

# Connecticut State Board Of Education

## Hartford

### Minutes of the **Academic Standards and Assessment Committee** Tuesday, September 14, 2021, Meeting **(Approved on January 11, 2022)**

Pursuant to notice filed with the Secretary of the State and posted on the agency's website, the Academic Standards and Assessment Committee (hereinafter "Committee") met in-person on Tuesday, September 14, 2021, in Plaza North Meeting D of the State Office Building, 450 Columbus Boulevard, Hartford, Connecticut.

Committee Chair Erik M. Clemons called the meeting to order at 9:40 a.m.

Present: Erik M. Clemons, Chair  
Estela López (via phone)  
Awilda Reasco

Erin D. Benham (imminent new Committee member)  
Allan B. Taylor(imminent new Committee member)

Absent: Martha Paluch Prou  
Malia K. Sieve

Staff Present: Ajit Gopalakrishnan, Chief Performance Officer  
Irene Parisi, Chief Academic Officer

Guest Staff: John Frassinelli, Division Director for School Health, Nutrition, Family Services and Adult Education  
Dr. Melissa K. Wlodarczyk Hickey, Reading/Literacy Director

#### **1. Introductions**

Members and guests introduced themselves at the start of the meeting.

#### **2. Approval of Minutes from June 8, 2021, Meeting**

Awilda Reasco moved and Erik Clemons seconded the motion for the approval of June 8, 2021 minutes. All voted in favor. Motion carried.

#### **3. Healthy and Balanced Living Curriculum Framework**

John Frassinelli, Division Director for School Health, Nutrition, Family Services and Adult Education presented on the *2021 Healthy and Balanced Living Curriculum Framework: Health Education and Physical Education*. This is an update of the *Healthy and Balanced Living Curriculum Framework (2006)* that increased the role of health education.

### Introduction of the Health Education Curriculum Framework

Mr. Frassinelli reported on the background that research supports that students' health and well-being significantly influences learning and academic achievement. The CSDE Health Education Curriculum Framework provides districts with a best practice approach for implementing a planned, ongoing and sequential PK-12 curriculum that addresses the physical, mental, social and emotional dimension of health. He stated that health and safety is explicitly mapped out in statute, C.G.S. Section 10-16b. The graduation requirements were changed. Students are now required to have one credit in health and safety and one credit in physical education and wellness.

This work looks to educate the well-rounded child with life-long learning, relationship, and social emotional known as the Whole School, Whole Community, Whole Child (WSCC) model. The WSCC model focuses on improving each child's cognitive, physical, social, and emotional development the alignment, integration, and collaboration between education and health. In the WSCC model, health education and physical education are two distinct academic disciplines that complement one another.

Mr. Frassinelli highlighted the following:

- The Health Education Curriculum Framework represents a vision of the graduate that utilizes an integrated approach and alignment to key components of the health education.
- The strong interconnectedness between National Health Education Standards and CASEL's core SEL competencies build and nurture social and emotional skills and provide TIER 1 education skill opportunities for all students.
- National Health Education Standards – Core Content Standard 1 with the nine essential content areas that are the focus in school health education.

It was emphasized that the content and skill development of the Health Education Curriculum Framework progresses in complexity across grade clusters, PK-2, 3-5, 6-8, and 9-12.

Mr. Frassinelli provided a brief review on the function of the following appendices:

- Appendix A – Connecticut Health Education Laws.
- Appendix B - Health Education Evaluation Review.
- Appendix C - Recommended Instructional Time for Health and Safety; Alcohol, Tobacco, Nicotine and other Drugs; HIV/AIDS; and Sexual Health Education by Grade Level.
- Appendix D – Social Emotional Learning Competencies: the CASEL Five Core Competencies.
- Appendix F – Glossary of Terms. This allows for global understanding.

### Physical Education Curriculum Framework

Mr. Frassinelli explained that the 2021 Physical Education Curriculum Framework was set up differently. The 2021 Physical Education Curriculum Framework defines what a student should know and be able to do as a result of highly effective physical education programs. Its separate components in the curriculum of the framework reflects the five (5) National Standards for Physical Education. Mr. Frassinelli highlighted the five Physical Education Academic Learning Standards.

There was a review of the 2021 Physical Education Standards, Indicators, and Competencies. Mr. Frassinelli noted that physical education activity relates back to social emotional well-being. The five standards connect the understanding of physical activity and wellness and lifelong learning around physical activity.

Discussion was held regarding the physical assessment that looks at Elementary Grade, Middle School Grade, and High School Grade-Level Outcomes. Ms. Parisi noted that assessment is more performance based and there is an immediate opportunity to provide actionable feedback to the student. Mr. Clemons raised the question of whether recess was a substitute for physical education. Discussion was held on recess being a mental health break from class and not a substitute for physical activity or physical education.

Ms. Reasco raised the question regarding students with physical disabilities. Mr. Frassinelli responded that schools are implementing adaptive physical education and also unified physical education.

The question was raised as to where does technology fall into physical education. Mr. Frassinelli responded with fitness trackers or fitbits, wearable smart gadgets that count the steps a person takes every day.

Under the discussion of Crosswalk between Physical Education Academic Learning Standards and CASEL's Core Competencies of Social and Emotional Learning (SEL), the question was raised how do you teach and how do you get at SEL. Mr. Frassinelli responded that SEL begins with good sportsmanship, and recognizing differing abilities and everyone can make a contribution. Ms. Parisi responded that SEL is being woven in and layered.

In conclusion, Mr. Frassinelli noted that technology conversation will be added to the Framework. There was discussion on the future timeline for presenting the final version of the *2021 Healthy and Balanced Living Curriculum Framework* to the Board. It was agreed that the Committee would receive another amended draft. Ms. Reasco requested that Mr. Frassinelli please highlight the amendments.

#### **4. National School Library Standards for Learners, School Librarians, and School Libraries Adoption Review and Consideration**

Irene Parisi provided a brief introduction. Dr. Melissa Hickey shared that the purpose of the Digital Citizenship, Internet Safety, and Media Literacy Advisory Council (Council) is to advise the State Board of Education on practices of digital citizenship, Internet safety, and media literacy.

On January 2, 2020, the Board approved the Council's Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions. At that meeting, Board members requested preventative information to assist students in being safe online, responding to cyberbullying, and coping with upsetting online information. The Council determined that an important foundational step would be to assess current standards.

Dr. Hickey collaborated with the Connecticut Association of School Librarians (CASL) to create a survey and gather information regarding current guiding standards, and teaching and learning priorities.

- The majority of the 252 surveyed respondents indicated the need for new, national standards to guide Connecticut school librarians and media specialists.
- Many of the 102 librarians responded that they were currently using the AASL Standards, and the Board approved ISTE Standards for students (2018).

The surveys informed a series of focus groups from June 2021 through July 2021. Focus group members agreed that professional learning was necessary to understand the content, format, and expectations of the AASL Standards.

Meeting members discussed the relationship of the AASL Standards to the Board approved ISTE Standards and CSTA K-12 Computer Science Standards. It was noted that the AASL Standards align with the ISTE Standards and could work together to expand what students know and understand about information technology. Dr. Hickey and Irene Parisi shared the AASL Key Elements: Inquire, Include, Collaborate, Curate, Explore, and Engage.

Estela López questioned the notation to determine what is “junk” and how does the Standards address. Dr. Hickey responded to hit hard in Engage by using responsible and respectful look at resources. Discussion ensued on professional learning of AASL standards. Discussion was also held on early prevention of technology plagiarism.

Irene Parisi noted that things happening at the district level and roles were being reimaged. She stated that we should align with shift and provide districts with Standards.

Dr. Hickey spoke on the importance of having a library and a library media specialist.

## **5. Adjourn**

Motion to adjourn Awilda Reasco, seconded by Erik M. Clemons. The meeting was adjourned at 11:12 a.m.