



Elementary Reading and Language Arts

HMH Into Reading Core Program

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Supervisor of Elementary Reading and Language Arts

Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- | | |
|------------------------------------|-----------------------------|
| 1 Academic Learning | 2 Culture & Climate |
| 3 Youth & Family Engagement | 4 Talented Educators |
| 5 Operational Efficiencies | |

2022-2023 School Year



NEW HAVEN PUBLIC SCHOOLS

Reorganization

- Divided the Supervisor of K-12 Literacy position into two positions

Staffing

- Hired a Supervisor of Elementary Reading and Language Arts, **Ms. Jennifer Tousignant**, to provide focus support in the elementary grades on literacy
- Hired a Supervisor of Secondary English Language Arts, **Dr. Jennifer Sinal-Swinger**, to provide focus support in the middle and high school grades on literacy

Program Review

- Piloted Programs in multiple schools
- Selected K-5 HMH, *Into Reading* and *Arriba Lectura*
- Materials Ordered/Purchased
- Materials Delivered to schools, End of June 2023
- Virtual 2 hour overview for all K-5 staff in spring, prior to end of school year

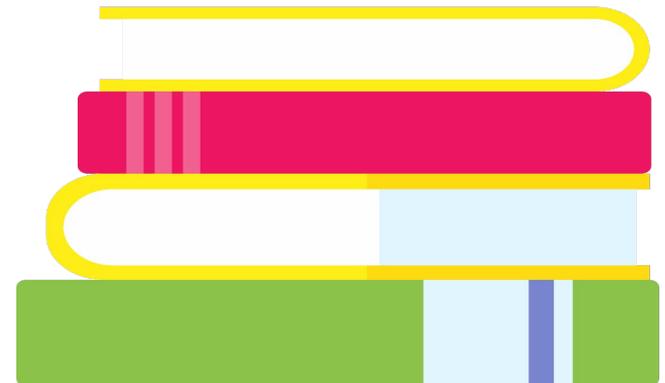
- Supervisor met 1:1 with each elementary principal to discuss new core program roll out
- New Principal Onboarding, HMH Into Reading and Arriba La Lectura focus
- New Teacher Orientation, HMH Into Reading and Arriba La Lectura focus
- Optional Professional Development for Teachers, K-5 (June and August)
- Literacy Coach Work Groups Created the following:
 - Pacing Guides
 - [HMH Pacing Guides](#)
 - [HMH Pacing Guides DUAL LANGUAGE - Google Docs](#)
 - Linked Science Units for cross curricular connections where it logically made sense
 - Created lesson plan structures for teachers to utilize [HMH Lesson Plan Template](#)
 - Revised [NHPS District Assessment Calendar 2023-24.xlsx](#)
 - Outlined [90 minute Literacy Block](#)
- Administrator Overview of HMH Into Reading with distribution of Look Fors

K-5: Full implementation of new core program



NEW HAVEN PUBLIC SCHOOLS

- Into Reading
- Arriba La Lectura for Biliteracy Schools
- Houghton Mifflin Harcourt product
- Fidelity to the Core!
- Minimum of 90 minutes for Literacy Block
- K-3 Foundations (30 minutes)
- Writing Block 45 minutes



Sample “Look Fors”



NEW HAVEN PUBLIC SCHOOLS

Into Reading at a Glance **Grades 1–2**

Use this document to familiarize yourself with key features of *Into Reading* and provide support to teachers during Grades 1 and 2 classroom visits.

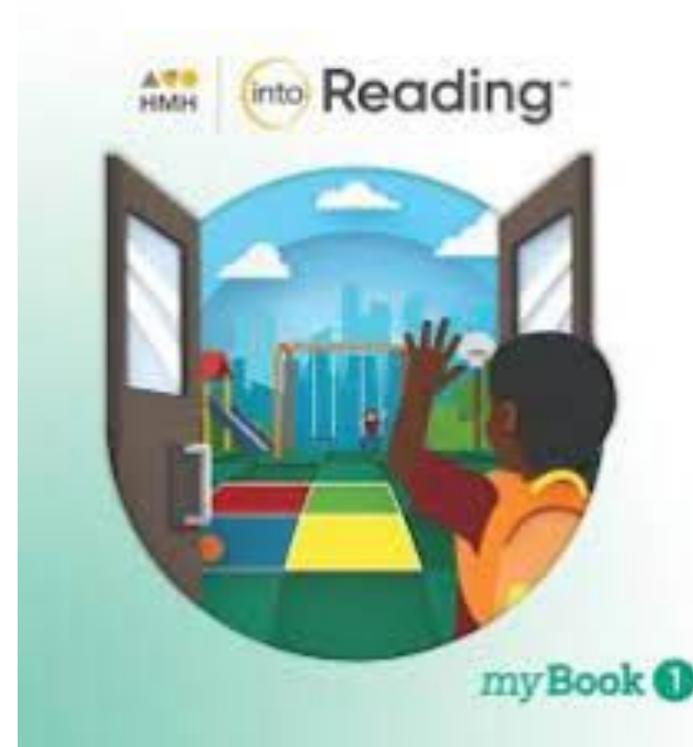
Key Features with Look Fors	Conversation Starters	Resources
<p>Build Knowledge and Language</p> <p>Teachers introducing a module topic, engaging students in discussion of the topic, and building background knowledge around the topic</p> <p>Students collaborating and participating in discussion about the Knowledge Map, quotation, the module Essential Question, and a Get Curious Video</p> <p>Students interacting with Vocabulary Cards and beginning the Vocabulary Network, using Big Idea Words that they will continue to add to throughout the module</p>	<p>Teacher: How do you introduce the module topic to students and get them interested in learning about it?</p> <p>Students: What do you hope to learn about the topic of this module?</p>	<p>PLG page 42</p> <p>Grades 1 and 2 TG Welcome to the Module, Building Knowledge Networks pages</p> <p>Grade 1–2 Guiding Principles and Strategies</p> <p>Teaching and Learning</p> <p>Digital Getting Started Grade 1–2 Teaching and Planning</p>

What should one see when in a K-5 classroom during the literacy block?



NEW HAVEN PUBLIC SCHOOLS

- Phonological Awareness instruction
- Oral language development
- Phonics instruction
- Vocabulary instruction
- Fluency instruction
- Comprehension instruction
- Small group instruction
- Literacy Centers
- Print rich environment
- Clear Evidence of core program implementation
- All adults in classroom working with students
- Organized materials for easy student access



90 Minute Block Grades K-3



NEW HAVEN PUBLIC SCHOOLS

90 Minutes	Core Instructional Practices	Core Resource	Students will...
30 minutes	Phonological Awareness Pnics Letter Name Fluency	Fundations	<ul style="list-style-type: none"> • identify, distinguish and manipulate letter sounds • learn the relationship of letters to sounds • use the structure and meaning of words so they can encode/decode
20 minutes	Whole group Structured Literacy: Shared Reading/Interactive Read Aloud Targeted Daily Learning Objectives and Weekly Focus/Key Learning Objectives from HMH <ul style="list-style-type: none"> • Phonological Awareness • Vocabulary • Fluency • Oral Language/Communication • Comprehension 	HMH Into Reading	<ul style="list-style-type: none"> • engage in rich literary collaborative discussion about text that is read/analyzed by the class • Monitor comprehension, make adjustments when understanding breaks down, and clarify for understanding • identify new vocabulary using strategic learning techniques • use newly acquired vocabulary expressively • ask and answer questions about a text • listen actively and make relevant comments • use and articulate reading strategies
40 minutes	Small groups/literacy centers: Guided and independent practice connected to skills and strategies previously learned. <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Letter Naming Fluency/CAP • Vocabulary • Fluency • Oral Language/Communication • Comprehension 	HMH Into Reading Options for Differentiation Guided Practice Literacy Centers	<ul style="list-style-type: none"> • read teacher selected material in a small group • receive explicit instruction and guided support for reading increasingly complex text • apply skills and strategies while maintaining a high volume of reading • read a variety of texts at independent and instructional levels • engage in HMH Into Reading suggested literacy centers • engage in explicit guided reading with educator on focused objective based on student need • review and extend understanding of early literacy skills and strategies • Identify the parts of a text
30 minutes	“WIN” What I Need Small Group and Individualized Enrichment and Intervention experiences based on student data	HMH Into Reading Fundations Other Interventions Other Supplementals	<ul style="list-style-type: none"> • engage in enrichment/intervention experiences based on their needs • review and extend understanding of literacy skills and strategies
45 minutes	Writing	HMH	<ul style="list-style-type: none"> • extend understanding of text through a variety of writing genres, sometimes illustrations • compose and write a variety of genres, written for varying purposes and audiences • write using grade level conventions of usage, punctuation and sentence structure • engage in and understand steps of the writing process

90 Minute Block Grades 4-5



NEW HAVEN PUBLIC SCHOOLS

90 Minutes	Core Instructional Practices	Core Resource	Students will...
30 minutes	Whole group Structured Literacy: Shared Reading/Read Aloud Targeted Daily Learning Objectives and Weekly Focus/Key Learning Objectives from HMH <ul style="list-style-type: none"> ● Vocabulary ● Word Study ● Fluency ● Oral Language/Communication ● Comprehension 	HMH Into Reading	<ul style="list-style-type: none"> ● text that is read/analyzed by the class ● monitor comprehension, make adjustments when understanding breaks down, and clarify for understanding ● identify new vocabulary using strategic learning techniques ● engage in rich literary collaborative discussion about newly acquired vocabulary, expressively ● ask and answer questions about a text ● listen actively and make relevant comments ● use and articulate reading strategies
20 minutes	Foundational Skills	HMH Into Reading	<ul style="list-style-type: none"> ● improve foundational reading skills ● encode and decode unfamiliar words ● learn and use greek and latin roots ● learn and use affixes and root words
40 minutes	Small groups/centers: Guided and independent practice connected to skills and strategies previously learned. <ul style="list-style-type: none"> ● Phonics/Word Study ● Vocabulary ● Fluency ● Oral Language ● Comprehension 	HMH Into Reading Options for Differentiation Guided Practice Literacy Centers	<ul style="list-style-type: none"> ● read teacher selected material in a small group ● receive explicit instruction and guided support for reading increasingly complex text ● apply skills and strategies while maintaining a high volume of reading ● read a variety of texts at independent and instructional levels ● engage in HMH Into Reading suggested literacy centers ● engage in explicit guided reading with educator on focused objective based on student need ● review and extend understanding of literacy skills and strategies ● Identify the parts of a text
30 minutes	“WIN” What I Need Small Group and Individualized Enrichment and Intervention experiences based on student data	HMH Into Reading Interventions LLI Read 180/System 44 Other Supplementals	<ul style="list-style-type: none"> ● engage in enrichment/intervention experiences based on their needs ● review and extend understanding of literacy skills and strategies
45 minutes	Writing	HMH	<ul style="list-style-type: none"> ● extend understanding of text through a variety of writing genres, sometimes illustrations ● compose and write a variety of genres, written for varying purposes and audiences ● write using grade level conventions of usage, punctuation and sentence structure ● engage in and understand steps of the writing process

Fall 2023 through Spring 2024 (Professional Learning)



NEW HAVEN PUBLIC SCHOOLS

- August 29: Full Day Differentiated *Into Reading* Professional Development for K-5
 - Level 1 for those who did NOT attend a summer workshop
 - Level 2 for those who did attend a summer workshop
- September 12: Full Day Professional Development K-5 focused on:
 - Assessment Analysis to Plan focused, targeted instruction
 - Foundational Skills
 - Writing Instruction
- Literacy Coaches:
 - Weekly co-planning with grade level teams
 - Beginning coaching cycles (model lessons, observations, conferring sessions, data analysis)
 - Provide professional development and support to teachers throughout the year (CIAs, staff meetings, half day PD sessions, grade level team meetings, coaching cycles, data teams)
- HMH Job Embedded Coaching:
 - Half day per school, per quarter
 - Supervisor, principal, and literacy coach plan agenda based on individual needs of school

Progress Monitoring



NEW HAVEN PUBLIC SCHOOLS

Growth Measure Grades 3-5 Fall, Winter, Spring:

- Administered in grades 3-5 by Sept 11 with careful analysis on PD day Sept 12
- Administered again in January and at EOY to analyze program results

DIBELS Grades K-2 Fall to Winter:

- Fall to Winter Data will be compared this year to previous years (2022, 2021) to analyze program results
- Winter to Spring data will be further analyzed

Year long Walk Throughs/Observations:

- Supervisor, Assistant Superintendents, Principals, Literacy Coaches
- Using Rubrics/Look For Documents for data tracking

Assessments



NEW HAVEN PUBLIC SCHOOLS

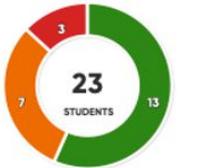
- 3x per year~ Growth Measure (HMH)
- 3x per year~ Universal Screener (K-3)
- Other formative assessments, as appropriate



Reports & Insights CSG 2020: Module Assessment: What a Story

Assessment Proficiency

All Students | DUE DATE SEP 25, 2020



● Below-Level 0% - 66%
● On-Level 67% - 77%
● Above-Level 80% - 100%
○ No Data

Item Analysis

Item 5	9	14
Item 21	8.23/12 avg.	
Item 19	16	7
Item 1	17	6

Assessed Standards

[Customize](#)

● **68.5% Proficiency**
CCSS.ELA-Literacy.W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, ...

● **77.5% Proficiency**
CCSS.ELA-Literacy.RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular...

Assessment Performance

STUDENT	SCORE	TIME SPENT	ITEM 1 CCSS.ELA-Literacy.L.5.5.c 1.00 Possible Show Item 1 >	ITEM 2 CCSS.ELA-Literacy.RL.5.4 1.00 Possible Show Item 2 >	ITEM 3 CCSS.ELA-Literacy.RL.5.4 1.00 Possible Show Item 3 >
All Students	78.05%	5 min 30 sec	73.9% (0.74/1.00)	91.3% (0.91/1.00)	82.6% (0.83/1.00)
LO OSBLACKBURN, LIANNE	61.76 % (21.00/34.00)	1 min 43 sec	1.00/1.00	1.00/1.00	1.00/1.00
PO OSBLAIS, PAMILA	67.65 % (23.00/34.00)	1 min 42 sec	1.00/1.00	1.00/1.00	1.00/1.00
RO OSBOWENS, RAGUEL	91.18 % (31.00/34.00)	1 min 25 sec	0.00/1.00	1.00/1.00	1.00/1.00
NO OSCARDWELL, NORENE	88.24 % (30.00/34.00)	4 min 38 sec	0.00/1.00	0.00/1.00	0.00/1.00

Reports & Insights Growth Report

Current Performance for All Students in Class



Domain Performance Levels



Thank you for your ongoing support!

Questions?



Instruction**School Productions**

Student productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school theatrical productions.

*The Board recognizes that students have rights to free expression in student **theatrical** productions. Consequently, student speech shall be limited in officially sponsored student **theatrical** productions only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.*

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

- 1. Performances and productions shall contribute to educational goals and objectives and shall not substantially disrupt regularly scheduled school activities or classes.*
- 2. Include content that adheres to constitutional requirements for separation of church and state, allowing for historical and cultural perspective.*
- 3. Encourage inclusiveness and reflect sensitivity to diversity, race, religion, disability and ethnicity.*
- 4. Consideration by the faculty of the maturity levels of students and appropriate standards of theatrical taste.*
- 5. Performances shall be approved in advance by the principal.*
- 6. Sponsors shall avoid the extended use of a particular student group.*
- 7. Arrangements shall be made to provide proper supervision and to assure that participating students conduct themselves in a way that brings credit to the school.*
- 8. Performances that are scheduled outside school hours are preferred.*
- 9. As required, approval, **rights and royalties** shall be acquired from copyright holders.*

Instruction**School Productions** (continued)

Student productions shall not contain speech which:

1. is vulgar, indecent or obscene;
2. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;
3. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
4. encourages the commission of unlawful acts or the violation of lawful school rules; or
5. promotes any product or service not permitted to minors by law.

Students may appeal a faculty advisor's or principal's decision to restrict production.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

(cf. 6162.2 – Copyright Law Compliance)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)

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Hazelwood School District v. Kuhlmeir, 484 U.S. 260 (1988)

Policy adopted:

Instruction

School Productions

A school environment shall be fostered that encourages all students to feel equal ownership of their school and promotes their participation and inclusion in school productions.

In support of this goal, schools shall:

- 1. Strive to vary the content of productions in order to appeal to the diversity of the student population.*
- 2. Represent diversity in the selection of performance content.*
- 3. Conduct conscientious outreach to those students not traditionally a part of school activities through peer recruitment and faculty encouragement.*
- 4. Publicize open auditions in a variety of announcements and hold auditions during times convenient to all students.*
- 5. Permit flexibility in the timing of rehearsals.*
- 6. Select students of diverse race, religion, academic ability and socioeconomic status.*

The following terms used in the policy are defined as follows:

- a. **Obscene:** Any speech or work the average person, applying contemporary community standards would find, taken as a whole, appeals to prurient interest, or which depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law, and which, taken as a whole, lacks serious literary, artistic, political or scientific value.*
- b. **Libelous Statement:** False and unprivileged statements about a specific individual which injure that person's reputation in the community.*
- c. **Substantial Disruption:** Any conduct by a student, in class or out, which for any reason including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction, or with the rights of other students.*

Religious Neutrality

When school productions are to include religious content, the sponsor shall apply the Lemon Test through the use of the following questions:

- a. Does the policy or practice have a non-religious purpose?*
- b. Is the primary effect of the policy or practice one which neither advances nor inhibits religion?*
- c. Does the policy or practice avoid an excessive entanglement with religion?*

An affirmative answer is required for each of these questions in order to meet constitutional requirements.

Instruction

School Productions

Royalties – School Productions

1. *If a school plans to present one or more performances of a royalty play or musical, permission from the publisher must be received.*
2. *The royalty must be paid unless special permission is given by the publisher.*
3. *No performance of a royalty play may be performed “in part” without the permission of the publisher. The “part” must be specified in any request for special permission.*
4. *Shows may not be modified, changed or adapted without the written authorization of the publisher. Where a school wishes to modify a show, the school must pay the royalties to the publisher, and/or ask for permission to present a modified form of the show. Permission to modify or adapt a show is not likely to be granted and, even if granted, royalties will be required.*
5. *Alternatives are to produce non-royalty shows, or to write an original script and insert music that is in the public domain or has no royalty bond.*
6. *When a school produces its own show, the script will state whether there are royalty fees to be paid or if it is free. Play magazines provide excellent scripts which are all royalty free.*

Appeals

Students may appeal a decision of the faculty advisor or Principal which restricts production. The appeal must be written and presented to the Principal; within five school days of the decision to restrict the production. The Principal shall render a written decision within five school days after receiving the appeal.

If a student is dissatisfied with the Principal’s decision, the student may appeal the decision to the Superintendent in writing within seven school days after receiving the Principal’s decision. The Superintendent or designee shall respond to the appeal within seven school days after receiving the appeal.

If the student is dissatisfied with the decision of the Superintendent, the student may appeal to the Board of Education within seven days after receiving the Superintendent’s decision.

THIS IS THE RECOMMENDED NEW POLICY

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THIS IS THE RECOMMENDED NEW POLICY

Instruction

Student Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education encourages the development of school student publications such as newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

*All student publications will comply with the rules of responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, **detrimental and prejudicial terms**, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.*

In addition, student newspapers and/or publications which are paid for by the District and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board reserves the right to edit or delete such student speech which is determined to be inconsistent with the District's basic educational mission.

The Board recognizes that students have rights to free expression in student publications. Consequently, student speech shall be limited in officially sponsored student publications only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Optional language:

Students shall have the right to appeal the exercise of pre-publication or pre-production control by District staff to the Board. (Note: there is no legal requirement for an appeal process.)

*Legal Reference: Eisner v Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)
Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)*

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

Instruction

Student Publications

Purposes of Official Student Newspaper

1. *To exist as an instructional device for the teaching of writing and other journalistic skills;*
2. *To provide a forum for opinions of students, school staff, and members of the community; and*
3. *To serve the entire school by reporting school activities.*

Rights of Student Journalists

1. *To print factual articles dealing with topics of interest to the student writers; and*
2. *To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.*

Responsibilities of Student Journalists

1. *To submit copy that conforms to good journalistic writing style;*
2. *To rewrite stories, as required by the journalism advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;*
3. *To check facts and verify quotes;*
4. *In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and*
5. *Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.*

Material Not Permitted in Official School Newspapers

1. *Material which is libelous or which violates the rights of privacy;*
2. *Profanity, as defined in the Oxford dictionary hereby defined as the language which would not be used in The Hartford Courant or The New York Times;*

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Instruction**Student Publications****Material Not Permitted in Official School Newspapers (continued)**

3. *Material which criticizes or demeans any race, religion, sex or ethnic group;*
4. *Ads for cigarettes, liquor, or any other product not conducive to good health;*
5. *Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; and*
6. *Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter or photograph cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.*

Determination of Appropriateness

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school Principal or his/her designated representative other than the newspaper advisor may also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed in Board policy and these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences

*In the event of disagreement as to whether an article should be printed, each school shall have a Publications Board, which shall meet within 48 hours to submit its opinion. **It is suggested that the Publications Board shall consist of the Principal or his/her designated representative; the journalism advisor; the editor-in-chief; representatives from the student government, the PTA/PTO and the advisory council; and other members as mutually agreed upon.** If the Publications Board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the Board's legal counsel in making his/her decision. The Superintendent shall act on the appeal within 48 hours.*

Instruction

Student Publications (continued)

Legal Reference: *Eisner v. Stamford Board of Education, 440 F.2d 803 (2nd Cir 1971)*

Trachtman v. Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 354 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. DesMoines Independent Community Dist., 393 US 503, (1969)

RECOMMENDED POLICY

Instruction

Student Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education encourages the development of school student publications such as newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

All student publications will comply with the rules of responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, detrimental and prejudicial terms, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications which are paid for by the District and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board reserves the right to edit or delete such student speech which is determined to be inconsistent with the District's basic educational mission.

The Board recognizes that students have rights to free expression in student publications. Consequently, student speech shall be limited in officially sponsored student publications only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Optional language:

Students shall have the right to appeal the exercise of pre-publication or pre-production control by District staff to the Board. (Note: there is no legal requirement for an appeal process.)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)
 Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)
 Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)
 Bethel School District v. Fraser, 478 US 675 (1986)
 Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

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

Adapted from Connecticut Association of Boards of Education, Inc.

Instruction

Student Publications

Purposes of Official Student Newspaper

1. To exist as an instructional device for the teaching of writing and other journalistic skills;
2. To provide a forum for opinions of students, school staff, and members of the community; and
3. To serve the entire school by reporting school activities.

Rights of Student Journalists

1. To print factual articles dealing with topics of interest to the student writers; and
2. To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.

Responsibilities of Student Journalists

1. To submit copy that conforms to good journalistic writing style;
2. To rewrite stories, as required by the journalism advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
3. To check facts and verify quotes;
4. In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and
5. Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.

Material Not Permitted in Official School Newspapers

1. Material which is libelous or which violates the rights of privacy;
2. Profanity, as defined in the Oxford dictionary

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

Instruction

Student Publications

Material Not Permitted in Official School Newspapers (continued)

3. Material which criticizes or demeans any race, religion, sex or ethnic group;
4. Ads for cigarettes, liquor, or any other product not conducive to good health;
5. Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; and
6. Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter or photograph cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.

Determination of Appropriateness

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school Principal or his/her designated representative other than the newspaper advisor may also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed in Board policy and these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences

In the event of disagreement as to whether an article should be printed, each school shall have a Publications Board, which shall meet within 48 hours to submit its opinion. It is suggested that the Publications Board shall consist of the Principal or his/her designated representative; the journalism advisor; the editor-in-chief; representatives from the student government, the PTA/PTO and the advisory council; and other members as mutually agreed upon. If the Publications Board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the Board's legal counsel in making his/her decision. The Superintendent shall act on the appeal within 48 hours.

Instruction

Student Publications (continued)

Legal Reference: *Eisner v. Stamford Board of Education*, 440 F.2d 803 (2nd Cir 1971)
 Trachtman v. Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 354 U.S. 925 (1978)
 Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)
 Bethel School District v. Fraser, 478 US 675 (1986)
 Tinker v. DesMoines Independent Community Dist., 393 US 503, (1969)

RECOMMENDED POLICY FOR STUDENT PUBLICATIONS 6145.3

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

Adapted from Connecticut Association of Boards of Education, Inc.

Instruction

Student Nutrition and Physical Activity (Student Wellness)

Whereas, New Haven Public Schools recognizes the importance of family involvement to ensure the adoption of healthy lifestyles by our students;

Whereas, New Haven Public Schools (NHPS) is committed, through Healthy Kids First, to provide access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, asthma and diabetes are responsible for two-thirds of deaths in the United States and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, in 2003-2004 only 31.8% of New Haven Public School students passed all four physical fitness tests (as compared with 34% for the state)

Whereas, 73% of high school students do not participate in sufficient vigorous in-school physical activity;

Whereas; a large percentage of children (2 to 19 years) fail to eat a healthy diet consistent with five main recommendations from the United States Department of Agriculture's step to a Healthier You – MY Pyramid;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints;

Whereas, the “built environment” of today's communities fail to promote adequate daily physical activity consistent with the recommendations for the Disease Control and Prevention (CDC);

Whereas, community participation is essential to the development and implementation of successful school wellness policies; and,

Whereas, the Federal Government, in the Child Nutrition and WIC Reauthorization ACT of 2004 (Public law 108-265) requires that all public and private schools participating in the USDA's Child nutrition programs must establish a wellness policy by the first day of the 2006-2007 school year.

Instruction

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

Thus, NHPS is committed to providing school environment that promote and protect children's health, wellbeing, and to learn by supporting healthy eating and increased physical activity. Therefore, it is the policy of the New Haven Public Schools District that:

- The school district will expand on the success of its existing Nutrition Committee by adding student and school board members to join our parents, teachers, food service professionals, health professionals, and other interested community members in continuing to develop, implement, monitor, and review district-wide nutrition and physical activity policies. The expanded committee will become known as the District Wellness Committee.
- The school district will expand on its highly successful "Healthy Kids First" initiative which has earned the district recognition from national and international press, members of Congress, and other parts of the Federal Government by encouraging the development of a Wellness Committee at each school. The District-Wide Wellness Committee will provide support, training, and help coordinate the efforts of the site-based committees.
- The school district will sustain its commitment to keeping soda and junk food out of the school day. New Haven has already removed all sod and junk food from its vending machines, its school stores, and its cafeteria service lines as well as from in-school fund-raising activities. We have replaced those with water and 100% fruit juice and baked chips and other healthy snack alternatives as recommended in the Connecticut Healthy Snack Guidelines.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of student; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide, clean, safe, and pleasant settings and adequate time for student to eat. In

2003, New Haven opened the Central Kitchen which centrally cooks and fast freezes nutritious, better tasting meals to be delivered, heated and served at our schools. New Haven meets the nutrition recommendations of the U.S. Dietary Guidelines for Americans and Connecticut Healthy Snack Guidelines and in many areas exceeds them.

- All Students in grades k-12 will have opportunities, support and encouragement to be physically active on a regular basis.

Instruction

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

- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, including after-school snacks and the Summer Food Service Program. In 2004, the district went to universal free lunch at all elementary and K-8 schools. In 2005, the district started offering universal free lunch at the two comprehensive high schools with combined enrollment of close to 3000 students.
- Schools will provide nutrition education to foster lifelong habits of healthy eating and will establish linkages between health education, school meal programs, and related community services. Nutrition education will also extend to the students' home via workshops for parents, materials given to students and directly sent to parents/guardians such as school menus and other bulletins. The Superintendent's media efforts and the Kids First newsletters will also dedicate time/space to the Healthy Kids First initiative.
- The Board of Education will seek to partner with agencies and other groups in the community to encourage increased physical activity both on the part of the student and their families.
- Schools will provide a quality physical education program that will foster a life long appreciation for physical fitness through participation in fitness activities. Students will acquire the knowledge to lead a healthy and productive lifestyles.

The New Haven Public Schools's Wellness Policy will be carried out through activities planned and implemented by the District-wide Wellness Committee and the network of site-based committees as they are developed. The overall activities will be monitored by the District Wide Wellness Committee (formerly the Nutrition Committee). The Wellness Committees will make a report to the Board of Education at least annually, with input from the site-based committees as they become active.

NEW HAVEN, CONNECTICUT

6142.101 (a)

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.

P6142.101(b)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Goals for Physical Activity (continued)

- 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

(Option #1: For Districts not implementing healthy food certification program)

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables,

whole grains, low-fat dairy, lean meats and legumes. 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 restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the District's 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)

(Option #2: For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.)

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

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Nutrition Guidelines for Foods Sold in Schools (continued)

(Option #2: For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.)
(continued)

The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

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

(Option #1: For districts **not** participating in the healthy foods certification program)

All sources of food sales to students at school must comply with the District Nutrition Standards, 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 District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

This also includes foods and beverages sold in schools during the school day for such events as school fundraisers.

(Option #2: If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following)

All sources of food sales to students at school must comply with the “Connecticut Nutrition Standards for Food in Schools” including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Instruction

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

Reimbursable School Meals

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

Marketing

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

Monitoring

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

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

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Non-sold Foods and Beverages

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

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Community Input

The Superintendent or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

Evaluation of Wellness Policy

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

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

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

for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

(cf. 3542 – Food Service)

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

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-221 Boards of education to prescribe rules, policies and procedures.
10215a Nonpublic school participation in feeding program.
10215b Duties of state board of education re: feeding programs.
10216 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:

Instruction

Student Nutrition and Physical Activity (School Wellness)

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that all children are healthy and hunger free.

National School Lunch Program and School Breakfast Program

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

- Be appealing and appetizing to children;
- Meet at a minimum, the nutrition requirements established by the USDA for federally-funded programs;
- Include only unflavored low-fat (1%) and fat-free (nonfat) milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation;

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

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

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

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

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

- 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;

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

- 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.

R6142.101(c)

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

- Inform families of the availability and location of Summer Food Service Program meals in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program when feasible.
- Provide the After School Meal Program, when it becomes available, in accordance with the Healthy Hunger-Free Kids Act of 2010. **(optional)**

Cafeteria A La Carte Sales

(Option 1: If the District does **not** implement the healthy food certification program)

The school food service program must follow the District's 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 beverage requirements. (Schools must follow whichever are stricter.)

(Option #2: If the District implements healthy food certification under CGS Section 10-215f, replace the previous language above with the following.)

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.)*

R6142.101(d)

Instruction

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

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

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.)

R6142.101(e)

Instruction

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

Training for Food Service Staff

All food service personnel, including volunteers and monitors, shall have adequate pre-service training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

Summer Food Service Program

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

Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter.

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

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks.

All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, unless they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided the beverages are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

R6142.101(f)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Other Foods Offered or Sold (continued)

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

Option 1 (District does NOT allow food and beverage exemptions): 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 at all times, whichever are stricter. 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.

Option 2 (District DOES allow food and beverage exemptions): 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.

R6142.101(g)

Instruction

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

Access to Drinking Water

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

Outside of the cafeteria and meal times, students and staff will have access to safe, fresh drinking water throughout the school day. Fluoridated or bottled water that does not contain added sugars, sweeteners, artificial sweeteners, or caffeine, should be made available for purchase by students and staff.

Foods Brought Into School

The District shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the District's nutrition standards. Classroom snacks if provided to all children, must only include healthy choices that meet the state requirements for allowable beverages and the District's nutrition standards.

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

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

Sharing of Foods

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

Fundraising

Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. School fundraising activities shall not involve food or beverages or shall only use foods that meet the USDA Smart Snacks nutrition standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers. Any fundraising requires administrative approval. Fundraisers subject to this rule are those sold during the school day on school grounds. School day is defined as from midnight the night before to 30 minutes after the end of school.

R6142.101(h)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Fundraising (continued)

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

School fundraising activities shall not involve food or beverages or shall only use foods that meet the District's nutrition standards and beverages that meet the requirements of state statute and federal regulations. However, beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

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

Option 1 (District does NOT allow food and beverage exemptions): 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. 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.

Option 2 (District DOES allow food and beverage exemptions): 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.

R6142.101(i)

Instruction

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

Concessions

Organizations operating concessions at school functions after school or on weekends should include at least 50 percent healthy beverages and foods, according to the approved nutrition standards in their offerings. It is recommended that groups market these healthy options at a

lower profit margin to encourage selection by students. Beverages sold at concessions on school premises must meet the requirements of state statute.

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

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

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

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

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

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

Teacher-to-Student Incentives and Punishments

Teachers and staff shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). The use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate. Alternative rewards shall be developed and promoted.

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

R6142.101(j)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education and Promotion

Nutrition education and promotion shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

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

- My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan)
- 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.

R6142.101(k)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education (continued)

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

The school District shall conduct nutrition education activities and promotions that involve parents, students and the community. The District shall participate in programs that promote and reinforce student health, such as Team Nutrition and the Healthier US School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Food and Beverage Marketing in Schools

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or beverages marketed or promoted to students on the school campus during the

school day will meet or exceed the USDA Smart Snacks in School Nutrition standards. [or include a more stringent standard, decided by the District, that eliminates the marketing of look-alike Smart Snacks and/or eliminates the advertising of all brands that do not meet USDA Smart Snacks in School standards both within or outside of schools.]

R6142.101(I)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Food and Beverage Marketing in Schools (continued)

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

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

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

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, 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.

R6142.101(m)

Instruction

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

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

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

Staff Wellness

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

Partnering with Community Organizations

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

Engaging Students

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

R6142.101(n)

Instruction

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

Parent Nutrition Education

The District shall encourage family involvement to support and promote healthy eating and physical activity habits. The District shall support families' efforts to provide a healthy diet and

daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school.

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

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

The District shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

Family and Community Involvement

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

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

R6142.101(o)

Instruction

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

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

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

School District Wellness Committee (District Health Advisory Council)

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

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

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

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

R6142.101(p)

Instruction

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

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement

Implementation

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

Recordkeeping

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

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

Annual Notification of Policy

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

R6142.101(q)

Instruction

Student Nutrition and Physical Activity (School Wellness)

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

Triennial Progress Assessments

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

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

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

Revisions and Updating of the Policy

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

Community Involvement

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

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

R6142.101(r)

Instruction

Student Nutrition and Physical Activity (School Wellness)

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

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

Monitoring

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district Superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent (or if done at the school level, to the school Principal). The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Policy Review

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

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

District Nutrition Standards

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

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

R6142.101(s)

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

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

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.*

R6142.101(t)

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

Candy:

- Vending sales of candy will not be permitted on school grounds.

- Pursuant to state regulations, the sale of candy on school premises is prohibited from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program.

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

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

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

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. (Note: Board vote is required to allow this exemption)

Beverages:

- Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:
 1. milk, effective 7/1/19, which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%) flavored or unflavored)*
 2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;*
 3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
 4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time;* and;

R6142.101(u)

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine.*

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

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

The sale of any beverages that do not meet the requirements of state statute and federal regulations is allowed at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. *(Note: Board vote is required to allow this exemption.)*

Guidelines for Food and Beverages Offered to Students at School

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

and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

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

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

R6142.101(v)

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

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

and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

- Raw/fresh vegetable sticks (e.g., carrots)/slices with low-fat dressing* or yogurt dip*
- Fresh fruit
- 100% fruit juices or 100% vegetable juices or combination of such juices*
- Frozen 100% fruit juice pops*
- Bottled water, without added sugars, sweeteners, artificial sweeteners or caffeine*
- Dried fruits (raisins, banana chips, etc.) without added sugar, fat or salt*
- Trail mix (dried fruits and nuts)*
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts) without added fat, sugar or sodium*
- Low-fat meat and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)*
- Party mix* (variety of cereals, nuts, pretzels, etc.), depending on added fat, sugar and salt
- Low-sodium crackers*
- Baked corn chips & fat-free potato chips with salsa and low-fat dips* (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps*
- Angel food and sponge cakes*
- Flavored yogurt & fruit parfaits (low-fat/nonfat yogurt)*
- Gelatin and low-fat pudding cups*
- Low-fat ice creams, frozen yogurts, sherbets*
- Low-fat and nonfat dairy products*
- Pure ice cold water without sugars, sweeteners, artificial sweeteners or caffeine*
- Pretzels*
- Bread products as such as bread sticks, rolls, bagels and pita bread*
- Ready-to-eat low sugar cereals (with no more than 15 grams added sugars per serving and no more than 35% sugar by weight)*
- Low-fat (1 percent) and skim milk*

*Compliance with the state beverage statute and the Connecticut Nutrition Standards varies depending on the brand and type of item. Check online listings at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>.

R6142.101(w)

Instruction

Student Nutrition and Physical Activity (School Wellness)

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

If the District allows beverage exemptions under CGS Section 10-221q, the following can be added:

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.

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

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.**)

R6142.101(x)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

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

* 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

R6142.101(y)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

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

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

4. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Section 10-215b-23 of the Regulations of Connecticut State Agencies.

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

Physical Education/Physical Activity

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

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

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

R6142.101(z)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Physical Education/Physical Activity (continued)

** 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.

R6142.101(aa)

Instruction

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

Physical Activity Opportunities Before and After School

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

provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

Safe Routes to School

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

Family and Community Involvement

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

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

Recommended from The Connecticut Association of Board of Education, Inc.

P6145.2(a)

Instruction

Interscholastic/Intramural Athletics

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self-discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics and esports will be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, and of annual sports schedules.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students will be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Students with disabilities, possessing the required level of skill or ability to participate in a competitive program or activity, shall be afforded an equal opportunity to participate in extracurricular activities, which include club, intramural or interscholastic athletics. The District shall make reasonable modifications and provide those aids and services that are necessary to afford a "qualified" disabled student the opportunity to participate in extracurricular athletics, unless it results in a fundamental alteration to the District's program. The District will consider whether safe participation by a disabled student can be assured through reasonable modifications or the provision of aids and services.

The District shall/may (TBD) create additional opportunities for students with disabilities who cannot participate in the existing extracurricular athletics program, even with reasonable modifications or aids and services, in order to afford such students an equal opportunity to receive the benefits of extracurricular athletics.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent will be in effect for each student for each sports season.

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the ~~prime~~ primary consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Instruction

Interscholastic/Intramural Athletics (continued)

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

Esports (optional language to add to policy if esports is approved by Board as an activity.)

In an effort to appeal to students who may not be captivated by the District's existing athletic extracurricular activities, the Board approves the establishment of teams to be involved in esports competition at the high school level. Such involvement shall be based on NFHS sanctioned esports, in partnership with PlayVS sanctioned by the Connecticut Interscholastic Athletic Association (CIAC). (PlayVS provides an all-in-one online platform for district schools to build teams, manage league schedules, compete and track season statistics.)

Students involved in an esports activity shall meet the requirements of academic eligibility established in Board policy and the CIAC.

The Board requires each esports team to have a coach to be onsite during all matches.

- (cf. 5141 – Student Health Services)
- (cf. 5145 – Section 504: Civil and Legal Rights and Responsibilities)
- (cf. 6141.1 – Co-Curricular Eligibility)
- (cf. 6145 – Extra Class Activities)

Legal Reference: Connecticut General Statutes
10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.
U.S. Department of Education, Office for Civil Rights, "Dear Colleague Letter," 113 LRP 3326 (OCR 1/25/13)

Policy Adopted: August 14, 1995

**NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut**

Recommended from The Connecticut Association of Board of Education, Inc.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6200(a)

Instruction

New Haven Adult and Continuing Education Program

~~The New Haven Adult and Continuing Education Program is committed to serving adults with educational deficiencies which create barriers to full participation in our society. The emphasis of this program is on providing a course of instruction designed to meet the goals and objectives of these students, as well as preparation for meaningful employment. Assisting students to achieve their personal goals will result in effective development of intellectual, occupational, basic and social skills. Ultimately, this program will produce citizens who can more effectively contribute to society.~~

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. (or shall provide for participation in a program of adult classes for its adult residents through a cooperative arrangement with another school district or with a cooperating eligible entity or with a regional service center.) The adult education program shall be open to all residents over age 17, not attending any public or private elementary, middle or senior high school. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

The District, as permitted by statute, shall determine the minimum number of weeks per semester the adult education program will operate. Certified counseling staff shall be provided to assist adult education program students with educational and career counseling.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary (basic skills) and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses may be provided in any subject included in District schools, including adult literacy, parenting skills, and vocational education and any other subject or activity only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

In addition, college preparatory classes may be offered for adults who have earned a high school diploma or its equivalent and require postsecondary developmental education that will enable such adults to enroll directly in a program of higher education, as defined in C.G.S. 10a-34, at an institution of higher education upon completion of such classes. A fee may/shall be charged for these classes.

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (25) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

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

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6200(b)

Instruction

Adult Continuing Education (continued)

The District, in determining the satisfactory completion of needed credits for an adult education diploma, shall award, subject to any State Board of Education regulations:

1. Credit for experiential learning, including:
 - a. Not more than two non-required credits for military experience, including training;
 - b. Not more than one vocational education non-required and one required or not more than two non-required credits for occupational experience, including training; and
 - c. Not more than one non-required credit for community service or avocational skills.
2. Credit for successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities and approved public and private high schools and technical high schools;
3. Up to three credits for independent study projects, provided no more than one such credit shall be applied to each required subject area.

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions

10-69 Adult education (as amended by PA 03-100 and PA 11-126)

10-71 State grants for adult education programs.

10-73a Adult education

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

Policy Service

**The Connecticut Reference Manual
of School Board Policies, Regulations, and Bylaws**

Policy adopted:

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Connecticut Association of Boards of Education, Inc.

Instruction

Statewide Proficiency/Mastery Examinations

~~Each student enrolled in the fourth, sixth, eighth and tenth grades shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). The mastery examination shall be provided by and administered under the supervision of the State Board of Education.~~

~~Students who meet or exceed the state-wide mastery goal on each component of the state-wide tenth grade mastery examination, shall have a certification of such mastery made on the permanent record and transcript. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).~~

~~The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.~~

~~Special education students shall participate in mastery testing except when their planning and placement team determines that participation would be inappropriate.~~

~~The provisions on mastery testing shall not apply to any student enrolled for three (3) years or less in a bilingual program, or English as a Second Language program.~~

~~(cf. 5121 Examination/Grading/Rating) (cf. 6146 Graduation Requirements)~~

Instruction

Statewide Proficiency/Mastery Examinations (continued)

~~Legal Reference: — Connecticut General Statutes~~

~~10-14m Development and submission of educational evaluation and remedial assistance plan.~~

~~10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.~~

~~10-140 Compensatory education grant Financial statement
of expenditures.~~

~~10-14p Reports by local and regional boards re instructional
improvement and student progress.~~

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6146.2(a)

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

Annually, each student enrolled in grades three through eight inclusive shall take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during the time period specified by the State Department of Education. Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. (Connecticut SAT School Day in English language arts and math examination) Each student enrolled in grade five, eight, and eleven shall, annually, during the time period specified by the State Department of Education, take a state-wide mastery examination that measures essential and grade appropriate skills in science. (Next Generation Science Standards) The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

***Note:** Students in Connecticut participate in the Smarter Balanced Assessments in English, language arts, literacy and mathematics in grades three through eight inclusive. In science, students participate in Next Generation Science Standards (NGSS) assessment.*

~~Student scores on each component of the statewide eleventh grade state assessment may/shall be included on the permanent record and transcripts for eleventh grade students. For each eleventh grade student who meets or exceeds the statewide mastery goal level on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component.~~

The school District (excludes endowed or incorporated high schools) may not require achievement of a satisfactory score on a mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

All **Multilingual learners (MLs)** including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

~~All students identified as Multilingual Learners (MLs) who are identified as in need of services~~ shall take the LAS Links Assessment. Scores on each component of the mastery examination for English learners who have been enrolled in school in this state or another state for fewer than twenty (20) school months shall not be used for the purposes of calculating the school accountability index as defined in C.G.S. 10-223e.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6146.2(b)

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments) (continued)

All Multilingual Learners (ML), including all recently arrived ELs, must participate in all assessments and will be included in participation rate calculations for all subjects. This includes mathematics, ELA and science as well as the English language proficiency assessment. Scores earned by recently arrived MLs are not included in Achievement Status (indicator 1) calculations under Accountability Reporting - Achievement Status. Recently arrived MLs who have participated in two Smarter Balanced administrations are included in growth calculations (indicator 2) under Accountability Reporting - Achievement Growth. Scores from year 1 ~~is~~ are ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived MLs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Any alternate assessment, including the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the Connecticut Alternate Science Assessment in Grades five, eight and eleven.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 - Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207, Section 115 of PA 14-217, PA 15-238 and PA 17-14)
10-14o Compensatory education grant. Financial statement of expenditures.
1014p Reports by local and regional boards re instructional improvement and student progress.
10-14q Exceptions (as amended by PA 01-205)
10-223e Statewide education accountability plan.
PA 15-238 An Act Concerning Students Assessments
PL 107-110 – Title I, 34 CFR Part 200

Policy Service

The Connecticut Reference Manual

of School Board Policies, Regulations, and Bylaws

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted:

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1

Instruction

Evaluation of Instructional Materials

General

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials — both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To accurately portray diversity in the United States, instructional materials should encourage students to understand the historical roles and contributions of members of all genders, races, and cultures, and the forces which shaped those roles and contributions.

Limitations

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Legal Reference: Connecticut General Statutes

10-18a Contents of textbooks and other general instructional materials

Policy adopted:

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6161.1(a)

Instruction

Evaluation of Instructional Materials

Materials in a Series

When evaluating instructional materials designed as a graded, non-graded, or multi-graded series, each component shall be judged individually for compliance without regard to the contents of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers, and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately as well.

Specific Criteria for Evaluation of Instructional Materials:

1. Male and Female Roles

To encourage the individual development and self esteem of each child, regardless of gender, instructional materials shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- A. An absence of descriptions, depictions, inferences, labels or retorts which demean, stereotype, or patronize one gender.
- B. Instructional materials should accurately reflect contemporary American society, and, regardless of the subject area, contain appropriate references to, or illustrations of, males and females.
- C. Mentally and physically active, creative, problem solving roles, and success and failure in those roles, should be **approximately equal** between male and female characters.
- D. Emotions of fear, anger, aggression, excitement or tenderness should occur among characters regardless of gender.
- E. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
- F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
- G. **Where life-style choices are discussed, all genders should be offered an equally wide range of such aspirations and choices.**
- H. In history or current events and on achievements in art, science, or any other field, historically accurate contributions of **both men and women** should be included and discussed.
- I. Imbalance or inequality, when presented for historical accuracy, should, in the student edition of instructional material, be interpreted in light of contemporary standards and circumstances.
- J. Sexually neutral language, for example, "people", "persons", "men and women", "pioneers", "they", should predominate.

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Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage individual development, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of **all ethnic and cultural** majority and minority groups characters in a wide variety of occupational and behavioral roles and present the contributions of **same**. ethnic and cultural groups. **The criteria are:**

- A. **An absence of** descriptions, depictions, inferences, or labels which demean, stereotype, or patronize **ethnic and cultural** minority groups **must not appear**.
- B. Portrayals of diverse ethnic or cultural groups **shall** ~~should~~ not depict differences in customs or lifestyle as undesirable and **must** ~~should~~ avoid adverse value judgments of such differences.
- C. Instructional materials which reflect contemporary American society **must** ~~should~~ contain references to, or illustrations of diverse ethnic groups.
- D. Mentally active, creative, and problem-solving roles, and characters' successes and failures should be divided between **the various ethnic and cultural** groups.
- E. ~~Portrayal of minority characters in traditionally restricted roles should be balanced by presentation of nontraditional activities for those characters.~~
- F. ~~Minority persons~~ **Members of all ethnic and cultural groups** should be depicted in the same range of socioeconomic settings as ~~persons of the majority group~~.
- G. ~~Depiction of~~ Diverse ethnic and cultural groups should **not** be **depicted** limited to the **within their** original culture but ~~expanded to include such groups~~ **as well as** within the mainstream of American life.
- H. If professional or executive roles, vocations, trades, or other gainful occupations are portrayed, ~~majority and minority~~ **all ethnic and cultural groups** should be presented therein in fair proportions.
- I. In history or current events, achievements in art, science, or any other field are presented, the contributions of **all ethnic and cultural groups**, and particularly prominent ~~minority persons~~ **members of said groups**, should be included and discussed.
- J. Imbalance or inequality of any kind presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

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Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

3. Owners and Labor

- A. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood ~~should~~ **shall** not appear.
- B. Where appropriate, accurate acknowledgments should be made to the roles and contributions of entrepreneurs in the history of Connecticut and the United States.
- C. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.

4. Ecology and Environment

- A. Human responsibilities for creating and maintaining a clean and healthy environment are appropriately portrayed.
- B. Wise use of resources, both human and physical, is encouraged.
- C. Interdependence of people and their environment are made clear.
- D. Effects of environmental problems are identified as are the effects of solving them.
- E. Appropriate means of protecting the environment are suggested.

5. Dangerous Substances

- A. Hazards of using tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions when references to these substances are included in instructional materials.
- B. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

6. Religion

- A. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.
- B. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art

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and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.

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Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

C. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate students in any particular religious belief nor instruct students in religious principles.

7. Brand Names

Instructional materials shall not contain illustrations of identifiable commercial brand names, representations, or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations — unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. Food

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes

1018a Contents of textbooks and other general instructional materials.

Regulation approved:

Computer Literacy

~~It is the goal of the school system to teach all students to be computer literate.~~

~~Computer literacy is defined as that collection of skills, knowledge, values and relationships that allows a person to function comfortably as a productive citizen in a computer oriented society.~~

~~Achievement of the goal of teaching computer literacy to all students is expected to be accomplished over a number of years in a planned and systematic program.~~

~~Continuous evaluation of progress toward this goal is to be conducted by the Superintendent and school district staff.~~

~~The program of instruction in computer literacy requires attention to the following components:~~

~~1. Curriculum~~

~~Objectives for instruction will be designed to promote sequential learning awareness, theory, and application of computers.~~

~~2. Hardware~~

~~Specifications for selection will be designed to ensure durable, functional, and updated equipment~~

~~3. Software~~

~~Programs for use in computers, whether commercial or locally developed, will be selected and shared within the school system to promote maximum learning.~~

~~4. Staff Development~~

~~Encouragement will be afforded all employees involved in instruction of students to gain training in awareness, theory and applications of computers.~~

~~5. Providing Resources and Funding~~

~~Commitment of school system resources is required for the development of the computer literacy program. It is expected that general funds will be committed to this program as well as special public and private funding.~~

Technology and Instruction

The Board of Education (Board) recognizes that an effective public education system develops innovative students who are globally aware, civically engaged and are prepared to face the challenges of tomorrow. Therefore, in addition to instructional materials and audio-visual materials, an increasing field of technological aids and equipment become integral parts of the district's instructional programs. Computers, telecommunications equipment and laser technology all have a variety of applications across the curricula.

The Board wants all students, by the end of grade 12, to be independent, competent, responsible and confident users of information and technology. Students must be able to apply technology related strategies to acquire basic skills, content knowledge, collaborate with others, communicate ideas, solve problems and pursue personal interests.

It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals use technology in the workplace and in other real life settings. Curriculum and instruction should drive the appropriate selection of and access to technology used in the classroom. Teachers are expected to engage in appropriate technology specific learning in order to fully utilize and integrate technology into curriculum and instruction.

When budgeting for computers and related technology, the Board may seek outside funding for computer hardware and software, as well as funds for training programs. Cooperative purchasing/leasing agreements through the education service district are another means of economizing.

The Board fully embraces the program goals for information and technology literacy contained in the Connecticut Information and Technology Curriculum Framework.

In all its technological purchases, training programs and applications, the District should seek to further its basic instructional goals and the goals contained within the aforementioned Framework.

The Board seeks the creation of a systemic digital learning environment and workplace which supports and enhances innovative teaching and learning.

Policy adopted:

~~Use of Computers~~ **Use of Computers in Instruction**

~~The Board recognizes that technological advances in all areas are necessary and that microcomputers are and will continue to be a part of this advance. As such, the board's goal is to implement computer resources in each school facility. use of the many types of application and the potential cost, the board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.~~

The New Haven Board of Education recognizes that technological advances in all areas are necessary and that microcomputers will continue to be a major part of this advance. As such, the Board's goal is to implement computer resources in the school facility to enable students to be independent, competent, responsible, and confident users of information and technology. Because of the many types of applications and the potential costs, the Board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.

~~Microcomputers for instruction will be used primarily for the following:~~

Computers for instruction will be used primarily to enable students to:

- ~~1. Computer assisted instruction to improve student performance~~
- ~~2. Managing an instructional program in areas such as classroom, library and resource room, involving maintenance of test scores, grades and other data used in evaluating instruction and student progress~~
- ~~3. Teaching computer skills and/or concepts~~
- ~~4. Simulations for general interest, enrichment and motivation~~
- ~~5. Teaching job skills~~

1. Communicate information and ideas, conduct research, organize data and solve problems, and create original works;
2. Demonstrate responsible, legal, and ethical use of information and technology;
3. Use effective and efficient strategies to explore and use a wide range of information and technology resources to gain knowledge, deepen understanding, and make informed decisions and solve problems for educational, career and personal pursuits;
4. Apply information and technology competencies to learning in the content areas;
5. Locate, evaluate, interpret, and synthesize information from print and non-print sources; and
6. Use technology tools to enhance learning, increase productivity and promote creativity.

~~Any~~ **All** student or staff member using computers will be instructed in the proper use and care of the hardware and software prior to its use

Data bases will be restricted to those normally generated within instructional areas

The school principal, or designee, will coordinate the use of microcomputers in the classroom within his/her building.

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Policy adopted: New Haven Public Schools