

Red Ribbon PASS Program



Connecticut State Department of Education

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Acknowledgments

The Connecticut State Department of Education (CSDE) Office of Student Supports and Organizational Effectiveness and the Performance Office partnered with the Connecticut Association for Health, Physical Education, Recreation, and Dance (CTAHPERD) to develop the Red Ribbon PASS Program standards, eligibility requirements, and the system to recognize Red Ribbon PASS Program awardees. The CSDE will make information about the Red Ribbon PASS Program, including the list of districts receiving the recognition, available on the department's "[Whole School, Whole Community, Whole Child](#)" (WSCC) webpage. CTAHPERD will provide a Red Ribbon PASS Program banner to awardees and assist with arrangements for the recognition ceremonies.

Legislation

Red Ribbon PASS Program

[Sec. 10-21i. Red Ribbon PASS Program](#). The Department of Education shall establish a Red Ribbon PASS Program. The department shall develop or adopt existing standards to be used for the purpose of recognizing those local and regional school districts that qualify as a highly performing, physically active school system, or as an improving physically active school system. A local or regional board of education may submit, at such time and in such manner as the department prescribes, a request for such recognition by providing (1) the school district's results on the Connecticut physical fitness assessment, and (2) a demonstration of how the school district has satisfied the standards developed or adopted by the department. The department shall make information about the Red Ribbon PASS Program available on the department's Internet web site. The department may accept private donations for the purposes of this section.

Introduction

The Connecticut Red Ribbon PASS Program was established by the CSDE, in conjunction with the CTAHPERD, to recognize local and regional school districts that qualify as a Highly Performing PASS or as an Improving PASS ([Sec. 10-21i. Red Ribbon PASS Program](#)). A physically active school system (PASS) is intentionally designed to implement strategies for students to be physically active for at least 60 minutes throughout the school day (Ciotto & Fede, 2015).

According to the guidance outlined in the *Physical Activity Guidelines for Americans, 2nd Edition* (U.S. Department of Health and Human Services, 2018), “children and adolescents ages 6 through 17 years should do 60 minutes (1 hour) or more of moderate-to-vigorous physical activity daily” (p. 8) to promote a healthy lifestyle. When children are physically active for at least 60 minutes or more on a daily basis, both health and academic performance benefits have been reported ([CDC, 2010](#)). Because school-age children spend much of their waking hours in a school setting, it is beneficial for school systems to incorporate strategies to allow students to be physically active throughout the school day and across all grade-levels.

The CSDE has elected to include a physical fitness indicator in [Connecticut’s Next Generation Accountability System](#) (CSDE, 2018c) as the department recognizes the important contribution of fitness to a student’s holistic development.

Physical fitness is a critical element in the development of a healthy and productive adult. As such, it is an important component of Connecticut’s overall educational program goals. It is the Connecticut State Department of Education’s (CSDE) goal that by the end of Grade 12, students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles ([CSDE, 2018a, p. 1](#)).

Ciotto & Fede, outline the necessary components for creating a successful *physically active school system (PASS)* in their book, *Pass: A Guide to Creating Physically Active School Systems*. The authors describe PASS as a program that provides administrators and educators with a framework for creating a physically active school system. The framework includes four “integral” components known as the 4 C’s: *Connect, Cooperate, Collaborate, and Communicate* (Ciotto & Fede, 2014, p. 1).

A physically active school system acknowledges the **connection** between mind and body and offers a myriad of opportunities for students to be physically active for a minimum of 60 minutes every day. These activities may occur before school, during school, after school, at home, and in the community. Examples of physical activity include, but are not limited to, the following:

- recess;
- physical education classes;
- physical activity in the classroom;
- intramural and interscholastic sports programs;
- walking or biking to and from school; and
- community and family-based physical activity events.

“Having a solid understanding of the benefits of PASS and why it is needed will help all stakeholders to make important connections between mind and body in order to make a lasting commitment for creating a physically active environment” (Ciotto & Fede, 2014, p. 16).

A physically active school system also requires **cooperation** among members of the entire school community (i.e., administrators, teachers, support staff, students, and parents) in order to be successful. Cooperation is especially essential when integrating physical activity opportunities for students in the classroom. Classroom physical activity can either be aligned “with planned academic instruction” or “outside of planned academic instruction” (National Network of Public Health Institutes, Health Resources in Action, and CDC, 2018, p. 12).

Collaboration among the school community and external stakeholders (i.e., lawmakers, institutions of higher education, school administrators, parents, community partners, and organizations) is required in order to leverage resources and establish partnerships to support a physically active school system.

Lastly, a successful PASS utilizes a variety of **communication** mediums and methods to share consistent messaging with respect to PASS Program strategies and outcomes.

Two of the 4 C’s, cooperating and collaborating, are best implemented when utilizing components of the WSCC model (National Association of Chronic Disease Directors (NACDD), 2017). The ten-component WSCC model provides the framework for engaging the entire school community to support student health and academic achievement ([CDC, 2018](#)).

The Connecticut Red Ribbon PASS Program serves to recognize those public school districts in Connecticut that embrace the importance of a physically active school system by providing opportunities for all students to be physically active throughout the school day. The CSDE, in partnership with the CTAHPERD, developed several standards and eligibility requirements to be used for the purpose of recognizing school districts as either a Highly Performing PASS or Improving PASS.

Three main sources were used to develop the PASS standards. They include:

- the PASS 4 C’s: Connect, Cooperate, Collaborate, and Communicate (Ciotto & Fede, 2015);
- the [WSCC](#) model (CDC, 2018); and
- [Indicator 11: Physical Fitness](#), Connecticut’s Next Generation Accountability System (CSDE, 2018c).

Refer to the glossary on page 7 for additional information regarding the sources used to develop the standards for recognizing Red Ribbon PASS Program recipients.

Application Guidance

Red Ribbon Pass Program applications can be downloaded from the CSDE [Whole School, Whole Community, Whole Child \(WSCC\)](#) webpage. The Red Ribbon PASS Program application must be completed in its entirety (Appendix A: Sections I, II, and III and Appendix B).

Submit a PDF copy of the application electronically to [Donna Heins](#) at the CSDE and copy [Marie Aligata](#) on the submission. All applications must be submitted to the CSDE no later than October 15, 2019. Successful applicants will be notified by e-mail on or before November 1, 2019.

The Connecticut Red Ribbon PASS Program award recipients will be identified on the CSDE's "[WSCC](#)" website; honored by the State Board of Education; and receive an invitation to participate in recognition ceremonies at the State Capitol and the CTAHPERD Annual Conference. In addition, a small group of Red Ribbon PASS Program award recipients may be visited each year to identify and highlight physical activity strategies and practices that have been especially successful.

Questions should be directed to:

Donna Heins, Education Consultant
Red Ribbon PASS Program Manager
CSDE, Bureau of Health/Nutrition, Family Services, and Adult Education
Phone: 860-807-2082 or e-mail: donna.heins@ct.gov.

or

Marie Aligata, Secretary II
CSDE, Bureau of Health/Nutrition, Family Services, and Adult Education
Phone: 860-807-2061 or e-mail: marie.aligata@ct.gov.

Glossary

Connecticut Physical Fitness Assessment (CPFA)

The Connecticut Physical Fitness Assessment (CPFA) annually assesses the “health-related fitness” of the state’s public school students. Schools must annually test students in Grades 4, 6, and 8. There is, however, some testing flexibility at the high school-level as students may be assessed at any point in time between grades 9 and 12. District and school assessment data are available for review on the CSDE EdSight website in the [Profile and Performance Reports](#) section.

According to the CSDE (2018a), the CPFA is designed to:

- provide for continual monitoring of students’ fitness levels in targeted grades;
- identify a student’s weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed;
- inform students and parents about student fitness status; and
- inform schools, districts, and the public about programs focusing on fitness and physical activity in our schools and evaluate their success.

The health-related fitness components assessed include:

- aerobic endurance;
- flexibility;
- upper body muscle strength and endurance; and
- abdominal muscle strength and endurance.

Connecticut’s Next Generation Accountability System

Connecticut’s Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers, and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time (CSDE, 2018b, p. 1).

The Connecticut Physical Fitness Assessment (CPFA) data (performance and participation rates) have been included as Indicator 11: Physical Fitness, in Connecticut’s Next Generation Accountability System since school year 2014-15 (CSDE, 2018a).

Physically Active School System (PASS) Program

According to Ciotto, C. & Fede, M. (2015), PASS is a program by which school districts and schools utilize opportunities for school-based physical activity that enhance students’ overall fitness and cognition. A PASS Program can be broken down into “four integral parts” consisting of connecting, cooperating, collaborating, and communicating. A physically active school system creates many opportunities for students to be physically active throughout the school day and on a daily basis. These activities may occur before school, during school, and after school. Physical activity opportunities should also be available to students at home and in the community.

Examples of physical activity include, but are not limited to:

- recess;
- physical education classes;
- physical activity breaks in the classroom;
- intramural programs;

- interscholastic sports programs;
- walking or biking to and from school; and
- community and family-based physical activity events.

Whole School, Whole Community, Whole Child (WSCC)

The WSCC provides a framework for schools to promote student health and academic achievement. The ten-component WSCC model provides a unified, organized, and collaborative approach for engaging the entire school community to support student success. WSCC emphasizes the important relationship between student health and academic achievement. There are 10 interrelated components in the WSCC model, including:

- Physical Education and Physical Activity;
- Nutrition Environment and Services;
- Health Services;
- Social and Emotional Climate;
- Counseling, Psychological, and Social Services;
- Physical Environment;
- Employee Wellness;
- Family Engagement;
- Community Involvement; and
- Health Education (CDC, 2018).

The National Association of Chronic Disease Directors (NACDD) published [*The Whole School, Whole Community, Whole Child Model: A Guide To Implementation*](#). This guide outlines six key steps to a successful WSCC implementation, which include:

- Step 1: Focus on Administrative Buy-in and Support;
- Step 2: Identify a WSCC Coordinator and WSCC Team Leaders;
- Step 3: Assemble a District and School Team;
- Step 4: Assess and Plan WSCC Efforts;
- Step 5: Implement the Plan; and
- Step 6: Reflect and Celebrate (NACDD, 2017, p. 24).

Additional information on how to integrate a comprehensive school physical activity program with the WSCC model can be found in the CDC publication: [*Increasing Physical Education and Physical Activity: A Framework for Schools*](#).

Requirements for Recognition

All public school districts in Connecticut may apply for recognition as either a Highly Performing PASS or an Improving PASS. Eligible applicants include the following:

- local or regional boards of education;
- Connecticut Technical Education and Career System; and
- governing body for a state charter school, interdistrict magnet school, or endowed academy.

Red Ribbon PASS Program recipients must show evidence of achievement for all five PASS eligibility requirements and all five PASS required standards. All applications will be evaluated in their entirety using the scoring rubric in Appendix C. Details regarding the required eligibility requirements and standards are outlined below.

PASS Eligibility Requirements (5)

Eligible applicants must show evidence of meeting all five PASS eligibility requirements.

The eligibility requirements include the following:

- each school identified to support district recognition for PASS must have been in existence for three full school years (from at least September 2015);
- district's school configurations must include one or more of grades Prekindergarten (PK)-12;
- district must have administered the CPFA annually since school year 2015-16;
- each application must include a brief analysis of the district-level data (performance and participation) for Indicator 11: *Physical Fitness*; and
- districts must describe how the Indicator 11 data will inform instruction and continued PASS performance.

PASS Required Standards (5)

Eligible applicants must show evidence of meeting all five required PASS standards. The standards include all four of the PASS 4 C integral parts (connect, cooperate, collaborate, and communicate) in addition to one of two standards associated with Indicator 11: Physical Fitness, on Connecticut's Next Generation Accountability System.

- Connect:** A successful PASS acknowledges the connection between mind and body and offers myriad opportunities for students to be physically active. A district must demonstrate PASS by identifying one school that offers a minimum of 60 minutes of physical activity opportunities for students every day; embedded throughout the school day (before, during, and after). Examples of physical activity opportunities must extend above and beyond physical education classes and recess.
- Cooperate:** A successful PASS requires cooperation among all members of the school community (i.e., administrators, teachers, support staff, students, and parents) in order to develop and implement school and community-based physical activity programs. Cooperation activities are enhanced when school districts utilize the WSCC model. Applicants must provide at least five or more examples of cooperation using at least three WSCC components.
- Collaborate:** A successful PASS promotes collaboration among the school community and external stakeholders (i.e., lawmakers, institutions of higher education, school administrators, parents, community partners, and organizations). Collaboration is required to leverage resources and establish partnerships to support PASS. Collaboration activities are enhanced when school districts utilize the WSCC model.

Applicants must provide at least five or more examples of collaboration using at least three WSCC components.

- D. Communicate:** A successful PASS utilizes a variety of communication methods to share consistent messaging about PASS Program strategies and outcomes to the school community and key stakeholders. To meet eligibility requirements, applicants must provide at least five examples of communication using both physical and mechanical media.

E. Connecticut Physical Fitness Assessment (District Scores)

Highly Performing PASS: Each district's total percentage of points earned for Indicator 11: Physical Fitness, on Connecticut's Next Generation Accountability System for school year 2017-18, must be equal to or greater than 85 percent. This criterion-referenced cut-score is aligned with the CSDE cut-score to identify Category 1 schools in the Accountability System (CSDE, "[2017-18 Next Generation Accountability System Updates](#)." Received by Superintendents of Schools, October 9, 2018). See Appendix D for the list of eligible districts.

OR

Improving PASS: Applicants must demonstrate an increase of five percent or more in the percentage of points earned for Indicator 11: Physical Fitness, on Connecticut's Next Generation Accountability System between the identified years tested (2016-17 and 2017-18). In addition, the 2017-18 percentage of points earned must be equal to or greater than 50 percent. See Appendix D for the list of eligible districts.

Appendix A: District Application

Section I: Cover Page

Name of applicant:	Click or tap here to enter text.
Address:	Click or tap here to enter text.
City, state, zip:	Click or tap here to enter text.
Contact name:	Click or tap here to enter text.
Contact phone:	Click or tap here to enter text.
Contact e-mail address:	Click or tap here to enter text.

The applicant named above is applying for the following Red Ribbon PASS Program level of recognition (check only one box below):
<input type="checkbox"/> Highly Performing PASS
<input type="checkbox"/> Improving PASS

I, the undersigned authorized official, hereby certify that the district meets all eligibility requirements and standards for the level of recognition selected above.

Printed name of applicant: (Superintendent/President or Chairperson of Board)	Signature: Click or tap here to enter text.	Date: Click or tap here to enter text.
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Section II: Evidence of PASS Eligibility Requirements

Table A. In the spaces below, please enter the total number of schools by configuration in the district for the 2018-19 school year.	
Number of schools	
Click or tap here to enter text.	PK and Elementary Schools
Click or tap here to enter text.	Middle/Junior High Schools
Click or tap here to enter text.	High Schools
Click or tap here to enter text.	Other configurations (list grade levels below) Click or tap here to enter text.
Click or tap here to enter text.	Total Number of Schools in the District

Table B. In the spaces below, please enter	
School year	District's Percentage of Points Earned for Indicator 11: Physical Fitness, from Connecticut's Next Generation Accountability System. This information can be retrieved from the CSDE's Next Generation Accountability Results.
2015-16	Click or tap here to enter text.
2016-17	Click or tap here to enter text.
2017-18	Click or tap here to enter text.

Table C. In the spaces below, please enter the name of the school identified to support district PASS recognition. Include grades served and year opened. Complete Appendix B for the identified school. Schools with only PK students are not eligible.		
Grades served	Identified school (limit of one)	Year opened
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Table D. In the space below, please provide a brief analysis of the district level data (performance and participation) for Indicator 11: Physical Fitness, over the identified school years (2015-16, 2016-17, and 2017-18).
Click or tap here to enter text.

Table E. In the space below, please describe how the district will use these findings to inform instruction and continued PASS performance.
Click or tap here to enter text.

Section III: Evidence of PASS Required Standards

PASS Standard A: Connect

PASS 4 C: Connect

A successful PASS acknowledges the **connection** between mind and body and offers a myriad of opportunities for students to be physical active. A district can demonstrate PASS by identifying one school that offers a minimum of 60 minutes of physical activity opportunities for students every day; embedded throughout the school day (before, during, and after).

Please provide all requested information in Appendix B to describe opportunities for physical activity during the 2018-19 school year for the identified school. Schools with PK only cannot be used to support district eligibility for PASS recognition.

To meet PASS Standard A, at least 60 minutes of physical activity opportunities must be offered in the identified school daily. Examples of physical activity opportunities *must extend* above and beyond physical education classes and recess.

PASS Standard B: Cooperate

PASS 4 C: Cooperate

A successful PASS requires **cooperation** among all members of the school community (i.e., administrators, teachers, support staff, students, and parents) to develop and implement school and community-based physical activity programs. Cooperation activities are enhanced when school districts utilize the WSCC model.

In the spaces below, please provide brief bulleted examples of cooperation (by WSCC Component) among members of the school community to promote PASS over the past two school years (2017-18 and 2018-19). Both district-wide examples and examples from the identified school must be provided.

To meet PASS Standard B, applicants must describe five or more examples of cooperation using at least three WSCC model components.

WSCC Model Component	Examples of Cooperation
Physical Education and Physical Activity	Click or tap here to enter text.
Nutrition Environment and Services	Click or tap here to enter text.
Health Services	Click or tap here to enter text.
Counseling, Psychological, and Social Services	Click or tap here to enter text.
Social and Emotional Climate	Click or tap here to enter text.

Physical Environment	Click or tap here to enter text.
Employee Wellness	Click or tap here to enter text.
Family Engagement	Click or tap here to enter text.
Community Involvement	Click or tap here to enter text.
Other	Click or tap here to enter text.

PASS Standard C: Collaborate

PASS 4 C: Collaborate

A successful PASS promotes **collaboration** among the school community and external stakeholders (i.e., lawmakers, institutions of higher education, school administrators, parents, community partners, and organizations). Collaboration is required in order to leverage resources and establish partnerships to support PASS. Collaboration activities are enhanced when school districts utilize the WSCC model.

In the spaces below, provide brief bulleted examples of collaboration (by WSCC Component) among members of the school community to promote a PASS over the past two school years (2017-18 and 2018-19). Both district-wide examples and examples from the identified school must be provided.

To meet PASS Standard C, applicants must describe five or more examples of collaboration using at least three WSCC model components.

WSCC Model Component	Examples of Collaboration
Physical Education and Physical Activity	Click or tap here to enter text.
Nutrition Environment and Services	Click or tap here to enter text.
Health Services	Click or tap here to enter text.
Counseling, Psychological, and Social Services	Click or tap here to enter text.
Social and Emotional Climate	Click or tap here to enter text.

Physical Environment	Click or tap here to enter text.
Employee Wellness	Click or tap here to enter text.
Family Engagement	Click or tap here to enter text.
Community Involvement	Click or tap here to enter text.
Other	Click or tap here to enter text.

PASS Standard D: Communicate

PASS 4 C: Communicate

A successful PASS utilizes a variety of **communication** methods to share consistent messaging about PASS Program strategies and outcomes to the school community and key stakeholders.

In the spaces below, please provide brief bulleted examples of efforts to communicate information about PASS Program strategies and outcomes to the school community and stakeholders over the past two school years (2017-18 and 2018-19). Both district-wide examples and examples from the identified school must be provided.

To meet PASS Standard D, applicants must describe at least five examples of communication using both physical and mechanical media.

Media	Examples of Communication
Physical (e.g., Board or Department meetings, group presentations, trainings, etc.)	Click or tap here to enter text.
Mechanical (e.g., print or electronic)	Click or tap here to enter text.

PASS Standard E: Highly Performing or Improving PASS

Indicator 11: Physical Fitness

Connecticut’s Next Generation Accountability System/Percentage of Points Earned

Highly Performing PASS: To meet this standard, the district’s total percentage of points earned for the 2017-18 school year must be equal to or greater than 85 percent.

Please enter the district’s percentage of points earned for the school years indicated in the spaces below.

2015-2016		2016-2017		2017-2018	
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OR

Indicator 11: Physical Fitness

Connecticut’s Next Generation Accountability System/Percentage of Points Earned

Improving PASS: To meet this standard, applicants must demonstrate an increase of five percent or more for the percentage of points earned for Indicator 11: Physical Fitness, between the identified years tested (2016-17 and 2017-18). In addition, the 2017-18 percentage of points earned must be equal to or greater than 50 percent.

Please enter the district’s percentage of points earned for Indicator 11: Physical Fitness (Connecticut’s Next Generation Accountability System) for the school years indicated in the spaces below.

2015-2016		2016-2017		2017-2018	
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Appendix B: Physical Activity Opportunities for the Identified School

In the tables below, please enter a description of the type of physical activity offered each day (Monday-Friday) to students in the identified school. Include the duration of physical activity in minutes for each activity. All activities on any day of the week must equal at least 60 minutes. There is no limit to the number of activities that can be recorded in this section. **Examples of physical activity opportunities must extend above and beyond physical education classes and recess. PK-only schools cannot be used to support district eligibility for PASS recognition.**

Name of school: [Click or tap here to enter text.](#)

Table A. Monday	
Type of physical activity	Duration in minutes
•	
Enter total number of physical activity minutes for Monday	

Table B. Tuesday	
Type of physical activity	Duration in minutes
•	
Enter total number of physical activity minutes for Tuesday	

Table C. Wednesday	
Type of Physical Activity	Duration in Minutes
•	
Enter total number of physical activity minutes for Wednesday	

Table D. Thursday	
Type of physical activity	Duration in minutes
•	
Enter total number of physical activity minutes for Thursday	

Table E. Friday	
Type of physical activity	Duration in minutes
•	
Enter total number of physical activity minutes for Friday	

Application Number (CSDE Use Only)

Appendix C: Application Score Sheet

Applicant name:			
Type of PASS recognition requested: (check only one box):		<input type="checkbox"/> Highly Performing PASS <input type="checkbox"/> Improving PASS	
Total number of PASS eligibility requirements met:			
Total number of PASS standards met:			
		YES	NO
Red Ribbon PASS Program recognition approved*		<input type="checkbox"/>	<input type="checkbox"/>

	Red Ribbon PASS Program Eligibility Requirements (ER) and Standards (S)	YES	NO
1	(ER) Total number of schools by configuration includes one or more Grades PK-12.	<input type="checkbox"/>	<input type="checkbox"/>
2	(ER) Each identified school supporting PASS recognition has been in existence for three full years.	<input type="checkbox"/>	<input type="checkbox"/>
3	(ER) District has administered the CPFA for the past three school years.	<input type="checkbox"/>	<input type="checkbox"/>
4	(ER) A brief analysis of the district's data (performance and participation) for Indicator 11: Physical Fitness was provided.		
5	(ER) A description of how Indicator 11: Physical Fitness findings will be used to inform instruction and continued PASS performance was provided.		
6	(S) One school in the district meets PASS Standard A: Connect : Identified school provides at least 60 minutes of physical activity opportunities for students daily. Examples of physical activity opportunities must extend above and beyond physical education classes and recess. PK-only schools are not eligible.	<input type="checkbox"/>	<input type="checkbox"/>
7	(S) District meets PASS Standard B: Cooperate : Five or more examples of cooperation were provided using at least three WSCC components. Both district-wide examples and identified school examples were provided.	<input type="checkbox"/>	<input type="checkbox"/>
8	(S) District meets PASS Standard C: Collaborate : Five or more examples of collaboration were provided using at least three WSCC components. Both district-wide examples and identified school examples were provided.	<input type="checkbox"/>	<input type="checkbox"/>
9	(S) District meets PASS Standard D: Communicate : At least five examples of communication were provided using both physical and mechanical mediums. Both district-wide examples and identified school examples were provided.	<input type="checkbox"/>	<input type="checkbox"/>
10	(S) District meets PASS Standard E: Indicator 11: Physical Fitness		
	a. Highly Performing PASS:	<input type="checkbox"/>	<input type="checkbox"/>
	b. Improving PASS:	<input type="checkbox"/>	<input type="checkbox"/>

*All five PASS eligibility requirements and all five PASS standards must be met in order to achieve PASS recognition.

Comments:	
Reviewer's Name:	
Reviewer's Signature:	
Date:	

Appendix D: Eligible Districts

Districts Eligible to Apply as a Highly Performing PASS (40)

School Year 2018-19

This is a district that earned at least 85 percent of available points on Indicator 11: Physical Fitness, on Connecticut's Next Generation Accountability System in 2017-18.

Andover School District	Highville Charter School District
Bloomfield School District	Lebanon School District
Bozrah School District	Mansfield School District
Bristol School District	New Canaan School District
Canton School District	Preston School District
Chaplin School District	Redding School District
Colchester School District	Regional School District 05
Colebrook School District	Regional School District 07
Columbia School District	Regional School District 12
Cornwall School District	Regional School District 17
Cromwell School District	Seymour School District
Darien School District	Sharon School District
Deep River School District	Stonington School District
East Haven School District	Trumbull School District
Essex School District	Voluntown School District
Fairfield School District	Weston School District
Granby School District	Wilton School District
Greenwich School District	Wolcott School District
Guilford School District	Woodbridge School District
Hartland School District	Woodstock School District

Districts Eligible to Apply as an Improving PASS (31)

School Year 2018-19

This is a district whose percentage of points earned on Indicator 11: Physical Fitness, on Connecticut's Next Generation Accountability System has increased by five percentage points from 2016-17 to 2017-18 AND whose percentage of points earned on Indicator 11 in 2017-18 is at least 50 percent. Note: This list excludes districts eligible to apply as a Highly Performing District.

Ansonia School District	Marlborough School District
Barkhamsted School District	Monroe School District
Berlin School District	New Fairfield School District
Branford School District	North Canaan School District
Brass City Charter School District	North Stonington School District
Bridgeport Achievement First District	Norwalk School District
Bridgeport School District	Portland School District
East Hampton School District	Regional School District 04
East Hartford School District	Regional School District 09
Easton School District	Regional School District 13
Great Oaks Charter School District	Southington School District
Griswold School District	Stamford School District
Groton School District	Thomaston School District
Interdistrict School for Arts and Communication District	Waterbury School District
LEARN	Westport School District
	Windham School District

References

- Centers for Disease Control and Prevention (CDC) (2017). *Increasing physical education and physical activity: A framework for schools*. Atlanta, GA: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services; 2017. Retrieved from https://www.cdc.gov/healthyschools/physicalactivity/pdf/17_278143-A_PE-PA-Framework_508.pdf
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