

POLICY SUB-COMMITTEE MEETING

Regular Meeting

Griswold Board of Education

Superintendent's Office

211 Slater Avenue

Griswold, CT 06351

WEDNESDAY,

May 7th, 2025

5:00 PM

1. Call to Order
2. Approval of the minutes—April 9th, 2025
3. Review, Discussion, and Possible Action to Approve New Policy 5131.911—Students—Connecticut School Climate Policy
4. Review, Discussion, and Possible Action to Approve New Regulation 5131.911—Students—Connecticut School Climate Regulation
5. Review, Discussion, and Possible Action to Approve Revised Policy 6146—Instruction—Graduation Requirements—Definition and Broad Guidelines
6. Review, Discussion, and Possible Action to Approve Revised Policy 6142.101—Instruction—Student Nutrition and Physical Activity (School Wellness Policy)
7. Review, Discussion, and Possible Action to Approve New Regulation 6142.101—Instruction—Student Nutrition and Physical Activity (Student Wellness Regulation)
8. Anything Else That May Properly Come Before the Committee
9. Next Meeting: Wednesday, June 4th, 2025
10. Adjourn

**POLICY SUB-COMMITTEE SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION**

**WEDNESDAY,
April 9th, 2025**

DRAFT

1. A regular meeting of the Griswold Board of Education's Policy Subcommittee took place on Wednesday, April 9th, 2025, at Griswold Middle School, in the Superintendent's Office, located at 211 Slater Avenue, Griswold, Connecticut. The Policy Subcommittee meeting was called to order at 5:00 PM by Yvonne Palasky, Policy Subcommittee Chair.

PRESENT Yvonne Palasky, GPS Policy Subcommittee Chair; Mary Beth Malin and Jaimee O'Neill-Eaton, GPS Policy Subcommittee Members.

ALSO PRESENT Sean McKenna, GPS Superintendent of Schools.

ABSENT

2. Approval of the Special Meeting Minutes—February 4th, 2025

MOTION By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To approve the special meeting minutes of February 4th, 2025, as presented.
Ayes – Mary Beth Malin and Jaimee O'Neill-Eaton
Nays –
Abstain – Yvonne Palasky
Motion carried.

3. Review, Discussion, and Possible Action to Approve New Policy #5131.911 – Students – Connecticut School Climate Policy – Policy Statement

MOTION By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To table any action on this policy #5131.911 at this time and bring it back to a future Policy subcommittee meeting for further discussion.
Motion unanimously carried.

4. Review, Discussion, and Possible Action to Approve Revised Policy #6146 – Instruction – Graduation Requirements – Definition and Broad Guidelines

MOTION By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To table any action on this revised policy #6146 at this time and bring it back to a future Policy subcommittee meeting for further discussion.
Motion unanimously carried.

5. Next Meeting: Wednesday, May 7th, 2025 – The Policy subcommittee will hold their next regular meeting on Wednesday, May 7th, 2025 at 5 PM.

6. Adjourn
MOTION

By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To adjourn the regular Policy meeting at 5:42 PM.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

A mandated policy.

Students

Connecticut School Climate Policy

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 _____ District Board of Education adopts this policy.

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.

Students

Connecticut School Climate Policy

Definitions (continued)

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.
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.

Students

Connecticut School Climate Policy

Definitions (continued)

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.

Students

Connecticut School Climate Policy

Definitions (continued)

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.

Students

Connecticut School Climate Policy (continued)

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.

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 10-145 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;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

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.

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.

Students

Connecticut School Climate Policy

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.

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.

Students

Connecticut School Climate Policy

Training (continued)

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. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

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.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
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
 - 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.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations 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.

² School climate means the quality and character of the school life, with a particular focus on the quality of 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 and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ 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.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

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 environment⁴ 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.

Policy adopted:

cps 11/23

⁴ 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 if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here ☐ for any **student** who would like to submit anonymously.

I am a: ☐ Student, ☐ Parent and/or Guardian or ☐ School Employee

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | |
|--|--|
| ☐ On school property | ☐ On a school bus |
| ☐ At a school-sponsored activity or off school property | ☐ On the way to/from school |
| ☐ Electronic communication, internet, and social media | ☐ Outside of school |
| | ☐ Other _____ |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| ☐ Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | ☐ Making intimidating, and/or threatening gestures or remarks |
| ☐ Spreading rumors or gossip | ☐ Getting another person to do any of the behaviors listed above |
| ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | ☐ Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form cannot receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying? YES ☐ NO ☐

Was this a verified act of cyberbullying? YES ☐ NO ☐

Was this investigated as teen dating violence? YES ☐ NO ☐

Was this verified teen dating violence? YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

Was this investigated as an act of physical violence?

YES ☐ NO ☐

Was this a verified act of physical violence?
YES ☐ or NO ☐

Was this investigated as a protected class violation/
harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment?
YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

Was this a verified Title IX violation? YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed
above? YES ☐ NO ☐

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: 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.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

A regulation to consider. This is guidance from the Connecticut State Department of Education.

Students

Connecticut School Climate Regulation

Tiered Response

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First Offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second Offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student – including, but not limited to, restorative practices.
Multiple Subsequent Offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

Students

Connecticut School Climate Regulation

Tiered Response (continued)

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT).² In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.³

Regulation approved:

cps 4/25

² For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

³ C.G.S. Sec. 10-236c(b) permits any teacher of record in a classroom to request a behavior intervention meeting with the school's crisis intervention team "for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom."

Narrative for 6146

Sections 9 and 10 of Public Act 24-45 change the high school graduation requirements found in Connecticut General Statutes §10-221a. Beginning with the 2027 graduation class, it eliminates the option for boards of education to require a one-credit mastery-based diploma assessment to graduate from high school. However, a board may still provide the option.

Section 9 of Public Act 24-45 now permits credit from the **personal financial management and financial literacy** requirement to count towards students' **nine humanities credits, nine science, technology, engineering and mathematics, or an elective credit.**

Under existing law, boards of education may offer one-half credit in community service, which qualifies for high school graduation credit if satisfactorily completed under certain conditions. Section 9 of the Act removes the prohibition on *partisan political activities* qualifying as community service. The Act also eliminates the requirement that the State Board of Education provide students who complete at least fifty hours of community service with a community service award.

Currently, students must complete one credit of **physical education** and wellness unless they present a certificate from a physician or advanced practice registered nurse certifying that the student's physical condition medically contraindicates participation in physical education. Section 9 of the Act now permits students to provide such certification from a physician assistant as well.

Section 9 of the Act delays until the graduating class of 2027, when each student must complete a **Free Application for Federal Student Aid (FAFSA)** or complete a waiver for such requirement to graduate. Section 10 exempts students who are enrolled in an incorporated or endowed high school or academy and hold an F-1 visa from this requirement.

A recommended policy to consider.

Instruction

Graduation Requirements

Definition and Broad Guidelines

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our district as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward program goals and requirements to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all students in the district, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's students a course of study or alternative programming for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Graduation Criteria

Commencing with classes graduating in 2027, and each graduating class thereafter, the Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of twenty-five credits, including no fewer than:

- Nine credits in the humanities, including civics and the arts;
- Nine credits in science, technology, engineering and mathematics;
- One credit in physical education and wellness;
- One credit in health and safety education;
- One credit in world languages;
- One-half credit in personal financial management and financial literacy (applied to humanities, science, technology, engineering and mathematics or as an elective credit)

Instruction

Graduation Requirements

Definition and Broad Guidelines

Graduation Criteria (continued)

Beginning with the graduating class of 2027, the Board shall no longer require a one-credit mastery-based diploma in order to graduate from High School.

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contradicted because of the student's physical condition. An elective may fulfill the credit for physical education.

Student Support and Remedial Services

Beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an online course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for (1) completing a world-language course provided by a non-profit organization and (2) passing a subject area proficiency test identified and approved by the Commissioner of Education. Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education,* regardless of the number of hours spent by the student in a public school classroom learning the subject matter. *(optional)*

The fulfillment of the mandated one-credit foreign language requirement can include the successful completion of a world language course in grades six, seven, or eight, an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

**The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.*

Instruction

Graduation Requirements

Student Support and Remedial Services (continued)

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/Online Courses."

Community Service (Optional)

The Board of Education may offer one-half credit in community service, which qualifies for high school graduation credit if satisfactorily completed under specified conditions. Such community service may include partisan political activities. (If the Board of Education adopts a community service component to its graduation requirements, it may consider the following:

- Developing a procedure for approving a community service project, oversight and support
- Developing a list of acceptable community service projects and associated agencies
- Developing requirements related to time, projects, evidence of competency attainment, evidence of community service completion
- Developing a comprehensive list of practices to ensure safety and well-being.

Student Success Plans

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a student's career and academic choices in grades six through twelve. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student success plans. In creating student success plans, consideration shall be given to career and academic choices in computer science, science, technology, engineering, and mathematics.

Student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian and shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's Challenging Curriculum Policy.

Eligible Credits

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

Instruction

Graduation Requirements

Eligible Credits (continued)

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine through twelve, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements, except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this and the **Mastery-Based Learning** sections, achieved through educational experiences and opportunities that provided flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or a series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement.

The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma to determine the eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon successfully completing the above-described academic advancement program.

Instruction

Graduation Requirements

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Pipeline for Connecticut's Future Program (optional)

The Board of Education may establish a Pipeline for Connecticut's Future Program. Under the program, the Board shall partner with one or more local businesses to offer on-site training and course credit to District students.

The above exceptions to earning credits, other than grades 9 through 12, are discretionary, not mandated. A board of education may allow, as above an unlimited number of credits to be earned prior to high school or at a higher institution of learning. A board could also place limits on the number to be so earned or, as at present, require all credits needed for high school graduation to be earned in grades 9-12 inclusive.

In addition, the earning of credits, as described in world language and in other subject areas, through the passage of tests prescribed, identified, and approved by the Commissioner is discretionary, not mandated.

**The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.*

Award of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era. *(optional)*
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service. *(optional)*
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years. *(optional)*

Instruction

Graduation Requirements

(cf. 5121 – Examination/Grading/Rating
(cf. 6111 – School Calendar)
(cf. 6146.2 – Statewide Proficiency/Mastery Examinations)
(cf. 6172.6 – Virtual/On-line Courses)

Legal Reference: Connecticut General Statutes
10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)
10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)
10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)
10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy and P.A. 19-58 An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.)
10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.
P.A. 13-247 An Act Implementing Provisions of the State Budget.
P.A. 15-237 An Act Concerning High School Graduation.
P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements
P.A 23-21 An Act Concerning Financial Literacy Instruction

Policy adopted:
rev 9/23
rev 9/24

Mastery-Based Learning

~Page 1~

Districts in many states, including Connecticut, have started to consider and implement competency-based learning as a secondary school reform in order to increase graduation rates and ensure that students have the skills and knowledge for post-secondary success. At present, over thirty schools and districts in Connecticut have begun to implement practices pertaining to a mastery-based learning environment (MBL).

The Connecticut Association of Public School Superintendents (CAPSS) has done considerable work to promote mastery-based learning. CAFE and the Connecticut Association of Schools (CAS) have assisted CAPSS in its efforts.

Competency-Based learning lacks a common definition but researchers have found that it has the four following common elements.

1. Students must demonstrate mastery of all required competencies to earn credit or graduate.
2. Students advance once they have demonstrated mastery, and students receive more time, and possibly individualized instruction, to demonstrate mastery if needed.
3. Students are assessed using multiple measures to determine mastery, usually requiring that students apply their knowledge, not just repeat facts. Formative and summative assessments should be developed to measure progress toward mastery.
4. Students can earn credit toward graduation in ways other than seat time, including apprenticeships, blended learning, dual enrollment, career and technical education programs, and other learning opportunities outside the traditional classroom setting.

According to advocates, competency-based approaches encourage a new relationship between teachers and students, in which teachers act more as facilitators, coaches and mentors and students take more responsibility for the learning process. This new collaborative relationship between teachers and students results in learning being more flexible, rather than strictly following curriculum progressions. Teachers can personalize instruction to better meet the needs of students. The focus is placed on learning, allowing students to advance at their own rate and to learn to regulate their own learning.

While many states have adopted competency-based learning there is a wide range of how it is defined in practice. Across these many states, competency-based policy includes reforms that simply allow flexibility in awarding credit for some or all classes to complete transformations of education systems from time-based or Carnegie unit structures to systems based on demonstration of mastery. Competency-based learning policies in states nationwide that have adopted the reform include a wide range of parameters that districts must follow.

The common resources and supports needed to help districts implement a competency-based learning environment have been identified as the following:

- A clear communication strategy for all stakeholders to establish understanding, acceptance, and support of the reform.
- Ongoing support for teachers, including professional development and time for collaboration.
- More research and models to help districts guide their implementation and ongoing efforts.

Mastery-Based Learning

~Page 2~

In competency-based learning, students demonstrate mastery of a defined set of skills or competencies in each course in lieu of completing credit requirements based on time in class. Many terms are used to describe this reform in which students advance after demonstrating mastery, including *competency-based learning*, *proficiency-based learning*, *mastery-based learning*, and *standards-based learning*. The Connecticut State Department of Education (SDE) uses the term “*mastery-based learning*.”

The SDE defines a mastery-based learning environment (MBL) as one which consists of state standards and district-level competencies which place the focus on students through the compilation of a body of evidence. The competencies that all students are expected to meet are clearly articulated demonstrating what they know and are able to do.

Awarding credit solely on the basis of “seat time” (Carnegie Units) has allowed some students to progress through school and graduate from high school with significant learning gaps. In a MBL environment, students are given multiple pathways to master critical content knowledge and skills. Students who are struggling to demonstrate mastery of a competency receive targeted individualized support and more time to learn and practice, as well as multiple opportunities to demonstrate their progress and mastery. Students who have mastered the competency can move on to a deeper learning task. This increases student engagement and benefits all learners across the continuum. While the learning expectations and evaluation criteria are consistent, teachers can be more flexible in teaching and students have more choice in learning. By demonstrating competency, students meet course expectations and are given credit. Schools and/or districts that make the decision to transition to MBL are still expected to meet the state graduation requirements as legislated under the Connecticut General Statutes, Section 10-221a.

The SDE recommends that a core set of competencies be developed at the district level that align with state content standards. SDE states that since it is impossible to define everything a student will learn during the course of his/her K-12 education, individual students and teachers are empowered to pursue areas of specific interest and anticipated future needs.

The SDE indicates that the identified competencies must be drawn from, and align with, the various state content standards. Since the various state content standards that will be used to create the competencies are structured differently and use different language, districts should consider creating a system of common language across grades in order to better communicate expectations to students and parents. The structure of the learning environment is based on locally-developed graduation competencies; content area graduation competencies; and unit-based student learning objectives.

The SDE utilizes the following definitions related to mastery-based learning:

Locally-Developed Graduation Competencies are standards created by individual district through research-based curricular concepts that focus instruction on the most foundational, enduring and leveraged concepts and skills within district-determined competencies.

Content Area Graduation Competencies are standards that focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area. Attaining these competencies requires multiple years of learning as students engage with and deepen their capacity through age-level appropriate goals. Students are expected to demonstrate achievement of each graduation competency in each required content area over time. Five to eight content area graduation competencies in each content area are recommended.

Mastery-Based Learning

~Page 3~

Unit-Based Student Learning Objectives derive from competencies. They are daily classroom learning expectations grouped by units of study or grade levels. They are defined statements of what a student needs to know or be able to do and facilitate the progression toward a complex critical knowledge base or skill.

To maximize student achievement of competencies, the development and implementation of relevant and authentic learning experiences will enable students to attain these competencies through varied student-centered means. Referred to as pathways, these student-centered experiences extend student learning from the classroom to the community. Pathways in concert with a common set of state content standards in all content areas, ensure that all students are prepared for college, career, and civic life.

The SDE has stated that traditional assessment cannot support the MBL environment. The traditional practice of averaging a student's achievement over time, including factors such as behavior in determining grades, does not paint an accurate picture of a student's attainment of competencies. In an MBL environment, not only is the learning individualized but the way students demonstrate mastery is tailored to their needs and strengths. The same competency may appear in multiple content areas and be measured with various assessments, such as projects or exhibitions.

To effectively respond to the information about student learning gleaned from formative assessments, instruction must be equitable, responsive, and fundamentally student-centered. In this environment, assessments reveal student needs as they arise. Paths to mastery must be flexible, and individualized and include research-based and accessible specialized instruction, timely intervention, enrichment, and acceleration.

Based on what students know and are able to do, student performance on assessments drives the following critical educational decisions: classroom instructional practices; remediation and support; grade promotion; and the awarding of credits toward graduation.

In a transition to a mastery-based system of teaching and learning, districts and schools will need to review and possibly revise existing policies, while also creating new policies that address emerging models, practices, and learning experiences. Policies should balance prescription with flexibility, providing unambiguous guidance on the most essential features of a local education system while also allowing school leaders and teachers flexibility regarding implementation.

This narrative overview excerpted material found in the following source documents:

Source: "Competency-Based Learning: Definitions, Policies and Implementation," by Aubrey S. Torres, Jessica Brett, and Joshua Cox, in collaboration with the Northeast College and Career Readiness Research Alliance, published by Regional Educational Laboratory at EDC, April, 2015.

Source: "Mastery-Based Learning-Frequently Asked Questions," Connecticut State Department of Education, June 2015.

Policy Implications

A number of policies have been developed for districts to consider if they are contemplating moving into a mastery-based learning environment. It must be stressed that these policies should be viewed as a starting point for the district as it transitions into this new approach in a mastery-based learning environment.

Policy #6146 – Graduation Requirements, Policy #6146.1 – Grading and Reporting System
Policy #6146.13 – Multiple Pathways

April 2016

Updated September 2024

A sample policy to consider for a district wanting to utilize a mastery-based (proficiency-based) learning system. This sample policy is based on a model promulgated by the Great Schools Partnership, with some modifications to reflect Connecticut statutes.

Instruction

Graduation Requirements (Based on a Mastery-Based Learning)

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the _____ Public Schools has adopted a mastery-(proficiency) based system of teaching, learning, promotion, and graduation. Beginning with the _____ High School Class of 20____, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits to prepare them for postsecondary education and modern careers.

The District's standards-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized learning pathways that each student needs to master the expected standards and graduate college, career, and life ready.

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

- Commencing with the graduating class of 2023 (beginning with the incoming class of 2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages and (6) one-half credit in personal financial management and financial literacy (applied to humanities, science, technology, engineering and mathematics or as an elective credit)

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation.

Definitions

Competency-based learning refers to approaches used in which students advance upon demonstrated mastery. (Multiple terms have been used when discussing this approach, including *proficiency-based, mastery-based, standards-based, outcomes-based, and performance-based learning*. *Mastery-based learning* is the term used in Connecticut) Students move ahead when they have demonstrated mastery of content, not when they have reached a certain birthday or completed the required hours in a classroom.

Instruction

Graduation Requirements (Based on a Mastery-Based Learning)

A **Mastery-Based Learning Environment** consists of state standards and district level-competencies that put the focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that all students are expected to meet are clearly articulated. The identified competencies must be drawn from, and align with, the various state-wide subject matter content standards adopted by the State Board of Education. The structure of the learning environment is based on locally-developed graduation competencies; content area graduation competencies; and unit-based student learning objectives. (**Alternate:** Mastery learning, an instructional strategy and educational philosophy, is a set of group-based, individualized, teaching and learning strategies based on the premise that students will achieve a high level of understanding in a given domain if they are given enough time.)

Mastery-Based Graduation Standards are when students earn credits toward graduation by demonstrating mastery of required knowledge and skills rather than by completing courses. Mastery is demonstrated within a traditional classroom setting or in other learning opportunities that are aligned with graduation standards.

Locally-Developed Graduation Competencies are standards created by the local district through research-based curricular concepts that focus instruction on the most foundational, enduring and leveraged concepts and skills within district-determined competencies.

Content Area Graduation Competencies are standards that focus instruction on the most foundational, enduring, and leveraged concepts and skills within each content area. Attaining these competencies requires multiple years of learning as students engage with and deepen their capacity through age-appropriate goals. Students are expected to demonstrate achievement for each graduation competency in each required content area over time. (The SDE recommends five to eight graduation competencies in each content area.)

Unit-Based Student Learning Objectives derive from competencies. They are daily classroom learning expectations grouped by units of study or grade levels. They are defined statements of what a student needs to know or be able to do and facilitate the progression toward a complex critical knowledge base or skill.

A **Personalized Learning System** recognizes that students engage in different ways and in different places. Students benefit from individually paced, targeted learning tasks that start from where the student is, formatively assessing existing skills and knowledge, and address the student's needs and interests.

Blended Learning involves instruction that combines traditional face-to-face teaching with online and media-delivered instruction.

Instruction

Graduation Requirements

Definitions (continued)

Carnegie Unit is a measure of the amount of time a student has studied a subject in class.

Dual enrollment is when students are concurrently earning college credits while enrolled in high school.

Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's educational career the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent or his/her designee, through the High School Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the District and High School websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students during course selection. This policy will also be referenced in each edition of the High School Student Handbook and on the District and High School websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the district's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

1. All students will demonstrate that they have achieved mastery in the content-area graduation standards based on Connecticut state requirements: (or through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education, aligned with state content standards.)
 - English Language Arts
 - Mathematics
 - Social Studies
 - Science and Technology
 - Health Education and Physical Education
 - Visual and Performing Arts
 - World Languages

Instruction

Graduation Requirements

Communicating Graduation Requirements (continued)

2. All students must satisfy graduation requirements utilizing personalized pathways through active engagement in mastery-based educational experiences in all the above content areas.

_____ High School graduates will demonstrate that they have achieved mastery in the cross-curricular standards:

- a. A clear and effective communicator
- b. A self-directed learner and collaborative worker
- c. A creative and practical problem solver
- d. A responsible citizen
- e. An informed thinker

Alternate set of performance standards:

- a. Effectively apply critical and creative thinking skills to solve relevant problems.
- b. Actively read, analyze, evaluate, and synthesize informational and persuasive texts thinking skills to solve relevant problems.
- c. Produce written materials that appropriately respond to the varying demands of audience, task, purpose, and discipline.
- d. Create, interpret, and evaluate verbal and nonverbal presentations using a variety of tools/media in varied contexts for a variety of purposes.
- e. Access and apply appropriate digital resources, media, and other technology in varied contexts for various purposes.
- f. Work collaboratively to solve problems and accomplish goals.
- g. Make appropriate decisions in the areas of health, wellness, and physical fitness.
- h. Contribute positively to the community.

(Students to complete a service learning requirement under the supervision of a teacher during senior year. It is possible for a student to complete this requirement in another discipline and earlier than the senior year, but senior-year social studies teachers will evaluate all projects. The purpose of this requirement is to build stronger partnerships with the community, explore career paths, promote active citizenship, and provide a real-life experience for students. The service learning project will be scored using a uniform rubric.)

Students for items “a” through “g” above, through the various subject areas, will have designated assignments that measure their ability to meet each academic expectation. Performance requirements will be assessed twice yearly, at the end of the second and fourth quarters. To meet the graduation performance standard in each area, students must score at or above the proficient level during their sophomore, junior, and senior years.

Instruction

Graduation Requirements

Communicating Graduation Requirements (continued)

3. All students will design, document, and defend a culminating/capstone project demonstrating their mastery of content and cross-curricular graduation standards.
Alternate language: All students will complete a capstone project to demonstrate their knowledge, skills, and work habits by conducting in-depth research, using technological applications, producing a high-quality exhibition of learning, and presenting their research and findings to a review panel.
4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.
5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy the District's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. All students are expected to develop a Student Success Plan with assistance from counselors, teachers, and/or administrators that allows them to master expected standards at the pace and with the support they need.

Multiple Pathways

The District's High School(s) will offer all students multiple learning options that allow students to demonstrate mastery of content and cross-curricular standards, earn academic credit, and satisfy graduation requirements. Students shall be encouraged to explore a broad range of personalized learning experiences.

To pursue personalized learning experiences, students must design a Student Success Plan that documents and defends how the experience satisfies both graduation requirements and expected cross-curricular and content area standards.

Learning options may include, but are not limited to, the following:

- a. Academic courses offered by the school in grades 9 through 12 inclusive that are in accordance with the state-wide subject matter content standards adopted by the State Board of Education
- b. Grade 7 or 8 course completion that corresponds directly to the subject matter of a specified course requirement in grades 9 through 12
- c. Cross-curricular graduation requirements
- d. Work-based learning
- e. Service Learning
- f. Dual enrollment and early college courses
- g. Career and technical education
- h. Online or blended learning options (virtual learning)
- i. Alternative or at-risk programming
- j. Internships, fieldwork, or exchange experiences
- k. Student-designed independent studies or long-term projects

Instruction

Graduation Requirements (continued)

Transfer and Home School Students

For students who transfer to _____ High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with the District's High School's cross-curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements.

After enrolling in the District, these students must satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal or his/her designee. The Superintendent will ultimately determine whether these students can receive a diploma. Transfer and home-schooled students must have attended the District's High School for at least two (2) years or four (4) semesters to be eligible for a diploma.

Students Receiving Special Education Services

Students who successfully meet the District's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Delayed Awarding of Diplomas

If a student leaves high school to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the Principal at the time of the early admission.

Extended Study

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

Service Learning Project (*optional*)

Students must complete a Service Learning Requirement under the supervision of a teacher in the senior year. The purpose of this requirement is to build stronger partnerships with the community, explore career paths, promote active citizenship, and provide real-life experiences for students. The Service Learning Project will be scored using a uniform rubric. It is possible for a student to complete this requirement in any discipline and earlier than the senior year. However, all projects will be evaluated by senior year social studies teachers.

Participation in Graduation Ceremony

A student must complete all Board of Education requirements for a high school diploma to participate in graduation exercises.

Instruction

Graduation Requirements (continued)

(cf. 5123 – Promotion/Acceleration/Retention)
(cf. 5126 – Academic Recognition)
(cf. 6146.1 – Grading and Reporting System)
(cf. 6146.12 – Dual Enrollment and Early College)
(cf. 6146.13 – Multiple Pathways)

Legal Reference: Connecticut General Statutes

10-5 State high school diploma; “honors diploma.” Payment of fees; exceptions. (as amended by PA 17-29)

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 15-215)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation, PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut’s Seal of Biliteracy.)

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.

Mastery-Based Learning-Guidelines for Implementation, Connecticut State Department of Education, June 3, 2015.

Policy adopted:
rev 9/23
rev 9/24

Connecticut State Department of Education Mastery-Based Learning

Guidelines for Implementation

June 3, 2015

Foreword

Guidelines for Mastery-Based Learning

Introduction

In accordance with the Connecticut General Statutes (C.G.S.) Section 10-221a(f)(3) passed by the Connecticut State Legislature, the Connecticut State Department of Education (CSDE) is required to create and distribute guidance to support educators in schools and districts interested in implementing a mastery-based system as follows:

Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) **through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.**

The State Board of Education Guidelines are designed as an effort to support local decisions regarding policy, practice, and community engagement. The guidelines are developed so that student expectations for Mastery-Based Learning (MBL) align with state content standards. They also include provisions for multiple pathways for learning and local accountability for implementing equitable learning for all students. The intent is to create increased flexibility for students, teachers, schools, districts, and their communities to design and individualize learning in alignment with state content standards and frameworks. Additionally, the CSDE will develop a series of resources for local use and distribute these resources in multiple ways including using a Website.

Vision

The vision for this work is to ensure all students are prepared for college, career and civic life through multiple and flexible pathways for learning, including mastery-based systems of accountability for student growth. MBL places emphasis on rigorous college and career learning competencies and quality instruction and curriculum drawn from state graduation requirements and state content standards. Learning will emphasize authentic experiences and the application of critical knowledge that students engage in at school, in the community, or online.

Plan of Action

While teachers have always used state content standards in their summative assessments, MBL requires students to demonstrate mastery of the aligned competencies in order to move ahead. MBL pushes schools to create powerful learning experiences for every student regardless of his/her past learning history and allows students to demonstrate mastery through a body of evidence. MBL requires students to meet state-identified standards and local competencies that are assessed through multiple and flexible pathways in a learner-centered environment.

Guidelines for Implementation

Connecticut schools and districts employing mastery-based demonstrations for credits as identified in C.G.S. Section 10-221a, should consider the following when planning:

I. Community Engagement

- a. Create an ongoing process and multiple resources to inform all constituents (students, parents, teachers, administrators, community members, and business leaders) regarding the concepts of MBL, and how it works in your schools/district.
- b. Topics for engagement and understanding may include:
 - i. changes in how students will demonstrate mastery of competencies and meet state content standards;
 - ii. expectations for movement through a learning progression and graduation; and
 - iii. ways that community members can help to enhance student learning experiences.

II. Practice

- a. Identify locally developed graduation competencies that align with current state content standards.
 - i. Ensure graduation competencies are identified for each content area required in current statutory requirements.
 - ii. Identify how the content area graduation competencies are distributed among the courses that learners are required to take for graduation.
- b. Employ various instructional strategies that foster both individualized learning and mastery of competencies.
- c. Implement a system to ensure validity of assessments and reliability of scoring.
 - i. Employ various assessment methods, including performance assessments, by which learners can demonstrate mastery (if necessary, students may demonstrate on multiple occasions through multiple measures).
 - ii. Develop assessments to measure a learner's progression and to provide immediate feedback and support to the learner and teacher.
 - iii. Develop or identify assessments that will be used to determine placement for learners who transfer into an MBL environment or for any learner who requires a placement assessment.

- d. Coordinate requirements for Student Success Plans with MBL activities to promote opportunities for academic rigor, provide enrichment, and enhance extended learning opportunities for learners who may want to go beyond or learn outside of the established curriculum.
- e. Provide avenues of support for learners who demonstrate a need for additional assistance in accordance with current statutory requirements.

Districts should also consider the following when implementing MBL:

- development of rubrics to describe the progress of student work habits;
- updating reporting materials including, but not limited to report cards, progress reports, transcripts, and school profiles; and reviewing, and as necessary, revising the school schedule and use of time to implement MBL.

Considerations for Implementation of Mastery-Based Learning in Special Populations

Equity is central to mastery education. MBL provides an environment that will help students from all socio-economic, racial, ethnic and linguistic backgrounds, including those with disabilities. This environment will allow students to reach essential academic standards that will prepare them for a productive life beyond graduation from high school. The practice of promoting students based on their age, minimum achievement or seat time, which can lead to learning gaps, is therefore eliminated. All students are held to the same high expectations with instruction individualized to meet each student's strengths and challenges.

III. Policy

Identify, create, and/or revise policy and/or procedures in order to:

- a. Ensure adequate time and resources for professional development and collaboration for educators and administrators and alignment of educator evaluation processes with implementing MBL.
- b. Identify how and allow learners to demonstrate mastery of a graduation competency both through school courses and outside opportunities based on prior knowledge and learning.
- c. Allow learners to advance to future learning upon demonstration of mastery and invoke support and additional time when needed.
- d. Determine how English learners will receive the support necessary to master the graduation competencies.
- e. Determine how students with Individualized Education Plans (IEPs) and 504 plans will receive the support necessary to master the locally-developed graduation competencies and Connecticut State Graduation Requirements.
- f. Support the creation of IEPs and 504 plans that align with competencies as appropriate.
- g. Provide opportunities and support, and allocate time and locations of learning, for off-campus learning opportunities, including consideration of insurance and liability matters.

- h. Ensure that college admissions personnel understand transcripts.
- i. Implement support systems for learners.

Districts should also consider the following when implementing MBL:

- Review, and possibly revise, additional district procedures and policies including, but not limited to, rank in class, co-curricular participation, technology usage, grade-level placement, honor roll, and grading practices.

Connecticut State Department of Education

Connecticut Seal of Biliteracy

Guidelines

The District will award the Connecticut State Seal of Biliteracy (Seal of Biliteracy) to recognize high school graduates who have attained a high level of proficiency in English and one or more languages. The Board of Education will affix the Seal of Biliteracy on a student's diploma utilizing the criteria established by the State Board of Education.

Foreign language is defined as a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe.

Dissemination of Program Information

All students shall receive information on the Seal of Biliteracy upon first entering middle school and again at entry to high school. *(Districts with dual language and/or foreign language in elementary school programs are encouraged to share information with students and families during enrollment.)*

The information can be provided to students, and parents/guardians via student/parent handbooks and by placement on the district/school website.

The information shall indicate that students may acquire proficiency in multiple languages through various pathways. Those available in the District include but are not limited to: *(Delete those which are not available in the District.)*

- Traditional middle school or high school world language programs
- Traditional ESL programs
- Bilingual education programs
- Dual language programs
- K-12 world language immersion programs
- Time spent immersed in the target culture
- Saturday language schools
- Heritage language knowledge

Eligibility

All students are eligible to receive the Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in two or more languages by high school graduation. Students may demonstrate the state-determined level of proficiency in English, as well as one or more additional languages in grade 10, 11, or 12.

Earning the Seal of Biliteracy and Eligibility Criteria

To attain the Seal of Biliteracy, students' *use* of the language must be demonstrated, rather than their *knowledge* about the language. Therefore, a student must demonstrate proficiency in English AND another language by meeting the criteria described below.

Both native and non-native speakers of English must provide comparable evidence of English language proficiency. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

To be eligible to receive the Seal of Biliteracy, the two academic requirements below must be met:

1. Student must complete all English language arts requirements for graduation.
2. Student must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines as demonstrated through one of the following methods listed in the Assessment of Evidence Table.

<u>Assessment</u>	<u>Minimum Score</u>
Assessment of Performance toward Proficiency in Languages (AAPPL) Measure	I-3 in all four domains
Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)	Intermediate Mid
International Baccalaureate (IB) World Language Exam (available only to students currently enrolled in IB programs)	4 or higher
Advanced Placement (AP) World Language Exam	3
ASL Proficiency Interview	3
Sign Language Proficiency	Intermediate
Avant STAMP (Standards-based Measurement of Proficiency)	Intermediate Mid
ALIRA Latin Interpretive Reading Assessment	I-3
DELE (Diplomas of Spanish as a Foreign Language)	B1
DELFI (Diplomas of French as a Foreign Language)	B1

Funding

The District will utilize various funding sources to support the costs of language testing, including grants and local district funding.

Unique Requirements for Low Incidence or Classical Languages

Due to the unique characteristics of certain languages, special allowances may need to be made. In cases where language assessments across all four communication domains may not be appropriate or available, the District will substitute a different assessment to meet the requirements of the Seal of Biliteracy. Students seeking the Seal of Biliteracy through languages not characterized by the use of listening, speaking, reading, or for which there is no writing system, will be permitted to demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language.

Equitable Access

All students, including those with an exceptionality or disability, shall have the opportunity to demonstrate their biliteracy. Accommodations shall be provided to students per their Individualized Education Program (IEP) or Section 504 Plan for all assessments.

District Process to Award the Seal of Biliteracy and Transcripts

1. The Seal of Biliteracy is to be added to the student's transcript and diploma for the specific language(s). The District shall document on the high school transcript that a student has earned the seal.
2. The Seal of Biliteracy shall be awarded by high school graduation. The Districts shall determine a method for recording the name and identification of students who have earned the Seal of Biliteracy.

Current Policy

P6146(a)

Instruction

Graduation Requirements

Graduation from Griswold Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards established by the faculty and approved by the Griswold Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

Graduation Requirements/Exit Standards

To qualify for a diploma from Griswold High School, the following requirements must be met:
All students must take a minimum of 7 credits per year with the exception of senior year whereby a student in good academic standing may opt to take 6 credits.

Class of 2020, 2021 & 2022: Total Credits Required for Graduation: 24

All students must meet the following requirements:

4 years of English	4 credits
3 years of Social Studies*	3 credits*
	This includes .5 credit in Civics per CT state law
3 years of Science	3 credits
3 years of Math	3 credits
2 semesters of Physical Education	1 credit
1 semester of Health	½ credit
1 semester of Financial & Professional Management	½ credit
1 year of Art/Vocational Education	1 credit
Academic Core, Pathway & other electives	8 credits

TOTAL: 24 Required Credits

Graduation Requirements continued...**Class of 2023 & Beyond: Total Credits Required for Graduation: 25**

All students must meet the following requirements:

10 credits in the Humanities:

4 years of English	4 credits
3 years of Social Studies	3 credits*Must include Civics per CT state law
1 year of World Language	1 credit
Other Humanities Credits	<u>2 credits</u>
	10 credits

9 credits in Science, Technology, Engineering & Mathematics

3 years of Science	3 credits
3 years of Math	3 credits
3 additional STEM credits	<u>3 credits</u>
	9 credits

1 credit in Physical Education & Wellness	1 credit
1 credit in Health & Safety Education	1 credit
1 credit in mastery-based diploma assessment	
Capstone Course, including Community Service	1 credit
3 credits in other electives	3 credits

TOTAL: 25 Required Credits

Credit by high school grade**Class of 2020, 2021 & 2022:**

Twenty-four (24) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	5.5 credits
Grade 10 to Grade 11	11 credits
Grade 11 to Grade 12	17 credits

Class of 2023:

Twenty-five (25) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits

A student's grade classification depends upon his/her actual earned credit status, not on the number of years he/she has been in high school.

Graduation Requirements continued...

Beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an approved online credit recovery course; or (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education.

The Griswold Public School's graduation requirements apply to all students, including students requiring Special Education Services except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.

Credits

At Griswold High School, a credit is defined as a class of block time, per year, equivalent to 200 minutes per week. One-half credit is given for courses that complete work in one semester. A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of the student's physical condition. The credit for physical education may be fulfilled by an elective in this case.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, high school courses taken during middle school (taught at the high school campus only), service learning, dual enrollment and early college courses, internships and student designed independent studies or (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one-half high school credit.

A credit shall consist of not less than the equivalent of 200 minutes per week during the school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, or (2) through on-line course work through an approved provider (such as PLATO or Virtual High School).

Graduation Requirements continued...

The Board shall create a student success plan for each enrolled student, beginning in grade 6. Such student success plan shall include a students' career and academic choices in grades six to twelve, inclusive.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2019, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.

LEGAL REFERENCE

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

Graduation Requirements continued...

Legal Reference: Connecticut General Statutes (continued)
10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)
10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)
10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation.) and PA 17-42
10-233(a) Promotion and graduation policies.
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools
P.A. 13-247 An Act Implementing Provisions of the State Budget
P.A. 15-237 An Act Concerning High School Graduation.
P.A. 16-44(SS) (Section 310)

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy)

The Griswold Board of Education recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

To ensure the health and well-being of all students, the Board establishes that the District shall provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
- Curriculum and programs for grades PreK-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

The Superintendent or designee shall be responsible to monitor District schools, programs, and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations.

Each Building Principal or designee shall report to the Superintendent or designee regarding compliance in his/her school. Staff members responsible for programs related to student wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the District's compliance with law and policies related to student wellness. The report may include:

- Assessment of school environment regarding student wellness issues.
- Evaluation of food services program.
- Review of all foods and beverages sold in schools during the school day for compliance with established nutrition guidelines.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

- Listing of activities and programs conducted to promote nutrition and physical activity.
- Recommendations for policy and/or program revisions.
- Suggestions for improvement in specific areas.
- Feedback received from staff, students, parents/guardians, community members and Wellness Committee.

An assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually by the Food Service Director.

Wellness Council

The District shall establish a Wellness Council. Representation may include: an administrator, the Food Service Director, school nurse, teacher(s), coach, students and parents/guardians. The Council shall use state and other appropriate resources to guide its activities.

The Wellness Council shall serve as an advisory committee regarding student health and nutrition issues.

- The Wellness Council may develop and recommend informational materials that will assist in implementing this policy.
- The Wellness Council may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.
- The Wellness Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.
- The Wellness Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.
- The Wellness Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Nutrition Education

The goal of nutrition education is to teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy)

Nutrition Education (continued)

Nutrition education will be provided within the comprehensive health education program.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition education shall focus on children's eating behaviors/habits.

School food service and nutrition education classes shall complement one another.

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

The District and schools shall promote consistent nutrition messages.

The District and schools shall promote partnerships with families and the community regarding good nutrition.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Planned physical education shall be supplemented by age-appropriate physical activities such as recess, intramurals, interscholastic athletics, clubs, events and embedded routines and activities.

District schools shall encourage students to accumulate at least sixty (60) minutes of age-appropriate physical activity daily. That time will include physical activity outside the school environment, such as outdoor play at home, sports, etc.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

Physical activity breaks shall be provided for elementary students during classroom hours.

After-school programs that provide developmentally appropriate physical activity for participating children shall be encouraged.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) - (continued)

Physical Activity (continued)

District schools shall partner with parents/guardians and community members to institute programs that support physical activity.

Students and the community shall have access to physical activity facilities outside school hours.

Physical activity should be purposeful.

Physical Education

Physical education instruction shall promote confidence and dispositions that lead to lifelong physical activity.

Students shall learn, practice and be assessed on developmentally appropriate skills and knowledge in physical education classes.

A sequential physical education program that reflects state curriculum recommendations shall be developed and implemented.

Appropriate standards and tools shall be used to track student progress on fitness.

Students shall be moderately to vigorously active as much time as possible during a physical education class.

Appropriate accommodations should be made for students with documented medical conditions and disabilities.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

All physical education shall be taught by certified teachers.

Appropriate professional development shall be provided for physical education staff.

Care shall be taken so that students do not associate physical activities with punishment.

Guidelines for School Day Nutrition and Food Services

Foods offered through the National School Lunch or Breakfast Programs shall comply with federal nutrition standards.

District schools shall provide adequate space, as defined by the District, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy)

Guidelines for School Day Nutrition and Food Services (continued)

Students shall be provided adequate time to eat.

Meal periods shall be scheduled at appropriate hours, as defined by the District.

Drinking water shall be available at all meal periods and throughout the school day.

Students shall have access to hand washing or sanitizing before meals and snacks.

Nutrition professionals who meet criteria established by the District shall administer the school meals program.

Professional development shall be provided for district nutrition staff.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Withholding access to regularly scheduled food services in the schools shall not be used as a punishment.

→ Foods provided for classroom activities or rewards during the school day will be consistent with those recommended by the State of Connecticut.

Guidelines for healthy snacks and lunches carried from home will be recommended to parents.

Other Wellness Guidelines

Staff shall be trained in components of the Wellness Policy including the importance of nutrition and physical activity to academic success and the District shall utilize available outside funding, programs, and resources to the extent possible.

The District shall encourage fundraisers to consider student wellness when planning their fund raising campaigns.

The District shall support the efforts of parents and guardians to provide a healthy diet and daily activity for children by communicating relevant information through various methods.

The District shall support efforts of staff to maintain healthy lifestyles for themselves.

The District shall encourage community efforts that promote safe walking and biking routes for children.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

(cf. 3542 – Food Service)
(cf. 3542.33 – Food Sales Other Than National School Lunch Program)
(cf. 3542.34 – Nutrition Program)
(cf. 3452.45 – Vending Machines)
(cf. 6142.6 – Physical Education)
(cf. 6142.61 – Physical Activity)
(cf. 6142.62 – Recess/Unstructured Time)
(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation. Competitive foods

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

Policy adopted: May 22, 2006

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

Federal law mandates that districts participating in the U.S. Department of Agriculture's

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Griswold Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

Goals for Nutrition Promotion and Education

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 standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Goals for Physical Activity (continued)

- Physical education will be taught in all grades and 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.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

Nutrition Guidelines for Foods Sold in Schools

For districts implementing the healthy food certification program under C.G.S. 10-215f.

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.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Nutrition Guidelines for Foods Sold in Schools (continued)

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. 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 U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

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, cafeteria a la carte sales, vending machines, school stores and fundraisers. 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. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy) (continued)

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Monitoring

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school’s three-year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board’s three-year assessment and evaluation.

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

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 District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Non-sold Foods and Beverages

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards. (Note: This is a recommendation, not a requirement.)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Community Input

The Superintendent or designee will provide opportunities, 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. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the [Superintendent, district principal] as the [person, people] who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years.

The District will make available to the public the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-221 Boards of education to prescribe rules, policies and procedures.
10-215a Non-public school participation in feeding program.
10-215b Duties of state board of education re: feeding programs.
10-216 Payment of expenses.
10-215e Nutrition standards for food that is not part of lunch or breakfast program.
10-215f Certification that food meets nutrition standards.
10-221o Lunch periods. Recess.
10-221p Boards to make available for purchase nutritious, low-fat foods.
10-221q Sale of beverages.
Regulations of Connecticut State Agencies
10-215b-1 Competitive foods.
10-215b-23 Income from the sale of food items.
National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12,)
The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265
Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220
Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751
Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)
School Breakfast Program, 7 C.F.R. Part 220 (2006)
National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)
Child Nutrition Programs: Flexibilities for Milk, Whole Grains and Sodium Requirements (Federal Register, Vol. 83, No. 238, December 12, 2018)
Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Suggestions for Creative & Fun Fundraising

- Gift wrapping
- Fun runs
- Walk a thons
- Bike a thons
- Jump rope a thons
- Rent a teenager (rake leaves, water gardens, mow lawns, walk a dog)
- Car wash
- Singing telegrams
- Talent show
- Read a thons
- Spelling bees
- Science fairs
- Carnivals
- Recycling cans/bottles
- Garage sales
- Sell items with school logo
- Bowl-a-thon
- Skate night
- Auction
- Treasure hunt
- Penny wars

Resource Ideas

www.creativelearning.cc

www.123fundraising.com

www.fundraisingdepot.com

www.partnerforkids.com

www.giftfriends.com

www.ptoideas.com

www.actionforhealthkids/resources/files/healthyfundraisers-for-schools.pdf

www.fundraisingfruit.com

www.citrusfruit.com

Food Free Birthday Celebrations

- Birthday child selects book to donate to the library. Their name and picture goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom “leader” for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads “book” to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child brings in special gifts to share with classmates (e.g. pencils, stickers, notepads, erasers etc.)
- Birthday child’s name is announced over the school PA system or at “All School Meeting.”
- Birthday child’s name is announced at lunch in cafeteria and everyone sings “Happy Birthday To You.”
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time.

Ideas for Alternatives to Using Food as a Reward

Elementary Schools

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with Teacher or Principal
- Eat lunch outdoors with class
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, or bookmarks
- Certificates
- Fun Video
- Extra recess
- Walk with Teacher or Principal
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, or desktop tents)
- Dance to favorite music in class
- Paperback book
- Show and Tell
- Bank system – Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Read outdoors or enjoy class outdoors
- Extra Art time
- Have “Free Choice” time at the end of the day or end of class period
- Listen to headset to a book on tape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or “no homework” pass
- Extra credit
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Eat lunch outside or have class outside

High School Students

- Extra homework or bonus points
- Fun video
- Reduced homework
- Late homework pass
- Donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards

Instruction

Student Nutrition and Physical Activity (School Wellness)

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 all children are healthy and hunger free.

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, as amended. 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;

New federal rule allows flavored low fat (1%) milk effective during the 2019-2020 school year.

- Ensure, beginning in the 2019-2020 school year, that at least half of the weekly grains served are whole grains and that the remaining grain items offered must be enriched;

Note: Schools already offering all grains or whole-grain rich do not have to change their menus as a result of the amended final rule.

- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same);

Note: Sodium Target 1 is retained through the end of the 2023 school year. Districts are required to comply with sodium Target 2 beginning with the 2024-2025 school year, commencing July 1, 2024.

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

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, ethnic favorites 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. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.

The District will share and publicize information regarding the nutrition content of school meals with students, families and school staff. The information will be available in a variety of forms that can include handouts, the school website, articles, school newsletters, presentations and through any other appropriate means available to reach families. Nutrition information for a la carte foods and beverages sold in schools will also be available.

Special dietary needs of students will be accommodated according to the USDA document "Accommodating Children with Special Dietary Needs in School Nutrition Programs."

With parental permission and appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs. The medical statement must identify the student's disability, state why the disability restricts the student's diet, identify the major life activity affected by the disability, and state the foods to be omitted and the food or choices of foods that must be substituted.

The District shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. 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, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

- Inform families of the availability and location of Summer Food Service Program meals in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program when feasible.

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.

In accordance with Connecticut State Statute, the sale of beverages, as part of school meals and as a la carte sales, shall be limited to the following five categories:

1. milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk)* The new federal rule allows, beginning in the 2019-2020 school year flavored low-fat (1%) milk.
2. nondairy milks, such as soy or rice milk, which may be flavored or unflavored but contains 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;*

**(Consult the CSE's List of Acceptable Foods and Beverages for allowable products.)*

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and*
5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.* *(Note: The Federal Healthy, Hunger-Free Kids Act of 2010 requires schools to make free portable water available where meals are served for schools participating in the federal and school lunch program.)*

<p><i>Note: The beverage requirements of CGS Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option under CGS 10-215f.</i></p>

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 hand washing facilities before meals.

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.

Qualifications of 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. Such training shall involve all individuals working in the cafeteria, including monitors, so that all are aware of the requirements of the school wellness policy. 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. (See USDA's Professional Standards for School Nutrition Professionals website.)

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Training for Food Service Staff

All food service personnel, including volunteers and monitors, 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.

Summer Food Service Program

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall/may sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

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 District's nutrition standards apply to all food 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 at all times, whichever are stricter.

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 District's 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, unless they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided the beverages 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.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Other Foods Offered or Sold (continued)

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 (CGS 10-221p), 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. This includes the following:

- 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.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Access to Drinking Water

The Federal Healthy Hunger Free Kids Act of 2010 requires schools to make free potable water available where meals are served for schools participating in the Federal School Lunch Program.

Outside of the cafeteria and meal times, 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.

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 District's nutrition standards. Classroom snacks if provided to all children, must only include healthy choices that meet the state requirements for allowable beverages and the District's nutrition standards.

District policy is that the foods will/should also meet the Smart Snacks standards and the Connecticut Healthy Food Certification standards.

If food is brought from home to be shared with other students, the District shall develop procedures to ensure that all food is safe.

Sharing of Foods

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.

Fundraising

Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. School fundraising activities shall not involve food or beverages or shall only use foods that meet the USDA Smart Snacks nutrition standards and beverages that meet the requirements of state statute and federal regulations. 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. Any fundraising requires administrative approval. Fundraisers subject to this rule are those sold during the school day on school grounds. School day is defined as from midnight the night before to 30 minutes after the end of school.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Fundraising (continued)

School fundraising activities shall not involve food or beverages or shall only use foods that meet the District's nutrition standards and beverages that meet the requirements of state statute and federal regulations. However, 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.

School fundraising activities 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.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Concessions

Organizations operating concessions at school functions after school or on weekends should include at least 50 percent healthy beverages and foods, according to the approved nutrition standards in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students. Beverages sold at concessions on school premises must meet the requirements of state statute.

If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:

Organizations operating concessions at functions on school premises after school or on weekends should include at least some healthy food and beverage choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

Organizations operating concessions at functions on school premises must sell only those food items that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations.

If the District implements healthy food certification under CGS Section 10-215f AND allows food and beverage exemptions, replace the previous language with the following:

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.

Teacher-to-Student Incentives and Punishments

Teachers and staff 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). The use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate. Alternative rewards shall be developed and promoted.

Schools shall not withhold foods or beverages (including food served through school meals) as a punishment.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education and Promotion

Nutrition education and promotion 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 education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition themes include but are not limited to:

- | | |
|---|---|
| ❖ My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan) | ❖ Identify and limit foods of low nutrient density |
| ❖ Healthy heart choices | ❖ Food labels |
| ❖ Sources and functions of major nutrients | ❖ Multicultural influences |
| ❖ Guide to a healthy diet | ❖ Serving sizes |
| ❖ Diet and disease | ❖ Proper food safety and sanitation |
| ❖ Understanding calories | ❖ Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices |
| ❖ Healthy snacks | |

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition 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 school District shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations that contain any commercial or branded messages shall not be used.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education (continued)

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.

Nutrition Promotion

The school 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 Healthier US 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.

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. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Food and Beverage Marketing in Schools

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition standards. [or include a more stringent standard, decided by the District, that eliminates the marketing of look-alike Smart Snacks and/or eliminates the advertising of all brands that do not meet USDA Smart Snacks in School standards both within or outside of schools.]

Instruction

Student Nutrition and Physical Activity (School Wellness)

Food and Beverage Marketing in Schools (continued)

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

***(Note:** Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)*

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District Nutrition Services/Athletics Department/PTA/PTO review existing contracts and considers new contracts, equipment and product purchasing and/or replacement, decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Staff as Role Models

The school 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.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. 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.

Professional Development for Teachers

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.

Staff Wellness

The District highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

Partnering with Community Organizations

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Engaging Students

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 classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Parent Nutrition Education

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 beginning at the elementary or pre-k level. The goal will be to continue to educate parents throughout the elementary, middle and high school levels. Nutrition education may be provided in the form of handouts, postings on the District website or presentations that focus on nutritional value and healthy lifestyles. Additional strategies are suggested in the Connecticut State Department of Education's "Action Guide for School Nutrition and Physical Activity Policies" (page 139) at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Action>.

The District shall 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. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families; and

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

Many additional strategies are found in the “Action Guide for School Nutrition and Physical Activity Policies.” (page 141)

School District Wellness Committee (District Health Advisory Council)

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, a District-wide representative wellness committee shall be established and maintained or the District shall work within an existing school health committee. (*Required by federal law only for districts that participate in the USDA child nutrition programs.*) The committee will meet a minimum of four times annually to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the District level wellness policy (wellness policy). Committee membership will represent all school levels and include to the extent possible, but not be limited to:

- District Food Service Coordinator
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representatives, (Superintendent, principal, vice-principal)
- Physical Education and Health Program Leader
- School health professionals (nurses, physicians, dentists)
- Health Education Coordinator/Teacher
- Physical Education Coordinator/Teacher
- Other individuals appropriate to the evaluation process
- Board of Education Members
- Any interested member of the public
- Mental health and social services staff (school counselors, psychologists, social workers, psychiatrists)

Optional: Each school within the District will establish an ongoing School Wellness Committee that convenes to review issues, in coordination with the District Wellness Committee.

The Superintendent, or his/her designee, will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement

Implementation

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include;

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is (list the person responsible here, their title, and their contact information). The District Wellness Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District [or school] will actively notify households/families of the availability of the triennial progress.

Revisions and Updating of the Policy

The District Wellness Committee will modify the wellness policy based on the results of the triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement

The District will actively communicate ways in which representatives of the District Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The district will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)

Monitoring and Evaluation (*optional language to the above*)

Monitoring

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district Superintendent or designee. 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 if done at the school level, to the school Principal). 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.

Policy 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 the school wellness policy and develop work plans to facilitate its implementation.

(Note: USDA regulations require the board of education to conduct an assessment every three years to determine compliance with the wellness policy and the progress made in attaining the policy goals)

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 following Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following District Nutrition Standards and state beverage requirements as minimal guidelines.

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

Griswold Public Schools 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. Sites are encouraged to study these standards and must develop building policy using the following Connecticut Nutrition Standards and state beverage requirements as minimal guidelines.

Food:

1. Any given 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.
 - meet the sodium requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
2. Foods and beverages will not contain caffeine, with the exception of trace amounts of naturally occurring substances.
3. Limit condiment use and provide low-fat, low-sugar and low-sodium varieties.
4. Increase choices of whole grains and foods containing fiber.
5. Encourage the consumption of nutrient-dense foods, e.g., whole grains, fresh fruits and vegetables, lean meats, legumes and low-fat dairy products.

*Note: Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires that the district school wellness policy **must** include "nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity." If the district does not adopt the preceding standards, it **must** develop specific nutrition standards that address what foods can be sold or served to students during the school day.*

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

Candy:

- Vending sales of candy will not be permitted on school grounds.
- Pursuant to state regulations, the sale of candy on school premises is prohibited 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.

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold 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. (Note: Board vote is required to allow this exemption)

Beverages:

- Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:
 1. milk, (effective 7/1/19), which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%) flavored or unflavored)*
 2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and 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;*
 3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
 4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time;*

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine.*
- Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.
- Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
- School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
- The sale of any beverages other than those listed as approved in state statute will not be permitted on school grounds from any source at any time.

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. (*Note: Board vote is required to allow this exemption.*)

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 (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the District's nutrition standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The 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.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

****Consult the CSE's List of Acceptable Foods and Beverages for allowable products. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA's competitive food standards. Listed beverages will meet both federal and state requirements.***

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

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 (parties, celebrations, feasts, sporting events, etc.) 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. The 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.

- 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 (raisins, banana chips, etc.) 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 (use 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* (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps*
- Angel food and sponge cakes*
- Flavored yogurt & 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 as 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. Check online listings at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Guidelines for Food and Beverages Offered to Students at School (continued)

Beverages that do not meet the requirements of state statute and federal regulations can 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.

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.

Competitive Foods and Beverages

***Note:** As of July 1, 2014, the USDA interim final rule nutrition standards apply to all competitive foods sold in schools that participate in the National School Lunch Program and School Breakfast Program. School districts that follow the Connecticut Nutrition Standards under the Healthy Food Certification must meet stricter requirements. The Connecticut Nutrition Standards meet or exceed the USDA's competitive foods standard.*

“Competitive foods” include any foods and beverages sold in schools to children anytime on school premises except for meals provided through the National School Lunch Program and School Breakfast Program. Competitive food sales include, but are not limited to, cafeteria, a la carte sales, vending machines, school stores and fundraisers. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. 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) and chewing gum shall not be sold to students in the food service areas during the meal periods.*
2. Candy may not be sold to students on school premises during the period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program.**
3. Beverages that do not meet the requirements of state statute and federal regulations, whichever are stricter, (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, 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. *(Note: Board vote is required to allow this exemption.)*

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

4. The income from any food or beverages sold to students anywhere on school premises during the period of 30 minutes before any meal or milk program up until 30 minutes after the end of the program must accrue to the nonprofit school food service account.
5. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Sections 10-215b-23 of the Regulations of Connecticut State Agencies.

<p>* Alternatively, districts can eliminate these foods during the school day by replacing the language stating “meal periods” with “school day.”</p>

<p>** Alternatively, districts can eliminate these foods during the school day by replacing the language stating “period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program” with “school day.”</p>

Schools shall use the Connecticut State Department of Education’s “List of Acceptable Foods and Beverages” to determine whether commercial food and beverage products meet the USDA’s nutrition standards for competitive foods. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA’s competitive foods standards. Listed beverages will meet both federal and state requirements.

“Competitive foods” include all foods and beverages sold in schools except for meals provided through the National School Lunch Program and School Breakfast Program. The USDA interim final rule groups competitive foods into three categories: (1) Entrée Items (sold only a-la-carte), (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
 - Chewing gum/sugarless chewing gum

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

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, 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. *(Note: Board vote is required to allow this exemption.)*
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. Such sales must comply with state law, Section 10-215b-23 of the Regulations of Connecticut State Agencies.

Schools shall use the Connecticut State Department of Education's "List of Acceptable Foods and Beverages" to determine whether commercial food and beverage products meet the USDA's competitive foods standards. Listed beverages will meet both federal and state requirements.

Physical Education/Physical Activity

It is the Board's position that all students have equal and equitable opportunities for physical activity and physical education in District schools. The Superintendent is encouraged to review and consider implementing physical activity and physical education program improvements. The goals of the District are:

- A. All children, from pre-kindergarten through grade 12, will participate in a daily, quality, standards-based physical education program; (Note: Physical education is not a required element of the local school wellness policy.)
- B. All schools will have certified physical education teachers providing physical education instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with state and/or national standards.

Schools shall strive, within financial, space, and staffing constraints, for students in grades pre-k through six to engage in physical education averaging 150* instructional minutes per week and all middle and high school students to engage in 225 minutes per week* and shall complete, at a minimum, one credit of high school physical education (required for graduation).

Instruction**Student Nutrition and Physical Activity (School Wellness)****Physical Education/Physical Activity (continued)****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. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.

Use of School Facilities Outside of School Hours

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the District's facilities use policy so additional opportunities are available for youth to participate in quality physical activity, fitness, sports and recreation programs. School spaces and facilities shall be available to students, staff members, and community members before, during, and after the school day, on weekends and during school vacations. The spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times.

Prohibiting Physical Activity as Punishment

Schools shall prohibit the use of physical activity (such as required running or push-ups as punishment) and withholding of physical education class and other forms of physical activity as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. (See Policy #5144.4, "Physical Exercise and Discipline of Students.")

Daily Recess

All elementary school students shall have at least 20 consecutive minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall not permit extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Physical Activity Opportunities Before and After School

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, childcare and enrichment programs shall provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

Safe Routes to School

When appropriate, the District shall work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing physical education in the schools, the school Principal is responsible for ensuring:

- A. Physical education activity ideas are sent home with students;
- B. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;
- C. Families are invited to attend and participate in physical education activity programs and health fairs;
- D. Physical education curriculum includes homework that students can do with their families;
- E. School staff consider the various cultural preferences in development of physical education programs; and
- F. School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.