

SIMSBURY BOARD OF EDUCATION  
REGULAR MEETING  
May 23, 2023  
Latimer Lane School  
6:30 p.m.  
AGENDA

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. RECOGNITIONS
- IV. PUBLIC AUDIENCE
- V. COMMITTEE REPORTS/BOE COMMUNICATIONS
- VI. RECOMMENDED ACTIONS
  - A. Approval of Minutes of May 9, 2023 Meeting EXHIBIT I
  - B. Personnel EXHIBIT II
  - C. Approval of Unaffiliated Salary Adjustments EXHIBIT III
  - D. Approval of 2023-24 Textbooks EXHIBIT IV
- VII. INFORMATION AND REPORTS
  - A. Latimer Lane School Report EXHIBIT V
  - B. Policy Second Reading EXHIBIT VI
- VIII. PUBLIC AUDIENCE
- IX. EXECUTIVE SESSION

It is anticipated that the Board of Education will enter Executive Session to discuss the evaluation of the superintendent and a personnel matter.
- X. FUTURE BUSINESS
  - A. Next Board Meeting, Tuesday, June 13, 2023,  
BOE Conference Room

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**TOWN OF SIMSBURY  
BOARD OF EDUCATION**

Record of Proceedings

Regular Meeting

May 9, 2023

Ms. Susan Salina called the meeting to order at 6:31 p.m. in the Board of Education Conference Room.

Roll Call:

**Members present:** Mmes. Tara Willerup, Lydia Tedone and Jen Batchelar. Messrs. Jeff Tindall and Todd Burrick. Ms. Sharon Thomas arrived at 6:47 p.m.

**Members absent:** Mr. Brian Watson.

**Also present:** Superintendent Matt Curtis, Assistant Superintendent Sue Homrok-Lemke, Assistant Superintendent Neil Sullivan, Director of Finance Amy Meriwether, BOE Student Representative Grace Myers and Recording Secretary Katie Wilde.

PUBLIC AUDIENCE

**Lori Boyko**, 15 Oakhurst Road, addressed the policy revisions and expressed concern that some of the recommendations are extremely controversial. She noted that the administrative regulations for transgender and gender minority students was provided by the law firm Shipman & Goodwin. Ms. Boyko suggested that equitable and equity are two different things and that the gender definitions are unclear. She asked that board members weigh their decision to approve these policies very carefully.

Public Audience

RECOGNITIONS

Ms. Salina introduced next year's BOE student representatives, Sophia Luzietti and Matthew Picoult. She provided background on the two students and their focus as student reps next year.

Recognitions

Angela Griffin, Director of Music & Performing Arts, introduced Elijah Edwards, recipient of the CT Association of Schools (CAS) Scholar Music Award. Ms. Griffin noted Elijah's accomplishments in the Music Department. Shannon Gagne, Art Department Supervisor, introduced Rhiannon Wallace, recipient of the CAS Scholar Art Award. She noted Rhiannon's commitment to the arts and as one of the first Capstone students. Ms. Gagne provided a presentation of student artwork receiving Scholastic Art Awards.

COMMITTEE REPORTS/BOE COMMUNICATIONS

Ms. Myers reported that there are a lot of school events at the end of the year. She noted AP testing that has taken place and the Battle of the Bands which for the first time will be held at the Simsbury Meadows. Ms. Myers stated that on the May 17 half day, field day will be held at SHS. The orchestra concert, Next Level Signing Day and the Junior Prom are coming up as well.

Communications

Mr. Burrick reported that the Personnel & Negotiations Committee met and discussed the SFEP contract and salary adjustments for unaffiliated staff. Mr. Tindall stated that he attended the Staff Recognition Ceremony which was a heartwarming event honoring the commitment of retirees and those reaching milestone years with the

school district. Ms. Tedone reported on the Art Show at the CREC Polaris Center. She noted that tomorrow CAGE is holding a webinar on how to navigate the CT General Assembly website. She stated that H.B. 5003 is moving along.

Ms. Lemke reported that the last half day for professional development is May 17. Mr. Sullivan stated that hiring for next year has begun and the SHS Principal hiring process is underway. Mr. Curtis stated the 2023-24 budget mailer has been mailed to all Simsbury residents.

### RECOMMENDED ACTIONS

#### A. Approval of Minutes of April 25, 2023 Meeting

Ms. Willerup: MOVE to approve the minutes of the April 25, 2023 meeting.

Ms. Thomas: Seconded. So moved. Mr. Burrick abstained.

#### B. Personnel

Ms. Tedone: MOVE that the Board of Education accept the resignations of Haley Lobello and Emily Pattacini effective June 30, 2023.

Mr. Tindall: Seconded. So moved.

#### C. Approval of Collective Bargaining Agreement Between The Simsbury Board of Education and The Simsbury Federation of Educational Personnel

Mr. Sullivan reviewed the highlights of the three year agreement, noting that membership in this association is comprised of secretaries and paraprofessionals.

Mr. Burrick: MOVE that the Board of Education ratify the proposed changes in the collective bargaining agreement between the Simsbury Board of Education and the Simsbury Federation of Educational Personnel for the period July 1, 2023 through June 30, 2026.

Ms. Tedone: Seconded. So moved.

#### D. Acceptance of Gift to SHS Baseball Booster Club

Mr. Tindall: MOVE that the proposed gift of \$5,000 from an anonymous donor be approved.

Ms. Batchelar: Seconded. So moved.

### INFORMATION AND REPORTS

#### A. Elementary Curriculum Update

Ms. Lemke provided background on state legislation that has resulted in the CSDE's implementation of 7 approved reading curriculum programs. She noted that currently only 7 of 169 districts in CT use one of these programs. Simsbury has submitted a

Approval of  
Minutes of April  
25, 2023

Personnel

Approval of  
SFEP Contract

Acceptance of  
Gift to SHS  
Baseball  
Booster Club

Elementary  
Curriculum  
Update

waiver to continue to use what we have in place. We should receive a response from the CSDE in July or August.

Betsy Gunsalus, Director of Elementary Curriculum, stated the Science of Reading is utilized as we continue to grow our knowledge. She introduced Jill Vannini, Reading & Language Arts Consultant. Ms. Vannini stated that the Science of Reading is a body of research, from a range of disciplines, specific to scientific evidence about how we learn to read, the skills involved and how they work together, and the parts of the brain responsible for reading and writing development. She noted Scarborough's Reading Rope and the strands that come together to build to a skilled reader. Ms. Vannini addressed Science of Reading shifts that include phonemic awareness, phonics, fluency, vocabulary, comprehension; systemic, explicit and cumulative instruction; high frequency words; automaticity; skills instead of levels; controlled and decodable texts; and activating background knowledge.

Ms. Gunsalus discussed the reading waiver application process. The components were to (1) demonstrate curriculum model or program is evidence based and scientifically based and focused on competency in phonemic awareness, phonics, vocabulary, rapid automatic name or letter fluency, oral language, and reading comprehension. (2) Use data to provide a detailed explanation addressing achievement gaps. (3) Develop a district strategic plan. Ms. Gunsalus explained that as a result of this process, the team did a lot of reflecting on how our curriculum is evidence and scientifically based. She reviewed the components of the district's Science of Reading action plan: (1) K-3 Literacy Team, (2) enhance SPS assessment plan, (3) Tier 2 reading intervention model, (4) dyslexia, (5) vocabulary, (6) special education service delivery model, and (7) multilingual learners.

Ms. Gunsalus addressed the elementary math program. She stated that the current program, Math in Focus, will only offer the current K-5 workbooks for one more year. Two programs are being vetted by the Math Program Review Team for use going forward: Think Mathematics and the new edition of Math in Focus. The Math Program Review Team has representation from all schools, grades and special education.

Erin Sullivan, Math Coach, stated the themes being used to vet the math programs are pedagogy, standards alignment, assessment practices and professional learning. Next steps involve engaging in guided inquiry with grade level and cross grade level colleagues to examine the pros and cons for each program. Once this is completed representatives from the Math Program Review Team will meet with Ms. Lemke and Ms. Gunsalus to review the feedback and discuss process/expectations of the implementation teams. A decision on the new math curriculum for the 2024-25 school year will be communicated in June.

Mr. Burrick asked how our math scores are trending. Ms. Gunsalus responded that the math data was improving pre-pandemic and declined upon our return to school. We are now back to the full program which is aligned with assessment standards. Both elementary and secondary scores have been fluctuating.

#### B. Proposed 2023-24 Textbooks

Ms. Lemke stated that the two textbooks have been reviewed by the Curriculum Committee. Ms. Lemke noted that these two textbooks have been in use in 8<sup>th</sup> and

Proposed 2023-24 Textbooks

9<sup>th</sup> grade and she was just made aware that they had not been approved by the board.

### C. Policy First Reading

Mr. Sullivan reviewed the policies that will come forward for approval by the board. He noted those policy revisions that are a result of legislation.

Ms. Thomas: MOVE to amend the agenda and take public audience in advance of executive session.

Mr. Burrick: Seconded. So moved.

### PUBLIC AUDIENCE

**Lori Boyko**, 15 Oakhurst Road, addressed the Advanced College Placement policy. She questioned equal opportunity versus equity and the need for creating multiple access points. She expressed concern that while we address AP courses, we do not offer English I or Honors junior year and give students the only options of English II or AP which widens the achievement gap. She pointed out that level I and II classes are offered in World Language. Ms. Boyko noted that much of the work of the board takes place on committees and the agendas and minutes should be posted on the district website. She suggested that it is the role of the board, not teachers and administrators, to determine if controversial materials are suitable.

### EXECUTIVE SESSION

Ms. Willerup: MOVE to enter executive session to discuss the evaluation of the superintendent.

Ms. Batchelar: Seconded. So moved.

### ADJOURNMENT

Ms. Willerup: MOVE to adjourn the meeting at 9:35 p.m.

Mr. Burrick: Seconded. So moved.

\_\_\_\_\_  
Jennifer Batchelar  
Secretary

\_\_\_\_\_  
Katie Wilde  
Recording Secretary

Policy First  
Reading

Public Audience

Executive  
Session

Adjournment

MEMORANDUM TO: Members of the Board of Education  
FROM: Matthew T. Curtis  
DATE: May 23, 2023  
RE: Personnel Recommendations

**I. Resignations**

**William Wesley**

Experience 5 years  
Assignment Special Education Teacher, Simsbury High School  
Effective June 30, 2023

**BOARD MOTION:**

“MOVE that the Board of Education accept the resignation of William Wesley effective June 30, 2023.”

MTC:cdf

**EXHIBIT III**

MEMORANDUM TO: Members of the Board of Education  
FROM: Matthew T. Curtis, Superintendent of Schools  
DATE: May 23, 2023  
RE: Approval of Unaffiliated Salary Adjustments

It is anticipated that the Chairman of the Board of Education Personnel and Negotiations Committee will recommend compensation for unaffiliated employees for the 2023-24 school year.

MTC\kw

TO: Members of the Board of Education

FROM: Matthew T. Curtis, Superintendent

DATE: May 23, 2023

RE: TEXTBOOK ADOPTION, 2023-2024

Each spring, the Board of Education reviews and adopts new textbooks (which include related supplementary materials and teacher resource kits) to be used by students and staff the following year. Textbooks recommended for adoption are initially selected by a department, committee, or staff member and are reviewed by the department supervisor, building principal and central office prior to submission to the Board for approval.

The attached list represents the book that is required for all students to read in a specific course, grade, or ability level.

“MOVE that the Board approve the textbook adoption for the 2023-2024 school year as submitted by the administration.”

MTC:da

Att.

## TEXTBOOK ADOPTION, 2023-2024

| SUBJECT | GRADE/<br>LEVEL | TITLE | AUTHOR | PUBLISHER | PUB.<br>DATE |
|---------|-----------------|-------|--------|-----------|--------------|
|---------|-----------------|-------|--------|-----------|--------------|

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|         |            |                         |                      |                    |      |
|---------|------------|-------------------------|----------------------|--------------------|------|
| English | 9, Level I | <i>This Tender Land</i> | William Kent Krueger | Simon and Schuster | 2019 |
|---------|------------|-------------------------|----------------------|--------------------|------|

Over the course of one unforgettable summer, four orphans journey into the unknown and cross paths with others who are adrift, from struggling farmers and traveling faith healers to displaced families and lost souls of all kinds. This book can be used as a companion to *The Odyssey* and fits into our Coming of Age unit, as well as the study of the novel as a genre.

|                    |                    |                 |                 |                   |      |
|--------------------|--------------------|-----------------|-----------------|-------------------|------|
| ELA/Social Studies | Grade 8 all levels | <i>Uprising</i> | Margaret Haddix | Simon & Schuster, | 2011 |
|--------------------|--------------------|-----------------|-----------------|-------------------|------|

Most people in the U.S. who are not immigrants are descended from immigrants. Today, half of Americans can trace their family history in the U.S. to the third wave of immigration that occurred from 1870 to 1914. We will ask students to research and reflect upon the immigrant experience during the early 20th century and to connect their learning to current events. Learning will center on the Triangle Shirtwaist Fire of 1911. This will be done through reading and analyzing primary sources as well as fiction in their social studies and ELA classes. Students will also complete creative works to show their understanding and appreciation of the changes our country goes through as the population and culture is influenced by immigration.

MEMORANDUM TO: Members of the Board of Education

FROM: Matthew T. Curtis, Superintendent of Schools

DATE: May 23, 2023

RE: Latimer Lane School Report

It is exciting to watch the Latimer Lane construction project come to fruition before our eyes. Slated for completion in December 2024, tonight Principal Mike Luzietti will overview the project in its entirety.

First, Mr. Luzietti will share regular occurrences associated with the project inclusive of bi-weekly owner-architect-construction (OAC) meetings, security and technology discussions, monthly Public Building Committee meetings, and a large amount of construction. Mr. Luzietti will also review work completed to date including: 22,000 square feet of concrete slab, construction of interior and exterior walls, installation of the steel structure, roof deck, roofing, stormwater retention system and exterior seating/courtyards.

After showing before and after pictures of multiple building areas, Mr. Luzietti will give a sense of the day-to-day living at Latimer Lane amid this work. Although admittedly noisy at times, teaching and learning in school continues, and the relationships being established between school community members and the project workers is something to highlight and celebrate.

Finally, Mr. Luzietti will break the project down into the three main phases of development:

- Phase I (December 2022-December 2023): New southside classrooms as well as the new gymnasium and cafeteria area
- Phase II (December 2023-July 2024): Refurbishing of existing space in current 4th-6th grade classrooms
- Phase III (July 2024-December 2024): Refurbishing of existing space in lower elementary classrooms

MTC:kdw

## EXHIBIT VI

MEMORANDUM TO: Members of the Board of Education

FROM: Matthew T. Curtis  
Superintendent of Schools

DATE: May 23, 2023

RE: Board of Education Policies – Second Reading

The Policy Committee recently reviewed revised policy based on state legislative requirements. Policy revisions are included in the 1000 Community series, 5000 Student Series, and 6000 Instruction Series. The Policy Committee is recommending adoption of the following policies:

- 1100 District and School Communications
- 5130 Physical Activity and Student Discipline
- 5145.53 Transgender and Gender Nonconforming Youth Policy
- 6000 Instruction Series
  - 6114.2 Student Wellness Policy
  - 6115.5 Advanced College Placement
  - 6116 Diplomas and Certificates of Achievement
  - 6150 Nondiscrimination in the Instructional Program
  - 6170 Organization Plan

A copy of the recommended policies has been provided to you this evening for your review. Following any discussion, these policies will be brought forward for approval at the next Board of Education meeting.

MTC:kdw

#### 1100 District and School Communications

The Simsbury Public Schools believe in an open line of communication among parents, staff and students. Collaboration with our stakeholders is important to the success of our district. Thereby, the Simsbury Public Schools will communicate with families in the following manner:

**Listserv Notification:** Email messages from the Superintendent and School Principals will be sent to parents regarding school business, news and events using the email you have provided to the school district. Should a decision be made for an early dismissal, after the start of the school day, a School Messenger email will be sent from the Superintendent.

**Robocall/Text Messages (District):** The school district will use School Messenger to place a voice call to all parents and emergency contacts when we have an unanticipated early dismissal and other unforeseen emergency situations. In compliance with the FCC, the Board recognizes that a parent/guardian or student who provides their wireless number to the district/school as a contact has given permission to be contacted at that number for school purposes.

Simsbury Public School families have the ability to receive a text message in the event of an emergency by sending a text message of "Y" or "Yes" to 67587 from a mobile device to receive emergency notifications, such as school closings.

**Robocall/Text Messages (School):** Individual schools will use School Messenger to facilitate the sending of important information to families, staff and students through telephone calls. These messages include issues pertaining to the health and safety of students or faculty. Calls may also be made for unexcused absences, items that closely relate to the educational mission of the school, or announcements regarding official school activities.

Notifications, using the auto notification system, pertaining to non-school or community events which lack any educational purpose or connection to school activities are considered by the Board to be outside the scope of the consent since the parents/guardians have only provided a number to the school authorities without disclosure that they may receive these types of notifications

#### **Simsbury Public Schools App:**

The Simsbury Public Schools School Messenger app provides easy access to commonly used pages on the district website via your mobile device.

- Calendar
- Menus
- PowerSchool
- Athletics
- MyPaymentsPlus
- SHS & HJMS Daily Announcements
- SchoolMessenger Communicate App

**PowerSchool**

Grading Portal: The school district utilizes the PowerSchool information system to provide online access to student attendance and grades through the internet. Students and guardians can access this information electronically for grades 7-12.

Course Selection: Course selection at Simsbury High School is done via the PowerSchool portal.

Annual Student Verification: Verification of student information is completed each summer through the PowerSchool Enrollment (PSE). Parents/Guardians are provided with a code from the school district giving them access to update personal information.

**Finalsite Website**

The school district utilizes the Finalsite platform for the Simsbury Public Schools website which can be accessed through the following link [www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us). The Emergency page of the website provides notification to families in the event of emergency situations.

**Community Bulletin Board:**

The school district utilizes the Community Bulletin Board webpage on the district website to provide information to families regarding school, community and area activities.

**Board of Education Social Media:**

The Board of Education posts alerts relative to the board on the Simsbury Board of Education Facebook page.

**Legal Reference: Connecticut General Statutes**

10-15b Access of parent or guardians to student's records.

46b-56 (e) Access to Records of Minors. Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

**Federal Statutes**

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g).

Dept. of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Telecommunications Consumer Protection Act 47 U.S.C. §227.

Federal Communication Commission Rules 47 C.F. R. §64.1200.

Federal Communication Commission Declaratory Ruling (CG Docket  
No. 02-278 Declaratory Ruling FCC 16-88).

*Adopted June 13, 2023*

5130 PHYSICAL ACTIVITY AND STUDENT DISCIPLINE

It is the policy of the Board of Education to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

**Prohibition on Deprivation of Physical Exercise Period as a Form of Discipline:**

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise. The Board prohibits school employees from disciplining elementary school students by preventing them from participating in the entire time devoted to physical exercise during the regular school day.

School employees are only allowed to prevent or restrict recess when:

1. a student poses a danger to the health or safety of other students or school personnel; or
2. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction is allowed only once during a school week unless the student is a danger to the health or safety of other students or school personnel. Additionally, the policy must not (1) include provisions that are unreasonably restrictive or punitive, as determined by the board, or (2) allow recess prevention or restriction if a student does not complete their work on time or for the student's academic performance

**Prohibition on Compulsion of Physical Activity as a Form of Discipline:**

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

**Definition:**

For the purposes of this policy, a "school employee" is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, School Counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) 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 the district schools pursuant to a contract with the Board.

**Disciplinary Action for Failure to Follow Policy:**

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be

subject to having his/her contract for services suspended by the district.

Legal References: Connecticut General Statutes  
§ 10-221o Lunch periods. Recess.  
Public Act 13-173, "An Act Concerning Childhood Obesity  
and Physical Exercise in the Schools"

*Revised June 13, 2023*

5145.53      Transgender and Gender Non-Conforming Youth

The Simsbury Board of Education (the "Board") is committed to creating a safe, supportive and inclusive learning environment for all students that is free from discrimination, regardless of sex, sexual orientation, gender identity, gender expression or any other characteristic protected by law. The Board is also committed to providing every student with equal access to all Board educational programs and activities.

To facilitate compliance with Board policy and applicable law, the Board directs the Administration to develop administrative regulations regarding practices for ensuring a safe, supportive and inclusive environment, specifically as such practices relate to transgender and gender-minority students.

Legal References:

Federal Law:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681(a) *et seq.*

Title IX of the Education Amendments of 1972, 34 C.F.R. § 106.1 *et seq.*

State Law:

Conn. Gen. Stat. § 1-1n

Conn. Gen. Stat. § 10-15c(a)

Connecticut State Department of Education, *Guidance on Civil Rights Protections and Supports for Transgender Students*, (Sept. 2017).

Connecticut State Department of Education, *Guidance on Civil Rights Protections and Supports for Transgender Students: Frequently Asked Questions*, (Sept. 2017).

***Revised June 13, 2023***

## **Administrative Regulations Regarding Protections and Supports for Transgender and Gender-Minority Students**

The Simsbury Board of Education (the "Board") is committed to creating a safe, supportive and inclusive learning environment for all students that is free from discrimination, regardless of sex, sexual orientation, gender identity, gender expression or any other characteristic protected by law. The Board is also committed to providing every student with equal access to all Board educational programs and activities.

In accordance with the Board's Policy Regarding Protections and Supports for Transgender and Gender-Minority Students, the Administration of the Simsbury Public Schools (the "District") adopts the following regulations, procedures and practices.

District employees are expected to familiarize themselves with these procedures and practices and are responsible for ensuring prompt, equitable and appropriate implementation. These regulations do not and cannot address every situation that may arise, but are intended as a reference for employees. Questions about these regulations, any related issues, and any specific situations that arise should be directed to the Board's Title IX Coordinator: Neil Sullivan, Assistant Superintendent for Administration, [nsullivan@simsburyschools.net](mailto:nsullivan@simsburyschools.net).

### **Definitions**

For purposes of these regulations, the following definitions are provided to assist in understanding the obligations and best practices of the District. Students may or may not use these terms to describe themselves or their experiences.

**Gender identity or expression:** Gender identity refers to an individual's internal sense of gender. A person's gender may be different from or the same as the person's sex assigned at birth. Gender expression describes the ways in which individuals communicate their gender to others. State law defines "gender identity or expression" as a person's gender-related identity, appearance, or behavior, whether or not that identity, appearance or behavior differs from that traditionally associated with the person's physiology or assigned sex at birth. Gender-related identity can be shown by providing evidence in various ways, including but not limited to: (1) medical history, (2) care or treatment of the gender-related identity, (3) consistent and uniform assertion of gender-related identity, or (4) any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose. While consistent and/or uniform assertion may be a way for an individual to indicate their gender identity, consistency of expression is not required. In addition, students are not required to produce identification documents that reflect their gender identity in order for the District to treat them in a manner consistent with their gender identity.

**Sex Assigned at Birth or Assigned Sex:** Refers to the sex designation recorded on an individual's birth certificate at birth, based on biological characteristics.

**Cisgender:** Refers to individuals whose gender identity, expression or behavior conforms with that typically associated with their sex assigned at birth.

**Gender Fluid:** May be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

**Gender Minority:** An umbrella term referring to individuals not identifying as cisgender.

**Gender Transition:** The process in which transgender individuals may begin asserting the gender that corresponds to their gender identity instead of the sex they were assigned at birth. During gender transition, individuals begin to live and identify as the sex consistent with their gender identity and may dress differently, adopt a new name, and use pronouns consistent with their gender identity. Transitioning may or may not also include medical and legal aspects, including taking hormones, having surgery, or changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity.

**Transgender:** A broad term to describe people whose gender identity, expression or behavior is different from that typically associated with their sex assigned at birth.

### **District Practices and Protocols**

In general, District employees must treat students consistent with their stated gender identity even if their education records or identification documents indicate a different sex.

#### **1. Bullying, Harassment, and Discrimination**

Complaints alleging bullying, harassment, and/or discrimination based on a person's actual or perceived gender identity or expression will be addressed in a manner consistent with Board policies and regulations and applicable law.

#### **2. Use of Student Names, Pronouns, and Gender Markers**

Schools must use names and pronouns consistent with a student's gender identity even if education records or identification documents indicate a different sex.

If District employees are uncertain about what name and pronouns to use when addressing or referring to a student, they should address this issue with the Title IX

Coordinator, who may recommend that trained staff privately raise the subject with the student in an age-appropriate manner.

When a student notifies a staff member of the student's request to be addressed by a name and/or pronoun to reflect the gender with which the student identifies, the staff member will communicate promptly with the Title IX Coordinator and building administration so that they can take appropriate steps. Identification documents and/or a court-ordered name or gender change is not required, and students need not change their official records.

In instances where a student is using a chosen name, the student's birth name and gender information is considered private information and may not be disclosed except as permitted by the Family Educational Rights and Privacy Act ("FERPA"). Records with the student's sex assigned at birth or birth name should be kept in a file separate from the student's cumulative record to ensure privacy.

### **3. Requests to Change Student Records**

If requested by a student and/or a parent/guardian, the name or gender marker on the student's educational records should be changed to ensure that school records accurately reflect the student's chosen name and gender identity. A court decree or official change of name is not required.

Such requests should be directed to the Title IX Coordinator, who will address such a request in accordance with the Board's policy and procedures for responding to a request to change records that are inaccurate or misleading. If a student has not completed a legal name change but the student's educational records have been amended to reflect their gender identity, the Title IX Coordinator should note the existence of potential impacts of inconsistent records on college materials, driver's licenses, and other future documents and advise the family to consider legal counsel on such matters.

After a student and/or a parent/guardian has asked for a change of records, moving forward, historical records that identify a different gender identity will be segregated from current records and kept in a separate, confidential file so that such records are not provided to third parties without considering the circumstances under which it may be appropriate to do so. No reference should be made in any general or cumulative file to the change in gender identification. The existence of additional records can be indicated simply by a document stating that records predating a date certain are located in a separate file.

The District will make appropriate efforts to use the name and gender preferred by the student on school IDs, classroom rosters, certificates, programs, announcements, communications, team and academic rosters, diplomas, the yearbook and other unofficial records and documents created by the District. Additionally, the District's student information system shall note a student's preferred name and pronouns.

#### **4. Student and Parent/Guardian Disagreement About Name, Pronouns, Gender Marker to be Used at School and/or in Education Records**

The District will follow guidance published by the Connecticut State Department of Education in situations in which a parent/guardian disagrees with the decision of a student under the age of eighteen with respect to issues such as the name, gender marker and pronoun to be used at school and in the student's education records. Per state guidance, in instances in which a parent/guardian of a student who is under the age of eighteen disagrees with the student regarding the name, gender marker and pronoun to be used at school and in the student's education records, declining to use a transgender student's chosen name, gender marker and pronoun at school or in the student's records (or otherwise failing to treat the student consistent with the student's gender identity) because the parent/guardian disagrees raises serious civil rights concerns and could cause severe psychological/emotional harm to the student. At the same time, the existence of a dispute between a minor student and a parent/guardian concerning the student's gender identity may indicate a need for counseling or other supports to assist the family and ensure the well-being of the student. In these situations, District employees should notify the building administrator and Title IX Coordinator who will take appropriate next steps to assist the family. Pending resolution of the issue, District employees should informally refer to the student in accordance with the student's stated gender identity.

#### **5. Gender-Segregated Facilities**

All students, including transgender and gender-minority students, shall have access to restrooms, locker rooms, and changing facilities that are consistent with their gender identity. Under no circumstance will students be required to use facilities inconsistent with their gender identity or use individual-use facilities when other students are not required to do so.

Any student interested in additional privacy, regardless of their gender identity, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative to utilize as a restroom, locker room, or changing facility. In order to provide additional privacy, district staff shall consider alternatives such as the use of a nearby private restroom or office, the addition of a privacy partition or curtain in a locker room or changing facility, or a separate changing schedule.

The District shall designate single-occupant school facilities as accessible to all students regardless of gender.

#### **6. Physical Education Classes, Intramural and Interscholastic Athletics, and Other Activities**

All students shall be permitted to participate in physical education classes, intramural sports, classroom activities, and other school programs and activities in a manner

consistent with their gender identity. Regarding interscholastic sports teams, the District will follow the Connecticut Interscholastic Athletic Conference (CIAC) rules pertaining to participation on sports teams and in athletic competitions.

## **7. Dress Codes/School Uniform Policies**

Students have the right to dress in accordance with their gender identity, within the parameters of the dress code. Thus, transgender and gender-minority students may dress in accordance with the code consistent with their gender identity or expression.

## **8. Transgender and Gender-Minority Student Support Teams**

Each school shall form a support team to serve as a resource for all students who have questions and concerns regarding any issues related to gender identity and expression, including questions regarding the Board's Policy and Administrative Regulations Regarding Protections and Supports for Transgender and Gender-Minority Students. The support team will receive specialized training in applicable Board policy and regulations and resources available to students and their families. The support team will be comprised of individuals from different areas of the school community, including but not limited to: teachers, administrators, and school psychologists, social workers, or school counselors.

## **9. Training and Professional Development**

The District shall provide training for administrators, teachers, and other staff members regarding their responsibilities under applicable laws, Board policy, and these regulations. Information regarding these regulations shall also be incorporated into training for new school employees. The District will also implement professional development, which may address issues such as:

- Preventing, identifying, and responding to bullying, harassment and discrimination;
- Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- Developmentally appropriate strategies for communication with students and parents/guardians about issues related to gender identity and gender expression that protect student privacy;
- Gender-neutral language and practices; and
- Data regarding risks for transgender and gender-minority students, and the positive impact of nondiscrimination policies on school climate.

### **Legal References:**

#### **Federal Law:**

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681(a) *et seq.*

Title IX of the Education Amendments of 1972, 34 C.F.R. § 106.1 *et seq.*

#### **State Law:**

Conn. Gen. Stat. § 1-1n

Conn. Gen. Stat. § 10-15c(a)

Connecticut State Department of Education, *Guidance on Civil Rights Protections and Supports for Transgender Students*, (Sept. 2017).

Connecticut State Department of Education, *Guidance on Civil Rights Protections and Supports for Transgender Students: Frequently Asked Questions*, (Sept. 2017).

***Revised June 13, 2023***

## 6114.2 Student Wellness Policy

It is the policy of the Simsbury Board of Education to promote the health and well-being of district students. In furtherance of this policy, an Advisory Council on Wellness ("Advisory Council") meets to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the district Nutrition Services Department, teachers of physical education, school health professionals, school administrators, member(s) of the board of education, and community member(s). The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

### I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

#### A. Nutrition Education and Promotion

● Ensuring our nutrition education is designed to promote student wellness. Reviewing "Smarter Lunchroom" tools and strategies with nutrition services staff

- Including nutrition education as part of elementary and secondary health education classes and/or stand-alone courses including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods
- Integrating nutrition education into other core subjects such as math, science, language arts, and social sciences, as appropriate
- Including nutrition and health posters, signage, or displays in the cafeteria food service and cafeterias, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed
- Offering information to families that encourages them to teach their children about health and nutrition which can assist them in planning nutritious meals for their families
- Partnering with community health agencies or organizations for school wellness activities
- Scheduling school meals at appropriate times in appropriate settings
- Marketing healthy food in ways that increase its appeal

#### B. Physical Activity and Other School-Based Activities

- Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness
- Sponsoring health fairs, school supported/PTO events and/or family wellness activities
- Sending information via school/faculty newsletters promoting healthy eating, healthy recipes and physical Activity
- Setting at least minimum physical education requirements including time and frequency
- Setting reasonable/appropriate teacher to student ratios for physical education classes
- Setting at least minimum requirements for recess, including amount of time/scheduling of recess time
- Requiring recess to be outdoors, if possible
- Encouraging walking and biking to school through safe route programs, where possible

#### C. Nutritional Guidelines for School Food

- District compliance with current meal patterns (e.g., offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)
- All reimbursable school meals (i.e., free and reduced lunches shall meet the program requirements and nutritional standards established by the USDA regulations applicable to school meals)
- Purchasing of local foods for the school meals program to the extent possible.
  - District website includes current school menus and description of the National School Breakfast and Lunch Programs
  - Participation in the school meal programs will be promoted and families are notified of the availability of Child Nutrition Programs as well as how to determine children's eligibility for such programs
  - Supporting healthy eating by considering evidence-based research and providing appropriate time for and duration of school meals at least 25 minutes.
  - Information about the availability of free drinking water throughout the school day is noted in student handbooks
  - Regulations for a la carte, vending machine, concession

and school store offerings in each school are available to all staff inclusive of the USDA's "smart snacks" standards.

- Regulations for after school activities, field trips, school events and school party offerings are clearly communicated to school staff and families—including the rationale for eliminating the use of food as a reward.
- Training and certification of food preparation and food service staff in accordance with State and national standards.
- Protects the privacy of those students eligible for free or reduced priced meals.
- Handles unpaid meal balances without stigmatizing students or families.

## II MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

Pursuant to this policy, the Assistant Superintendent for Teaching & Learning shall be responsible for the oversight of the school district's wellness program. The Assistant Superintendent for Teaching & Learning, in cooperation with the Advisory Council on Wellness, shall be responsible for ensuring that the goals and guidelines relating to nutrition education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met and that all policies and school-based activities are consistent with the Health and Wellness policy.

### LEGAL REFERENCES:

#### Federal Law:

Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. 108-265, § 204, codified at 42 U.S.C. § 1751

Child Nutrition Act § 10(a)-(b), codified at 42 U.S.C. § 1799  
12

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a),  
codified at 42 U.S.C. § 1758(f)(1) and 42 U.S.C. § 1766

Revised June 13, ~~2023~~ June 13, 2018

current

#### 6115.5 Advanced College Placement

Students shall be advanced academically at a pace appropriate for their interests, abilities, and needs. Through regular counseling, students will be encouraged to take Advanced Placement courses.

The exceptionally able and/or exceptionally motivated high school student. will be encouraged to take advanced college placement courses at local colleges and universities as a part of their high school program. When such individual student programs are approved, students may be released from high school attendance for advanced college placement work which shall be considered part of necessary graduation requirements from high school.

Legal Reference: Connecticut General Statutes  
10-221 Boards of education to prescribe rules, policies, and procedures.

Revised May 9, 2017

## 6115.5 ADVANCED COLLEGE PLACEMENT

new

### Advanced Courses or Programs, Eligibility Criteria for Enrollment

#### Purpose

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

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, and advanced placement classes. The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and families; offer counseling to students about the benefits of advanced level courses and programs; and report on District progress toward increasing students' readiness and participation for advanced courses or programs.

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

#### Definitions

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

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

#### Procedures/Criteria/Guiding Principles

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

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

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
  - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
  - b. Criteria not exclusively based on a student's prior academic performance;
  - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
  - d. GPA improvement over time;
  - e. Scoring near benchmark on local assessments;
  - f. Student interests and persistence.

5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate accessible materials that encourage all students to participate in advanced courses and programs, and making these materials available in multiple languages.

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

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the school counselor.

District administrators and school counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. Teachers shall also encourage students to take challenging courses.

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

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

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

### **Evaluation**

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

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

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

***Revised June 13May-23, 2023***

## 6116 DIPLOMAS AND CERTIFICATES OF ACHIEVEMENT- DRAFT CHANGES

### 1. Introduction

In order to graduate from the Simsbury Public Schools a student must earn a minimum of 25.0 credits and must have met the credit distribution, as outlined below and students must also meet district performance standards in Literacy, Mathematics and Science.

Such credits shall be earned at Simsbury High School, provided that the Principal or his/her designee may grant credit for coursework taken at other accredited schools or online that in the Principal's judgment is equivalent to the coursework at Simsbury High School.

Revised May 9, 2017

### 2. Diplomas and Certificates of Achievement

Diplomas shall be awarded to students who successfully complete the Board of Education academic requirements and meet the district performance standards. Students with significant special education needs and determined by the Planning and Placement Team to be unable to meet the identified academic requirements at the end of their high school experience, will be awarded a Certificate of Achievement as so indicated in a student's Individual Education Plan (IEP).

Revised May 9, 2017

### Credit Requirements for Diploma

#### **GRADUATION REQUIREMENTS BEGINNING WITH THE CLASS OF 2023**

| Area   | Credits Required |
|--|------------------|
| <b>Humanities</b>  | <b>9.0</b>       |
| Requirements within Humanities: <ul style="list-style-type: none"><li>• English -- 4 credits</li><li>• Social Studies -- 3 credits, including the following:<ul style="list-style-type: none"><li>U.S. History -- 1 credit</li><li>Civics -- .5 credit</li></ul></li><li>• The Arts -- 1 credit</li><li>• Humanities Courses -- 1 credit</li></ul> |                  |
| <b>STEM (Science, Technology, Engineering, Math):</b>  | <b>9.0</b>       |
| Requirements within STEM: <ul style="list-style-type: none"><li>• Math -- 3 credits</li><li>• Science -- 3 credits</li><li>• Financial Lit - .25 credit</li><li>• Other STEM Courses -- 2.75 credits</li></ul>   |                  |

|                                  |             |
|----------------------------------|-------------|
| PE/Wellness <sup>1</sup>         | 2.0         |
| World Language                   | 1.0         |
| Mastery-Based Diploma Assessment | 1.0         |
| Additional Credits               | 3.0         |
| <b>Total Credits</b>             | <b>25.0</b> |

<sup>1</sup>SHS Wellness sequence fulfills state requirements for 1 credit of PE/Wellness and 1 credit for Health and Safety Education.

All students will be required to take a minimum of *six* courses each semester. (For seniors, the minimum requirement is *five* courses.) For those students enrolled in an independent study or online course, note that these programs are above and beyond the minimum required courses.

### 3. Course Enrollment Requirements

All students are required to enroll in the course equivalent of six credits (five for seniors) each year for four years unless exempted by the High School Principal.

### 4. Grade Placement

- To be a sophomore, a student must have 6 academic credits.
- To be a junior, a student must have 12 academic credits.
- To be a senior, a student must have 18 academic credits.

### 5. District Performance Standards

Beginning with the class of 2018, students must meet one of the performance standards in each of three areas: Literacy, Mathematics, and Science. Students are eligible to meet the district's performance standards beginning with the spring administration of the Next Generation Science Standards Assessment (NGSS) in Grade 11 and the spring SAT School Day in Grade 11 for Literacy and Mathematics.

#### **Literacy Performance Standards:**

- School Day SAT (grade 11) - a score of 460 or higher
- Subsequent SATs - a score of 460 or higher
- English ACT - a score of 22 or higher
- Receive a passing grade on the English final exam for junior year
- Receive a passing grade on the English midterm exam for senior year
- Pass an alternate department assessment to be given on or near February 1 prior to graduation

Senior Year: Students who have not met the reading performance standard by the beginning of their senior year shall, within the content of the English course in which they are enrolled, satisfactorily respond to literature-based reading assessment during the first marking period. (See Section 6, General Provisions, Additional Support).

**Mathematics Performance Standards:**

- School Day SAT (grade 11) - a score of 510 or higher
- Subsequent SATs - a score of 510 or higher
- Math ACT - a score of 22 or higher
- Receive a passing grade on the Math/Computer Science final exam for junior year
- Pass a senior year summer review test
- Receive a passing grade on the Math midterm exam for senior year
- Pass an alternate department assessment to be given on or near February 1 prior to graduation.

Senior Year: Students who have not met the mathematics performance standard by the beginning of their senior year shall either enroll in a mathematics class, or work with the math department supervisor and satisfactorily respond to a mathematics assessment during the first marking period. (See Section 6, General Provisions, Additional Support).

**Science Performance Standards:**

- Score proficient on NGSS for grade 11
- Score a passing grade on the junior final exam in science
- Receive a passing grade on the science midterm exam for senior year (if enrolled in a science class)
- Pass an alternate department assessment to be given on or near February 1 prior to graduation.

Senior Year: Students who have not met the science performance standard by the beginning of their senior year shall either enroll in a science course, or work with the science department supervisor and satisfactorily respond to a science assessment during the first marking period (See Section 6, General Provisions, and Additional Support).

6. General Provisions

Additional Support: Students who have not met the performance standard by the end of the first marking period of senior year shall be provided academic support beginning in the second marking period. Assessments will be conducted during the second, third, and fourth marking periods for any seniors

who have not met the performance standard during the previous marking period.

Exemptions:

- Students with special needs will meet district performance standards for graduation as described in this policy unless modifications are so indicated in their Individual Education Plan (IEP).
- English Language Learners (EL) students may be exempt if they have not achieved a determined language proficiency level by the end of their first semester junior year.
- The principal may exempt a student who enters Simsbury High School after the completion of his/her junior year. All other transfer students to Simsbury High School must meet Simsbury's performance standards in order to graduate from Simsbury High School, unless modified with permission of the principal.

Notification of Teachers, Students and Parents/Guardians: Frequent, ongoing communication is essential in creating home-school support for students to meet the performance standard, particularly during the senior year. Specific notification will be provided as outlined below:

Notification of Teachers:

The following procedures will be used to notify teachers regarding students who have not met the district's graduation performance standards.

- Junior year teachers are notified following receipt of PSAT scores, and junior reading, writing, science, and/or mathematics common assessments.
- Senior year teachers are notified following receipt of SAT School Day, NGSS assessment scores, and common assessments.

Notification of Students and Parents/Guardians:

- Entering senior students and parents/guardians are notified of general requirements in the spring of junior year.
- Senior students and parents/guardians are notified following receipt of SAT, NGSS and/or ACT scores.
- For those senior students who do not meet the SAT, NGSS and/or ACT requirements in their junior year, those students and their parents/guardians are notified at the beginning of their senior year with additional support provisions noted in Section 5 of this policy, and provided the opportunities to demonstrate the performance standards.
- Notifications of a student's progress to meet the performance standards will be provided to the student and parents/guardians at the end of first semester senior year (approx. mid-January) and each month thereafter until such standards are met.

*Revised June 13, 2023*

## 6150 NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM

### 6150.1 No Discrimination in Curriculum

It is the policy of the Simsbury Board of Education that no discrimination on the basis of race, color, religion, sex, age, physical or mental disability or national origin or sexual orientation will exist in the school district with regard to programs, curriculum, assignment or educational opportunities.

The Simsbury Public Schools will continually examine its educational programs and activities to be certain that they do not purposely or inadvertently operate to the detriment of any person on any basis prohibited by law, including the grounds of race, color, religion, sex, age, physical or mental disability, sexual orientation or national origin.

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. equal right and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to all students.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind through student handbooks and/or other means.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public school prohibited

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

10-226a Pupils of racial minorities

10-145a(b) Certificates of qualification for teachers;  
Intergroup relations programs

10-220 Duties of boards of education, as amended by  
PA 97- 290, An Act Enhancing Educational  
Choices and Opportunities.

Title IX of the Education Amendments of 1972, 20  
U.S.C., 1681 et seq. Section 504, U.S. Rehabilitation  
Act, 1973, 29 U.S.C. 791  
Revised June 27, 2006

A6150

## ADMINISTRATIVE REGULATIONS

### NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM

The Director of Elementary Curriculum, Director of Instructional Technology and/or Director of Equity and Access corresponding department members Library/Media Center collaborate with classroom teachers in selecting and using materials that are an integral part of the curriculum. The materials are selected for interest, vocabulary, maturity and ability levels for students within the school.

The selection of resource materials shall be in accordance with the American Association of School Librarians Bill of Rights for the Unified School Media Program as stated below.

- Enriching and supporting the curriculum, taking into account interests and reading level.
- Developing the student – intellectually, emotionally, culturally and spiritually.
- Including different points of view on controversial issues to enable the students to develop the ability to read and think critically and make intelligent judgments.
- Representing all ethnic, religious and cultural backgrounds.
- Creating a comprehensive and appropriate quality collection for students placing principle and reason above personal opinion.

Selection of materials will follow the Nondiscrimination in the Instructional Program policy of the Simsbury Board of Education.

#### Selection Process

Responsibility for the final selection shall be delegated to professionally trained ~~library/media~~ personnel who know the course of study, the methods of teaching and the individual differences of the pupils in the schools for which the materials are provided. Such selection is to be in accordance with the statement of ~~P~~ philosophy.

Reputable, professionally prepared selection aids, such as H.W. Wilson's

standard catalogs, Booklist, Library Journal, School Library Journal, Library Media Connection, Kirkus Reviews, professional association booklists and other professional journals are used in the selection process as well as teacher and student input. Print materials are judged by the guidelines set forth by the American Association of School Libraries.

All non-print materials are previewed prior to purchase. Non-print materials are judged by the evaluation criteria drawn up by the Association for Educational Communications and Technology. However, the selection will not be limited to such criteria.

#### Controversial Materials Procedure

Questions regarding the suitability of specific library and curricular materials should be directed to the respective Library Media Specialist and /or Building Principal. If a satisfactory outcome cannot be reached at the building level, criticisms of ~~library~~ materials must be submitted to the Assistant Superintendent for Teaching & Learning on the Citizens' Request Form for Re-Evaluation of Library/Media Center/Curriculum Materials.

A Review Committee comprised of Assistant Superintendent for Teaching & Learning, Building Administrator, Library Media Specialist, and representative teachers will determine the validity of the objection. The Review Committee shall function at the call of the Assistant Superintendent for Teaching & Learning upon receipt of a complaint. The material shall be considered with the specific objection in mind. The decision of the Review Committee shall be completed as quickly as possible and then forwarded to the complainant. The review of questioned materials shall be treated objectively and as an important matter. Every opportunity shall be afforded those persons or groups questioning school materials to meet with the committee and to present their opinions. The best interest of the students, curriculum, school and the community shall be of paramount consideration. No material shall be removed from use until the Review Committee has made a final decision. Appeals from the decision of the committee may be made to the Superintendent of Schools.

Revised Adopted November 25, 2008 BOE date

CITIZEN'S REQUEST FORM FOR RE-EVALUATION OF  
LIBRARY-/MEDIA CENTER or CURRICULAR MATERIALS

Initiated by \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Representing:

Self \_\_\_\_\_ Organization/group \_\_\_\_\_

Parent \_\_\_\_\_ School \_\_\_\_\_

\_\_\_\_\_ Other (identify)

Material questioned

Book

Author \_\_\_\_\_

Title \_\_\_\_\_

AV Material

Media Type \_\_\_\_\_

Title \_\_\_\_\_

Other Material

Type \_\_\_\_\_

Title \_\_\_\_\_

Please respond to the following questions. If sufficient space is not provided,  
please use additional paper.

1. Have you seen or read this material in its ENTIRETY?

\_\_\_\_\_ Yes \_\_\_\_\_ NO

2. To what do you object? (Please cite specific passages, pages, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you believe is the main idea of this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you feel might result from use of this material?

\_\_\_\_\_

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5. What reviews of this material have you read? (Give complete bibliographic citations.)

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6. For what other age group might this be suitable?

---

7. What action do you recommend that the school take on this material?

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8. In its place, what material do you recommend that would provide adequate information on the subject or serve the same educational purpose?

---

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 6170 ORGANIZATIONAL PLAN

The Board of Education is responsible for public education in the Town of Simsbury, pre-kindergarten through grade 12, including special education (**preK-22**) and adult education. Education shall be delivered through instructional level groupings in school facilities approved by the Board after consideration of recommendations from the Superintendent of Schools.

The Board has approved the following plan for the organization of instruction in the district's public schools:

### Simsbury Public Schools and Grades Housed

|                             |             |
|-----------------------------|-------------|
| Central School              | PK-6        |
| Latimer Lane School         | K-6         |
| Squadron Line School        | <b>PK-6</b> |
| Tariffville School          | K-6         |
| Tootin' Hills School        | PK-6        |
| Henry James Memorial School | 7-8         |
| Simsbury High School        | 9-12        |

**Preschool locations will be determined by available and appropriate space in our elementary buildings.**

*Revised June 13, 2023*