TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the
Trumbull Board of Education
Regular Meeting
Long Hill Administration Building

Tuesday, March 25, 2025-- 5:30p.m.

Agenda

I. Call to Order/Introduction

II. Correspondence/Public Comment

III. Approval of Minutes 2/11/2025

IV. New Business

a. Finalizing Draft of Policy 5131.911 Safe School Climate Policy
   - Currently 5131.912 Bullying: Safe School Climate Plan
b. Instituting Policy 5144.12 Restorative Practices Policy
   - Currently 5131.911 Bullying- Prevention & Intervention
c. Updates to Policy 6142.101/Student Wellness

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the
Trumbull Board of Education
Regular Meeting Minutes
Long Hill Administration Building

Tuesday, February 11, 2025-- 5:30p.m.

I. Call to Order/Introduction. The meeting was called to order at 5:30pm.

Present Members	**Role**
Tim Gallo	Committee Chair, Board of Education
Marie Petitti	Board of Education Member
Allison Squiccimarro	Board of Education Member
Abbey Dayton	Student Representative
Michael Hunter	Student Representative
Nick Banks	TEA representative
Paul Coppola	TAA representative
George Mathew	Parent/Guardian Representative
Abhishek Chaudhary	Parent/Guardian Representative
Alissa Hall	Parent/Guardian Representative
Mike Ward	Community Representative
Meg Wycoff	Community Representative
Dr. Susan C. Iwanicki	Assistant Superintendent, Administrative Designee

II. Correspondence/Public Comment. No public comment was received.

III. Approval of Minutes 10/15/24. Mr. Gallo moved to approve the minutes from the October 15, 2024 Policy Committee meeting. Mrs. Squiccimarro seconded. The motion passed unanimously.

IV. New Business

a. Policy 5131.911 Safe School Climate Policy – The committee referenced that this policy is new proposed version of the current 5131.912 Bullying: Safe School Climate Plan. Dr. Iwanicki shared that the institution of this policy is required by law. The Board must adopt a policy by July 1, 2025. Mr. Chaudhary noted that the legal references are referred to, but not explicitly stated. Dr. Iwanicki noted that references are usually listed in policy. She will contact the Connecticut Association of the Boards of Education

(CABE) for the legal references list which is usually included. Members read that definitions and wondered about stakeholder understanding of the terms. It was noted that current practice is to post the policy and forms online. It was mentioned that having the forms in student handbooks would also be helpful. Mr. Coppola relayed that families want support, separation and awareness when they consider students that exhibit challenging behavior and their impact on others. As the policy was reviewed, Mr. Coppola expressed that there was some concern that training in 2024-2025 did not occur; it was clarified that some level of training did occur and more was planned. Mr. Coppola shared that the forms needed further review from administration. After a full review of the draft policy with suggestions for edit, Mr. Gallo asked if the group wanted to make a motion to move the policy to the full Board for a review. Dr. Iwanicki asked if the committee could wait until the next meeting so that administration had more time to review the forms for any changes. It was agreed to review forms and Policy 5144.12 Restorative Practices at the next meeting.

The meeting was adjourned at 7:47pm.

[redacted]

SECTION:	**5000**
CATEGORY:	**Students**
POLICY CODE:	**5131.911/Safe School Climate**

Safe School Climate

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Trumbull Public Schools District Board of Education adopts this policy.

Adopted: X/X/2025

References
- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972

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Definitions

1. **"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:

   a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
   b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
   c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
   d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
   e. A school community that contributes to the operations of the school and the care of the physical environment.

3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

4. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

5. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

6. **"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

7. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

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8. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

9. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.

10. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

11. **"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12. **"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. **"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14. **"Connecticut school climate policy"** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15. **"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse,

physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:

    A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

    B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

    C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

    D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;

    E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

    F. Strengthening policies and procedures related to:

a. climate and restorative informed teaching and learning environments;
b. infrastructure to facilitate data collection, analysis, and effective planning;
c. implementation of school climate improvement plans with the goal of becoming restorative;
d. evaluation of the school climate improvement process; and
e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;

2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;

3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and

4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

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School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The School Climate Specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;

3. scheduling meetings for and leading the school climate committee; and

4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;

2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;

3. a demographically representative group of students enrolled at the school, as developmentally appropriate;

4. families of students enrolled at the school; and

5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

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The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.

2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.

4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.

5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

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Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training. Any school employee may participate in any such training offered by the board under this section.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.

    a. The district's vision and plan will also support the use restorative practices and positive behavioral supports. See Policy 5144.12 Restorative Practices.
    b. The district will also maintain a *Reporting Form* for students, parents or guardians of students enrolled in the school, and school employees to report any alleged challenging behavioral incidents. This form will be located on the district website as well as linked to individual school handbooks. Building leadership will use this form to address any issues in a prompt and responsible manner in order to maintain or improve the school's safe school climate.

2. The school district community adopts policies that promote:

    a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and

Accountability (continued)

b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

3. The school community's practices are identified, prioritized, and supported to:

   a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;

   b. enhance engagement in teaching, learning, and school-wide activities;

   c. address barriers to teaching and learning; and

   d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

4. The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.

5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

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POLICY SERVICES

In compliance with Public Act 23-167, Section 74, An Act Concerning Transparency in Education, which requires Districts to adopt a Restorative Practices Response Policy by July 1, 2025, CABE's Model Policy drafted in 2018 has undergone significant revisions.

CABE's Model Policy primarily reflects an effort to coordinate with the recent CT School Climate Policy (5131.911). Both policies need to be in place by July 1, 2025. However, there is an important difference related to the Board's adopting both policies: While State Statute requires Districts to adopt the CT School Climate Policy, Boards can create their own Restorative Practices Response Policy that best integrates these practices with District discipline process and procedures.

The intentions of the General Assembly in passing this law appear to ensure Districts review their discipline practices to align with the new definitions, procedures, and spirit of the School Climate Policy. CABE's Model Policy (5144.12) significantly revises the narrative, overhauls the policy, and edits the model regulations to ensure greater coordination between school climate and student discipline.

A model policy to consider. *(Required policy July 2025)*

Students

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the _____ Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the _____ Board of Education adopts this "Restorative Practices Response" policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District's fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children at times find it difficult to effectively manage their emotions and focus on their studies. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, which means children have to be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Restorative approaches recognized the unique strengths, needs and interests of students, and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows for schools to embody more equitable approaches and meet the students' short and long term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. The Board believes that appropriate student behavior, reinforced by an effective system of discipline, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in a form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a "Restorative Practices Response" approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Students

Challenging Behavior Prevention: Restorative Practices Response

Definitions (continued)

"**Challenging Behavior**" means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee.

"**Evidenced-Based Practices**" in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

"**School Climate**" means the quality and character of school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, organizational structures within the school community.

"Social and Emotional Learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

"Emotional Intelligence" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

"School Community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

"School Environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;

Students

Challenging Behavior Prevention: Restorative Practices Response

Purpose (continued)

3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by "challenging behaviors," and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging before it occurs and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student's challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community.
5. Effective school climate improvement is a restorative process that engages all school community members in promoting positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;

Students

Challenging Behavior Prevention: Restorative Practices Response

General Principles (continued)

6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

1) building high-quality, constructive relationships among the school community,
2) holding each student accountable for any challenging behavior, and
3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote: a) a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

Students

Challenging Behavior Prevention: Restorative Practices Response

General Policy Guidelines (continued)

4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities,
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.
    a. Practicing early identification and assessment of struggling students;
    b. Using a problem solving/collaborative process to provide interventions matched to student needs;
    c. Ensuring timely progress monitoring and feedback; and
    d. Delivering scientific research based interventions

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

(cf. 1110.1 – Parent Involvement)
(cf. 4131 – Staff Development)
(cf. 5114 – Suspension/Expulsion; Student Due Process)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.6 – Drugs, Alcohol, Tobacco)
(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5131.8 – Out of School Grounds Misconduct)
(cf. 5131.9 – Gang Activity or Association)
(cf. 5131.911 – Connecticut School Climate Policy)
(cf. 5131.913 – Cyberbullying)
(cf. 5131.92 – Corporal Punishment)
(cf. 5141.4 – Reporting of Child Abuse and Neglect)
(cf. 5144 – Discipline/Punishment)
(cf. 5144.3 – Discipline of Students with Disabilities)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.52 – Harassment)

Students

Challenging Behavior Prevention: Restorative Practices Response

Legal Reference: Connecticut General Statues

4-177 through 4-180. Contested Cases. Notice. Record, as amended.

10-233a through 10-233f Suspension, removal and expulsion of students, as periodically amended.

2la-240(9) Definitions.

53a-3 Definitions.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions

Title III - Amendments to the Individuals with Disabilities Act Sec. 314

Elementary and Secondary Schools Act of 1968, as amended by the Gun Free Schools Act of 1994

PL 105-17 The Individuals with Disabilities Act, Amendments of 1997

P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004

State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)

Public Act 23-167, Section 74, An Act Concerning Transparency in Education

Policy adopted:

cps 4/24

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

An administrative regulation to consider/modify to fit the local learning community.

Students

Challenging Behavior Prevention: Restorative Practices Response

The following procedures are developed for the implementation of Board policy #5144.12. These procedures are designed to be consistent with the general purpose and principles outlined in the aforementioned policy, as well as consistent with federal and state statutes and regulations.

The District and staff are committed to establishing positive learning environments that ensure that all students have access to a quality education. The District recognizes that a key aspect of maintaining a healthy and safe environment is establishing ~~order~~ and maintaining positive and constructive behavior in our schools. This goal can only be achieved through the cooperative efforts of our school personnel, students, parents, guardians, and our community.

School Discipline Administration

1. Staff training will be provided as needed to ensure that the ~~disciplinary program~~ Restorative Practices in each school are effective and that relevant policies and procedures are equitably applied. Such training will include, but not limited to, strategies and approaches related to Restorative Practices and its theoretical framework.
2. School district staff responsible for implementing this policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, sexual identity or expression, age or disability.
3. ~~Discipline for disabled~~ Challenging behavior related to students receiving special education and tiered intervention supports shall be in accordance with the student's Individualized Education Program (IEP), any behavior intervention plan, 504 Plan, and Board policy.
4. The District believes that developing strong relationships with families is the first step in establishing safe and healthy schools. ~~The District and staff want to work collaboratively with families to establish positive relationships that aid in the development and achievement of all students.~~ School staff members are encouraged to contact parents early in the school year to proactively establish positive school-home communication and throughout the school year to share student successes and challenges, and develop plans to help students have access to a quality education. The District Schools will convene parent sessions to educate the community on Restorative Practices Response and how it will be implemented in the schools.
5. The District is committed to eliminating disparity in school discipline with respect to its underserved populations by reducing the number of referrals, suspensions, and expulsions. The staff will engage in restorative practices that enhance school ~~culture~~ climate and ~~improve~~ develop ~~discipline systems to address~~ a system for addressing challenging behavior that promotes equity. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled or referred to law enforcement.

Students

Challenging Behavior Prevention: Restorative Practices Response

School Discipline Administration (continued)

5. (continued) The District will collect discipline data examining and aggregating referrals and disciplinary responses. In addition, principals will provide the Superintendent with an annual report highlighting Restorative Practices Response programs and their impact on school climate and the number of referrals and disciplinary actions.

School-Level Rules

In developing school-level ~~disciplinary rules~~ rules of behavior, the school shall solicit the participation, views, and ~~advice~~ feedback of at least one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. For middle, junior high and high schools, students enrolled in the school

The "rules" shall be consistent with law, Board of Education (Board) policy, and District administrative regulations. The development of the rules shall be informed by school-level ~~discipline~~ challenging behavior data as described in policy #5144.12.

The school shall also solicit participants' views on whether school-level and District-level ~~discipline rules~~ standards of behavior are being equitably and fairly applied. The confidentiality of student records shall be maintained at all times.

Interventions ~~and Consequences~~

General: Effective school ~~discipline policies~~ responses related to challenging behavior shall promote ~~disciplinary responses~~ interventions that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with federal and state statutes, regulations and Board policies.

Reasonable Responses to Challenging Behavior Consequences: ~~Consequences~~ Responses should be reasonable, fair, age-appropriate, and match the severity of the student's misbehavior, ~~as well as~~ and through restorative practice consider the impact on the victim and/or community. ~~Consequences that are paired~~ Restorative practices that include meaningful instruction and guidance ~~(corrective feedback and re-teaching)~~ offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in ~~getting~~ having the student re-engage in learning.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Relevant ~~Factors~~ Considerations For Determining Restorative Practices

1. Age, health and ~~disability or~~ special education status of the student.
2. Appropriateness of student's academic placement.
3. Student's prior conduct and record of challenging behavior.
4. Student's attitude.
5. ~~Level of parent/guardian's cooperation and involvement.~~
5. Student's willingness to repair the harm.
6. Seriousness of the offense and the degree of harm caused.
7. Impact of the incident on overall school community.
8. The availability of prevention programs that are designed to address ~~student misbehavior~~ challenging behavior should also be considered prior to ~~disciplining students~~ determining a restorative practices response.

Interventions/Alternative Means of Correction: When ~~misconduct~~ challenging behavior occurs, schools shall investigate the circumstances and gather facts that will help determine appropriate interventions and ~~consequences~~ a restorative response for that student, with emphasis on correcting student misbehavior through school-based resources. ~~at the lowest possible level. Interventions~~ Responses to challenging behavior should provide students an opportunity to learn from their mistakes, and reengage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and the needs of the overall school community.

Each school is responsible for incorporating ~~an intervention~~ a restorative response framework into its planning to reduce referrals and suspensions through pro-active intervention, positive behavioral support, restorative practices, and other non-punitive approaches to ~~discipline~~ challenging behavior focused on maximizing student achievement, reducing ~~behavior problems,~~ such behaviors and avoiding loss of instructional time through the use of tiered interventions. That intervention framework shall integrate a Restorative Practices framework.

Referral of students from the classroom environment for ~~misbehavior~~ challenging behaviors should be avoided. The District expects that alternatives to suspension and ~~progressive discipline approaches~~ restorative practices shall be utilized prior to referring a student out of the classroom. The District expects that alternatives will be undertaken within the classroom except where suspension for ~~certain~~ specific offenses is ~~permitted~~ required by statute and Board policy or where it can be documented that the ~~behavior violation~~ challenging behavior imposes a clear danger to ~~persons~~ others.

There are three types of intervention strategies to be considered: Administrative, Restorative, and Skill-based/Therapeutic.

1. **Administrative Strategies** are statutorily, ~~rule-based, or contract-based~~ or policy required interventions ~~done~~ responding "to" the offender. These include removal from the classroom, detention, suspension, and expulsion.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Interventions/Alternative Means of Correction (continued)

2. **Restorative Strategies** coordinate with Connecticut's School Climate Policy as they are problem solving interventions ~~done~~ responding "with" the offender. They are driven by ~~justice~~ an opportunity to restoration for the harm caused as much as possible and focus on the harm caused and how it will be repaired. A successful restorative ~~justice~~ practice response strategy may utilize ~~collaboration in~~ interventions with allied agencies and professionals. An assessment of the incident/conduct will be ~~done~~ completed and a determination will be made by the school or district whether a face-to-face meeting with all parties is appropriate. Examples may include:
    a. Family group conferencing
    b. Victim-offender mediation
    c. Classroom ~~peace~~ mediation circles
    d. Reparation of harm
3. **Therapeutic/Resource Strategies** are ~~done~~ responses "by" the offender and require intrinsic motivational behavior change. Such interventions include:
    a. Mental health counseling
    b. Anger management classes
    c. Informal mentoring and behavior coaching

Teachers and administrators should ~~consider~~ intentionally utilize ~~different~~ various types of strategies, or multiple strategies simultaneously, to ~~deal with~~ address and correct ~~misbehavior~~ challenging behavior, especially for ~~2nd or 3rd~~ multiple offenses.

Consider adopting a District Restorative Practices Response statement and model with a common framework, definitions, and procedures. This statement and model should be widely displayed and available to all members of the school community.

Considerations for adopting a District Restorative Practices Response Model:

1. The degree to which the model is easily integrated with the District's Discipline policy;
2. The degree to which the model receives buy-in from the staff and school community;
3. The degree to which the model can be consistently and reliably implemented;
4. The degree to which adherence to the model is supported by research and yields positive results.

A statement and model can be designed in a manner similar to the following example:

Restorative Justice in _____ Public Schools

The Board considers Restorative Practices Response as a set of principles and practices used to build community, respond to harm/conflict, and provide individual circles of support for students in District schools. By building, maintaining, and restoring relationships between members of the entire school community, the District strives to create an environment where all students can thrive. The Restorative Justice approach to school discipline is to be implemented through a 3-tier, school-wide model.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Interventions/Alternative Means of Correction (continued)

Tier 1: Community Building (Prevention/Relate)

Tier I is characterized by the use of social emotional skills and practice (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

Tier 2: Restorative Processes (Intervention/Repair)

Tier 2 is characterized by the use of non-punitive response to harm/conflict such as harm circles, mediation, or family group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3: Supported Re-entry (Individualized/Re-Integrate)

Tier 3 is characterized by 1:1 support and successful re-entry of youth following suspension, truancy, expulsion or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

Classroom-based Strategies to Reduce Challenging Behaviors

Classroom-based strategies include, but are not limited to:

1. Explicit re-teaching of behavioral expectations;
2. Separating students;
3. ~~Writing an apology letter;~~
4. ~~Assignment of additional tasks;~~
3. Phone call to parent;
4. Keeping students after class;
5. Restorative conference with student(s) or class;
6. Creation of a positive behavior contract;
7. Conference with student;
8. Conference with parent and the student.

School-based Strategies to Reduce Challenging Behaviors

Students who exhibit a pattern of ~~misbehavior~~ challenging behaviors should be provided more intensive support ~~and~~ through a system of tiered interventions. Parents should be notified if there is an escalating pattern of ~~misbehavior~~ challenging behavior that could lead to classroom or school removal. Appropriate school-based strategies include, but are not limited to:

1. A conference between school staff and the student and his/her parents/guardians.
2. Referral to a school counselor or other school support service personnel for case management and counseling.

Students

Challenging Behavior Prevention: Restorative Practices Response

School-based Strategies (continued)

3. Referral for drug or alcohol counseling.
4. Convening of a Student Study Team (SST) or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians.
5. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, or Applied Behavior Analysis including for purposes of creating a behavior plan, an individualized education program or a Section 504 plan.
6. Enrollment in a program for ~~teaching social/emotional behavior or~~ building anger management skills.
7. Continue to encourage participation in a restorative justice program ~~or conversation/circle~~.
8. A positive behavior support approach with tiered interventions that occur during the school day on campus.
9. After-school programs that address ~~specific behavioral issues~~ identified challenging behaviors or expose students to ~~positive~~ constructive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
10. ~~Detention after school hours as provided in the section below entitled "Detention After School."~~
11. ~~Community service as provided in the section below entitled "Community Service."~~
12. ~~In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities.~~

Detention After School

Students may be detained for disciplinary reasons (up to one hour) after the close of the school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certified employee during the period of detention.

Community Service

~~As part of or instead of disciplinary action~~ For consideration with a restorative practices response strategy, the Board, Superintendent, Principal, or Principal's designee may, at his/her discretion, ~~require~~ allow for a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Referrals

The Board ~~desires~~ supports the adoption of the ~~RTI~~ SRBI framework to facilitate a ~~consistent~~ systems approach for positive, pro-social behavior management. The District expects teachers to attempt ~~RTI~~ SRBI tiered interventions prior to making a referral out of the classroom whenever possible.

When a referral out of the classroom is made, the principal or his/her designee must ensure that ~~site~~ staff making the referral completed the following:

1. Teacher completed a written referral notification/form;
2. Principal or his/her designee reviewed the referral form and, if warranted, assigned appropriate consequences;
3. The Principal or his/her designee or teacher contacted the student's parents/guardians and notified them of any consequences;
4. The Principal or his/her designee investigated the reasons for the student's conduct;
5. The Principal or his/her designee recorded the classroom interventions and referral in the District's database.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or his/her designee shall notify parents/guardians about the availability of district rules and procedures related to ~~discipline~~ student behaviors and school climate.

The Superintendent or his/her designee shall also provide written notice of behavior rules ~~related to discipline~~ to transfer students at the time of their enrollment in the District.

Parent programs will be provided related to how the school integrates Restorative Practices Response in the student discipline/behavior management system.

Annual Review/Discipline Committees

Both individual schools and the district will evaluate and monitor the effectiveness of the school ~~discipline~~ behavior plan using school disciplinary data disaggregated by race, ethnicity and gender of student. This will allow schools and the district to identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

~~Schools will annually review their school climate and submit a written report in a form to be prescribed to the Superintendent and the Board of Education. Based on the review, schools will make changes consistent with the intent of this and other policies~~. In consideration with the Connecticut Positive School Climate Policy, schools will review student discipline data.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Annual Review/Discipline Committees (continued)

The review will include the following:

1. Intervention and prevention strategies.
2. The number of referrals, in school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
3. Differences in referrals among staff members.
4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
5. Review of Restorative Practices and their impact on student discipline and climate.

Based on the review, schools will make changes consistent with the intent of this and other related policies.

Schools are encouraged to establish a discipline committee ~~composed of~~ including school personnel, parents and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.

Regulation approved:

cps 1/18

rev 4/24

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

TRUMBULL PUBLIC SCHOOLS BOARD OF EDUCATION POLICY MANUAL	SECTION: **6000** CATEGORY: **Instruction** POLICY CODE: **6142.101/Student Wellness**

STUDENT WELLNESS

Policy Statement

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010.

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.

The Trumbull Board of Education agrees to participate in the National School Lunch Program and accepts responsibility for providing free and reduced-price meals to eligible students in the schools under its jurisdiction. Our schools shall not physically segregate or discriminate against any child because of his/her inability to pay for a meal. The names of children eligible to receive free or reduced-price meals shall not be published, posted, or announced in any manner, and there shall be no overt identification of any such children by use of special tokens or tickets, or by any other means. Please click here to access more information regarding policy 3542.31/Free and Reduced-Price Meals or consult our district website.

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S.

Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium, and sugars, and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats, and legumes. The district will follow the federal guidelines as outlined by the U.S. Department of Agriculture (USDA) National School Lunch Program; click here to access these guidelines. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the USDA and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards.

All sources of food sales to students at school must comply with the Connecticut Nutrition Standards for Food in Schools, including, but not limited to, cafetería a la carte sales, vending machines, school stores, fundraisers, activities, and classroom snacks. Local, fresh fruits and vegetables will be included in meals whenever possible.The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and School Breakfast Program. Trumbull Public Schools shall follow policy 3542.43/Food Charging which outlines payment and procedures for families. It is noted that all Trumbull Public Schools must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money.

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, periodic review, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public.

In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent or his/her designee as the person who will be responsible for ensuring that each school meets the goals outlined in this policy.

The District will make available to the public an assessment of this policy's implementation, including the extent to which the schools are in compliance with the policy and a description of the progress being made in attaining the goals of the policy.

Adopted: 8/1/2006
Revised: 6/27/2016, 7/9/2019, 9/24/2019

References

- The Healthy, Hunger-Free Kids Act of 2010
- The Child Nutrition and WIC Reauthorization Act of 2004

- Title 7 Code of Federal Regulations 210.11
- Title 7 Code of Federal Regulations 220.12

- Connecticut Public Act 19-173, "An Act Concerning the Improvement of Child Development through Play"
- Connecticut General Statutes §§ 10-215 *et seq*., 10-221o, 10-221p, 10-221q
- Connecticut State Department of Education Regulations §§ 10-215b-1, 10-215b-23

- Trumbull Board of Education Policy Code 1324: Fund Raising
- Trumbull Board of Education Policy Code 5150: Interscholastic Athletics
- Trumbull Board of Education Policy Code 6144.1: Exemption of Students from Instruction

Regulations

The District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

I. Nutrition

A. National School Lunch Program and School Breakfast Program

Reimbursable meals served in the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) will follow the USDA meal pattern requirements and nutrient standards in accordance with the Healthy, Hunger-Free Kids Act of 2010. Menu planning, purchasing procedures, and production techniques for school meals will be used to decrease fat, saturated fat, trans fat, sodium and sugars, and to increase fiber.

In addition, school meals shall:

- Be appealing and appetizing to children.
- Meet, at a minimum, the nutrition requirements established by the USDA for federally-funded programs.
- Include only unflavored low-fat (1%) and fat-free (nonfat) milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation.
- Ensure that at least half of the weekly grains served are whole grains and that the remaining grain items served are enriched.
- Reduce the levels of sodium, saturated fats, and trans fats in meals per federal and state nutrition standards.
- Offer a variety of fruits and vegetables.
- Meet the nutrition needs of school children within their calorie requirements per federal and state nutrition standards.
- Contain 0 percent trans fats.
- Bake or steam all cooked foods.
- Purchase or obtain fresh fruits and vegetables from local farmers, when practical.

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color, and eye appeal. Menus shall be planned with input from students, parents, and other school personnel and shall take into account students' cultural norms and preferences. Schools shall engage students and parents, through surveys, taste-tests, and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food

choices. Meal patterns and nutrition standards of federal regulations will be fulfilled as required.

The District will share information regarding the nutrition content of school meals with students, families, and school staff. Nutrition information for a la carte foods and beverages sold in schools will also be available.

With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the foods to be omitted and the food or choices of foods that must be substituted. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent/guardian submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietician, or nurse practitioner. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of foods that may be substituted in place of the lunch menu being served.

Schools will:

- To the extent possible, and within state law, operate and promote the USDA School Breakfast Program.
- Use methods to serve school breakfasts that encourage participation.
- Notify parents and students of the availability of the School Breakfast Program.
- Encourage parents to provide a healthy breakfast for their children.

B. Cafeteria A La Carte Sales

The school food service program must follow the Connecticut Nutrition Standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA requirements for a la carte foods.

At all times when food is available for purchase by students during the school day, nutritious and low-fat foods must also be available for sale at the same time. These foods may include, but shall not be limited to, low-fat dairy products and fresh or dried fruit.

All snacks and a la carte foods must meet USDA Smart Snacks Standards. Click here to access the USDA Smart Snacks for Schools guidance.

The sale of beverages, as part of school meals and as a la carte sales, shall be limited to the following five categories defined by state statute:

a. milk, low-fat (1%) unflavored, or nonfat, which may be flavored or unflavored but must contain no artificial sweeteners and contain no more than 4 grams of sugar per fluid ounce;

b. nondairy milk, such as soy or rice milk, which may be flavored or unflavored but must contain no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;
c. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;

d. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and
e. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.

C. Lunchroom Climate

A lunchroom environment that provides students with a relaxed, enjoyable climate shall be developed. It is encouraged that the lunchroom environment be a place where students have adequate space to eat and pleasant surroundings, appropriate supervision, and convenient access to handwashing facilities before meals.

D. Meal Schedules

Meal periods shall be scheduled at appropriate hours. In compliance with federal regulations, lunch must be scheduled between 10:00 a.m. and 2:00 p.m. in all schools. Pursuant to state statute, schools are required to provide all full-day students a daily lunch period of not less than 20 minutes. Activities such as tutoring, clubs, or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.

E. Qualifications of Food Service Staff and Training for Food Service Staff

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers, and cafeteria workers, according to their levels of responsibility. All food service personnel shall have adequate pre-service training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors, and other appropriate topics.

F. Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including, but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities, and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend provided they are not sold from a vending machine

or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats, and legumes.

Pursuant to state statute, whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must also be available in the school at the same time for purchase by students. "Foods available for purchase" include, but are not limited to, foods sold in cafeterias, vending machines, school stores, fundraisers, and any other food sales during the school day. If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time. School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

G. Access to Drinking Water

Students and staff will have access to safe, fresh drinking water throughout the school day. Fluoridated or bottled water that does not contain added sugars, sweeteners, artificial sweeteners, or caffeine should be made available for purchase by students and staff. Free potable water must be available where meals are served.

H. Foods Brought Into School

The District shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the Connecticut Nutrition Standards. The District shall develop procedures to ensure that all food brought from home to be shared with other students is safe. Classroom snacks shall feature healthy choices that meet the state requirements for allowable beverages and the Connecticut Nutrition Standards.

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

I. Fundraising

School fundraising activities either shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall

make available to students, parents, teachers, and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program must accrue to the food service account.

J. Concessions

Food items that do not meet the Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute and federal regulations can be sold at concessions operated at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. Organizations operating concessions at school functions after school or on weekends should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

K. Teacher-to-Student Incentives and Punishments

Schools shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's Individualized Education Plan (IEP). Alternative rewards shall be developed and promoted. Additionally, schools shall not withhold foods or beverages (including food served through school meals) as a punishment.

L. Student Nutrition and Wellness Education

Nutrition and Wellness education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition and Wellness education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. Any nutrition and wellness education curriculum developed will be in alignment with "the community standards and perspectives" of Trumbull. It will follow the procedures as outlined in policy 6141/Curriculum Development, including a review by the Board of Education Curriculum Committee and the full Board for approval. The District shall develop and implement a comprehensive, developmentally appropriate curriculum approach to nutrition and wellness in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development, and practice.

The nutrition and wellness education program shall focus on students' eating behaviors and wellness habits, be based on theories and methods proven effective by published

research, and be consistent with the District's health education curriculum guides. Nutrition and wellness education shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences, and elective subjects. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

The District shall assess all nutrition and wellness education lessons and materials for accuracy, completeness, balance, and consistency with the District's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations shall be scrutinized for appropriateness of commercial messages.

M. Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant District policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students, and staff members about community programs that offer nutrition assistance to families. When possible, children will have the opportunity to visit and/or learn about the local sources of food along with the life cycle and farming-connected units.

N. Nutrition Promotion

The District shall conduct nutrition education activities and promotions that involve parents, students, and the community. The District shall participate in programs that promote and reinforce student health, such as Team Nutrition and the HealthierUS School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members. When possible and through coordination with the school's wellness committee, schools will integrate projects such as school gardens, food learning labs, and food source lessons aligned with cafeteria meals. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The District shall link nutrition education with other coordinated school health initiatives.

O. Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. Personnel shall not use

practices that contradict messages to promote and enjoy physical activity: for example, withholding recess or using physical activity (e.g., running laps, doing pushups) as punishment.

The District shall build awareness among teachers, food service staff, coaches, nurses, and other school staff members about the importance of nutrition, physical activity, and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors. The district will also provide opportunities for health and wellness education and practice as is possible. Additionally, the district maintains an Employee Assistance Program (EAP) which offers additional resources around physical and mental wellness.

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members, or parents.

P. Food Marketing in Schools

School-based marketing shall be consistent with nutrition education and health promotion. Thus, schools shall limit food and beverage marketing to the promotion of foods and beverages that meet the U.S. Department of Agriculture nutrient standards for meals or the District's nutrition standards for foods and beverages. Schools shall promote healthy food choices and shall not allow advertising that promotes less nutritious food and beverage choices. The promotion of nutrient-dense foods, including fruits, vegetables, whole grains, and low-fat dairy products, shall be encouraged.

During the school day, advertising of any food or beverage that may be sold on campus is prohibited. Advertising of any brand on containers used to serve food or in areas where food is purchased is prohibited. Overall, the district will limit students to any food marketing of any kind. All advertising in school publications and school media outlets must be approved by the principal.

Q. District Nutrition Standards

The District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats, and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting, the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and

has adopted the Connecticut Nutrition Standards governing the sale of food on school grounds.

1. Food

    i. Any food item offered for sale to students separately from reimbursable meals will:
    - meet the portion size requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards;
    - not contain any chemically altered fat substitutes and will meet the fat requirements of the Connecticut Nutrition Standards;
    - meet the saturated fat requirements of the Connecticut Nutrition Standards;
    - meet the trans-fat requirements of the Connecticut Nutrition Standards;
    - not contain any artificial sweeteners or sugar alcohols and will meet the sugar requirements of the Connecticut Nutrition Standards; and
    - meet the sodium requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.

    ii. Foods and beverages will not contain caffeine, with the exception of trace amounts of naturally occurring substances.

    iii. The District will limit condiment use and provide low-fat, low-sugar, and low sodium varieties.

    iv. The District will increase choices of whole grains and foods containing fiber.

    v. The District will encourage the consumption of nutrient-dense foods, e.g., whole grains, fresh fruits and vegetables, lean meats, legumes, and low-fat dairy products.

2. Candy

    i. Candy and gum (including sugarless candy and sugarless gum) shall not be sold to students on school premises.

3. Beverages

    i. Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories defined by state statute: a. milk, low-fat (1%) unflavored, or nonfat, which may be flavored or unflavored but must contain no artificial sweeteners and contain no more than 4 grams of sugar per fluid ounce;
        b. nondairy milk substitutes, such as soy or rice milk, which may be flavored or unflavored but must contain no artificial sweeteners, no nonnutritive sweetening agents, no sugar alcohols, no added sodium, no more than 4

grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;

c. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;
d. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and
e. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.

ii. Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and to no more than 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.

iii. Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.

iv. School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.

v. The sale of any beverages that do not meet the requirements of state statute and federal regulations is allowed at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

R. Guidelines for Food and Beverages Offered to Students at School

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats, and legumes. At any school function (e.g., parties, celebrations, feasts, sporting events) where foods and beverages are sold or served to students, healthy choices meeting the Connecticut Nutrition Standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below.

- Raw/fresh vegetable sticks (e.g., carrots) / slices with low-fat dressing or yogurt dip
  Fresh fruit
- 100% fruit juices or 100% vegetable juices or combination of such juices
- Frozen 100% fruit juice pops
- Bottled water, without added sugars, sweeteners, artificial sweeteners, or caffeine
- Dried fruits (e.g., raisins, banana chips) without added sugar, fat, or salt
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts, and soy nuts (not coconut or palm nuts) without added fat, sugar, or sodium
- Low-fat meat and cheese sandwiches (with low-fat mayonnaise in chicken/tuna salads)

- Party mix (variety of cereals, nuts, pretzels, etc.), depending on added fat, sugar, and salt
- Low-sodium crackers
- Baked corn chips & fat-free potato chips with salsa and low-fat dips (e.g., Ranch, French Onion, Bean)
- Low-fat muffins, granola bars, crackers, and cookies such as fig bars and ginger snaps
- Angel food and sponge cakes
- Flavored yogurt and fruit parfaits (low-fat/nonfat yogurt)
- Gelatin and low-fat pudding cups
- Low-fat ice creams, frozen yogurts, sherbets
- Low-fat and nonfat dairy products
- Pure ice cold water without sugars, sweeteners, artificial sweeteners, or caffeine 🎬 Pretzels
- Bread products such as bread sticks, rolls, bagels, and pita bread
- Ready-to-eat low-sugar cereals (with no more than 15 grams added sugars per serving and no more than 35% sugar by weight)
- Low-fat (1 percent) and skim milk

Compliance with the state beverage statute and the Connecticut Nutrition Standards varies depending on the brand and type of item, and this list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly and available online at https://portal.ct.gov/SDE/Nutrition/Beverage-Requirements.

Food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store.

S. Competitive Foods and Beverages

"Competitive foods" include all foods and beverages sold in schools except for meals provided through the National School Lunch Program and School Breakfast Program. Competitive foods are grouped into three categories: (1) Entrée Items (sold only a-lacarte); (2) Side Dishes; and (3) Beverages. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Foods that do not meet the Connecticut Nutrition Standards cannot be sold to students on school premises, including, but not limited to:
    - Water ices (any frozen, sweetened water such as "…sicles" and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients, or egg ingredients other than egg whites);
    - Candy/sugarless candy; and
    - Chewing gum/sugarless chewing gum.

2. Beverages that do not meet the requirements of state statute and federal regulations (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, and fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend provided they are not sold from a vending machine or school store.

3. During the period of 30 minutes before any meal program up until 30 minutes after the end of the program, competitive foods and beverages may only be sold anywhere on school premises if they meet the Connecticut Nutrition Standards or state beverage statute and the income they generate accrues to the nonprofit school food service account. Outside of this timeframe, competitive foods and beverages may only be sold if they meet the Connecticut Nutrition Standards and state beverage statute and federal regulations, whichever are stricter.

4. No competitive foods may be sold without the prior approval of the Superintendent or his/her designee, and such sales must comply with state law.

II. Physical Activity

A. Philosophy

The Board believes that every student shall develop and demonstrate knowledge and perform fundamental skills necessary to lead an active, physically fit, and healthy lifestyle. The Board believes that students should be cognizant of the short- and long-term benefits, value, and enjoyment of physical activity as an ongoing part of a healthy lifestyle.

The District's comprehensive plan to promote physical activity will include the following:

- A program of physical education that involves moderate to vigorous activity; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and can pursue throughout their lives; is taught by certified staff; and is coordinated with the health education curriculum;
- Time in the Pre-K and elementary school day (grades PreK through 5) for daily supervised indoor/outdoor recess weather permitting;
- Opportunities and encouragement for students to participate voluntarily in before- and after-school physical activity programs such as intramurals, clubs, and, at the high school level, interscholastic activities; and
- Joint school and community recreation activities.

The program shall make effective use of school and community resources and equitably serve the needs and interests of all students, taking into consideration differences in gender, cultural norms, physical and cognitive abilities, and fitness levels.

Physical education is an integral part of the educational process for each student. As such, every elementary and middle school student has physical education approximately 60 minutes a week minimally. As the grades progress, the amount of time and the complexity of physical and wellness education increases. Middle school students could have anywhere between 80 to 130 minutes of exercise per week depending on the student's schedule. In high school, students are given a wide array of choice options in order to meet or exceed the .25 credit per year required for a high school diploma. Students taking physical education at the high school receive between 80 to 130 minutes per week on average.

Students are offered physical education consistent with the District's physical education curriculum guides, which undergo revision as necessary to meet or exceed state standards for physical education. It shall be taught for grades K-12 by a certified/licensed teacher who is endorsed to teach physical education. In order to maintain program quality, the district will provide annual professional learning opportunities that are focused on topics, collaboration, and competencies specifically related to physical education and wellness.

B. Prohibiting Physical Activity as Linked to Punishment

Physical education teachers shall aim to develop students' self-confidence and maintain a safe psychological environment. Personnel shall not order performance of physical activity, nor the withholding of physical activity or physical education, as a form of discipline or punishment. This does not apply to participation on sports teams that have specific academic requirements.

C. Incorporating Physical Activity into the Classroom

Students in all grade levels shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward, and celebration for achievement, positive behavior, and completion of assignments. As appropriate, classroom teachers may provide short physical activity breaks between lessons or classes.

D. Physical Activity Opportunities Before and After School

The District encourages and supports the participation of all students in extracurricular activities, although such participation is a privilege and not a right. Eligibility requirements and appeal procedures, as established in Interscholastic Athletics (Policy Code 5150), shall be published in each appropriate student handbook.

Intramural programs, physical activity clubs, and interscholastic athletics are valuable supplements to a student's education. Each school shall endeavor to provide students with

D. Physical Activity Opportunities Before and After School (continued)

opportunities to voluntarily participate in extracurricular physical activities that meet their needs, interests, and abilities. A diverse selection of competitive and noncompetitive, structured and unstructured, activities shall be offered to the extent that staffing permits. The primary focus of extracurricular physical activity programs is to facilitate participation of all interested students. Equal opportunity on the basis of gender shall permeate all aspects of program design and implementation.

A student with a chronic health problem or other disabling condition shall be permitted to participate in any extracurricular activity, including interscholastic athletics, if the student's skills and physical condition meet the same qualifications that all other students must satisfy and the student has written permission to participate from a physician. The school shall make reasonable accommodations to allow the student to participate.

Walking to and from School

The district believes that it is healthy for children to walk to school provided that it can be done safely. Schools provide volunteers, school resource officers, or certified teachers to assist students with safe school arrival as needed. As outlined in policy 3541/Transportation, children may walk depending on the walking distance and duration. The maximum student walking distance and duration, either to school or to a bus stop, is as follows:

A. Elementary Schools: All students are transported by bus
B. Middle Schools: Not to exceed one and one-quarter mile
C. High Schools: Not to exceed one and one-half miles
D. Reasonable transportation or prescribed walking routes or the sum of both shall not exceed one hour each way from home to school or returning.

For more information on walking to school, please consult policy, 3541/Transportation.

E. Recess

The Board of Education takes the position that recess is an essential component of education and that preschool and elementary school children must have the opportunity to participate in regular periods of active, free play with peers. Recess is a break during the school day set aside to allow children time for active free play. Recess shall complement, not substitute for, physical education classes. The following apply for all students preschool to grade 5:

1. All preschool students and students in grades K-5 shall have a period of indoor/outdoor recess every day for at least 20 minutes. The principal or his/her designee will determine and notify appropriate staff if outdoor recess should be cancelled to limit students' exposure to heat, cold, inclement weather, ultraviolet radiation, air pollution, traffic, unsafe surfaces, poor lighting, or equipment temporarily in poor repair.
2. A classroom learning experience involving 20 minutes of physical activity may be substituted for recess.

3. A student shall not be denied recess for any reason, such as but not limited to making up missed work or for disciplinary purposes.
4. Physical activity shall not be used as a form of discipline.
5. Whenever possible, recess should not be scheduled the last period of the school day or immediately before or after physical education classes.
6. The Board recommends that only professional school personnel supervise students during recess. The principal has the discretion to utilize appropriate staff available.

F. Exemptions and Substitutions from Physical Education

Physical education teaches students essential knowledge and skills; for this reason, exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team, in a community resource program, or in other school or community activity. A student may be exempt from participation in physical education only if:

1. A physician states in writing that specific physical activities will jeopardize the student's health and well-being; or
2. A parent/guardian requests exemption from specific physical activities on religious grounds; or
3. The student participates in a regional magnet program.

Consistent with Board of Education Policy 6144.1, "Exemption of Students from Instruction," the physical education teacher will determine the course of action for students who do not participate in physical education class for reasons other than the above exemptions. If there is a pattern of non-participation, the physical education teacher will refer the student to the appropriate administrator.

Regardless of involvement in any community, team or recreational activities, there will be no substitutions allowed for the physical education and/or wellness class. Likewise, there are no substitutions for high school credit requirements.

G. Preventing Students from Engagement in Physical Exercise and Undirected Play

Except as provided below, as well as in cases where students are receiving in-school suspension, school employees may not prevent a student from engaging in the entire time devoted to physical exercise or undirected play in the regular school day. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school-wide routines and events that engage students in physical activity. Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administrator prior to the imposition of the discipline; such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.

School employees may not require students to engage in physical activity as a form of discipline.

School employees may not prevent students from participating in physical exercise or undirected play during wellness (physical education and health) instruction as a form of discipline. This restriction does not apply to brief periods of respite, time-outs, referrals to a building administrator, or situations involving safety.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For purposes of this policy, "school employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, school counselor, school psychologist, school social worker, school nurse, physician, school paraprofessional, or coach employed by the Board or working in a school operated by the Board; or (2) any other individual who, in the performance of his/her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a school operated by the Board or pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to the District's suspension of his/her contract for services.

III. Policy Implementation

A. District Wellness Advisory Committee

With the purposes of monitoring the implementation of the District's policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, the District Wellness Committee shall meet a minimum of three times annually. Committee membership shall consist of:

- Assistant Superintendent of Schools, who shall chair the Committee;
- District Food Service Manager ~~Director~~;
- Student representative;
- Parent representative;
- Wellness teacher;
- K-5 Science Program Leader ~~8 Coordinator of STEM~~;
- School counselor, psychologist, or social worker;
- Town of Trumbull Director of Nursing or designee; and
- Board of Education representative.

B. Ongoing Monitoring and Evaluation

The Superintendent or his/her designee shall ensure compliance with the established District wellness policy. In each school, the Principal or designee shall ensure compliance

with those policies in that school and shall report on the school's compliance to the Superintendent or designee. Each school should have a Wellness Committee, or other such leadership team, that reviews the Wellness Policy for implementation within school programming and delivery. The school-based Wellness Committee shall meet approximately three times a year. School food service staff members, at the school or District level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent or his/her designee (or, as appropriate, to the school Principal).

The Superintendent or his/her designee shall ensure that the most current version of the WellSAT evaluation tool for school wellness policies (or other such required tool) is used to review the policy tri-annually. provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The outcomes of the WellSAT scores shall be posted by the Food Service Manager on the Food Service webpage for public review.

The District shall identify a strategy and schedule to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that process, the District shall review nutrition and physical activity policies, new research and evidence on health trends and effective programs, provision of an environment that supports healthy eating and physical activity, and nutrition and physical education policies and program elements. The District and individual schools within the District shall, as necessary, revise this policy and develop work plans to facilitate its implementation.

C. Engagement of Students and Families

Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classrooms and cafeterias, and through planned promotions such as health fairs, nutrition initiatives, programs, and contests.

The District shall encourage family involvement to support and promote healthy eating and physical activity habits. The District shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school.

Nutrition education will be provided to parents in the form of handouts, postings on the District website, or presentations that focus on nutritional value and healthy lifestyles. The District shall also provide information about physical education and other school based physical activity opportunities before, during, and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school.