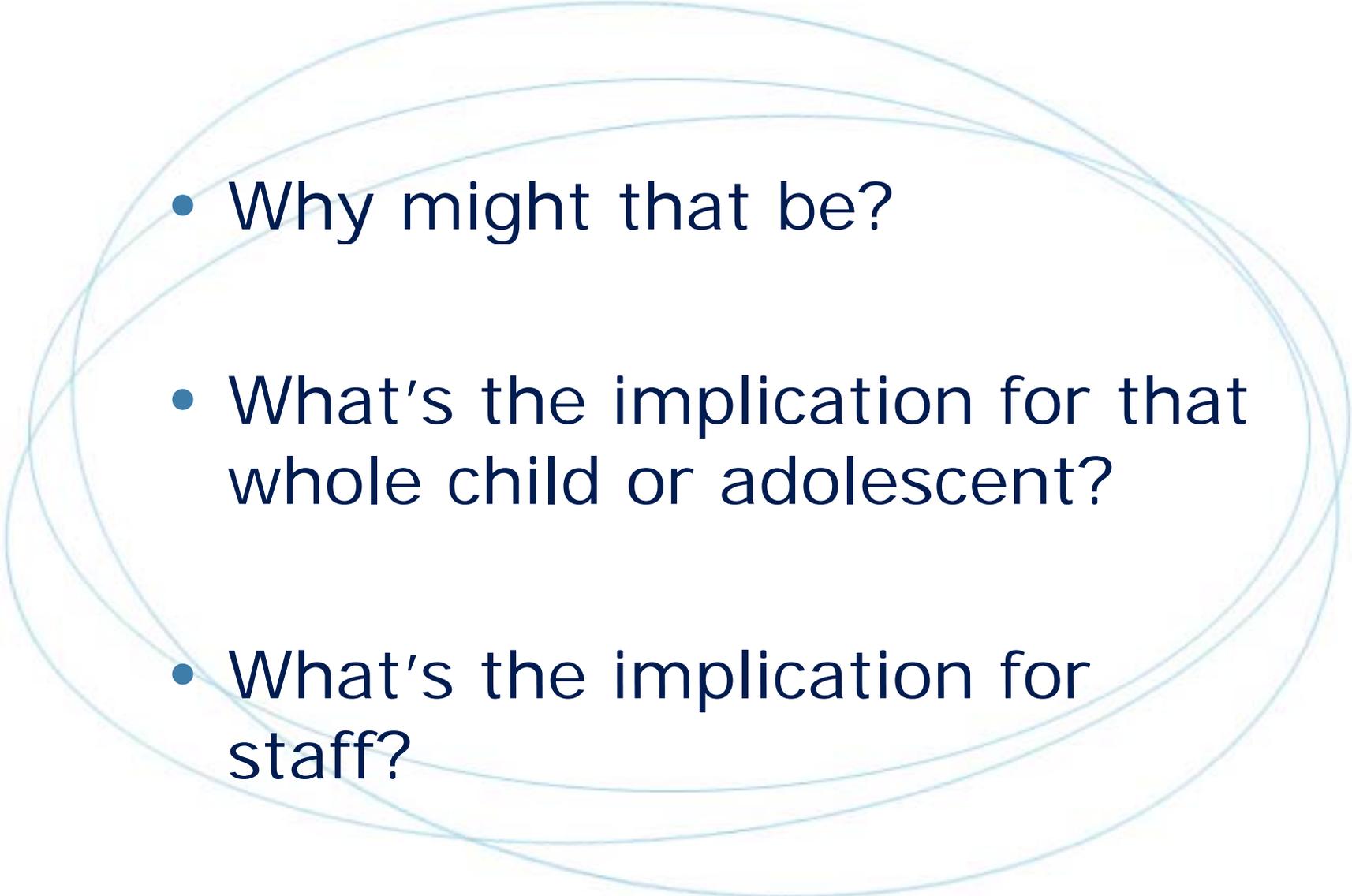
# What We Know: The health-academic outcomes connection



Source: Geierstanger, S. P., & Amaral, G. (2004)

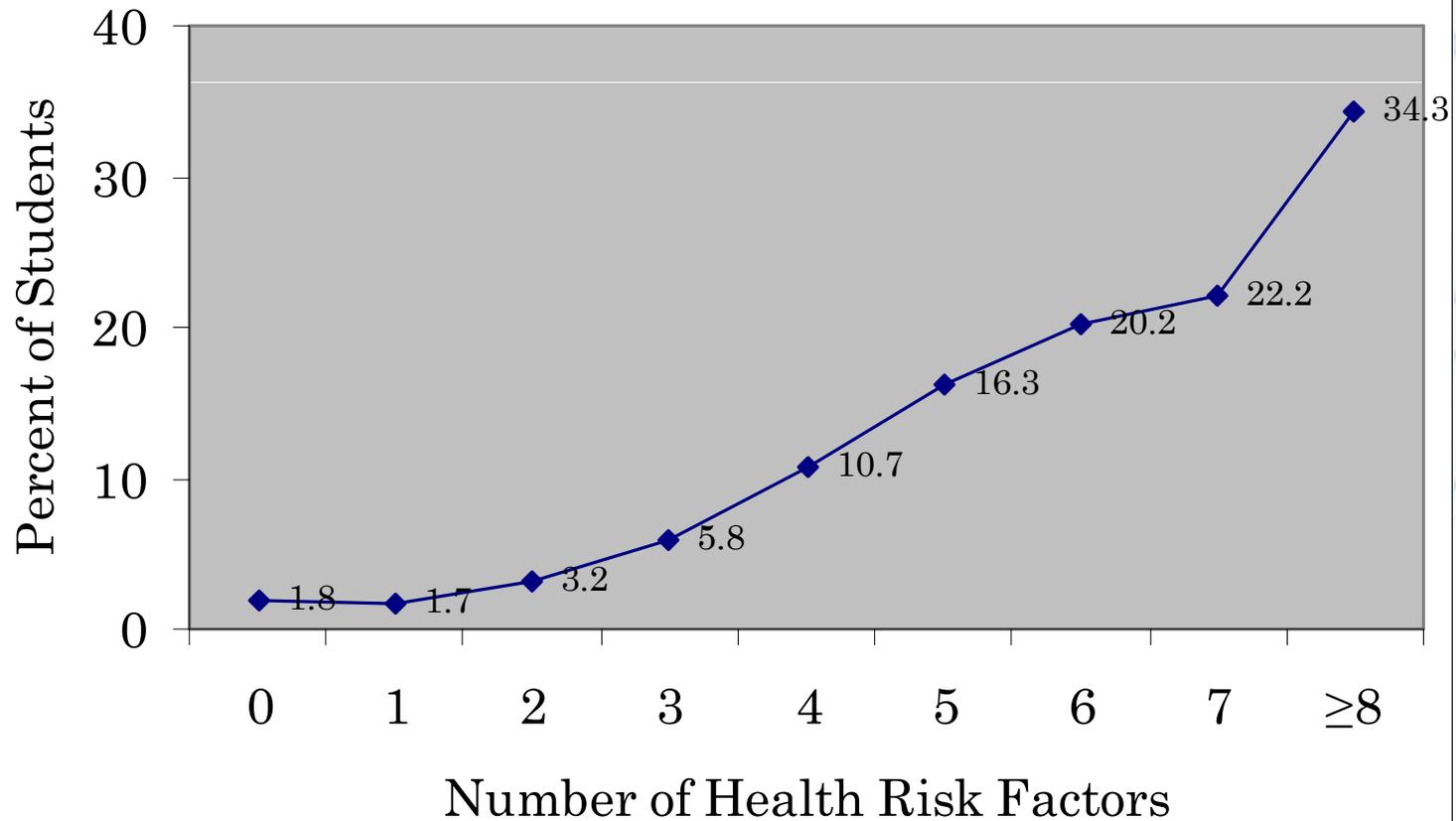


“Could someone help me with these?  
I’m late for math class.”

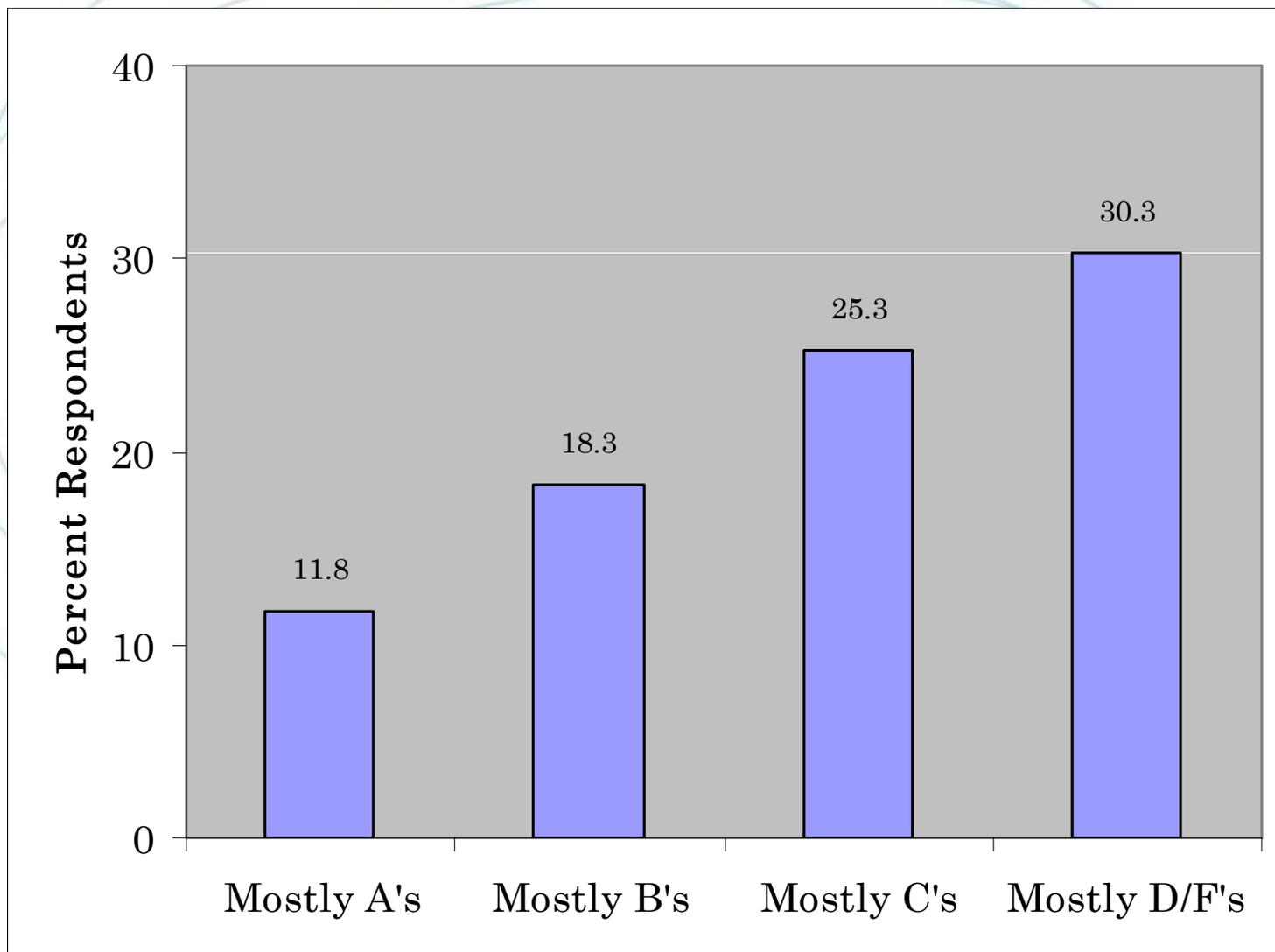
- 
- Why might that be?
  - What's the implication for that whole child or adolescent?
  - What's the implication for staff?

# Every Health Risk Makes a Difference

Percent of Eighth Grade Students with D/F Grade  
Average by Number of Health Risk Factors  
(2009 OHT)

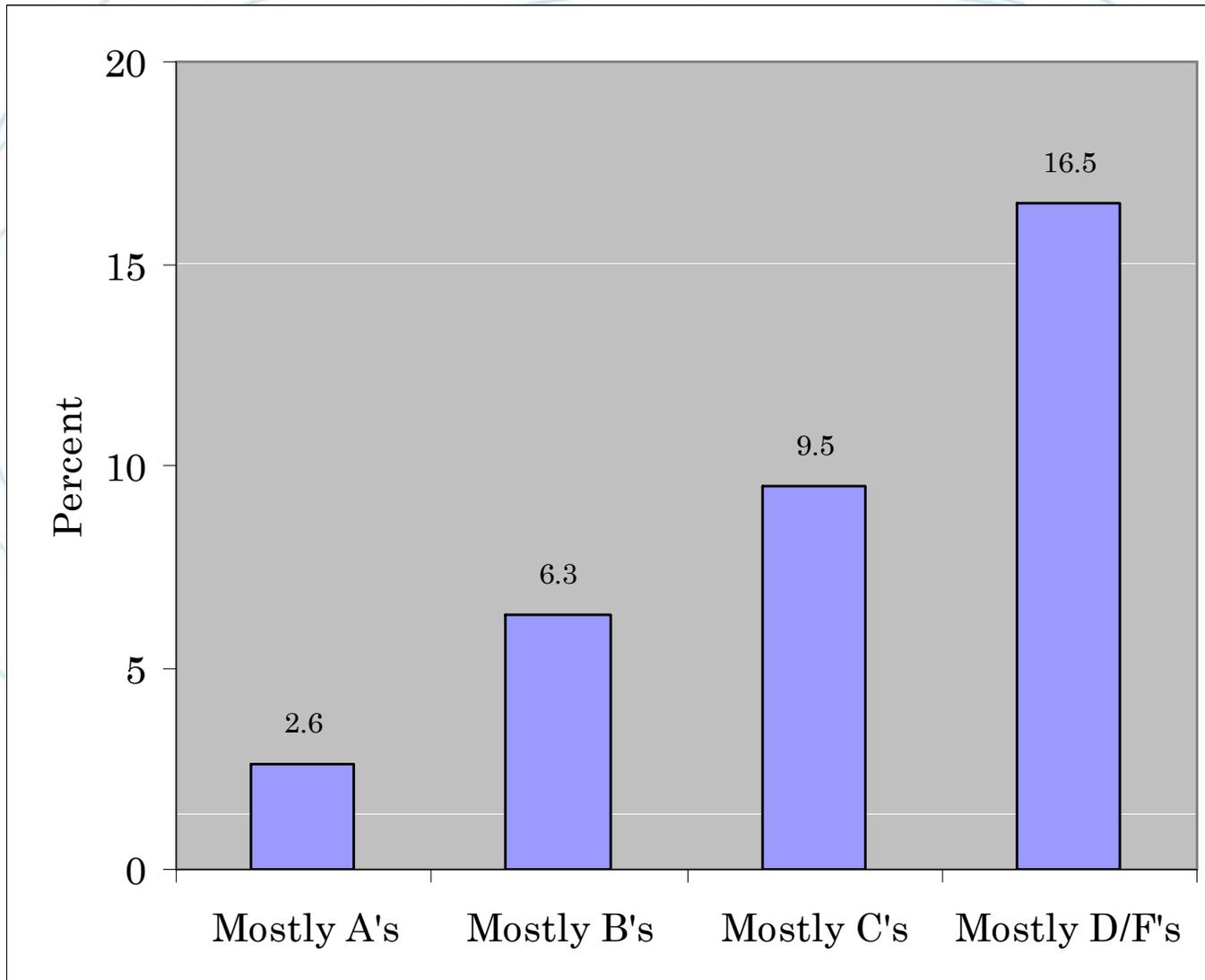


# Correlation between grades and ate less because there was not money to buy food OHT 11th Grade



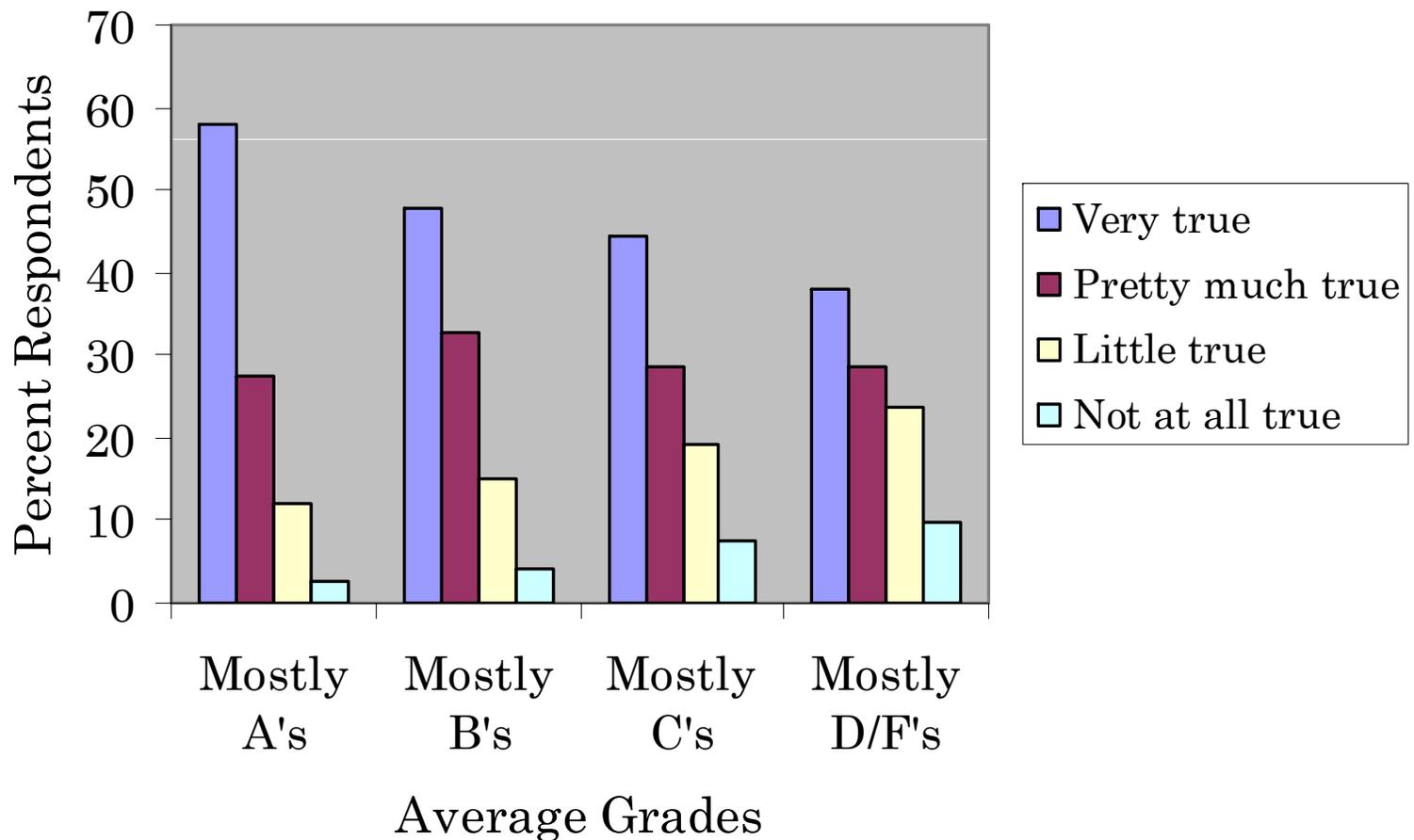
# Correlation between grades and school avoidance due to safety concerns

## OHT 8th Grade

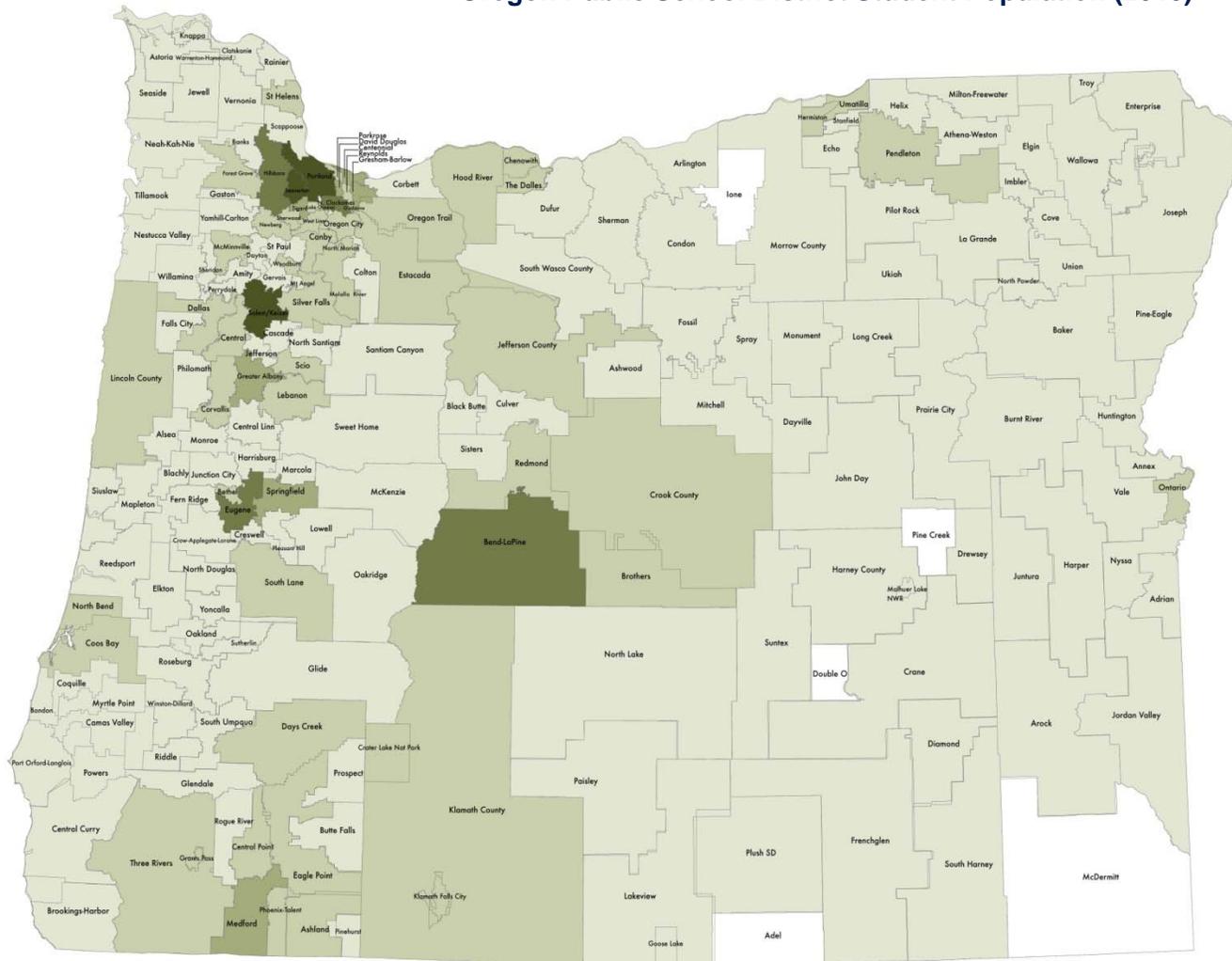


## Correlation between grades and caring adult OHT 11th Grade

Percent of 11th Grade Students Reporting At Least  
One Teacher Really Cares for Them

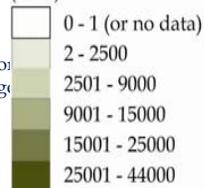


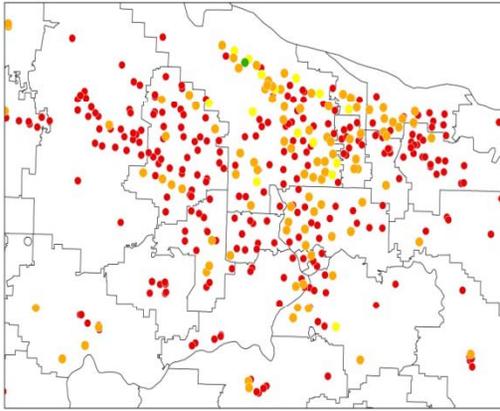
## Oregon Public School District Student Population (2010)



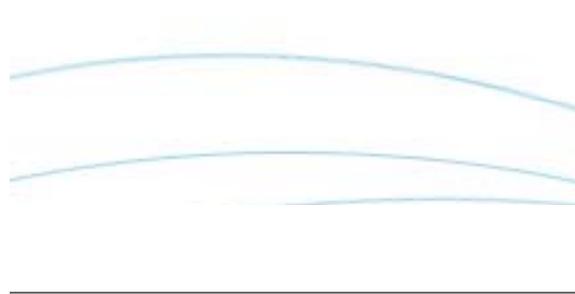
The source for the Oregon Public School District student population is the Oregon Department of Education (ODE), 2010.

Map created by Dawn Hanson, Oregon Health Authority, September, 2011. District shapefiles are from the Oregon Geospatial Enterprise Office (GEO), created in 2007.

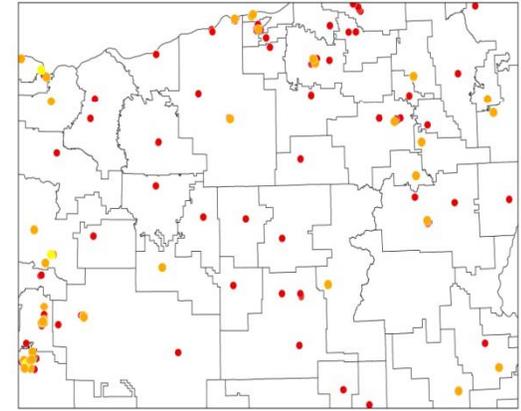
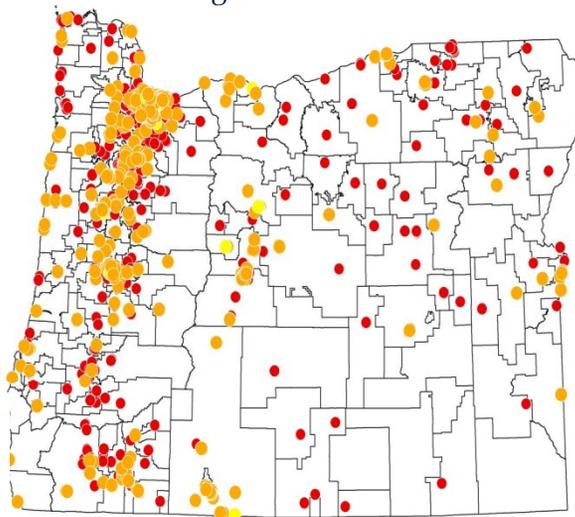




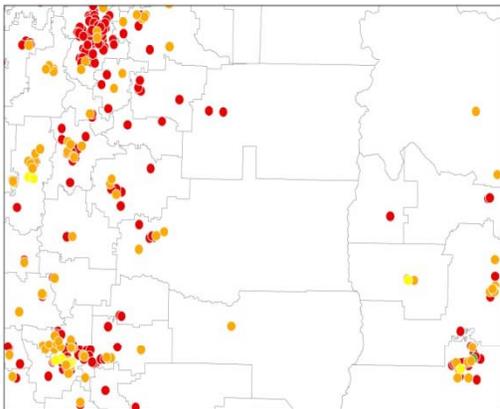
Portland/tri-county area



All Oregon Public School Districts



Northeast Oregon area

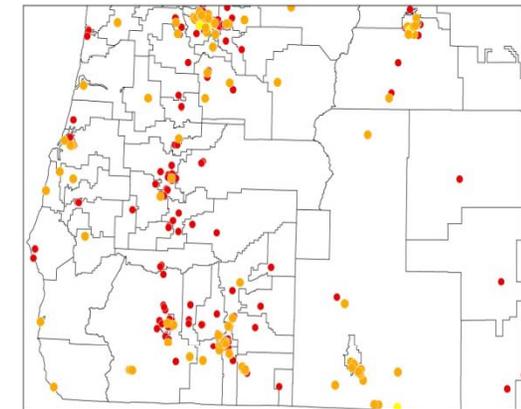


Salem Eugene, and Bend areas

Number of Health-Related Programs\* Each OR Public School Participates In

- 0
- 1 - 2
- 3 - 4
- 5 - 7 (no school had more than 5 programs)

\*Seven Programs Measured: School-Based Health Centers; USDA Fruit & Veggie Program; Safe Routes to School (Infrastructure); Safe Routes to School (Non-Infrastructure); Alliance for Healthier Generations; Healthy Kids Learn Better; School Gardens

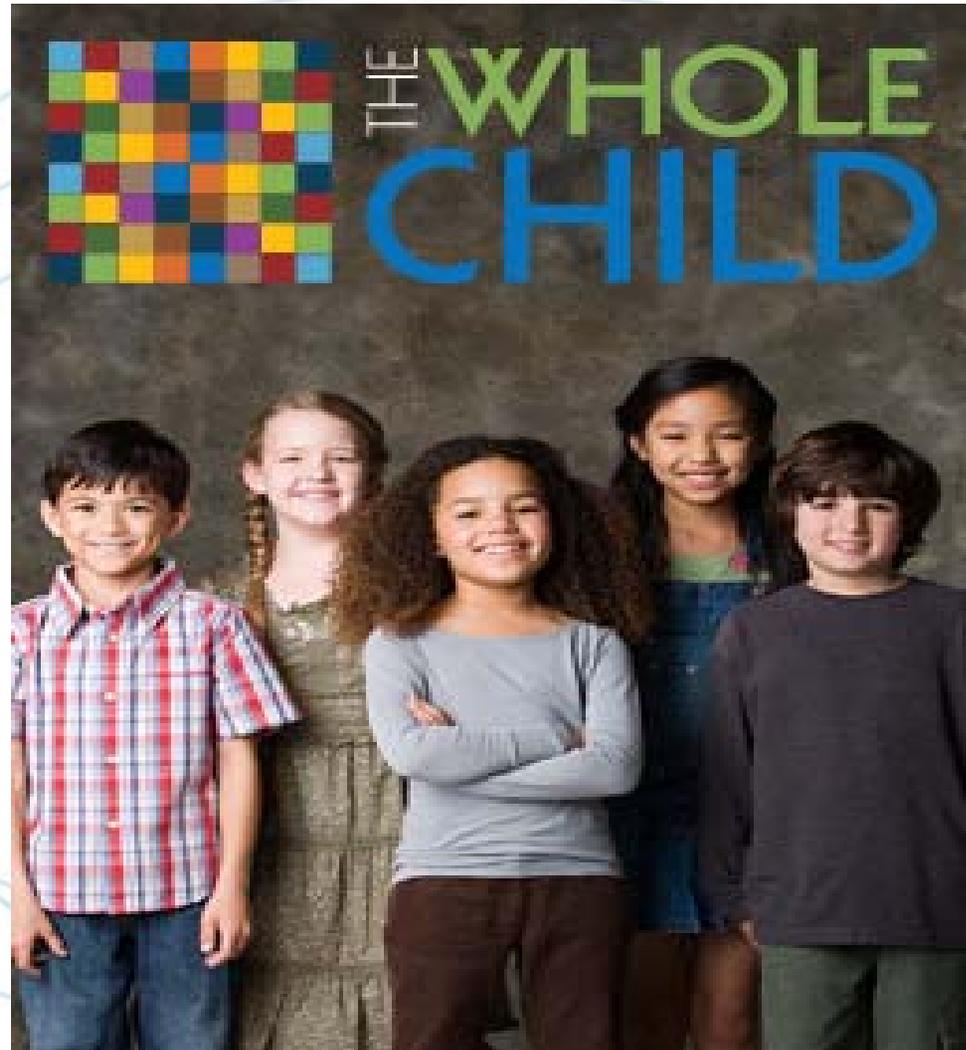


Klamath and Medford areas

## Is something missing?

- Despite compelling evidence linking health and academic achievement, there is no U.S. Department of Education initiative to reduce educationally relevant health disparities as part of the national strategy to close the achievement gap.

Charles E. Basch, Teachers College, Columbia University



# ASCD Whole Child Video

<http://www.youtube.com/watch?v=XTRKHR-6i3k>

# Reflections and Conversation

Was there an image that moved you or spoke to you? Would you share your thoughts?

Turn to your neighbor and share...

# Whole Child Tenants

## Each student:

- Enters school healthy and learns about and practices a healthy lifestyle.
- Learns in an environment that is physically and emotionally safe for students and adults.
- Is actively engaged in learning and is connected to the school and broader community.
- Has access to personalized learning and is supported by qualified, caring adults.
- Is challenged academically and prepared for further study and employment.

# Safe

- Physically and emotionally safe environment/ climate
- Facilities are secure, safe and attractive
- Mutual respect for individual differences at all levels of school interactions.
- Academic and behavioral interventions are based on an understanding of child and adolescent development and learning theories.

# Healthy

- Students learn about and practices a healthy lifestyle.
- School culture supports health/well-being of each student.
- Health education curriculum and instruction address the physical, mental, emotional, and social dimensions of health.
- Physical education curriculum, and instruction support address lifetime fitness knowledge, attitudes, behaviors and skills.
- Addresses the health and well-being of each staff member.
- Collaboration with parents and the local community to promote the health / well-being.
- Realistic goals for student and staff health that are built on accurate data and sound science.
- Student and staff access to health, mental health, and dental services.

# Engaged

- Students engaged in learning and connected to the school and broader community.
- Teachers use active learning strategies
- Range of opportunities for students to contribute to and learn within the community
- School policies and climate reinforce citizenship and include meaningful participation in decision making.
- School uses curriculum-related experiences to complement and extend our curriculum and instruction.
- Students have access to a wide array of extracurricular and co-curricular activities
- Curriculum and instruction promote students' understanding of global relevance and application of learned content.
- Staff work closely with students to help them monitor and direct their own progress.

# Challenged

- Students have access to challenging, comprehensive curriculum in all content areas.
- School collects and uses qualitative and quantitative data to support student academic and personal growth.
- Our curriculum, instruction, and assessment demonstrate high expectations for students.
- Our school works with families to help all students understand the connection between education and lifelong success.
- Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.

# Sustainable

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

Implementation of a whole child approach to education is a cornerstone of our school improvement plan and is included in our data collection and analysis process.

Our professional development plan reflects emphasis on and implementation of a whole child approach to education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.

Our school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.

Our school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.

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# Resources

ASCD The Whole Child  
wholechildeducation.org

Healthy Kids Learn Better  
HKLB.org

Oregon Healthy Teens Data

<http://public.health.oregon.gov/BirthDeathCertificates/Surveys/OregonHealthyTeens/Pages/index.aspx>

Basch, C.E. (2010). *Healthier Students Are Better Learners: A Missing Link in Efforts to Close the Achievement Gap*. Equity Matters: Research Review No. 6. New York: The Campaign for Educational Equity. Available at:  
[http://www.equitycampaign.org/i/a/document/12557\\_EquityMattersVol6\\_Web03082010.pdf](http://www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf)

# Questions?

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HEALTHY KIDS   
LEARN BETTER