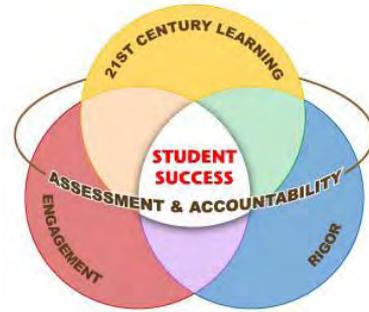


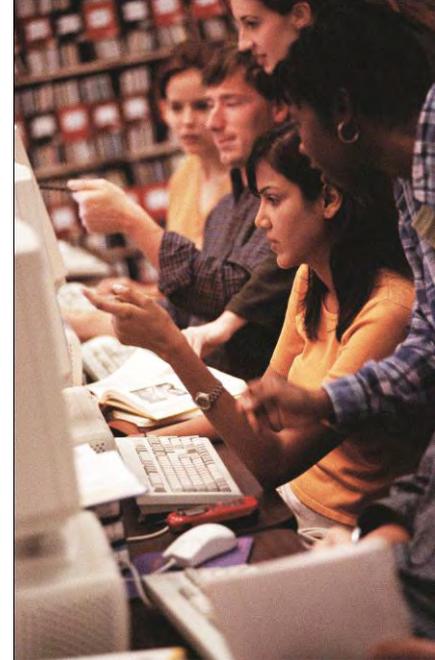


Comprehensive Student Support Systems



*Providing a Solid Foundation for
Secondary School Reform*

*Dr. Bonnie J. Edmondson
Dr. Cheryl Resha*





Objectives

- Provide an overview of the framework for Comprehensive Student Support Systems.
- Identify strategies for the inclusion of Comprehensive Student Support Systems in SSR.
- Share resources and future direction of SSR .



Connecticut State Department of Education (CSDE)

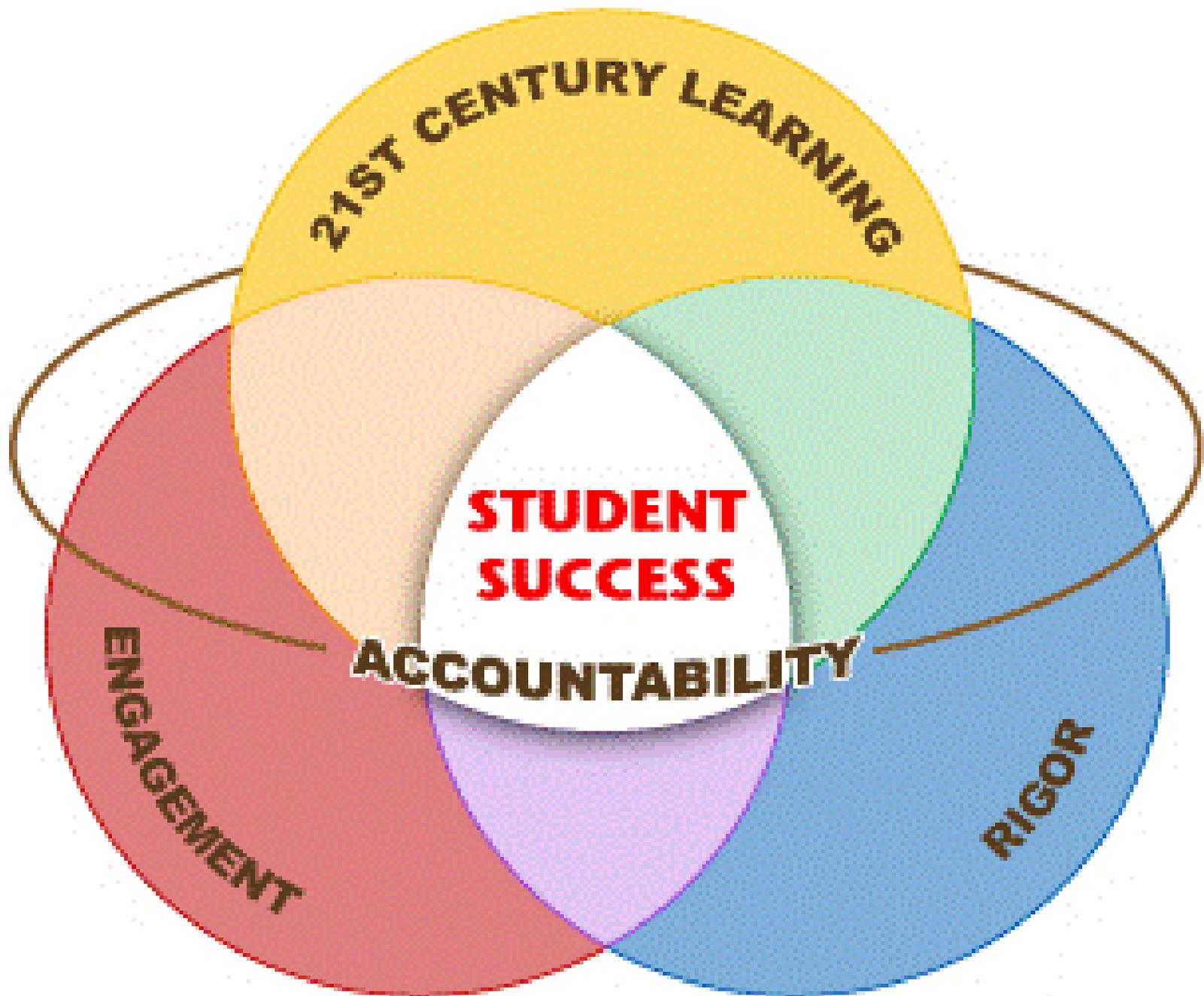
Statewide Focus 2010-2012

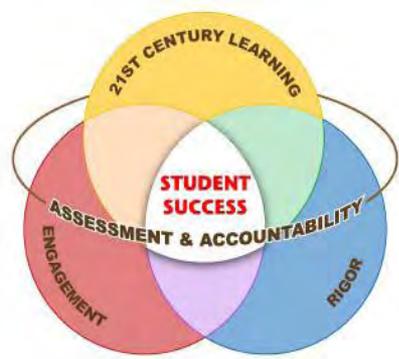
Priority Initiatives:

1. Common Standards and Assessments
2. Early Childhood Education PreK-3
3. T.E.A.M. (Teacher Education and Mentoring Program)
4. Completion of State Fiscal Stabilization Fund Longitudinal Data Collections
5. Connecticut Accountability for Learning Initiative (CALI)
Expansion to 71 districts and 202 schools
6. Essential Elements of Secondary School Reform
 - Building Student Support Systems
 - Implementing Student Success Plans
 - Board Examination and Innovation School Pilots
 - On-line Learning, Credit Recovery

Goal of Secondary School Reform

- Every Connecticut student graduates from high school, each having developed core knowledge and skills as well as personal aspirations.
- All Connecticut high schools prepare students to be successful in post-secondary education, life, citizenship, and the workforce.





Design Concepts of Reform

- Model Curriculum
- Capstone Experiences
- Individualized Student Success Plans
- Comprehensive Student Support Systems
- Increased Graduation Credits



State Board of Education Policies

- *A Coordinated Approach to School Health*
- *School-Family-Community Partnerships for Student Success*
- *Creating a Healthy Learning Environment*
- *Nutrition and Physical Activity*
- *Student Support Services*

Available at:

<http://www.ct.gov/sde> (search position statements)



Focus Area 6: Secondary School Reform – Building Student Support Systems

- Student “success” plans--and the creation of student support systems to help middle school and 9th graders anticipate the increased expectations of the core program of study--will form a single initiative focused on:
 - Early warning signs of potential drop-outs
 - Expanded learning time for middle school students
 - Boosting adolescent literacy attainment
 - Parental involvement in monitoring students course selections
 - **Inclusion of nutrition, health, school climate and academic interventions**



Comprehensive Student Support Systems

The Foundation for Secondary School Reform

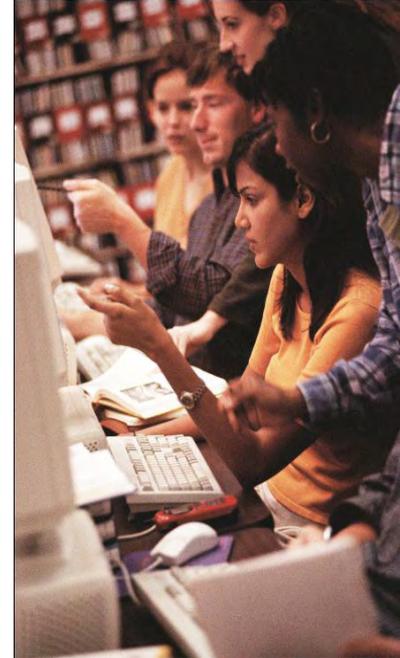
Literature suggests an association between ***higher student achievement*** and:

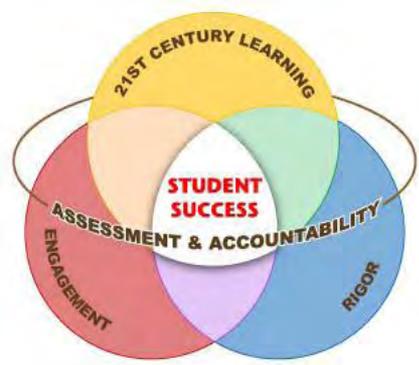
- School environments that are physically, emotionally and intellectually safe.
- Schools with integrated support systems.
- Greater parental involvement.
- Availability of adequate prevention and intervention programs and services.



“Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially.”

National Association of State Boards of Education, 2000

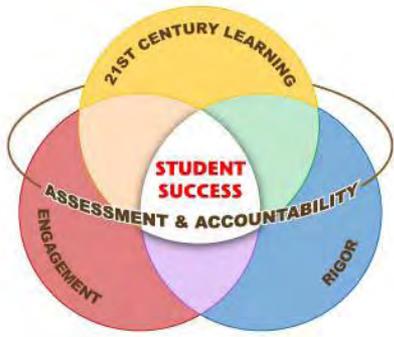




The Charge for the Comprehensive Student Support Systems

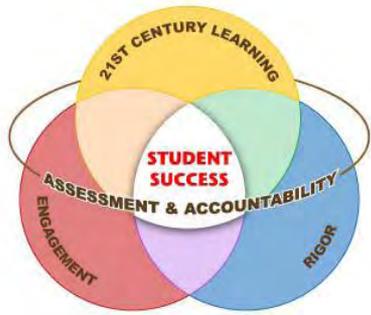
To develop a framework that defines essential components of a universal system addressing school environment and the physical, social, emotional, behavioral and mental health needs that provides a foundation for successful student learning and achievement.





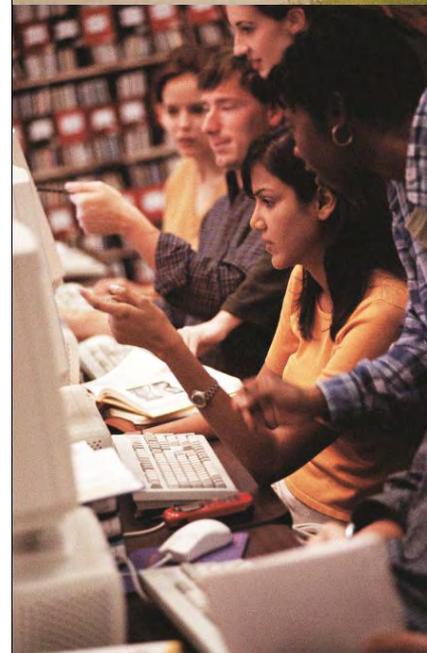
Comprehensive Student Support Systems

- Thread that connects all areas of school reform;
- Vital for school improvement and addressing educational and health disparities; and
- Addressing the barriers to learning, including drop out prevention, student engagement, truancy, and suspension and expulsion (CSDE major initiatives).



Framework Elements

- Seven Core Components
 - Essential Elements
 - Recommended Elements
 - Examples





1. Coordinated and Integrated Systems

Essential Elements

- Implement policies, practices, programs and assessments supporting health and wellness.
- District and School health teams and coordinators in place.
- Utilize data-driven decision making.
- Include health priorities in school improvement plans.
- Comply with all federal and state legislation related to health and safety.
- Align professional development with district policies and practices concerning health and wellness.

“Integrated approaches to reduce academic and non-academic barriers to learning are the most effective in achieving the outcomes families, schools and communities care about.” Mark Wiest, Ph.D., University of MD, Center for School Mental Health, 2008

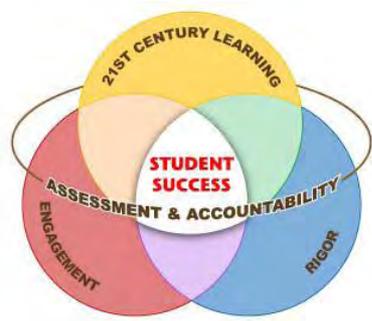


2. School Health Education and Physical Education Programs

Essential Elements

- Implement planned, ongoing, systematic health education and physical education programs taught by certified teachers.
- Utilize state and national standards to drive curriculum, instruction and assessment.
- Develop health literacy, knowledge and skills.
- Foster resiliency and cultural competence through a positive youth development approach.

*“There’s...no question about it now. **Exercise is the single most important tool people have to optimize brain function.** Exercise itself doesn’t make you smarter, but **it puts the brains of learners in the optimal state for learning.**”* John J. Ratey, M.D., Assoc. Professor of Psychiatry, Harvard Medical School.

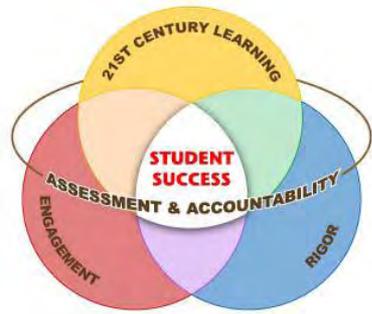


3. School Environment, Climate, Culture

Essential Elements

- Assess school climate.
- Implement policies that foster positive climate and culture.
- Build the capacity for every student to connect with a caring adult.
- Demonstrate respectful, positive role-modeling
- School facilities are safe, welcoming and healthy.

“I think that so much of student achievement comes back to whether young people feel like we care about them, that we value them, that we notice them. We know that when young people are in schools where they have that sense of belonging, they come to school, they do better in school, they graduate from school.” Kevin Jennings, USDOE, February, 2010

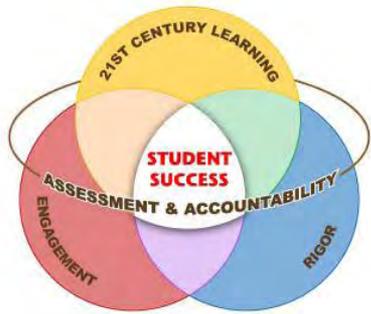


4. Student Leadership and Engagement

Essential Elements

- Encourage participation in school governance.
- Offer culturally relevant and positive youth development activities.
- Provide opportunities for safe and healthy socialization.
- Encourage participation in community service.

“...It (project) has provided training and support to several thousand young people who have become self-confident and vocal leaders dedicated to the creation of safe and respectful schools. It has created schools that in the opinion of both students and teachers are safer now than they were several years ago.” The Respectful School, Chapter 7, “Developing Peer Leaders,” p. 92



5. Support Services and Remediation

Essential Elements

- Provide access to physical and mental health services.
- Implement adequate student/staff ratio of support service personnel based on national or state requirements.
- Implement evidence-based interventions.
- Provide special education services and related services as needed.
- Offer tutoring and remedial assistance.

“Healthy students translates to higher academic performance. As educators, and as a community, we must work together to remove the barriers that prevent students from learning. It is so important that our district has placed 13 full time nurses in high need schools. Their supplemental services are critical to keeping our students on the right track in both their physical and academic development.”

Dr. Sheldon Berman, Superintendent, Jefferson County Public Schools Louisville, KY

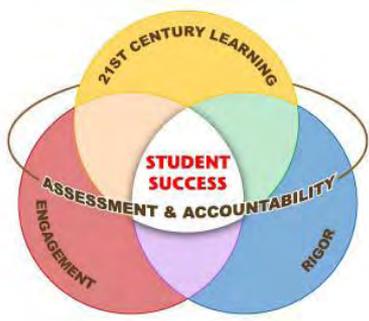


6. School, Family, Community Partnerships

Essential Elements

- Provide parent education.
- Provide multiple and meaningful opportunities to engage families .
- Communicate and create a welcoming climate.
- Provide opportunities for parental/family volunteering.
- Support learning at home.
- Encourage decision-making and advocacy among parents/families.
- Engage parents/families in community collaboration.

“Trying to educate children without the involvement of their family is like trying to play a basketball game without all the players on the court.” Bill Bradley, Creating Emotionally Safe Schools.

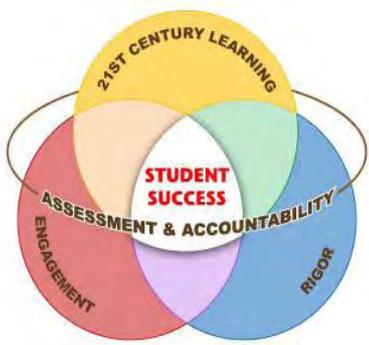


7. Highly Qualified Administrators, Teachers and School Personnel

Essential Elements

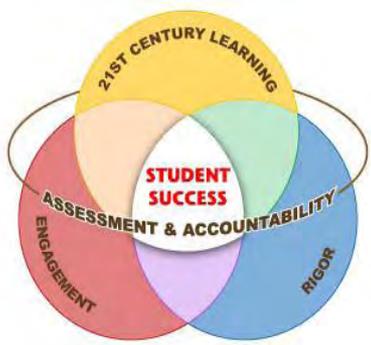
- District administration supports learning communities that incorporate health, wellness and safety.
- Teachers prepare students to meet the challenges of the 21st century.
- Utilize code of ethics to inform professional growth plans, teacher evaluation and practices.
- Builds relationships and partnerships to enhance connections and access to resources with the community.

“By studying social, emotional and civic education, future teachers will be better able to shape their relationships with other professionals in the school and the community, and be empowered to change relationship patterns in a positive way.”
National School Climate Standards, 2010



Discussion

- What is happening in your district around Secondary School Reform efforts?
- Does it include health and wellness?
- What suggestions do you have to enhance this framework?

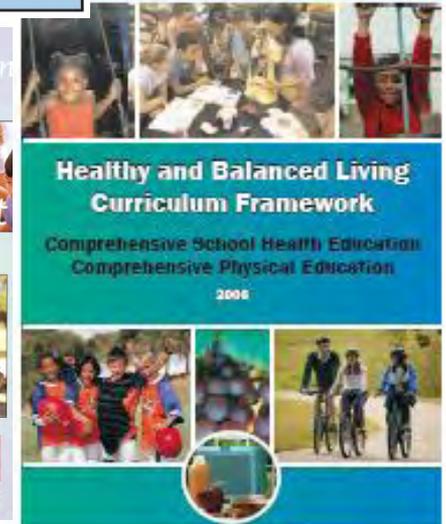
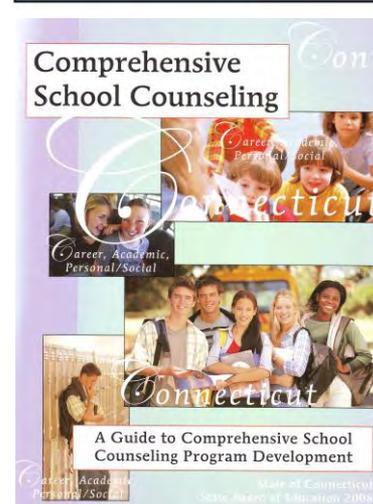
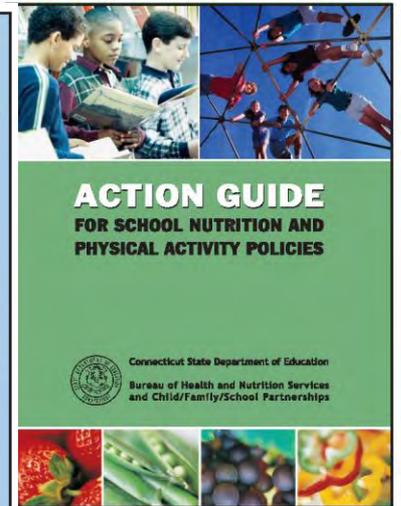
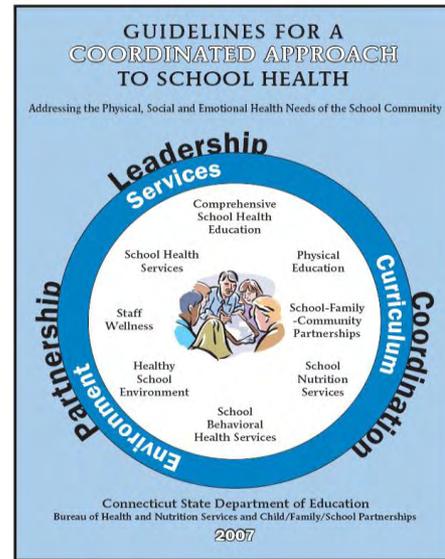


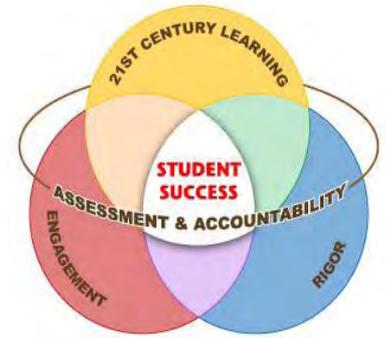
Next Steps

- Develop best practice video clips in partnership with local school districts.
- Post exemplary practices on CSDE Web site.
- Refine framework based on feedback from the field (e.g., local school districts, school professionals, families and youth).
- Continue to align with Department initiatives.
- Work with Department leadership to enhance legislation and department policies.

Resources for Building Comprehensive Systems

- ***Guidelines for a Coordinated Approach to School Health***
- ***Healthy and Balanced Living Curriculum Framework***
- ***Action Guide for School Nutrition and Physical Activity Policies***
- ***Suicide Prevention Policy Guide***
- ***HIV and other Communicable Diseases Policy Guide (spring 2011)***
- ***Guide to Comprehensive School Counseling***
- ***Guidelines for Comprehensive Sexuality Education (winter 2010)***
- ***Tell Me What You See***
STD, hepatitis and HIV/AIDS interdisciplinary prevention education initiative
- ***Guidelines for Managing Food Allergies***
- ***Diabetes Resource Guide***
- ***CALI Module on Healthy School Environment***





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