

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

May 11, 2023

6:00 p.m.

Windsor Locks High School - Library Media Center

**In Person Attendance Open to All
Optional Public Attendance via Zoom,**

[Click Here to Register](#)

Windsor Locks Board of Education

Dennis Gagnolati, Chairman

Kylee Christianson, Vice Chairwoman

Margaret Byrne

Jim McGowan

Joe Tria

Superintendent of Schools

Shawn Parkhurst

DISTRICT 2022-2025 (3) THREE YEAR VISION

All students will meet or exceed grade level standards because we want all students to feel a sense of accomplishment to pursue their passion.

Board of Education
Town of Windsor Locks
Regular Meeting - Agenda
May 11, 2023 - 6:00 p.m.
Windsor Locks High School - Library Media Center
In Person Attendance Open
Optional Public Attendance via Zoom, [Click Here to Register](#)

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
 - C. Student Representative Report
 - D. Board of Education and Superintendent Communications
- II. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- III. Student Recognition
 - A. CABA Student Leadership Awards
 - B. CAS Scholar Leader Awards
 - C. CAS Scholar Athlete Awards
 - D. CAS Outstanding Arts Awards
- IV. Approval of Minutes: **Vote Needed** p. 6 Exhibit IV
 - April 26, 2023 Special Meeting
 - April 27, 2023 Special Meeting
- V. Personnel Report:
 - A. Request for Leave of Absence: **Vote Needed** p. 17 Exhibit V A
 - B. Resignations: **Vote Needed** p. 18 Exhibit V B
- VI. Committee Reports:
 - A. Finance Committee - Next Meeting 5/15/23 4:00 pm
 - B. Policy Committee
 - 1. 5/4/23 Meeting Minutes: **Vote Needed** p. 19 Exhibit VI B 1
 - 2. Policy First Reading: p. 20 Exhibit VI B 2

- Revision:
 - # 5131.911 - Hazing p. 21
 - # 3501 - Health and Wellness p. 37
- New Policy:
 - WLPS Collection Development p. 60
 - Possible Assignment: #6163.1 - Selection of School Library Material

VII. FY24 Budget Discussion: **Vote Possible** p. 74 Exhibit VII

VIII. Board and Superintendent Comment

IX. Public Audience (General)

A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*

X. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

A. Discussion of Superintendent Evaluation and Contract

That in attendance in the Executive Session shall be limited to:

1. Members of the Board of Education
2. Others as Requested to Attend

XI. Adjourn to Public Session

XII. Action, if any, on Executive Session Item: **Vote Possible**

XIII. Adjourn Meeting

For the Chairperson of the Board of Education
 Shawn L. Parkhurst - Superintendent of Schools
 Copy: Town Clerk - Please Post

**Connecticut Association of Board of Education (CABE)
Student Leadership Awards
2022-2023**

This award is based on being exemplary leaders, innovative thinkers and positive citizens.

Windsor Locks Middle School

Bra'zhi Caulton

Bra'zhi has been a student at WLMS since 6th grade. She is a strong student and a wonderful member of the 8th grade class. Teachers comment "I love your enthusiasm to learn" and "she participates extremely well and works well with others'. Bra'zhi plays the trumpet in the school band. This year Bra'zhi was instrumental in starting a cheerleading team at the Middle School. She worked with the administration and staff to get an advisor as well as recruited students from 6th, 7th and 8th grade to participate. Bra'zhi said that she learned patience and how to have hope from the experience. She also learned how to motivate others and how to lead them. In addition, Bra'zhi was very involved with the food drive at the Middle School for Thanksgiving. She collected a whole trunk load of food to help families in need.

Next year she will be attending Prince Tech. Other members of her family attended Prince and she wanted to continue the legacy. She is planning to study Cosmetology. Bra'zhi is planning to go to college after high school and become an entrepreneur, opening her own "Beauty Bar". Bra'zhi is absolutely deserving of this honor from the Connecticut Association of Board of Education.

Zavier Hunt

Zavier has been a student at WLMS since 6th grade. He is an exemplary student and works hard in his classes and strives to be a leader during group work. Teachers comment that he exhibits "diligence and care in his work", he is an "active learner" and "participates in class and is confident". Zavier genuinely enjoys school. He commented that he does not ever wake up and not want to go to school. He enjoys History, Science and Pre-algebra. Zavier tries to do his best and go above and beyond with his work as well as his interactions with his peers. He works well in groups and helps get the conversation started. Zavier takes group work seriously and includes everyone in the process. He likes to share out to the class. He takes the opportunity to be a leader in groups and to contribute.

Zavier plays sports both for Windsor Locks Middle School and on other teams. He participates in both baseball and basketball at school. He played baseball in 6th and 7th grades and plans to try out for 8th grade as well. He hopes to play baseball in college. He is not sure what he wants to study but wants to go to a college that will allow him to study different topics. Zavier is a good communicator and will be successful no matter what he decides to do. He is most deserving of the Connecticut Association of Board of Education award.

Windsor Locks High School

Emma Norris

Emma Norris is a student that demonstrates intellectual and social maturity while excelling at meeting the challenges of a demanding college preparatory program at Windsor Locks High School. Emma is a conscientious student who is a natural born leader. She is precise and persistent with her personal wants and needs. She is an “on the ball” student that prides herself on strong work ethic and strong interpersonal skills. Aside from Emma’s stellar academic performance and rank among her peers, she has excelled at volunteering and extracurricular activities. Emma has logged countless hours for organizations like Dollars for Scholars and the Windsor Locks Youth Leadership Committee, to name a few. For extracurricular activities, Emma has stayed equally busy by playing soccer, indoor and outdoor track, softball and has been the secretary of her class for the past few years.

Jason Wright

Jason is an exemplary student with a strong work ethic and commitment to advancing himself educationally. He has taken a very rigorous program of studies which includes both honors and advanced placement level courses since his freshmen year. He is a quiet leader in the classroom, and he exhibits very strong study skills necessary to master the standards. He is always willing to support his peers when they need help, which is always offered in a kind and respectful manner. Jason never misses a beat and is continuously engaged with his courses, teachers, and peers as he excels with top marks in all of his classes!

Jason has been actively involved in a few extracurricular activities including Rocket League, volunteering for the Food Drive, and Flocking in town and he is a member of our National Honor Society Chapter. Jason exemplifies the character of an individual who works collaboratively with others to lead in positive directions. He embraces challenge and works willingly to make a difference in his life and the lives of others! Jason has plans to attend college to pursue a degree in digital media production. He is an excellent example of the best that Windsor Locks’ students can be!

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Congratulations to Bra’zhi, Zavier, Emma, and Jason for being selected to receive the Connecticut Association of Boards of Education Student Leadership Award.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: MAY 11, 2023

RE: APPROVAL OF MINUTES

April 26, 2023 Special Meeting  
April 27, 2023 Special Meeting

**Windsor Locks Board of Education  
58 South Elm Street  
Windsor Locks, CT 06096**

**These minutes are not official until approved at a subsequent meeting.**

**MINUTES OF THE SPECIAL MEETING  
April 26, 2023 at 3:00 p.m.**

Members Present: K. Christianson, J. McGowan and J. Tria  
Members Absent: D. Gragnolati and M. Byrne  
Administrators: S. Parkhurst, J. Robinson, M. Briggs, and G. Testoni  
Staff: None  
Students: None  
Others: Mother and Father of Students, Attorney C. Dugas, Attorney H. Rosen, Attorney M. Sommaruga

**I. Call to Order**

Vice-Chair Mrs. Kylee Christianson called the Special Meeting to Order at 3:09 p.m., in the Windsor Locks Public School's Professional Development Room.

**II. Residency Hearing - Executive Session (pursuant to Connecticut General Statutes Section 10-186, 4-176e to 4-180a, inclusive, and Section 41-181a.**

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U), that the Board of Education enters into Executive Session to conduct students' residency hearing, during which matters of personal privacy of the students involved are likely to be discussed. Further I move that the following persons be invited to the Executive Session not assist in either giving testimony or assist in the representation of the various parties to the proceeds:

- Mr. Shawn Parkhurst, Superintendent of Schools
- Parents of the students who are the subject of the residency proceedings
- Attorney Mark Sommaruga, Attorney for the Board/Procedural Advisor
- Attorney Carolyn Dugas and Attorney Herbert Rosen, Attorneys for Administration
- Mr. Josh Robinson, Director of Pupil Services
- Ms. Monica Briggs, South Elementary School Principal
- Ms. Giovanna Testani, North Street School Principal
- Mrs. Denise Piotrowicz, Recording Secretary

- Attorney Mark Sommaruga, Attorney/Procedural Advisor for the Board of Education asked all persons in attendance to identify themselves for the record
- Board of Education Members:
  - Mrs. Kylee Christianson, Vice-Chair
  - Mr. Joe Tria, Board Member
  - Mr. Jim McGowan, Board Member

Others:

- Father of Students
- Mr. Shawn Parkhurst, Superintendent of Windsor Locks Public Schools
- Attorney Carolyn Dugas, Attorney for the Administration
- Attorney Herbert Rosen, Attorney for the Administration
- Mother of Students
- Ms. Giovanna Testani, North Street School Principal
- Ms. Monica Briggs, South Elementary School Principal
- Mr. Josh Robinson, Director of Pupil Services
- Attorney Mark Sommaruga, Attorney/Procedural Advisor for Board of Education
- Ms. Denise Piotrowicz, Recording Secretary, Windsor Locks Board of Education

Witnesses were sworn in by Attorney Mark Sommaruga.

Exhibits were entered by the Administration and testimony was given by Mother and Father of the Students, followed by questions from the Board of Education Members.

Closing statements were given by Attorney Dugas, Attorney Rosen, and Father of the Students.

Board recessed at 4:12 pm. to deliberate.

Board reconvened into public session at 4:24 p.m.

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education adopts the Findings and Facts discussed in executive session regarding the students who were subject of the residence hearing conducted in executive session. That the students' appeal is denied and that as a consequence of the factual findings adopted by the Board, the decision of the school administration to dis-enroll said students from the Windsor Locks School System is affirmed, since the students are not residents of Windsor Locks and is therefore not entitled to attend schools in the school district.

#### IV. Adjournment



It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education adjourns the April 26, 2023 Special Meeting at 4:27 p.m.

Respectfully Submitted,

Denise M. Piotrowicz

Recording Secretary

**Windsor Locks Board of Education  
58 South Elm Street  
Windsor Locks, CT 06096**

**MINUTES OF THE SPECIAL MEETING,  
April 27, 2023 at 6:00 p.m.**

These minutes are not official until approved at a subsequent meeting.

Members Present: D. Gragnolati, K. Christianson, M. Byrne, J. McGowan and J. Tria  
Members Absent: None  
Administrators: S. Parkhurst, S. Lee, A. Pierce, A. Goodwin, D. Prinstein, C. Domler, R. Bissonnette, M. Warner, M. Briggs, G. Testani, J. Robinson and G. Weigert  
Student Representatives: C. Mackey and C. MacDougald  
Students: None  
Staff: D. Bole and P. Sibilgia  
Others: Some participating via Zoom  
Press: None

**I. Call to Order**

Chairman Mr. Dennis Gragnolati called the Regular Meeting to Order at 6:02 p.m. held at the Media Center at the Windsor Locks High School and also via Zoom Meeting and livestream.

**A. Roll Call for Quorum**

All Board Members were present.

**B. Pledge of Allegiance**

All stood up and pledged allegiance to the flag.

**C. Moment of Silence – in honor of Ronald King**

Chairman Mr. Dennis Gragnolati asked for a moment of silence in honor of Mr. Ronald King, the husband of the former Chairwoman of the Board of Education, Mrs. Patricia King. Mr. King was involved in the town in many ways.

**D. Student Representatives**

Miss Carley MacDougald, Student Representative, addressed the Board. She noted it is beginning to be very busy at the high school. There are many senior events in June. Seniors will be deciding on colleges. She

congratulated the National Honor Society newest inductees. AP testing will begin in a few weeks.

Mr. Caden Mackey, Student Representative, addressed the Board. He congratulated the Robotics Team for their successful trip to Houston, although they did not win the championship. He commented on spring sports is well underway!

#### **E. Board of Education and Superintendent Communications**

Vice-Chair Ms. Christianson announced WLHS Boys' Basketball Championship t-shirts are being distributed this evening in the lobby of the high school and will also be distributed, Friday, April 28, 2023 between 7:00 and 8:00 am. She thanked everyone for their support.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He noted the Board has a list of upcoming Senior events in June along with other year ending events throughout the district. He congratulated Ms. Kristen Krupa, Director of Curriculum for being recognized by iready given the recent growth in the district. She will be part of the New England panel which will be featured on a pod-cast. He also noted that Ms. Meghan Parrett, Director of Curriculum also does not go unnoticed. He noted testing is being conducted throughout the district. He proudly announced the SAT scores from our junior class have come in 17 points higher than the benchmark. He noted the momentum is going in the right direction. He commented about community events recently held including the parade for Windsor Locks Little League opening day, which the high school band marched; twelve students were inducted to the National Honor Society; Boy's Basketball Team were honored at the State House and State Senate Chambers, including meeting with the National Champion University of Connecticut Men's Basketball Team. He thanked Mr. Steven Hinckley for giving the team and chaperons a tour of the building. The first Civic Leader Day was held in the district. Five middle school students shadowed the First Selectman, Windsor Locks Middle School Principal and the Superintendent. It was a successful day.

### **II. Public Audience (Only on Agenda Items) in Accordance with BOE Policy 9020**

None both in-person and Zoom.

### **III. Approval of Minutes**

#### **March 23, 2023 – Regular Meeting**

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves the March 23, 2023 Regular Meeting Minutes, as presented.

#### IV. Personnel Report

##### A. **Non-Tenured Non-Renewals**

Ms. Sheri Lee, Director of Human Resources, addressed the Board. She indicated that pursuant to Connecticut General Statutes Section 10-151 requires that non-tenured teachers be notified if their contract will not be renewed for the following school year. Therefore, in accordance with the statutory requirements, and on behalf of Shawn Parkhurst, Superintendent of Schools, the Director of Human Resources recommends that the Board of Education not renew the non-tenured teachers at the end of 2022-2023 school year.

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education, in accordance with the provisions of the Connecticut General Statutes Section 10-151, the contracts of the non-tenured teachers be non-renewed for the 2023-2024 school year. The Board of Education authorizes the Director of Human Resources, Sheri Lee, to advise these employees of this action in writing no later than May 1, 2023.

##### B. **Resignation:**

Ms. Sheri Lee, Director of Human Resources, addressed the Board. She indicated she has been notified that Mr. James O'Brien, a PE/Health Teacher and the Athletic Director at the High School has resigned his Athletic Director position effective June 30, 2023. At the time of his resignation, Mr. O'Brien will have served the students of Windsor Locks as Athletic Director for twenty (20) years.

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education accepts Mr. O'Brien's resignation as Athletic Director effective June 30, 2023 and offer him our appreciation for all of his efforts on behalf of the students of the Windsor Locks Public Schools.

##### C. **Holiday Schedule**

Ms. Sheri Lee, Director of Human Resources, addressed the Board. She indicated in accordance with Connecticut Public Act 22-128, to add an additional Holiday to mark and celebrate the nineteenth day of June known as Juneteenth Independence Day. Therefore, with the statutory requirements, the Director of Human Resources recommends that the Board of Education add Juneteenth Independent Day, and to amend the collective bargaining unit agreements and Central Office/School Offices Holiday Calendars to reflect.

It was **MOVED** (Christianson) that the Board of Education in accordance with the provisions of the Connecticut Public Act 22-128, to add an additional Holiday to mark and celebrate the nineteenth of June known as Juneteenth

Independence Day and to amend the collective bargaining agreement and the Central Office/School Offices Holiday Calendars.

Ms. Byrne proposed an amendment to the Motion made adding an “s” to collective bargaining agreement, to read “....collective bargaining agreements....”.

Ms. Christianson accepted the amendment; Ms. Byrne **SECONDED** the amended motion and it was **PASSED** (U).

## **V. Committee Reports**

### **A. Finance Committee**

#### **March 20, 2023 Meeting Minutes**

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the March 20, 2023 Finance Sub-Committee Regular Meeting Minutes, as presented.

## **VI. Business Office Report**

Ms. Alison Pierce, Business Manager, addressed the Board. She gave the Board an update on expenditures as of March 31, 2023 is \$22,919,642 or approximately 71.26% of the budget, additional encumbrances are \$8,635,640 or additional 24.4% of the budget. She notes that gives an ending balance of \$609,911 which is 1.89% of the budget. As she explained at the last meeting, all departments have been sent a communication that all purchase orders for the end of the year were due no later in her office by April 6, 2023. It was asked when the State will be announcing their funding for the next budget season. It was answered no date has yet been announced.

Ms. Pierce explained the Special Education Tuition and the Excess Cost Grant. She noted that as of March 31, 2023, the tuition budget was \$1,158,662, transportation budget \$293,435, total budget of \$1,452,097. The projected out of district expenditures \$1,945,040 which is a difference of \$492,943. She noted the 2022-2023 out of district budget for special education was based on ten out of district placements; and zero DCF placements for the total of fourteen students. The actual 2023-2023 out of district expenditures for special education as of March 1, 2023 is thirteen out of district placement, three Hartford Choice and zero DCF placements, a total of sixteen students. The current projection is ten students to qualify for the Special Education Excess Cost Grant at 70% at the cost of \$23,113 per pupil or \$104,008. Therefore, it is predicted that the BOE will require the entire Special Education Excess Cost Grant to cover the shortfall. The balance of the special education out of district shortfall will be absorbed into the operating budget.

Ms. Pierce gave facilities update, which included North Street School HVAC upgrades, South Elementary School window replacements; middle school cabling

for the scoreboard; and the high school new readers on the doors and the new cards will be given out in May.

She discussed the Food Service contract. The RFP is now open and has been approved by the State. All bids are due on May 22, 2023 at 12:00 p.m.

#### **VII. Board of Education CAFE Workshop Discussion**

Mr. Parkhurst gave dates to the Board Members which CAFE is available to facilitate workshops. A brief discussion was held and it was decided that the Board would not be available for any of the dates given and requested more dates to be given and suggested that the meetings start after 3:00 p.m.

#### **VIII. FY 2023-2024 Budget Discussion**

Mr. Parkhurst commented that the Board Members were given a yellow sheet of paper which is a line by line leadership reductions which are being presented. Each of the lines are grouped by district, facilities, high school, middle school, North Street School, pupil services, South Elementary School, and technology. He opened the discussion for the Board Members asking for their recommendations. A discussion began around the SRO funding and the Board of Finance specifically setting aside \$110,000 back into the BOE budget to fund the SRO. It was questioned if the Board of Finance can legally dictate where certain amount of money should fund a certain line item. Mr. Parkhurst reminded the Board of the many reductions on the sheet as the Town Budget vote will be on May 16, 2023. He noted that the discuss line items, the Boards can approve the whole list collectively or pick out certain items. He commented that moving on this list allows the Board to move forward and staff and other employees to move forward and not wait until the end of May and/or June. This would keep those staff members in limbo not knowing if they should be looking for another job or not. The discussion continued regarding the SROs and/or security for the district. It was discussed originally three SROs would be added to the district, with two starting beginning of the school year and the other beginning in January, 2024, a half-year position.

The discussion continued going through the list; Board Members asking questions about eliminating positions, beginning with a Director of Curriculum but the need for an Assistant Superintendent; the retirement of a math teacher at the high school and a vacancy of a science teacher at the high school that would not be filled but the math teacher vacancy will be filled to accommodate students need for math versus the need to accommodate students in science. A conversation was held about virtual high school classes which will be fully eliminated in the current proposed budget. However, not many students who do want to participate in virtual high school classes, their parents can fund those classes, and currently there is limited interest among high school students. The Board discussed the need for instructional specialists, the Coordinator of Alternative Services, stipend aides for IEP compliance, SISU compliance and Pine Meadow compliance.

A lengthy discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (Tria) and **PASSED** (3-1)(In Favor: M. Byrne, J. McGowan and J. Tria; Opposed: K. Christianson) that the Board of Education accepts the elimination of 1.0 Director of Curriculum as stated on the Leadership Reduction List.

It was **MOVED** (Byrne) and **SECONDED** (Tria) that the Board of Education accepts the elimination of Lines 2-89 as stated on the Leadership Reduction List.

A discussion was held indicating the significant impact the blanket reductions would do to the students given the current social and emotional needs of children.

An amendment was made to the current motion and seconded:

It was **MOVED** (Byrne) and **SECONDED** (Tria) that the Board of Education accepts Lines 2-54; 56-89 as stated on the Leadership Reduction List.

A brief discussion was held.

A vote was taken:

In Favor: M. Byrne, J. McGowan and J. Tria

Opposed: K. Christianson

Motion **PASSED** (3-1)

Mr. Caden Mackey, Student Representative, addressed the Board. He expressed that kids are having a rough time and need help and he thinks services at the school help those kids. He discussed the Director of Curriculum and the progress the district has been making and elimination one of those positions may slow down the momentum the district has been experiencing and in doing so, may be a dis-service to the current and upcoming students in town.

#### **IX. Board and Superintendent Comment**

None.

#### **X. Public Audience**

None.

#### **XI. Executive Session:**

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education enters into Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

A. Discussion of Superintendent Contract

That in attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent of Schools
- Director of Human Resources

Board moved into Executive Session at 7:21 p.m.

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education terminate Executive Session and reconvene into public session at 7:40 p.m.

It was **MOVED** (Byrne) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves the payout of ten unused vacation days for the FY 2022-2023 for the Superintendent of Schools.

## **XII. Adjournment**

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of April 27, 2023 at 7:45 p.m.

Respectfully submitted,

Denise M. Piotrowicz

Recording Secretary



**EXHIBIT V A**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHERI LEE, HUMAN RESOURCE DIRECTOR  
DATE: MAY 11, 2023  
RE: REQUEST FOR LEAVE OF ABSENCE

Leave of Absence:

Jennifer Hofmann, a Social Studies Teacher at the Middle School has requested a one (1) year Leave of Absence for the 2023-2024 School year.

**BOARD MOTION:** "MOVE that the Board of Education approve Ms. Hofmann's one (1) year Leave of Absence for the 2023-2024 school year."

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHERI LEE, HUMAN RESOURCE DIRECTOR  
DATE: MAY 11, 2023  
RE: RESIGNATIONS

Resignations:

Diane Yourous, an Elementary Teacher at South Elementary has resigned effective June 30, 2023. At the time of her resignation, Ms. Yourous will have served the students of Windsor Locks for two years (2) years.

Joshua Mozzicato, a Science Teacher at the High School has resigned his position effective June 30, 2023. At the time of his resignation, Mr. Mozzicato will have served the students of Windsor Locks for one (1) year.

**BOARD MOTION:** “**MOVE** that the Board of Education accepts Ms. Yourous’ and Mr. Mozzicato’s resignation effective June 30, 2023 and offer them our sincere appreciation for all of their efforts on behalf of the students of the Windsor Locks Public Schools.”

**Windsor Locks Public Schools  
Board of Education  
Policy Committee  
May 4, 2023  
Minutes**

Members Present: Kylee Christianson, Jim McGowan  
Administration Present: Shawn Parkhurst, Superintendent

Meeting was called to order at 4:00 pm.

A first read and review of revision to Policy 5131.911 Hazing included new updated legal language and was agreed to move forward to the full Board for a first read.

A first read and review of the revision to Policy 3501 Health and Wellness to remove language that was restricting food offered or sold as well as food brought to school. This language aligns with the state standards. Agreement was made to move forward to the full Board for a first read.

A first read of a new policy, 6163.1 Selection of School Library Material was reviewed and agreed to move forward to the full Board for a first read.

Adjourned the meeting at 4:21 pm.

## EXHIBIT VI B 2

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: MAY 11, 2023  
RE: POLICY - FIRST READING

At the Policy Committee meeting on May 4, 2023 it was agreed to move the following policies to the full Board:

### **First Reading:**

- Revision:
  - # 5131.911 - Hazing
  - # 3501 - Health and Wellness
- New Policy:
  - WLPS Collection Development
    - Possible Assignment: #6163.1 - Selection of School Library Material

## 5131.911(a) Students

### Hazing

### Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually/intellectually, and physically safe; an environment that is free of harassment, intimidation and bullying and teen dating violence.

### Definitions

~~“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:~~

~~A. causes physical or emotional harm to such student or damage to such student’s property;~~

~~B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;~~

~~C. creates a hostile environment at school for such student;~~

~~D. infringes on the rights of such student at school, or~~

~~E. substantially disrupts the education process or the orderly operation of a school.~~

~~Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~

Bullying” means an act that is direct or indirect and severe, persistent or pervasive which:

A. causes physical or emotional harm to an individual,

B. places an individual in reasonable fear of physical or emotional harm, or

C. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or

sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Examples of conduct that may be bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.
8. taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or illegal images or photographs, whether by electronic data transfer such as emailing or texting which is otherwise commonly called sexting or by other means.

#### Additional Definitions

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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

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

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

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life based on students', parents', guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

“Positive school climate” means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited

to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

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

~~“**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~

## **5131.911(b)** **Students**

### **Hazing**

### **Bullying**

#### **Definitions** (continued)

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

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

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

~~“**Hostile environment**” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;~~



~~“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.~~

~~“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.~~

~~“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)~~

## **5131.911(c)** **Students**

### **Hazing**

### **Bullying** (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically based or genderbased verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.
8. The taking, disseminating, transferring or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, emailing, or sexting, etc).

### Prohibition Against Bullying and Teen Dating Violence

Bullying and teen dating violence ~~Such conduct is is~~ disruptive of the educational process and, therefore, such bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying and teen dating violence, on school grounds, at a school-sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying and teen dating violence:

1. creates a hostile environment at school for the victim,
  2. infringes on the rights of the victim at school, or
  3. substantially disrupts the education process or the orderly operation of a school,
- are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

## **5131.911(d) Students**

### **Hazing**

### **Bullying (continued)**

#### **The District's program:**

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools ~~and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;~~
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying or teen dating violence by parents or guardians and requires at the beginning of each school year that students and their parents be notified of the process by which students may make such reports;

3. Requires school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than **one school day** after such school employee witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than **two school days after making such an oral report;**

~~days after making such an oral report;~~

4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation commenced;

5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, ~~including language about bullying and teen dating violence in student codes of conduct and in all student handbooks;~~

7. Provides for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;

~~8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying or teen dating violence not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying or teen dating violence;~~  
9.

8. Requires each school to notify the parents or guardians of students who commit any verified acts of bullying and teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation of the results of such investigation, and verbally and by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under sections 10-4a and 10-4b published on the Internet web site of the board of education.

9. Requires each school to invite the parents ~~ors~~/guardians of a student against whom such act was directed to a meeting to communicate to such parents or /guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying or teen dating violence was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;

~~acts of bullying and teen dating violence;~~

10. Requires each school to invite the parents/guardians of a student who commits any

verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying and teen dating violence.

## **5131.911(e)**

### **Students**

#### **Hazing**

#### **Bullying (continued)**

11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

12. Requires the development of case-by-case interventions for addressing reported incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;

14. Requires the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such students against further acts of bullying or teen dating violence;

15. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying or teen dating violence constitute criminal conduct;

16. Prohibits bullying and teen dating violence (A) on school grounds, at a ~~schoolsponsored~~school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

17. Requires, at the beginning of each school year, for each school to provide all school

employees with a written or electronic copy of the school district's safe school climate plan, and

~~18. Requires that all school employees annually complete the training described in section 10-220a or section 10-222j. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;~~

## **5131.911(f)** **Students**

### **Hazing**

### **Bullying (continued)**

~~19. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying or teen dating violence;~~

~~19.20.~~ As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance and approval not later than July 1, 2014; and

~~201.~~ Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

~~*The notification required at 89) and the invitation required at (9) above shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.*~~

### **Investigations**

The Board expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and

encouraged.

### **Prevention and Intervention Strategy**

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.

### **5131.911(g) Students**

#### **Hazing**

#### **Bullying**

#### **Prevention and Intervention Strategy (continued)**

4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self awareness and self regulation.s  
and self-regulation.

#### **District Safe School Climate Coordinator**

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

~~1.1-~~ Implement the District's safe school climate plan;

2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in District schools;

3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; ~~and~~

~~4.4-~~ Respond to bullying and teen dating violence in District schools;

5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating issues in the District and make recommended changes to the District's safe school climate plan; ~~:-~~

6. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and addiction Services (~~s~~Such training is only required once).

## **5131.911(h)**

### **Students**

#### **Hazing**

#### **Bullying (continued)**

#### **Safe School Climate Specialist**

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

#### **Safe School Climate Committee**

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a

student enrolled in the school, appointed by the Principal. Commencing July 1, 2021, and each school year thereafter, such committee shall also include school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, medical and mental health personnel assigned to such school, and in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent or guardian or student members of the Safe School Climate Committee are excluded from activities #1 and #3

above and from any other committee activities that may compromise student confidentiality.

**5131.911(i)**

**Students**

**Hazing**

**Bullying (continued)**



## Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its schools. The Safe School Climate Plan shall minimally include all of the actions required under state law for school response and prevention and intervention to bullying and teen dating violence inclusive, but not limited to, the actions described as elements of the Board's program at numbers one (1) through twenty (20) above. Such plan shall:

- ~~1. Enable students to anonymously report acts of bullying and teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;~~
- ~~2. Enable the parents or guardians of students to file written reports of suspected bullying and teen dating violence;~~
- ~~3. Require school employees who witness acts of bullying or receive reports of bullying or teen dating violence to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;~~
- ~~4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;~~
- ~~5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;~~
- ~~6. Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;~~
- ~~7. Provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;~~
- ~~8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying or teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying or teen dating violence;~~
- ~~9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence;~~
- ~~10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and to maintain a list of the number of verified acts of bullying and teen dating violence in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;~~

**5131.911(j)**

**Students**

## Hazing

### Bullying (continued)

#### ~~Safe School Climate Plan~~

- ~~11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;~~
- ~~12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;~~
- ~~13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence;~~
- ~~14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying or teen dating violence constitute criminal conduct;~~
- ~~15. Prohibit bullying and teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;~~
- ~~16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and~~
- ~~17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.~~

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and teen dating and violence and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

#### Assessments

On and after July 1, 2012, and biennially thereafter, the Board of Education shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h. The Board of Education shall collect the school climate assessments for each school in the district and submit such school climate assessments to the department.

**5131.911(k)**

**Students**

**Hazing**

**Bullying (continued)**

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

          10-15b Access of parent or guardian to student's records. Inspection and subpoena of  
          school or student records.

          10-222d Policy on bullying behavior as amended by PA 08-160, PA 11-232 and PA 14-  
          172.

          [10-222g. Prevention and intervention strategy re bullying and teen dating violence.](#)

          [10-222i. State-wide safe school climate resource network.](#)

          [10-222j. Training re prevention, identification and response to school bullying, teen  
dating violence and youth suicide.](#)

10-222k. District safe school climate coordinator. Safe school climate specialist.  
Safe school climate committee.

10-222l. Immunity of school employees, students, parents or guardians,  
individuals and boards of education from liability for certain actions relating to  
reporting, investigating and responding to school bullying and teen dating violence.

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to  
Parents or Legal Guardians.

PA 08-160 An Act Concerning School Learning Environment.

PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

PA 14-172 An Act Concerning Improving Employment Opportunities through  
Education And Ensuring Safe School Climates.

PA 14-234 An Act Concerning Domestic Violence and Sexual Assault.

PA 18-15 An Act Concerning School Counselors.

PA 19-166 An Act Concerning School Climates.

~~PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents  
or Legal Guardians.~~

~~PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.~~

~~PA 14-172 An Act Concerning Improving Employment Opportunities through Education  
and Ensuring Safe School Climates.~~

## **3501**

### **Non Instructional**

#### **3501 – Health and Wellness**

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 state law and federal law, it is the policy of the Board of Education (Board) 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 (USDA) and/or the "Connecticut Nutrition Standards for Foods in Schools", as applicable. 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. Elementary, middle school and high school students shall receive nutrition education that is sequential and comprehensive in scope and teaches skills that are interactive and participatory. Nutrition education will be integrated into other classroom content areas, as appropriate and will also be linked with the school food environment when possible. Schools will also link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks.

#### **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 written curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.

- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will provide opportunities for daily physical activity daily for students in accordance with state law.

### **Nutrition Guidelines for Foods Sold in Schools**

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

The focus is on moderating calories, limiting fats, sodium and 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 administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the USDA and will ensure that all foods sold to students separately from school reimbursable meals meet the Connecticut Nutrition Standards (CNS). All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state law and USDA beverage requirements.

The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law. Any exemptions for the sale to students of non-complying foods or beverages shall only occur in accordance with state statute under the circumstances as specified in Board Policy 3500, Food Service Program.

### **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" (Smart Snacks) nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often include 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 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. The Superintendent 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 Superintendent or his/her 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.

## **Community Input/Wellness Council**

A District Health and Wellness Council (Council) shall be established. The Council affords community members an opportunity to provide suggestions and comments concerning the development, implementation, periodic review and improvement of the District's wellness policy.

The Council shall evaluate and monitor the District's Wellness Policy and its effectiveness, serve as a resource to the Superintendent and the Board, and make recommendations for policy.

The membership of the Health and Wellness Council shall include at a minimum:

- a. Assistant Superintendent of Schools
- b. Food Service Director/Manager
- c. Parent representatives
- d. Building Administrators
- e. Physical Education Teacher(s)
- f. A Health Representative
- g. Board of Education Representative
- h. Registered Nurse
- i. Student Representative(s)
- j. Related Services Support Staff
- k. Certified Staff

The council shall meet a minimum of twice annually. Additional meetings may be scheduled as needed.

## **Evaluation of Wellness Policy**

In an effort to measure the implementation of this policy, the Board designates the Superintendent and his/her designee as the person(s) 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 Superintendent will consult with the District Health and Wellness Council and consider their recommendations and communicate them to the Board. The Board may revise the Wellness Policy as deemed appropriate.

The District will make available to the public the results of the three-year assessment, (Triennial 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.

### **Notification of Wellness Policy/Assessment**

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.

### **Regulations**

The Superintendent shall establish regulations which may be revised from time to time, as deemed necessary, to guide the implementation of the Health and Wellness Policy and to ensure compliance with applicable federal and state laws.

### **Legal Reference:**

#### **Connecticut General Statutes**

[10-16b](#) Prescribed courses of study.

[10 215](#) Lunches, breakfasts and the feeding programs for public school children and employees

[10-221](#) Boards of education to prescribe rules, policies and procedures

[10 215a](#) Non public school participation in feeding program

[10 215b](#) Duties of state board of education re: feeding programs

[10 216](#) Payment of expenses

[10-215e](#) Nutrition standards for food that is not part of lunch or breakfast program

[10-215f](#) Certification that food meets nutrition standards

[10-221o](#) Lunch periods. Recess

[10-221p](#) Boards to make available for purchase nutritious, low-fat foods

[10-221q](#) Sale of beverages.



## Regulations of Connecticut State Agencies

[10-215b-1](#) Competitive foods

[10-215b-23](#) Income from the sale of food items

### Federal Law

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)

Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted: 8/13/20

(Replaces outdated 3501)

## **R-3501- Health and Wellness**

The following regulations are established to guide the implementation of the District's Health and Wellness Policy (Wellness Policy) and to further the District's goal of promoting student health and wellness by supporting good nutrition and regular physical activity as a part of the total learning environment.

### **Formation of the Health and Wellness Council/Designation of School Health and Wellness Policy Coordinator**

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 Districtwide representative health and wellness council shall be established and maintained. *(Required by federal law only for districts that participate in the USDA child nutrition programs)*

The Superintendent, or his/her designee, will convene the Health and Wellness Council 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 health and wellness policy coordinator, who will ensure school compliance with the policy.

1. The membership of the Health and Wellness Council shall include at a minimum:
  - a. the Director of Curriculum Instruction and Assessment
  - b. the Food Service Director
  - c. parent representative
  - d. building Principals
  - e. physical education teacher
  - f. health representative
  - g. Board of Education representative
  - h. registered nurse
  - i. student representative
  - j. Related Services Support Staff
  - k. Certified Staff
  - l. School Health and Wellness Policy Coordinator

Other members may include mental health and social services professionals, health professionals such as school nurses, physicians, dentists as well as interested members of the public and other individuals appropriate to the evaluation process.

2. The council shall meet a minimum of twice annually. Additional meetings may be scheduled as needed.

## **Nutrition Education and Promotion:**

1. Schools will provide nutrition education as part of a planned, ongoing, systematic, standards based school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition Education shall be standards based, using national or state-developed standards, such as the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*. Elementary, middle school and high school students shall receive nutrition education that is sequential and comprehensive in scope and teaches skills that are interactive and participatory. Nutrition education will be integrated into other classroom content areas, as appropriate and will also be linked with school food environment when possible schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks.
2. Food Services will email their newsletter to the Health and Wellness Committee twice a year. The Menus at each school have hints for students and their families to follow. Their pamphlets are in the service lines at the High School and Middle School.
3. Professional development and training opportunities will be available to staff. Food Service director will provide professional development to the staff of all schools when requested. Food Service Director will provide workshops when requested at any and all PTO meetings. Staff members responsible for nutrition education shall be adequately prepared and shall participate in professional development activities to effectively deliver the nutrition education program as planned. Staff members shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.
4. The nutrition education program will link 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.
5. Staff is encouraged to integrate nutritional themes from the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework* and the health benefits of good nutrition into daily lessons.
6. Windsor Locks Public Schools 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.
7. School Instructional staff members are encouraged to collaborate with

agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families, focusing on but not limited to:

- a. healthy snack, lunch and breakfast ideas
- b. non-food celebration ideas
- c. nutritional needs of children
- d. healthy portion sizes
- e. food label reading guidelines
- f. fun activities to encourage increased physical activity inside and outside of the school

8. School staff members are encouraged to model healthy eating and physical activity behaviors.

During New Teacher Orientation, teachers new to the District will be informed of the high expectations regarding healthy eating in all school activities and will be given a copy of this Health and Wellness Policy.

### **Communication of Policy and Promotion of Community Involvement**

1. The Health and Wellness Policy will be shared with school staff, families, and community agencies through, the food service menu, school and PTO newsletters, as well as the district website. 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.

2. The Health and Wellness Policy will be published using local media.

3. 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 as well as notify the community about the availability of the annual and triennial reports.

4. The District will also publicize the name and contact information of the District/school officials leading and coordinating the Health and Wellness Council, as well as information on how the public can get involved and participate in the development, implementation and periodic review and update of the wellness policy through a variety of means

### **Physical Activity and Physical Education:**

1. The Board shall provide physical education that is standards-based, using

national or state-developed standards, such as Connecticut's *Physical Education -A Guide to K-12 Program Development* and National Association for Sport and Physical Education (NASPE) Guidelines. Physical education classes will be taught in all grades; the classes shall be sequential, building from year to year, and content will include movement, personal fitness and social responsibility. Students shall be able to demonstrate competency through application of 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 milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation;
- Ensure that 100% of the grains served are whole grains. All grains must be whole grain rich, containing at least 50% whole grains by weight or has a whole grain as the first ingredient and any other grain ingredients are enriched;
- 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);
- Offer a variety of fruits and vegetables; (Meet specific requirements about different types required)
- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards which are the same);
- Contain 0 percent trans fats;
- Bake or steam all cooked foods; and
- Purchase or obtain fresh fruits and vegetables from local farmers, when practical.

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms, ethnic favorites and preferences. Schools shall engage students and parents, through surveys, taste-tests and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. Meal patterns and nutrition standards of federal regulations will be fulfilled as required. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.

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

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

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

The District shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, and within state law, operate and promote the USDA School Breakfast Program;
- Use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

### **Cafeteria A La Carte Sales**

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

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

All snacks and a La Carte foods must meet USDA Smart Snacks Standards. In accordance with Connecticut State Statute, the sale of beverages, as part of school meals and as a la carte sales, shall be limited to the following five categories:

1. milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk) \*
2. nondairy milks, such as soy or rice milk, which may be flavored or unflavored but contains no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;\*

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

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

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

### **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 mealtimes unless students may eat during such activities.

### **Qualifications of Food Service Staff**

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Such training shall involve all individuals working in the cafeteria, including monitors, so that all are aware of the requirements of the school wellness policy. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility. (See USDA's Professional Standards for School Nutrition Professionals website.)

### **Training for Food Service Staff**

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

### **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 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.

Pursuant to state statute (CGS 10-221p), whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must also be available in the school at the same time for purchase by students. "Foods available for purchase" include, but are not limited to, foods sold in cafeterias, vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:

- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

### **Access to Drinking Water**

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

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

### **Foods Brought Into School**

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

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

## **Fundraising**

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

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

## **Concessions**

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

## **Teacher-to-Student Incentives and Punishments**

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

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

## **Food and Beverage Marketing in Schools**

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 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 tenn 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/PT A/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.

### **Wellness Policy Implementation, Monitoring, Accountability & Community Engagement Implementation**

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

and generate an annual progress report.

### **Recordkeeping**

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

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

### **Annual Notification of Policy**

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

### **Triennial Progress Assessments**

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

- The extent to which schools under the jurisdiction of the District are in

compliance with the wellness policy; and

- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is (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.

### **District Nutrition Standards**

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

#### **Food:**

1. Any given food item offered for sale to students separately from reimbursable meals will:
  - meet the portion size requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
  - not contain any chemically altered fat substitutes and will meet the fat requirements of the Connecticut Nutrition Standards.
  - meet the saturated fat requirements of the Connecticut Nutrition

Standards.

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

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

### **Candy:**

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

### **Beverages:**

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 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#Health>

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 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) Entree Items (sold only a-la-carte), 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 "... sides" and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites)
  - Candy/sugarless candy
  - Chewing gum/sugarless chewing gum
2. Beverages that do not meet the requirements of state statute and federal regulations (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend provided they are not sold from a vending machine or school store. (Note: Board vote is required to allow this exemption.)



3. During the period of 30 minutes before any meal program up until 30 minutes after the end of the program, competitive foods and beverages may only be sold anywhere on school premises if they meet the Connecticut Nutrition Standards or state beverage statute and the income they generate accrues to the nonprofit school food service account.\* Outside of this timeframe, competitive foods and beverages may only be sold if they meet the Connecticut Nutrition Standards and state beverage statute and federal regulations, whichever are stricter.
4. No competitive foods maybe sold without the prior approval of the Superintendent. Such sales must comply with state law, Section 1.Q-21 Sb-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

### **Menus**

Menus shall be planned to be appealing and attractive to children. School meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Information about the nutritional content of meals shall be shared with students, families and school staff members. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural foods and preferences. Schools shall engage students and parents, through surveys and taste-tests of new entrees, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.

### **Breakfast**

Districts shall encourage all children to have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn.

1. Schools will:
  - a. To the extent possible, operate the School Breakfast Program.
  - b. To the extent possible, arrange bus schedules and use methods to serve school breakfasts that encourage participation.
  - c. Notify parents and students of the availability of the School Breakfast Program, if the school serves breakfast to students; and
  - d. Encourage parents to provide a healthy breakfast for their children through newsletter articles, take home materials, or other means.

### **Other School- Based Activities to Promote Student Wellness:**

2. School meals shall be served in clean and pleasant settings. A cafeteria environment that provides students with a relaxed, enjoyable climate shall be developed. The cafeteria environment is a place where students have adequate space to eat, clean and pleasant surroundings, and adequate time to eat meals. Students and staff are encouraged to wash and sanitize hands before meals.
3. Schools shall provide appropriate meal times with adequate time allotted for students to eat.
4. Schools shall make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced price school meals.
5. Every attempt to have hand sanitizer lotions available to students prior to lunch will be made.
6. The school food service program shall aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation shall not take precedence over the nutritional needs of the students. If additional funds are needed, they shall not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.
7. Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility.
8. All food service personnel shall have adequate pre-service training in foodservice 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.
9. All foods made available at school shall comply with state and local food safety and sanitation regulations. Hazard Analysis and Critical Control

Points (HACCP) plans and guidelines shall be implemented to prevent food-borne illness in schools.

10. 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.
  
11. The District highly values the health and wellbeing 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.

**Windsor Locks Public Schools Vision:**  
All students will meet or exceed grade level standards.

**WINDSOR LOCKS PUBLIC SCHOOLS  
COLLECTION DEVELOPMENT POLICY**

The Windsor Locks Public Schools Library Media Centers play a vital role in carrying out the mission of the district by providing a comprehensive and diverse collection of quality materials to support, implement, and enrich the school curriculum and to meet the information needs of each student, teacher, and staff member. The Library Media Centers seek to provide a safe and innovative learning environment in which students can learn how to retrieve, interpret, synthesize, and present information from a variety of resources in order to develop the skills needed to succeed in an ever-changing world. Being able to successfully navigate the ever-changing world of information is essential for students' success as they become proactive members in their communities. Students are taught how to properly use dynamic electronic resources to search and retrieve empowering information. The Windsor Locks Public Schools Library Media Centers strive to encourage life-long learning. The Library Media Centers promote the love of reading as endorsed by the American Library Association.

**Library Media Center Objectives:**

In order to service the Windsor Locks Public Schools learning community and achieve the District mission, the following objectives are established for the Library Media Center Program:

1. The Library Media Center will provide materials that support the individual curricula of the school through a comprehensive selection process that involves library media specialists, administrators, teachers, and students.
2. The Library Media Center will provide materials that support the educational enrichment needs of students. Materials will amplify and expand upon the curriculum.
3. The Library Media Center will provide differentiated materials to students. It will provide for a variety of reading abilities and include high interest materials in addition to research-oriented materials.
4. The Library Media Center will provide for recreational reading interests of students through the provision of materials in fiction and nonfiction and shall include works that fall into many genres, including classics, as well as popular fiction and periodicals.
5. The Library Media Center will provide intellectual access to information through systematic learning activities which develop cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information at all age levels and in all curriculum content areas.
6. The Library Media Center will provide physical access to information through a carefully selected and systematically organized collection of diverse learning resources,

representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems. Access to information and materials outside the Library Media Center and the school building is made possible through Library Media Center websites and subscription online databases. The Library Media Center provides instruction in the operation of equipment necessary to use the information in many formats.

7. The Library Media Center will provide leadership, instruction, and consulting assistance in the use of instructional and information technology.

8. The Library Media Center will provide resources and activities that contribute to lifelong learning, while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests, and capacities.

9. The Library Media Center will provide a facility which functions as the information center for integrated, interdisciplinary, inter-grade, and school-wide learning activities.

10. The Library Media Center will provide resources and learning activities that represent a diversity of experiences, opinions, and social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.

### **General Selection Criteria:**

Library Media Center staff will collect items that support the curriculum and reflect the interests of the student body. The Library Media Center will purchase items that facilitate learning and support State and National benchmarks for excellence. The Library Media Center will also purchase materials that instill a love of reading and nurture life-long learning. Information presented through various media, including print, non-print, and electronic resources, will inspire students to understand complex ideas and become empowered citizens.

The Library Media Center contains fiction and nonfiction books that have been chosen to teach and excite learning in all students. Materials selected for inclusion in the Library Media Center collections shall be chosen for their relevance to the curriculum and State and National Standards. In doing so, each item will be examined to determine its individual merit and to see how it complements the existing collection.

The following general selection criteria will apply to all materials, including electronic, print, and non-print resources:

1. Library materials shall support and be consistent with the general educational goals of the state of the CT and the Windsor Locks Public Schools District, as well as address the aims and objectives of the students and staff.
2. Materials must present high standards of quality in physical format, treatment of subject matter, accuracy and currency of information, presentation and organization, readability, and artistic or literary style.

3. Materials shall contribute to a collection that reflects diverse interests, abilities, socioeconomic backgrounds, ethnicities, maturity levels, and students' extracurricular interests. Materials should be free of bias and stereotype.
4. Materials shall be appropriate for the subject area and for the age, emotional development, ability levels, learning styles, culture, and social development of students. The Library Media Center will also provide materials appropriate for students with special needs.
5. Materials shall meet the needs and interests of students and faculty, as well as facilitate parent involvement with their students' studies.
6. Physical format and appearance of library materials shall be suitable for their intended use.
7. Materials shall be current.
8. Materials shall be selected to help students gain an awareness of our diverse society.
9. Materials shall be selected for their strengths rather than rejected for their weaknesses.
10. Materials shall be selected to represent differing viewpoints on controversial issues in order to encourage critical analysis of such issues, exploration of personal beliefs, attitudes, and behaviors, and the development of intelligent judgments.
11. The Library Media Center will follow copyright and fair use policies as established by the American Library Association (ALA).

### **Selection Criteria by Format:**

The general selection criteria discussed above pertain to all Library Media Center materials. The following formats have additional concerns.

#### **Print Materials**

**Books** will be evaluated based on:

- Overall design quality
- Quality and relevance of illustrations
- Type style
- Density of text
- Durability of bindings
- Reading level
- Budget

**Newspapers and periodicals** that support the curriculum, promote instructional goals, and/or entertain and encourage outside student interests are purchased.

**Reference sources** will be purchased based on:

- Support of curriculum
- Cost effectiveness
- Accuracy

- Authority
- Ease of use and navigability
- Budget

### **Non-Print Materials**

**Electronic Resources** such as Websites, online databases, and apps that:

- Support the curriculum
- Allow a diversity of media formats
- Represent appropriate technical and artistic quality
- Allow flexible pacing
- Provide multiple levels of difficulty
- Contain search and navigation tools that promote information retrieval
- Are accurate and current
- Budget

**Digital Media** that:

- Support curriculum
- Are appropriate for the intended user
- Provide diverse presentation
- Are appropriate in length and pace
- Present clear images and sound
- Budget

**Audio/Electronic books** that:

- Augment the print collection
- Support the curriculum
- Are appropriate for the intended user
- Provide diverse content
- Budget

## **Selection Procedures**

The library media specialist is responsible for the overall quality and balance of the collection and will select resources through ongoing evaluation procedures. The library media specialist will rely on professional selection aids in order to develop and maintain a comprehensive collection. Library media specialists may also consider the consultation of crowd-sourced reviews.

**School Staff:** Since the Library Media Center collection is an integral part of the instructional and learning process, faculty are encouraged to provide individual and departmental input.

**Students:** To ensure that a variety of recreational reading needs are met, students are encouraged to suggest authors and titles to the library media specialist, who will determine if the suggestions are appropriate for the collection.

## **Selection Resources**

The library media specialist will consult reputable selection resources and may consult individual discipline curriculum standards.

Professional review literature may include:

- Book Links
- Booklist
- Follett TITLWAVE
- Kirkus Review
- School Library Journal
- Horn Book
- Junior Library Guild
- Other professional journals



## **Collection Maintenance: Assessment, Weeding, and Preservation**

In order to ensure that the library collection is current, comprehensive, and appealing, ongoing evaluation and weeding procedures are implemented. Ongoing weeding procedures help maintain the integrity of the collection and encourage the use of materials. Statistics gathered through the process provide an accurate description of the adequacy of the collection. The library media specialist relies on knowledge of the collection, the curriculum, and the potential for use in the evaluation process, and as a result is the ultimate authority for removal of materials.

Assessment of materials occurs informally through daily use and systematically through inventory and weeding procedures. The process is initiated annually using the automated inventory system to compute the average age of the collection, determine the weight of each Dewey system category, update circulation figures, and identify duplicate and lost copies of materials. The weeding process is ongoing and does not disrupt normal Library Media Center usage.

### **Criteria for weeding include several factors:**

- 1. Publication Date:** Copyright date affects materials differently depending on type. For example, reference materials are considered current when they are no more than 5 years old, whereas nonfiction history and literature books have a longer shelf life. The library media specialist is aware of the copyright average age of every Dewey number and purchases and purges materials accordingly.
- 2. Content:** Materials will be assessed by their relevance to the collection and current or future curricular needs. Some materials may be removed due to outdated social or cultural content. They will not be removed solely on the basis of challenge. Materials will be culled which are inappropriate for the grade level or provide inaccurate information.
- 3. Physical Condition:** Books which are worn, frayed, or cannot be fixed will be removed or replaced. Library Media Center materials that are damaged, inoperable, or missing component parts will similarly be removed.
- 4. Circulation:** Materials that have poor circulation (for example, titles that have not been checked out for five years) become candidates for culling.
- 5. Obsolescence:** Obsolete material will be culled. Duplicate copies which are no longer in demand will also be removed. Periodicals and newspapers will be recycled according to currency and use.

## **RECONSIDERATION OF RESOURCES/ CHALLENGES TO THE COLLECTION**

Despite the careful selection of library resources and the qualification of those involved in the selection process, objections to library resources that are deemed offensive or inappropriate may occur. Any resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a library resource.

In the event that a parent of a currently enrolled student, teacher, currently enrolled student, or other town resident expresses a concern over the inclusion of an item in the Library Media Center collection, that person shall be referred to the library media specialist. The library media specialist will attempt to resolve the issue informally through discussion to clarify the specific concern. The library media specialist will describe the purpose of the item within the curriculum and educational framework. The library media specialist will also explain the Windsor Locks Public Schools Library Media Center selection procedures and criteria and the qualifications of persons selecting resources.

If the concerned party is still not satisfied, the library media specialist will ask him or her to complete a Request for Reconsideration of School Library Media Materials form, inform the principal, and initiate a formal request for reconsideration protocol.

### **Formal Request for Reconsideration Protocol:**

1. Make every effort to resolve the complaint informally, making the complainant aware of the selection procedures.
2. Inform the complainant of the procedures to file a formal Request for Reconsideration request within 10 working days and supply information and forms needed to file the written complaint. During the process and until a final resolution, the challenged material shall be returned and remain in circulation.
3. If a completed Request for Reconsideration form is not submitted within ten business days, the matter is considered closed.
4. Within 10 working days of receipt of the Request for Reconsideration form, the library media specialist will meet with the building principal to discuss the challenge.
5. Results will be conveyed to the complainant.
6. If the issue is not resolved to everyone's satisfaction, the following steps will be taken:
  - Convene a review committee within 15 working days of receipt of the Request for Reconsideration.
  - The committee will be composed of the principal, the library media specialist, and/or the director of curriculum, a reading/language arts consultant, and a teacher.

The committee will be charged with the following tasks:

1. Review the complaint
2. Reexamine the challenged material
3. Survey appraisals of the material and professional reviews
4. Judge the merits of the material on its entirety rather than on isolated parts
5. Discuss the material and prepare a written decision within 15 working days

7. If the complainant is not satisfied with the committee's decision, he or she may appeal this decision within 7 days.

**Superintendent's Level:** The superintendent shall, within 15 working days of receipt of the appeal, review the complaint and the decision of the committee and render a decision with respect to the challenge.

1. The District-Level Reconsideration Committee will consider any appeals from the school level. The committee will be appointed by the Superintendent or his/her designee as follows:
  1. Director of school library services
  2. Director of elementary, middle, or secondary education, as appropriate
  3. Curriculum coordinator specializing in reading from the appropriate level
  4. District-level library services staff
  5. School librarian from the appropriate level
  6. Other district-level instructional directors
  7. A student from the level in which the challenged material resides (middle or high school level only)

**Board of Education Level:** Within 15 working days after receipt of the superintendent's decision, the complainant may appeal to the Board of Education. The Board of Education shall review the decision of the superintendent within 30 working days of receipt of the appeal and render a decision regarding the merits of the challenge. The Board of Education will notify the complainant of its final decision.

1. The procedures for an appeal to the Board of Education will be as follows:
  1. An appeal of the decision made by the District-Level Reconsideration Committee must be made in writing to the superintendent within 10 days of the system-level committee decision.

2. A decision on the complaint will be made at the next regular meeting or special meeting within 30 days of the written request to the superintendent.
3. The board reserves the right to use outside expertise if necessary to help in its decision making.
4. The chairperson for the District-Level Reconsideration Committee will present the committee's decision to the board.
5. The complainant or designee will present the petitioner's position.
6. The board decision will be final, and the superintendent will implement the decision.
7. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

### **Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).

**Windsor Locks Public Schools**  
**Request for Reconsideration of**  
**School Library Media Materials**

The Board of Education has delegated the responsibility for selection and evaluation of library / educational resources to the school library media specialist and has established reconsideration procedures to address concerns about those resources.

Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the library media specialist at your child's school.

Name of person making request (complainant):

Telephone:

Address:

Complainant represents:      Himself / herself

Organization (if yes, please name)

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Name of school owning the challenged material:

Do you have a child in this school?      Grade:

Title of challenged item:

Publisher / producer:

Year of publication / production:

Type of media (book, ebook, audiobook etc.)

Author / artist / director, etc.

How did you acquire this item?

Did you read, view, or listen to the entire item?

If not, what parts? (Please be specific - page numbers, exact scenes)

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Is this item part of a series or set?

If yes, did you examine other items in the series or set?

What do you believe to be the theme and purpose of this item?

**Please identify the parts to which you object. Please be specific and cite pages, chapters, frames, etc. Explain why you feel this is objectionable and why.**

Does this item have any instructional value? \_\_\_\_\_ Please explain.

For what age or grade level would you recommend this item? \_\_\_\_\_

What do you think might be the result of a student's reading, viewing, or listening to this item?

Are you aware of any evaluations of this item by authoritative sources? \_\_\_\_\_

If yes, did those sources agree with your opinion? \_\_\_\_\_

Please list those sources:

What would you like your school to do about this item?

Do not assign or recommend it to my child only

Withdraw it from the school library media collection

Other (please specify)

What specific item would you suggest that the Library Media Center purchase in lieu of this item?

Why is your recommendation a better choice?

Other Comments:

Signature of Complainant: Date:



## Reconsideration Report Letter

Dear \_\_\_\_\_,

The Request for Reconsideration committee has reviewed your request for reconsideration of an item in the [Windsor Locks High School/Middle School/South Elementary/North Street School] Media Center. The district regards all concerns seriously. After careful consideration of the material, its relevance to the school curriculum and goals, and its context within the overall Media Center collection, the Committee has reached a decision. A copy of the report is enclosed.

We recognize your right as a parent/guardian to restrict or question any material your child reads, listens to, or views. It is never the intention of the school district to provide students with learning experiences or activities that are in conflict with the values of their parents/guardians. For this reason, we encourage parents to communicate with their children their values and beliefs in selecting reading and other learning materials.

Thank you for your involvement in your child's learning experience. It is through a cooperative effort between the school and parents or guardians that the most effective learning conditions can be obtained.

Should you have any questions about the report, feel free to contact me at any time.

Sincerely,

School Principal

**EXHIBIT VII**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: MAY 11, 2023

RE: FY 24 BUDGET

The leadership team has worked collaboratively to review the reductions made at the last Board of Education meeting. It is our recommendation that the following reductions be revisited and acted upon to reinstate two necessary positions that continue the momentum that is in place, and at this time eliminate the proposed Assistant Superintendent position, the various special education stipends, capping a new hire replacement, and reallocate a portion of the increased state funding.

| <b>Reinstate Coordinator of Alternative Services, 2nd Director of Curriculum</b> |                  |
|----------------------------------------------------------------------------------|------------------|
| Coordinator of Alternative Services                                              | \$116,830        |
| Director of Curriculum                                                           | \$146,036        |
| <b>Total amount of funding needed</b>                                            | <b>\$262,866</b> |
| <b>Recommendation Reductions</b>                                                 |                  |
| Proposed Assistant Superintendent                                                | \$175,000        |
| IEP Compliance Stipend<br>Sisu Coordinator Stipend<br>PMA Coordinator Stipend    | \$15,000         |
| Savings on capping hiring of WLMS Social Studies                                 | \$45,931         |
| Reallocate additional State funding increase of per pupil expenditures           | \$26,935         |
| <b>Total Reduction</b>                                                           | <b>\$262,866</b> |

**Windsor Locks Public Schools**

[www.wlps.org](http://www.wlps.org)

**Educational Leadership**

**Shawn Parkhurst**  
**Superintendent of Schools 860-292-5000**

**Giovanna Testani, Principal**  
North Street School 860-292-5027

**Monica Briggs, Principal**  
South Elementary School 860-292-5021

**David Prinstein, Principal, Christine Domler, Assistant Principal**  
Windsor Locks Middle School 860-292-5012

**Rebecca Bissonette, Principal, Matt Warner, Assistant Principal**  
Windsor Locks High School 860-292-5032

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**Brian Deming, President**  
Windsor Locks Teachers' Association 860-292-5012

\*\*\*\*\*

**Central Office**

**Kristen Krupa**  
Director of Secondary English Curriculum, Instruction, and Assessment

**Megan Parrette**  
Director of Secondary Math Curriculum, Instruction, and Assessment

**Sheri Lee**  
Director of Human Resources 860-292-5744

**Joshua Robinson**  
Director of Pupil Services 860-292-5707

**Jason Scavotto**  
Coordinator of Alternative Programs

**Alison Pierce**  
Business Manager 860-292-5709