AGENDA –Wednesday, February 11, 2026

REGIONAL SCHOOL DISTRICT NO. 7
BOARD OF EDUCATION
6:00 p.m.
Newbury Library Media Center

Regional School District No. 7 Board of Education Mission Statement:

We believe the public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, our mission is to enable all students to meet high standards, make productive choices in their personal lives, contribute to a diverse global society and act as responsible citizens.

1.0 CALL TO ORDER

2.0 PUBLIC PORTION

3.0 APPROVAL OF MINUTES

3.1 January 14, 2026, Regular Board of Education Meeting

4.0 REPORTS

4.1 Student Representatives Report – Mia Doyle, Amaya Washington
4.2 Principal's Reports – R. Cornelius, G. Franklin
4.3 Superintendent's Report: Steven K. LePage
4.4 Director of Finance and Operations - J. Gaskins

5.0 OLD BUSINESS

5.1 Updates
5.2 BOE Goals

6.0 NEW BUSINESS

6.1 Discussion/First Reading of Policies listed below:

a. 1312 Public Complaints
b. 1312.3 Library Material Review and Reconstruction
c. 1312.4 Library Collection Development and Maintenance
d. 1312.5 Library Display and Program
e. 1411 Law Enforcement Officials
f. 3542.22 Food Service Personnel: Code of Conduct
g. 3542.41 Professional Standards for Food Service Personnel
h. 5113.13 Work-Study Student Employment/Work Release
i. 5118.2 Educational Opportunities for Military Children
j. 5144.2 Use of Exclusionary Time Out Settings
k. 5144.4 Physical Exercise and Discipline of Students
l. 6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment
m. 6141.52 Challenging Curriculum Program
n. 6148 FAFSA Completion Policy
o. 6172.1 Gifted and Talented Students Program
p. 6142.101 School Wellness Policy

7.0 CORRESPONDENCE

7.1 Approval of Highlander Volleyball Camp ~ August 3-6, 2026, school gymnasiums

8.0 OPPORTUNITY FOR PUBLIC TO SPEAK ON AGENDA ITEMS

9.0 EXECUTIVE SESSION

9.1 Discussion and Possible Action on Superintendent's contract and performance review

10.0 ADJOURNMENT

Enclosures: January 14, 2026, Regular Board of Education Meeting Minutes
First Reading ~ Policies

a. 1312 Public Complaints
b. 1312.3 Library Material Review and Reconstruction
c. 1312.4 Library Collection Development and Maintenance
d. 1312.5 Library Display and Program
e. 1411 Law Enforcement Officials
f. 3542.22 Food Service Personnel: Code of Conduct
g. 3542.41 Professional Standards for Food Service Personnel
h. 5113.13 Work-Study Student Employment/Work Release
i. 5118.2 Educational Opportunities for Military Children
j. 5144.2 Use of Exclusionary Time Out Settings
k. 5144.4 Physical Exercise and Discipline of Students
l. 6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment
m. 6141.52 Challenging Curriculum Program
n. 6148 FAFSA Completion Policy
o. 6172.1 Gifted and Talented Students Program
p. 6142.101 School Wellness Policy

Letter of Request~ Highlander Volleyball Camp

Next Meeting: February 25, 2026 @ 6:00 p.m. – Newbury Library Media Center ~

We welcome the public to share their comments via publicinput@nwr7.org.Your emails will be considered during the Public Comment session of the meeting. Thank you for your participation.

REGIONAL SCHOOL DISTRICT NO. 7

Newbury Library Media Center
Board of Education Regular Meeting
January 14, 2026 – 6:00 p.m.
DRAFT

PRESENT: Chair Ms. Molly Sexton Read (B), Ms. Kim Crone (N), Ms. Terri Kenneson (C), Ms. Mimi Duran (B), Ms. Deb Bell (N), Secretary / Treasurer, Mr. Noel Gauthier (NH), Vice-Chair Mr. Robert Jerram (NH). Student Representatives, Mia Doyle and Amaya Washington, Director of Finance & Operations, Mr. James Gaskins, High School Principal Mr. Gary Franklin, Middle School Principal Mr. Ryan Cornelius, and Superintendent Steven K. LePage.
Absent: Ms. Lisa Fragale (C)

Ms. Sexton Read called the meeting to order at 6:04 pm.

2.0 PUBLIC PORTION

No members of the public were present.

3.0 APPROVAL OF MINUTES

- **Motion** by Terri Kenneson, seconded by Noel Gauthier, to **APPROVE** the minutes for the December 10, 2025, Organizational Meeting. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Kenneson, and Ms. Bell. Nay: none Abstain: Ms. Duran.

- **Motion** by Kim Crone, seconded by Deb Bell, to **APPROVE** the minutes for the December 10, 2025, Regular Meeting, as amended. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Kenneson, and Ms. Bell. Nay: none Abstain: Ms. Duran.

- **Motion** by Rob Jerram, seconded by Deb Bell, to **APPROVE** the minutes for the December 17, 2025, Special Meeting. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Kenneson, and Ms. Bell. Nay: none Abstain: Ms. Duran.

4.0 REPORTS

4.1 Student Representatives

- **Mia Doyle:** Reported on winter sports (Girls Basketball 4-4, Boys 3-3). Discussed the new school bell system, which has been adjusted to a two-second tone to address feedback.

- **Amaya Washington:** Highlighted school store success, new welcoming rugs in the building, and the near-completion of the Wellness Room.

4.2 Principal's Reports

- **High School (G. Franklin):** Announced the "Highlander Speaker Series" featuring author **Mary Pope Osborne** on Feb 20. Shared updates on the "Jane Doe No More" program and the rebranding of the school store (voting on names like "Highlander Hub").
- **Middle School (R. Cornelius):** Presented exceptional mid-year **i-Ready** data. Reading growth reached **162%** of the target, and the new MTSS reading program saw a median growth of **209%**. Math growth is on track at 70%.

4.3 Superintendent's Report (S. LePage)

Strategic Planning: Finalizing actionable steps with the admin team; a full faculty overview with Jonathan Costa is set for Jan 26.

Retirement Incentive: Five teachers accepted the incentive. Total projected savings: **$443,843 (Year 1)** and **$527,799 (Year 2)**.

Policy Audit: CABE audit is complete. Priority will be placed on adopting ~20 mandatory state-legislated policies (e.g., mental health days in attendance).

HTA Relocation to Torrington: Supt. LePage and Quentin Rueckert visited the **Jeffrey Kitching Building** in Torrington. The High School Transition Academy (HTA) has officially signed a contract to move into space vacated by a Torrington program.

- **Financial Impact:** The move will result in significant cost savings compared to the previous location, where utility and lease costs were rising annually.
- **Programmatic Benefits:** The new location offers superior access to local job placements for students. The "Step" program staff have toured the facility and are pleased with the setting.

School Safety Committee Update: Supt. LePage and SRO Lada serve on a regional team including Winchester/Winsted police, fire, EMS, and school security.

- **Emergency Drill:** Currently coordinating with DEMHS Reg. 5 and CSP for a comprehensive drill at The Gilbert School.
- **Professional Development:** Supt. LePage is serving as a "trusted agent" for this drill, requiring the completion of ICS-100, ICS-200, and ICS-700 modules.

Meetings: Monthly forums rotate between area schools to improve emergency response communication.

4.4 Director of Finance and Operations (J. Gaskins)

VoAG Roof Project: Core roof finished; ongoing issues with gutters and state reimbursement tracking.

Facility Conditions Assessment RFP: The RFP has been officially released.

- **Key Dates:** Deadline for questions is **Jan 21**; Q&A responses posted by **Jan 23**; Bid opening on **Jan 28**.
- **Interest:** Two highly reputable firms in the state have expressed interest. The goal is a high-quality assessment at a competitive price.

Security & Finance: Received **$435,000** in federal grant money for the LENS security system.

Technology: Kickoff for **ADP Comprehensive Services** to automate Payroll, Time and Attendance, certification tracking, and several critical human resources functions.

5.0 OLD BUSINESS

- **5.3 RSD7 AI Policy:** Second reading. Discussion centered on "guardrails" for AI use in the classroom. Supt. LePage noted that three teachers are undergoing AI credentialing to lead the rollout.
    - **Motion** by Deb Bell, seconded by Rob Jerram, to **APPROVE** the BOE AI Policy. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Kenneson, Ms. Duran, and Ms. Bell. Nay: none Abstain: none.

6.0 NEW BUSINESS

- **6.1 BOE Transfers:** Review of a **$1,500** transfer for Tech Ed shop repairs and equipment following classroom changes.
    - **Motion** by Terri Kenneson, seconded by Deb Bell, to **APPROVE**
    - the budget transfers as presented. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Kenneson, Ms. Duran, and Ms. Bell. Nay: none. Abstain: none.

7.0 CORRESPONDENCE

- **Motion** by Kim Crone, seconded by Mimi Duran, to **ACCEPT** Nicholas DallaValle's letter of resignation. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms.

Kenneson, Ms. Duran, and Ms. Bell. Nay: none Abstain: none The Board wishes him success in his new position.

- **7.2 New Hire:** Welcomed Luke Green as the new High School Special Education teacher.

8.0 PUBLIC COMMENT

None.

9.0 ADJOURNMENT

- **Motion** by Terri Kenneson, seconded by Noel Gauthier, to **CANCEL** the January 28, 2026, meeting. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Kenneson, Ms. Duran, and Ms. Bell. Nay: none Abstain: none.

- **Motion** by Noel Gauthier, seconded by Terri Kenneson, to **ADJOURN** the meeting at 7:20 pm. AYE: Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Crone, Ms. Kenneson, Ms. Duran, and Ms. Bell. Nay: none. Abstain: none.

Next meeting: February 2026 (Superintendent evaluation scheduled).

Community Relations

Public Complaints

General Complaint Procedure

The Northwestern Regional District No. 7 Board of Education understands that, on occasion, a member of the public will wish to file a complaint against instructional material. Such complaints shall be addressed and resolved as close to their origin of concern as possible.

While members of the community have a right to petition the Board of Education for redress to a grievance, complaints will be referred back through the appropriate administrative channels for a solution. Exceptions will be made when the complaint directly concerns Board actions or operations.

The proper channel of complaints on matters related to discipline, instruction, or instructional materials should begin with the teacher. If the complaint is not resolved at that level, it can proceed to the department supervisor, Principal, Superintendent, and finally to the full Board.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312.3/6161.14 - Library Material Review and Reconsideration)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted:

1312 Form

Northwestern Regional District No. 7

Request for Reconsideration of Instructional Materials

Title _____

Author _____ Publisher _____

Request initiated by _____

The concerning material was located in or obtained from:

[ ] Library [ ] Classroom

If classroom: Grade level ____

Course Name _____

Teacher/Staff _____

The questionable material was:

[ ] Required of all students in a class.

[ ] Required supplemental reading.

[ ] Recommended from an assigned list or staff member.

[ ] Independently selected by the student.

[ ] Other. Please specify

_____

_____

_____

The material is best described as a:

[ ] Print Media

[ ] Book

[ ] Periodical/Magazine

[ ] Other (please specify)

_____

[ ] Audio Media

[ ] Music

[ ] Podcast/Interview

[ ] Other (please specify)

_____

[ ] Visual Media

[ ] Video/Online Content

[ ] Poster/Artwork

[ ] Other (please specify)

_____

If available, please provide the following details about the material publication date

[ ] Title _____

[ ] Author _____

[ ] Publication date: _____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?

_____
_____
_____

2. In what specific ways do you think this work is inappropriate for students?

_____
_____
_____

3. What have you been told about the instructional purpose of this material?

_____
_____
_____

4. What do you believe is the theme or purpose of this material?

5. What age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of student reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend replacing the one in question?

10. What would you like the school to do regarding this book/material?

[ ] Do not assign to my child

[ ] Withdraw it from circulation

[ ] Re-evaluate its use or availability in the school

11. Additional Notes/Comments

1312.3

6161.12

Instruction/Community Relations

Library Material Review and Reconsideration Policy

Statement of Policy:

The Northwestern Regional District No. 7 Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint about materials available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with a vested interest may challenge any library and other educational materials, display, or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Northwestern Regional District No. 7 Board of Education that the removal, exclusion, or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or progra,m or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by the review committee on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

Through this policy, the Board of Education ensures that all library materials shall be evaluated and made accessible in accordance with the protections against discrimination outlined in section 10-15c of the general statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. The Board shall review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to, or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software, and other material not required as part of classroom instruction.

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library, or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such a collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for recommendation form to the principal of the school in which the library and other education material is being challenged.

2. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.

3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:

   a. The Superintendent, or the Superintendent's designee

   b. the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee

   c. the Director of curriculum, or a person in an equivalent position

   d. a representative from the local or regional board of education

e. at least one grade-level-appropriate teacher familiar with the library material, provided the teacher selected is not the individual who submitted the form

f. a parent or guardian of a student age thirteen years or younger enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form

g. a parent or guardian of a student age fourteen years or older enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form

h. a certified school librarian employed by such board or employed by another board of education in the state.

In cases where such form is submitted by a student enrolled in grades nine to twelve, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request before making this determination whether to include such student on the review committee.

4. The review committee shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's Collection Development and Maintenance Policy.

5. The review committee shall make a written decision on whether or not to remove the challenged material within sixty school days from the date of receiving such a request and provide a copy of the committee's decision and report to the individual with a vested interest who submitted the form and to the principal of the school.

6. The individual with a vested interest who submitted the request for reconsideration form may appeal to the review committee's decision to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the Internet website of the school district.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Connecticut General Statutes

Section 10-15c Discrimination in public schools prohibited

Policy adopted:

Instruction/Community Relations

Library Material Review and Reconsideration

Purpose:

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational material within a school library media center in order to ensure that library and other educational materials in school library media centers are relevant, in good condition, and are age-appropriate or grade-level appropriate.

General Procedure:

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. **Material relevance**

   a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.

   b. Evaluate usage data to assess the material's relevance to student interests and research needs.

2. **Physical condition of the material**

   a. Assess whether the material is damaged or worn beyond reasonable use.

3. **Availability of duplicates or copies of the material**

   a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.

4. **Availability of more recent age-appropriate or grade-level appropriate material**

   a. Investigate the availability of newer editions or versions that offer more current and accurate information by considering award and recommended lists for recently recognized literature.

   b. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.

c. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is in a developmentally appropriate way for the intended student audience.

5. Continued demand for the material

a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.

b. Review usage data to determine whether the material is still being sought by students or teachers.

Regulation approved:

1312.3

6161.12

Form 1

Northwestern Regional District No. 7

Request for Reconsideration of Library Books/Materials

Title _____

Author _____ Publisher _____

This request was initiated by

[ ] Parent/Guardian

[ ] Student

[ ] Other (please specify) _____

The material is best described as a:

[ ] Book

[ ] Video or Online Content

[ ] Periodical/Magazine

[ ] Other Media. Please specify

_____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?_____

_____

_____

2. In what specific ways do you think this work is inappropriate for students?_____

_____

_____

3. What have you been told about the educational purpose of this material?_____

4. What do you believe is the theme or purpose of this material?

5. For what age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of students reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend to replace the one in question?

10. Please explain your reasons for objection:

Signature of Complainant

Date

Northwestern Regional District No. 7

Winsted, Connecticut

Request for Appeal of Reconsideration of Library and Other Educational Materials Decision

Full Legal Name: _____ **Title of Material:** _____

Address: _____ **Telephone Number:** _____

Author:_____ **Publisher:** _____

Date the Reconsideration Decision was communicated to you: _____

Please explain why you are appealing against this decision:

_____

_____

_____

How do you believe the review committee failed to follow the reconsideration process?

_____

_____

_____

Are you submitting any documentation with this appeal? If so, please list/describe supporting documents:

_____

_____

_____

The Northwestern Regional District No. 7 Board of Education shall determine whether the reconsideration process was followed and will publish the decision on the internet web site of the school district.

Complainant Letter

Northwestern Regional District No. 7
Winsted, Connecticut
Sample Letter to Complainant

Date:

Complainant Name

Address Line 1

Address Line 2

Dear [Complainant's Name],

Thank you for bringing your concerns regarding one of our school's library materials to our attention. In accordance with Connecticut state law, our school has a procedure in place to adjudicate concerns and reconsideration requests.

To facilitate this review, we kindly request that you submit a Request for Reconsideration of Library Books and Materials form to clearly identify the specific content you find objectionable and describe the nature of your concerns. Once your submission is received, it will be forwarded to the District Library Review Committee for formal consideration. The Committee's review process includes thoroughly reviewing the material, assessing its educational value, and addressing all concerns raised.

If you have any questions or require assistance with this process, please do not hesitate to contact me at [phone number or email address].

Thank you for engaging with us to support a thoughtful and responsible approach to creating libraries that meet the needs of all students.

Sincerely,

(Name)

(Title)

Instruction/Community Relations

Library Collection Development and Maintenance Policy

The Northwestern Regional District No. 7 Board of Education recognizes that library and other educational materials should be provided for the interest, information, and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

Through this policy, the Board of Education ensures that all library materials shall be evaluated and made accessible in accordance with the protections against discrimination outlined in section 10-15c of the general statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. The Board shall review and update this policy as necessary every five years.

The Northwestern Regional District No. 7 Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Connecticut General Statutes

Section 10-15c Discrimination in public schools prohibited

Policy adopted:

1312.4

6161.13

Community Relations/Instruction

Library Collection Development and Maintenance

Purpose:

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational materials within a school library media center in order to ensure that library and other educational materials in school library media centers are relevant, in good condition, and are age-appropriate or grade-level appropriate.

General Procedure:

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. **Material relevance**

   a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.

   b. Evaluate usage data to assess the material's relevance to student interests and research needs.

2. **Physical condition of the material**

   a. Assess whether the material is damaged or worn beyond reasonable use.

3. **Availability of duplicates or copies of the material**

   a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.

4. **Availability of more recent age-appropriate or grade-level appropriate material**

   a. Investigate the availability of newer editions or versions that offer more current and accurate information by considering award and recommended lists for recently recognized literature.

b. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.

c. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is in a developmentally appropriate way for the intended student audience.

5. **Continued demand for the material**

a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.

b. Review usage data to determine whether the material is still being sought by students or teachers.

Objectives of Materials Selection

- To provide faculty and students with materials that enrich and support the curriculum and meet the recreational reading needs of the students served.
- To provide students with a wide range of age and grade-appropriate educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
- To select materials in all formats, including up-to-date, high-quality, varied literature, to develop and strengthen a love of reading.

All library materials are evaluated and made accessible in accordance with the protections against discrimination outlined in section 46a-64 of the Connecticut General Statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

General Selection Criteria

In selecting what materials to purchase for the School Library, professionally trained library personnel shall evaluate materials using the following general selection criteria. Not all criteria may be applicable in every selection.

- **Curriculum Support:** Resources that support and enrich the curriculum and/or students' personal interests and learning.
- **Quality and Standards:** Works that meet high standards in literary, artistic, and aesthetic quality, as well as technical aspects and physical format.
- **Appropriateness:** Materials suited to the subject area, and to the age, emotional development, ability level, and social, emotional, and intellectual development of the students served.

- **Accuracy and Authority:** Resources incorporating accurate and authentic factual content from authoritative sources.

- **Professional Reviews:** Titles earning favorable reviews in standard reviewing sources and/or recommended by professional personnel following preview and examination.

- **User Appeal:** Materials with a high degree of potential interest and appeal to students.

- **Viewpoint Representation:** Resources that present differing perspectives on controversial or complex issues.

- **Format Variety:** A range of physical and virtual resources, including print, electronic, multimedia, subscription databases, e-books, educational games, and other emerging technologies.

- **Durability and Design:** Physical format, appearance, and durability appropriate to the material's intended use.

- **Collection Gaps:** Materials that fill a substantial gap in the collection on a particular topic or subject area.

- **Cost Effectiveness:** Balance between the cost of materials and the demonstrated need or value to the collection.

In selecting library materials, library personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.

Recommendations for purchase or gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Library Collection Maintenance

Withdrawing materials from the School Library ensures the library collection remains current, accurate, and relevant so that students and staff can easily find high-quality resources that support learning and engagement.

In selecting what materials to withdraw from the School Library, professionally trained library personnel shall evaluate materials using the following general selection criteria. Not all criteria may be applicable in every selection.

1. **Physical Condition:** Items that are damaged, worn, or in poor condition and cannot be feasibly repaired.

2. **Accuracy and Currency:** Materials outdated or contain inaccurate information, particularly in fields where current knowledge is critical.

3. **Relevance and Demand:** Titles that have not circulated for a significant period of time, or that no longer support the library's mission, curriculum, or community interests.

4. **Duplication:** Excessive copies of titles where demand no longer justifies multiple holdings.

5. **Format Obsolescence:** Materials in formats no longer supported by current technology or no longer used by the community.

6. **Incompleteness of Series:** In cases where a series is substantially incomplete, and replacement volumes are unavailable or cannot be obtained at a reasonable cost, the remaining titles may be withdrawn to maintain the collection's overall usefulness, consistency, and appeal.

7. **Space Considerations:** Items may be withdrawn when necessary to manage shelf space and maintain an accessible, browsable collection.

Regulation approved:

1312.5

6161.14

Instruction/Community Relations

Library Display and Program Policy

Library displays and student programs are critical in serving as resources for voluntary inquiry and the dissemination of information and ideas, as well as promoting free expression and free access to ideas by students.

The Northwestern Regional District No. 7 Board of Education recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The Northwestern Regional District No. 7 Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Through this policy, the Board of Education ensures that all library materials shall be evaluated and made accessible in accordance with the protections against discrimination set forth in section 10-15c of the general statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. The Board shall review and update this policy as necessary every five years.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget

Connecticut General Statutes

Section 10-15c Discrimination in public schools prohibited

Policy adopted:

Community Relations

Law Enforcement Officials

Schools are responsible for students during school hours. This responsibility includes protecting each student's constitutional rights, assuring due process in questioning and arrest, protecting students from any form of illegal coercion, and keeping students safe from physical and emotional harm. Because of the many support services that local law enforcement agencies provide to the schools, staff, and students, the State Board of Education supports the best possible relationship with those agencies consistent with the system's responsibilities to protect the legal rights of staff and students.

This policy is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met. Priority shall be given to law enforcement's involvement in threat assessments and in the planning and implementation of school district emergency plans, security procedures, intervention, and crisis response.

Law enforcement officials are viewed as key community stakeholders in developing and implementing a comprehensive emergency readiness plan for the district's schools.

Interview with Students

Police interviews generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities may cooperate. When the interview involves a juvenile, a parent must be present. The exceptions to this rule are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 16 is being interviewed by the police and the parent/guardian cannot be present, a member of the school staff should be present.

When police are investigating possible criminal acts that occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.

2. An attempt will be made to notify the student's parents so that they may be present during the questioning. The school Principal, or his/her designee, will be present. The administrator shall maintain a written record of all such interviews conducted.

3. Preferably, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined in 1-3 above are observed. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties.

Arrest of Students

The decision to call the police and request an arrest is within the discretion of the building administrator. The Principal may request the arrest of a student, or there are times in which the police may request to pick up a student due to a warrant being issued for his/her arrest. If the school Principal agrees to assist in the arrest of a student, the student should be escorted from class by school personnel and remain in a secure office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine.

Alternate Position: *At no time will a student be released to an officer without one of the following: (a) a warrant; (b) a court order; (c) arrest; (d) protective custody resulting from a child abuse investigation; (e) permission of the parent.*

Weapons

In cases where a student is suspected of carrying a dangerous weapon, and there is a safety issue inherent in the search process, the student should be secured in a private area, and the police should be contacted to conduct the search.

If a search is conducted by a school official and a weapon is found, weapons that are illegal should be turned over to the police immediately by the school official. Illegal weapons include knives with over a four-inch blade, dirk knives, switchblade knives, martial arts weapons, and firearms. Ammunition should also be immediately turned over to the police. Weapons that are not illegal but are a violation of school policy may be retained by the Principal.

Designation of Authority

The Superintendent is authorized to develop procedures regarding this policy, including a process to ensure that appropriate staff have been informed, and to establish lines of communication with local law enforcement agencies to effect necessary cooperation toward ensuring the security of the school facilities and the safety of students and staff.

(cf. 5145.12 Search/Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules

53a-185 Loitering in our about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as a youthful offender

Policy adopted:

Community Relations

Relations with Law Enforcement Agencies

School Police Cooperation

District officials are committed to cooperation with police officials and other law enforcement authorities to maintain a safe and secure school environment. Police officials have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police, however, shall be involved in threat assessment activities and in the planning and implementation of school and district emergency plans, security, and crisis response activities.

This regulation is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met. Police officials may enter school property or a school function to question or to search a student or to conduct a formal investigation involving students only if they have (1) a search or arrest warrant; or (2) probable cause to believe a crime has been committed on school property or at a school function; or (3) been invited by school officials.

Generally, police should be notified immediately of any crime. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties. There may be instances where the transgression is so slight that the school administrator can resolve the issue himself/herself. Examples of crimes that fall into this category are theft of pocket change, minor vandalism, or minor physical altercations in which there is no injury or pain inflicted upon either participant.

Event and Suggested Action:

Vandalism, Breaking, Entering, etc.
Police should be notified immediately. (cf. 5131.5 – Vandalism)

Alcohol, Drugs, etc.
The suspected drug or alcohol should be secured by the building administrator and given directly to the responding police officer. The police officer will sign a receipt and give it to the building administrator. Prescription drugs out of the container should be seized, and the prescription

confirmed via the subscribing doctor. If the prescription is not valid, the drug should be seized, and the police should be notified. (cf. 5131.6 - Alcohol, Drugs, and Tobacco)

Loitering
As long as the school grounds are posted, "no trespassing," warnings prior to arrest are not required. Notification of police and requests for arrest are within the discretion of the building administrator.

Confrontations
Confrontations where students become involved in loud, tumultuous behavior but do not assault another are a violation of the law, and police can arrest them for this behavior. The decision to call the police and request an arrest is within the discretion of the building administrator.

Assaults
Physical altercations in which students are injured or in which pain has been inflicted upon another should be reported to the police as soon as practicable. The district/school crisis management plan may be activated.

Weapons
Confiscated weapons that are illegal in themselves should be turned over to the police department immediately by the school official who seized them. This category of weapons includes knives with over a four-inch blade, dirk knives, switchblade knives, martial arts weapons, and guns. Ammunition should also be immediately turned over to the police. Any evidence or information relative to firearms in the school should be immediately relayed to the police. Weapons that are not illegal in themselves but are a violation of school policy. Police notification in these instances is within the discretion of the school administrator. (cf. 5131.7 - Weapons and Dangerous Instruments)

Bomb Scare Suspect Devices
Do not handle suspected devices. Notify the Superintendent's office and police. Police will notify the Fire Department. A building check will be completed by custodial staff. The building administrator will decide whether or not to evacuate following discussions with the police and fire officials. The administrator will notify the Superintendent of his/her decision.

Civil Disobedience
When known in advance, the school and police should plan. Picketing is legal, whereas blocking traffic, etc., is illegal. Police officials may be requested to assist in controlling disturbances at school, and if necessary, to take students or other persons into custody.

Motor Vehicles, Parking Lots
Police routinely patrol parking lots and may arrest or summon individuals in said lots. Students involved in motor vehicle accidents in parking lots that result in personal injury or over $400.00 in damages are required to report the same. (cf. 5131.3 - Student Driving/Parking)

Police Interviews
Generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities shall cooperate.

Police Interviews of Juveniles
When the interview involves a juvenile, the police will usually arrange to have a parent present. The exception to this rule is (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 16 is being interviewed by the police and the parent/guardian cannot be present, the student may, at his/her request, have a member of the school staff present. Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means they (1) must be informed of their legal rights; (2) may remain silent if they so desire; and (3) may request the presence of an attorney.

Child Abuse
School officials will notify the Department of Children and Families and the police of suspected child abuse cases. If staff members have reasonable cause to suspect that a child has been abused by a school employee, they must report the abuse to the Superintendent, who will notify the DCF and police. (cf. 5141.4 - Reporting of Child Abuse/Neglect)

Extracurricular Activities
Police assigned on-site have communications if additional police resources are needed. Police officials assigned to extracurricular activities shall report to the school administrator to discuss appropriate monitoring procedures.

Arrest Warrants
There are times when the police may decide to pick up a student due to a warrant being issued for his/her arrest. Once notified of an outstanding Arrest Warrant for a student, the student should be escorted from class by school personnel and remain in a secure office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine. When a student is removed from school by law enforcement officers for any reason, school officials will make every reasonable effort to

notify the student's parent/guardian or legal custodian. The school officials will document such efforts in writing.

Confidential Police Records

Police officials are prohibited by state and federal law from disclosing confidential juvenile arrest information or using the police computer network to obtain information relative to registration numbers, home addresses, etc.

Search of Students

School officials may search students, bookbags, lockers, desks, etc., using the established "reasonable suspicion" standard. In cases where a student is suspected of carrying a dangerous weapon, and there is a safety issue inherent in the search process itself, the police should conduct the search after the student is secured in an office. (cf. 5145.12 - Search and Seizure)
Each year, the administration will meet with local law enforcement officials to discuss:

1. To whom the school/law enforcement official should call for suspected violations of the law occurring on district property or other common needs;

2. How school representatives should handle evidence of a suspected crime/contraband, etc.;

3. Board policy and procedures related to law enforcement officials' requests for access to question students on district property and district notification requirements;

4. Applicable provisions of district emergency plans and security procedures;

5. Special event needs.

Notification of a Student's Arrest

Pursuant to the requirements of C.G.S. 10-233h, as amended by Public Act 94-221, Public Act 95-304 and Public Act 97-149, whenever the Superintendent receives oral, followed by written notification from the local police department or state police that a student was arrested for a Class A misdemeanor, a felony, or for selling, carrying, or brandishing a facsimile firearm, he/she shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with Section 46b-124. The Superintendent may disclose such information, when reported during the school year, only to the Principal of the school in which the student is enrolled or the supervisory agent of any other school in which the student is enrolled.

The Principal or supervisory agent may disclose such information only to special service staff or a consultant, such as a psychiatrist, psychologist, or social worker, for the purposes of assessing the risk of danger posed by the person to other students, school employees, or property and

effectuating an appropriate modification of such person's educational plan or placement for disciplinary purposes. Such information with respect to a child under sixteen years of age shall be confidential in accordance with 46b-124 and shall only be disclosed as provided in this section and shall not be further disclosed.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233s re student suspension, expulsion.

10-233g(b) Boards to report school violence.

10-233h Arrested students. Reports by police to the superintendent, disclosure, and confidentiality.

17a-101 Protection of children from abuse.

17a-102 Report of danger of abuse.

46b-124 Confidentiality of records of juvenile matters. Exception

53-206c Sale, carrying, and brandishing of facsimile firearms prohibited. Class B misdemeanor.

53a-185 Loitering in or about school grounds: Class C Misdemeanor.

Reports of principals to the police authority.

New Jersey v T.L.O., 53 U.S.L.W. 4083 (1988), 469 U.S. 325; 105 S.CT 733.

54-76j Disposition upon adjudication as a youthful offender.

Regulation approved:

Business and Non-Instructional Operations

Food Services

Food Service Personnel - Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer, or agent of the Northwestern Regional District No. 7 School District shall participate in the selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person who develops or drafts specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions, or other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Northwestern Regional District No. 7 School District employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors, or parties to sub-agreements.

The purchase during the school day of any food or service from a contractor for individual use is prohibited.

Northwestern Regional District No. 7 Board of Education employees, officers, and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.

2. The removal of any food, supplies, equipment, or school property, such as official records, recipe books, and the like, is prohibited unless express permission of the Food Service Coordinator/Business Manager/Cafeteria Supervisor has been granted.

3. The outside sale of such items as used oil, empty cans, and the like will be sold by contract between the Northwestern Regional District No. 7 School District and the outside agency.

4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension, or dismissal.

Resolution of Controversies

Any actual or proposed supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.

2. The protest shall be delivered within 10 days of the action that is being aggrieved.

3. A hearing will be scheduled within 15 days of receipt of the protest.

4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent, and emergency purchase procedures will be followed until protest resolution.

5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieved supplier, with proof of delivery required.

6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.

2. All bids/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded, it may be viewed by any company or individual who entered a response to the proposed intent to purchase.

a. Any supplier providing information, as a part of a proposal or offer, shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."

b. Should the school district receive a request to release this marked information, the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.

c. In 10 working days, the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.

3. After acceptance, procurement information is available to the general public except as noted above.

(cf. 3320 - Purchasing Procedures)

(cf. 3323 - Soliciting Prices, Bids)

(cf. 3326 - Ordering Goods and Services, Paying for Goods and Services)

(cf. 3542 - School Lunch Service)

(cf. 3542.31 - Participation in the Nutritional School Lunch Program)

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

(cf. 3542.34 - Nutrition Program)

(cf. 4118.13/4218.13 - Conflict of Interest)

(cf. 6142.101 - Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

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

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

10-216 Payment of expenses.

State Board of Education Regulations

10-215b-1 School lunch and nutrition programs.

10-215b-11 Requirement for meals.

10-215b-12 Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities

Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.

2 CFR 200.318 General Procurement Standards

Policy adopted:

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn, and maintain good health. Therefore, the Board provides a food service program for school breakfasts and school lunches that meet the dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010, as periodically amended, and applicable state laws and regulations.

This service shall be under the supervision of the Food Services Director, who shall be responsible to the Superintendent of Schools. The Food Services Director shall be hired under specific job specifications and approved by the Board.

The Board shall comply with the minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs, which are contained in the regulations to the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296. These regulations, effective July 1, 2015, as amended, effective April 30, 2019, establish hiring standards for the selection of State and local school nutrition program directors, and require all personnel in the school nutrition programs to complete annual continuing education/training.

The Board believes that the fulfillment of these professional standards for food service personnel will result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently. Requiring proper qualifications to serve in the District's Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Flexibility for districts with 2,499 students or fewer, subject to the prior approval of the Connecticut State Department of Education (CSDE), allows such districts to accept food service experience as a substitute for school nutrition experience when hiring new school nutrition program directors. This shall include volunteer or unpaid work, as well as relevant food service experience.

The Superintendent is directed to develop administrative regulations that detail the required hiring standards and continuing education training for all District food service personnel.

(cf. 3542.31 - Participation in the Nutritional School Lunch Program)
(cf. 3542.33 - Food Sales Other Than National School Lunch Program)
(cf. 3542.34 - Nutrition Program)
(cf. 3542.43 - Charging Policy)
(cf. 6142.101 - Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

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

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

10-216 Payment of expenses.

10-217 State Board of Education Regulations.

10-215b-1 School lunch and nutrition programs.

10-215b-11 Requirement for meals.

10-215b-12 Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Parts 210 and 220).

Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, as amended effective 4/30/19.

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001).

U.S. Department of Agriculture (USDA) Final Rule 84 FR6953

Policy adopted:

Students

Work-Study Student Employment/Work-Release

In cooperation with various local and area businesses and industries, the District shall establish and maintain work-study and work-release programs for students who are at least sixteen (16) years of age. Student work-release allows eligible students to be released during the school day to work for an employer.

Insofar as feasible, each of those work experience programs shall be tailored to meet the vocational needs of the individual students by their school counselor, who shall guide them in selecting appropriate academic courses, and by the vocational coordinator, who shall ensure proper placement in the most relevant training/employment. Students' course schedules and graduation requirements take priority over work-student or work-release.

Program Conditions/Roles and Responsibilities

- Through the work-release program, students may earn eligible credits provided that the curriculum for those credits aligns directly with the course and other program requirements.
- The principal or designee, in collaboration with school counselors, will determine the maximum number of work hours for each student.
- The student must receive approval for work release from the principal or designee.
- The student must obtain written consent from the parent and/or legal guardian.
- The student must obtain a Promise of Employment letter from the prospective employer and apply for and be issued working papers.
- The student must show proof of employment, which will be reviewed quarterly by the principal or designee.
- The student is responsible for maintaining good academic standing, attendance, and behavior in both school and vocational settings.
- The principal or designee is responsible for ensuring that student work-release is compliant with Connecticut's Student Work-Release Policy, including but not limited to:
    - Discussing the student work-release program with each student;
    - Verifying eligibility and reviewing quarterly with the student; and

o Adhering to all applicable laws, including the Guidelines and Procedures for the Employment of Minors in Connecticut.

Eligibility Requirements:

- Work-release may be provided to any student who is at least 16 years of age and who is enrolled in the district's high school and must comply with state labor laws.
- The student must be in good standing academically and on track to graduate within four years, as determined by the school principal or designee.
- The student must have an acceptable attendance record and must not be considered "chronically absent."
- The student must have a record demonstrating their ability to comply with school behavioral expectations and be deemed able to comply with workplace attendance and behavioral expectations.

Legal References: Connecticut General Statutes

4-124II. Model Student Work-Release Policy

Public Act 24-45, An Act Concerning Mandate Relief, School Discipline and Disconnected Youth

Policy adopted:

Students

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the ***Interstate Compact on Educational Opportunity for Military Children***. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployments.

Definitions

Children of military families means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel, other federal civil service employees, or contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.

- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.

• Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

• Receiving schools must honor the placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.

• In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.

• If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces.

• The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.

• Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

Alternate language for above:

• A one-day absence is provided for students when their parent/guardian is deployed into active military service.

• A one-day absence is provided for students when their parent/guardian returns from active military service or deployment.

• A student whose parent or legal guardian has been called to duty, is on leave from, or immediately returned from deployment to a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.

• Absences related to a student visiting with his/her parent, related to leave or deployment activities, may be excused by the District. The district will permit no more than ___ excused absences per year for this purpose. (*Note: The local district may specify in its policy how many excused absences are permitted.*)

- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.

- The District high school will accept exit, or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

(cf. 5111 - Admission)

(cf. 5113 - Attendance and Excuses)

(cf. 5123 - Promotion/Retention)

(cf. 5125 - Student Records; Confidentiality)

(cf. 5141.3 - Health Assessments and Immunizations)

(cf. 6146 - Graduation Requirements)

(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut. (Section 7)

Policy adopted:

Students

Use of Exclusionary Time Out Settings

The Board of Education (Board) recognizes that the use of exclusionary time-out may be an effective method of behavior intervention for some students. A time-out setting used for an exclusionary time-out is an area for a student to safely de-escalate, regain control, and prepare to meet expectations to return to his/her educational program. The time-out setting offers a quiet place to be used when students are overwhelmed, experiencing over-stimulation, or are out of control.

OR

The Board of Education (Board) acknowledges that behavior management practices for students may sometimes include the use of exclusionary time-out settings. A time-out setting is an area for a student to safely de-escalate, self-regulate, self-calm, regain control, and prepare to meet expectations to return to his/her educational program. A time-out setting shall only be used in conjunction with a behavior management program that teaches and reinforces acceptable behaviors, except where it is necessary to remove a student from a potentially dangerous situation or an unanticipated situation.

Definitions

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or de-escalating such student's behavior.

Seclusion means the involuntary confinement of a student in a room, physically prevented from leaving. Seclusion does not include an exclusionary time-out.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs, or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

Types of Time Out

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction, for the purpose of calming.

There are two kinds of time-out:

- Inclusionary - when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.

- Exclusionary - when a student is separated from the rest of the class through complete visual separation or actual physical separation.

Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

Use of Exclusionary Time Out Setting/Space

If a time out setting/space is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The Board has adopted and implemented the following policy and procedures governing school use of time-out settings/spaces as part of its behavior management approach, consistent with P.A. 18-51.

At a minimum, the use of exclusionary time-out settings/spaces shall be governed by the following rules and standards:

1. The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time-out space shall be unlocked, and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time-out or emergency interventions is prohibited.

   Staff shall continuously monitor the student in a time-out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.

   Under no circumstances shall a time-out setting/space in a school program be used for seclusion of the student, where the term "seclusion" is interpreted to mean placing a

student in a locked room or space or in a room where the student is not continuously observed and supervised.

2. Factors which may precipitate the use of the time out setting/space:

a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)

b. Behavior that is severely disruptive

c. Dangerous behavior that presents a risk of injury or harm to that student or to others

d. Behavior that is dangerous or presents a risk of significant property damage.

The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.

3. Time limitations for the use of the time out setting/space:

A student should remain in the designated time out setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes. (A suggested time-legislation does not specify time limits)

School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

If, at any point during the student's stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time-out setting for excessive amounts of time, and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time-out setting for the student. Whether the student requires a debriefing following the use of a time-out setting shall be left to the staff knowledgeable about the individual student.

When it is decided through the program planning process to use a time-out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time-out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the time-out setting, non-violent crisis techniques must be used. Consideration must be given to the procedures pertaining to the use of physical restraint and/or seclusion as defined in policy 5144.1.

4. Staff training on the policies and procedures related to the use of time-out setting/space shall include, but not be limited to, the following measures:

a. The Supervisor of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for the use of time out.

b. Specific Training Activities and Programs:

Staff members working with students who have the use of the time-out space will:

- Receive full training in the policy and procedures for the use of a time-out setting.
- Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators, and the Director of Pupil Personnel Services.

5. Data collection to monitor the effectiveness of the use of time-out settings/spaces:

The District shall establish and implement procedures to document the use of time-out space, including information to monitor the effectiveness of the use of the time-out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

Such data collection should appropriately include, but is not limited to, the following information:

a. A record for each student showing the date and time of each use of the time-out setting;

b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time-out setting;

c. The amount of time that the student was in the time-out setting; and

d. Information to monitor the effectiveness of the use of the time-out setting to decrease specified behaviors that resulted in the student being placed in the setting.

6. Information to be provided to parents:

The School District shall inform the student's parents before the initiation of a behavioral intervention plan that will incorporate the use of a time out setting for a student, and shall allow the parent to see the physical space that will be used as a time out setting and provide the parent with a copy of the school's policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child is placed in a time-out setting. Minimally, whenever a time-out setting is used as an emergency intervention, the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible. The use of a time-out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time-out setting should be directed to school administrators.

Physical Space Used as a Time-Out Setting/Space

The physical space used as a time-out setting must meet certain standards:

a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time-out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time-out.)

b. The space or setting used for an exclusionary time-out must be appropriate for calming or de-escalating the student's behavior.

c. The area shall be of adequate width, length, and height to allow the student to move about and recline comfortably.

d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.

e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.

f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.

g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

(cf. 5144.1 - Physical Restraint/Seclusion/Exclusionary Time Out)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy adopted:

Students

Discipline

Physical Exercise and Discipline of Students

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the lifelong enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as a Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school-wide routines and events that engage students in physical activity, which is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

School employees may prevent or restrict recess when:

a. a student poses a danger to the health or safety of other students or school personnel, or

b. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their

work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

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

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or 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 elementary, middle or high school, pursuant to a contract with the Board.

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

(cf. 6142.10 - Health Education Program)
(cf. 6142.101 - Wellness)
(cf. 6142.61 - Physical Activity)
(cf. 6142.6 - Physical Education)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess

10-221u Boards to adopt policies addressing the use of physical activity as discipline.

PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children

Policy adopted:

Instruction

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Purpose

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, and the Cambridge International Program.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced-level courses and programs; and annually report on District progress toward increasing students' readiness and participation in advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Definitions

An **"advanced course or program"** is defined as an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college, or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

"Prior academic performance" means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

Procedures/Criteria/Guiding Principles

The Board is aware that minority students are chronically underrepresented in advanced-level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income and minority students from enrolling in such courses or programs. Further, other barriers to participation include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing students' access to rigorous learning opportunities to assist all students in being prepared for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that make later advanced coursework a viable option;

2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;

3. Use only enrollment access criteria that are educationally necessary;

4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:

   a. Recommendations from teachers, administrators, school counselors, or other school personnel;

   b. Criteria not exclusively based on a student's prior academic performance;

   c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;

   d. GPA improvement over time;

   e. Scoring near benchmark on local assessments;

   f. Student interests and persistence.

5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and

6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and make these materials available in multiple languages.

In order to access advanced courses or programs, students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have completed the prerequisite coursework or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will

be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced courses, and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards, and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations, and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review data on student participation in advanced courses or programs. The data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6141.4 - Independent Study)
(cf. 6141.5 - Advanced College Placement)
(cf. 6172.1 - Gifted and Talented Students)
(6141.52 - Challenging Curriculum Policy)
(cf. 6141.7 - Honors Programs)
(cf. 6172.6 - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptions and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

An "**advanced course or program**" as defined in this policy means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board's goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitability addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this "challenging curriculum policy" aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, "Gifted and Talented Students."

District middle schools will offer advanced academic classes in the four content areas of language arts, mathematics, social studies and science.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy, these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics that make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for placement. Student aptitudes, attributes, and academic behaviors will be identified, assessed, and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility, and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products, and learning environments.

The identification process shall include the following:

- Identification of students with:
    - Superior cognitive ability;
    - Specific academic ability in one or more of the following content areas: math, science, language arts, social studies (consistently received grades of "B" or higher in the core content areas);

    - Creative thinking ability; and
    - Giftedness.
- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests, if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

Academic Plan

Each identified student shall develop an academic plan for the period from grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian has the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and, at a minimum, at least once a year.

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education before high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level

courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.4 - Independent Study)
(cf. 6141.5 - Advanced College Placement)
(cf. 6141.51 - Advanced Courses or Programs-Eligibility Criteria for Enrollment)
(cf. 6141.7 - Honors Programs)
(cf. 6172.1 - Gifted and Talented Students)
(cf. 6172.6 - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 5

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated that students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

Beginning with classes graduating in 2027, graduating students must have completed a Free Application for Federal Student Aid (FAFSA), completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status, or completed a waiver, on a form prescribed by the Connecticut State Department of Education (CSDE) signed by the student's parent/legal guardian or by the student if 18 years of age or older.

A principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student if the certified educator affirms that they have made a good faith effort to contact the parent/legal guardian or student about the completion of the application.

The Board, through this policy, sets as a goal of ensuring 100% compliance for the FAFSA completion rates among grade 12 students or students in District adult education programs. This goal aims to ensure District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

The Board directs the administration to develop plans to initiate new strategies for 100% yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

Strategies

The Board believes this goal of 100% FAFSA completion rates can be attained utilizing, but not limited to, the following strategies/considerations:

1. Design FAFSA completion initiatives according to the target population's needs.

2. Establish and maintain strong partnerships with as many stakeholders as possible, with multiple organizations to assist.

3. Incorporate financial aid training into the existing curriculum.

4. Provide individualized meetings between students and staff.

5. Collect and monitor appropriate data to identify which students are not completing applications and target extra support to them.

6. Build trusting relationships with parents and the community to ensure students and their families feel comfortable in filling out the forms.

7. Design systems, tools, and events focusing on students who might otherwise not complete an application.

8. Provide a network of resources to support school counselors and teachers.

9. Raise awareness about FAFSA before senior year.

10. Provide sufficient and easily accessible resources on district/school websites.

11. Offer school-day and evening support for students and their parents/guardians.

12. Create a FAFSA student/parent portal on FAFSA.

13. Use existing programs and forums, such as advisor periods, college and career planning seminars, parent meetings, etc., to assist.

14. Stress financial aid is for technical, two-year, and four-year schools.

15. Build a school or campus-based FAFSA team to review data, discuss, and implement strategies to reach students.

16. Partner with local postsecondary institutions.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

P. A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Public Act 23-204 An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget §319-320

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth §9

Policy adopted:

Instruction

Gifted and Talented Students Program

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district [and to provide these students with appropriate instructional adaptations and services]. (Districts are required to identify, but provision of services is at the discretion of the local district.) The Board is committed to providing identification and assessment that is responsive to students' economic conditions, gender, developmental differences, disabling conditions, and cultural diversity.

For purposes of this policy, "gifted and talented students" means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy, "outstanding talent in the creative arts" means a child identified by the Planning and Placement Team as gifted and talented based on demonstrated or potential achievement in music, the visual arts, or the performing arts.

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans (IEP) or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be made by a PPT. Such a PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative, and pupil personnel staffs.

Though early identification of the gifted and talented is important, the identification of these students must be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children, and new children are regularly being enrolled in the system.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such a student was identified as gifted and/or talented;

2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;

3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and

4. any associations in the state that provide support to gifted and talented students.

The school district, should it decide to offer services to the gifted and talented, shall utilize the guidelines developed and promulgated by the State Department of Education (SDE) for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social, and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.

Regulations of Connecticut State Agencies Sections 10-76a-1-10-76l-1.

P.A. 19-184 An Act Concerning the Provision of Special Education.

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

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 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.
- 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

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.

The focus is on moderating calories, limiting fats, sodium, and sugar,s 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.)

Note: Districts that participate in Connecticut's healthy food certification must follow the Connecticut Nutrition Standards for all foods sold in schools instead of the USDA's Standards for Competitive Foods. The "Connecticut Nutrition Standards" meet or exceed the USDA's competitive food standards.

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools," including, but not limited to, 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.

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.)

Community Input

The Superintendent or designee will provide opportunities, suggestions, and comments concerning the development, implementation, periodic revie,w 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 as the person 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 comply 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; a 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)

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 Nonpublic school participation in feeding program.

10 215b Duties of the 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

Policy adopted:

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, sodiu,m 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 meet 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 servings 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.

- Offer a variety of fruits and vegetables; (Meet specific requirements about different types required)

- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards which are the same);
- Contain 0 percent trans fats;
- Bake or steam all cooked foods; and
- Purchase or obtain fresh fruits and vegetables from local farmers, when practical.

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms, 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.

- 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.)*

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.)

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.

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.)

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 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.

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

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.

Concessions

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

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.

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)
- Healthy heart choices
- Sources and functions of major nutrients
- Guide to a healthy diet
- Diet and disease
- Understanding calories
- Healthy snacks
- Identify and limit foods of low nutrient density
- Food labels
- Multicultural influences
- Serving sizes
- Proper food safety and sanitation

- Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices

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.

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.]

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, pupil 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.

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.

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

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)

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.

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 Diane Barrett, Administrative Assistant to the Superintendent, dbarrett@nwr7.org. The District Wellness Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District 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.

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 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.

Candy:

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, contain0ing 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;* and;

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 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

**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.*

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.

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.)**

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.

* Alternatively, districts can eliminate these foods during the school day by replacing the language stating "meal periods" with "school day."
** 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."

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.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous section on "Competitive Foods and Beverages" with the following language below:

"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

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).

* Boards are advised to exercise caution in adopting this language as such adoption results in the creation of a mandate by the Board.

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.

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.

Regulation approved:

NORTHWESTERN REGIONAL HIGH SCHOOL

BARKHAMSTED, COLEBROOK, NEW HARTFORD and NORFOLK

The mission of Northwestern Regional High School is to foster academic and personal excellence in every student. In partnership with families and communities, we create a safe learning environment dedicated to developing the skills of lifelong learning. Our dynamic and challenging educational program prepares individuals to respect diversity and become responsible citizens in a rapidly evolving global environment.

Gary B. Franklin, Principal
gfranklin@nwr7.org

Andrew P. Bakulski,
House I Assistant Principal
abakulski@nwr7.org

Daniel P. Carroll,
House II Assistant Principal
Director of Student Activities
dcarroll@nwr7.org

Dr. LePage,

I am writing this letter to request the use of our gymnasiums for a four-day volleyball camp this summer from August 3th-August 6th. The camp would run from 9:45-12:00 each day, and be for girls in our area entering grades three through eight. I believe that our volleyball program has been successful because our players start their high school career with two years of volleyball experience from our middle school program. We are so fortunate to have that middle school program bolstering the foundation of our high school team. To advance our program even further with skill and participation, I would love to both grow the game of volleyball with our student-athletes earlier, and spend time improving the skills of our current middle-school players. Thank you for both your consideration and the consideration of the Board of Education.

Sincerely,

Adam Vaccari

Math Educator & Varsity Volleyball Coach