

Every Child ...

The Menlo Park City School District's Whole Child Learning & Developmental Framework was developed by the School Board and Leadership Team to articulate the vision for learning environments to which we aspire across the district. The Framework's five strategic elements reflect our priorities for how education should be delivered. The Framework enables MPCSD to overcome barriers to engagement and offer all students and all educators a better path towards achievement. Success is measured by assessing how EVERY CHILD is **engaging, achieving, and thriving** academically, socially, and emotionally.

The Framework exists to ensure that all students can achieve beyond their dreams. The driving question the Framework answers is "If given the right conditions, support, and encouragement, how might we more quickly and foundationally change the public school learning experience so that all students can reach their potential?" MPCSD's educators have redesigned learning around the student, giving our young people the tools, mindsets, and multiple measures of achievement they need to collaborate, take risks, learn from mistakes, and succeed in their academic journey as far as their own imaginations, curiosity, and hard work will take them.

...achieving...

...engaging...

The Framework exists to ensure that all students are consistently engaged throughout their school experience. The Framework ensures that students have greater voice and choice in their learning and ownership over their outcomes. With our highly talented educators and history of innovation, MPCSD is a fertile ground to push the envelope, using new approaches that will bear fruit for more students. Each child gets one shot at 2nd grade...or 5th...or 8th. It's got to be good. The public school educators in MPCSD are leading the way toward a better education experience for all students.

The Framework exists to aspire to provide a place where all students not only reach their academic potential, but also develop their sense of who they are as people. To thrive means to prosper, flourish, or develop vigorously. By grounding the Framework in Healthy & Collaborative Relationships and Integrated Well-Being we recognize that a strong sense of belonging and relating with others is foundational to human flourishing and prosperity. The Framework lays the groundwork for how all students and staff will work together because only by nurturing the mind, body, and heart of each learner can all students develop vigorously.

...and thriving.

Whole Child Learning & Developmental Framework



Every child **engaging, achieving, and thriving.**

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Healthy & Collaborative Relationships

The relationships formed – between students, between adults, and between students and adults – at our schools are foundational for students and educators, cultivating a strong sense of belonging and drive to succeed. Students and educators value inclusivity, seek to understand multiple perspectives, and work productively with others.

Integrated Well-Being

The physical and social-emotional well-being of all students and educators are supported and developed. Educators nurture the mind, body, and heart of each student. Students and educators practice self-regulation, develop self-awareness, and show compassion for others.

Learner-Centered

Educators honor each student's interests, strengths, and needs in order to shape the environment and the learning experiences at school. Students are active participants in their learning as they gradually take ownership, making choices that drive their learning.

Competency & Evidence Based

Educators guide students toward mastery of grade level content and skills, recognizing that all students are unique and require different pathways toward competency. Educators use formative and summative assessments on a continuous basis to gather evidence of learning, inform instruction, and provide actionable feedback for each student.

Meaningful Work

Educators create real-world learning experiences that are engaging and relevant for students. Inquiry-based experiences immerse students in interdisciplinary curriculum designed to deepen learning and broaden perspectives. Students are empowered to demonstrate their learning in a variety of authentic ways.

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•• What the Framework Looks Like in Practice ••



Educators, students, and families are learners together. Intentional strategies ensure that relationships integrate care, challenge, and support and become vehicles for personal growth and learning. We recognize that implicit bias exists. Intentional structures ensure that all voices are heard and all identities are affirmed and celebrated. Collaboration is a frequent mode by which learners learn and work in order to build knowledge and skills interdependently. Educators prioritize two-way, diverse modes of communication because families play a critical role with ongoing tools and support for their learners

Students and educators will develop a clear understanding of the importance of physical, social, and emotional wellness and the need for balance of these elements in their lives. They will develop greater understanding of themselves as people, the power of self-advocacy, and how to mindfully navigate their world. There are consistent opportunities to identify emotions and use strategies to refocus and learn productively. Learners regularly use tools to reflect and self-assess to help them grow in understanding their values, strengths, and interests.



Learners have deep and meaningful ways to pursue their interests and passions, both independently and embedded into the core instruction. They have voice and choice about their learning space and how they work. Explicit skill and knowledge development is supported through systems and technology that effectively help learners progress towards mastery. As an example, students are encouraged to set goals and track those goals based on their strengths and areas for growth. Staff are also engaged in life-long learning as people and professionals in ways that are meaningful to them.

Learners have the opportunity to shape and define their goals based on transparent learning targets, success criteria, and learning progressions. Students have multiple opportunities to demonstrate mastery and competency. Learners receive regular, actionable feedback from a variety of sources that provides clarity on performance against mastery and concrete actions to improve. Assessments include broad learning goals-- academic, SEL, learner profile aims.



Learning experiences are personally relevant to students and anchored in real-world questions/challenges that are meaningful to learners' lives. Learning is demonstrated in authentic ways and to authentic audiences. Learners are frequently asked to leverage higher-order thinking skills: analyze, apply, evaluate, create. There are intentional learning experiences designed to be inter- and intra-disciplinary to foster this type of thinking.

For more information, contact us at info@mpcsd.org.