<table>
<thead>
<tr>
<th>ESSA COMPONENTS</th>
<th>PRESENT IN CONNECTICUT’S PLAN</th>
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<tbody>
<tr>
<td>Accountability Measures within School Quality/Success</td>
<td><strong>Chronic absenteeism</strong>: % of students missing 10% or more of school days.</td>
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<td><strong>Physical Fitness</strong>: This indicator is the percentage of students meeting or exceeding the “Health Fitness Zone Standard” in all four areas of the Connecticut Physical Fitness Assessment. This assessment (like FitnessGram) includes tests that assess muscular strength and endurance, flexibility, and cardiovascular fitness. It is administered to all students in grades 4, 6, 8, and once in high school.</td>
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<tr>
<td>School Improvement</td>
<td>The following areas are identified for development of evidence-based practice list and support for school improvement: (pg 43)</td>
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<td>• School Climate (staffing, teaming, social-emotional supports, restorative/non-exclusionary discipline, etc.)</td>
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<td>• Student/Family/Community Engagement (staffing, absenteeism strategies, supports for engaging racially, ethnically, linguistically diverse families, etc.).</td>
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<td>Professional Development</td>
<td>No specific mention of professional development related to health or non-instructional learning supports.</td>
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<tr>
<td>Well-Rounded Education</td>
<td>The Connecticut State Board of Education’s five-year comprehensive plan for 2016-21 outlines the Board’s commitment “to ensure that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond school.” The comprehensive plan makes four promises to students: “ensuring their non-academic needs are met so they are healthy, happy, and ready to learn; supporting their school and district in staying on target with learning goals; giving them access to great teachers and school leaders; and making sure they learn what they need to know to succeed in college, career, and life.” Health and physical education are specifically identified in well-rounded education (pg.59)</td>
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</tbody>
</table>
ESSA COMPONENTS PRESENT IN CONNECTICUT’S PLAN

Well-Rounded Education (continued)

Plan will build Next Generation Student Support System that focuses on key transition points (early childhood care-kindergarten, middle-high, high-college/workforce). The system will provide tiered supports to Title I LEAs to promote safe and healthy schools, including evidenced based practices in:

- Developing positive school climate;
- Eradicating bullying and harassment;
- Skill development in trauma-informed practice;
- Reducing chronic absenteeism;
- Building social-emotional learning systems; and
- Reducing exclusionary discipline through restorative justice practices.

Guidance documents are in the development process and will be completed prior to June 2018.

Reasons to Cheer!

- State Board of Education specifically identifies non-instructional supports as critical components of education.
- Physical fitness is included as one of twelve school accountability indicators. Ensure a valid measurement of fitness is used.
- Well-rounded education language includes health and physical education, and school improvement includes development and support of evidence-based practices to address school climate, social emotional health.

Opportunities for Improvement

- Within school Improvement language, include using the Youth Risk Behavior Surveillance System (YRBS) and assessment tools like Centers for Disease Control and Prevention’s School Health Index.
- Include health indicators(s) as a part of school improvement plans. Schools that incorporate student health and wellness as a priority often see positive benefits in various areas including improved attendance and classroom behavior, improved cognitive performance (i.e., concentration, attention), better educational outcomes including overall test scores and grades, graduation rates, and fewer behavioral problems.¹
- Clearly articulate the supports Districts and Schools will receive to implement improvement strategies that are focused on the whole child. There are so many programs and efforts across state systems, how will the work be coordinated? The Whole School, Whole Community, Whole Child (WSCC) Model offers one framework to connect a wide array of policies, processes and programs to support education of the whole child.²
- Health education and physical education should be included in state accountability systems, school report card indicators, school improvement plans, professional development plans, addressed in needs assessment tools, and/or as a priority for funding under Title IV, Part A.

Connecticut Education Website

Public input is closed.

For technical assistance/support contact Dr. Kymm Ballard, a proud partner of Cairn Guidance on this project ncpe4kids@gmail.com
