

Mansfield Board of Education Policy

Section: STUDENTS

WELLNESS

It is the policy of the Mansfield Board of Education to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness (“Advisory Council”) to:

- Review any available state, federal, and/or evidence-based private sources in order to provide guidance on wellness issues, and
- Assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students.

The Advisory Council involves parents, students, staff, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the Board of Education, and members of the public, and may also involve teachers of physical education and school health professionals, and Supplemental Nutrition Assistance Program (“SNAP”) coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy. The school district will periodically review membership and solicit additional representatives as needed including soliciting membership among members of the community at large, parents, and related professional groups.

Each school shall develop a wellness plan to address specific areas of concerns based on the results of the School Health Index Assessment Developed by the Center for Disease Control (CDC). These wellness plans shall be consistent with guidelines in this policy.

I. GOALS AND GUIDELINES

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

A. Nutrition Education and Promotion

The nutrition education program shall be based on theories and methods proven effective by published research and be consistent with the State of Connecticut’s health education standards. Healthy choices about nutrition are essential for students to achieve their full academic potential, physical and mental growth and lifelong health and well-being.

The district/schools will:

1. Integrate nutrition education topics within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through eighth grade (as directed by the *Human Development and Health Education Curriculum*).
2. Integrate nutrition concepts and nutrition-related skills into the instruction of other subject areas and relevant school activities.
3. Utilize a qualified, credentialed nutrition professional (e.g. School Food and Nutrition Specialist, (SFNS), a Registered Dietitian (R.D.), who is specialized in school-based nutrition) to review nutrition education materials.
4. Prepare staff responsible for nutrition education adequately, and encourage participation in professional development activities to enable delivery of an updated and accurate nutrition education program.
5. Encourage school staff members to reinforce and model healthy eating behaviors.
6. Share nutrition education information with families and the broader community to reinforce good nutrition behaviors and positively impact students and the health of the community. For example: partner with the local health department when available.
7. Discourage the use of food/candy as either an incentive or reward for good behavior or academic performance.
8. Assure that all nutrition education/information disseminated to students/families is consistent with the DNS and/or the Dietary Guidelines for Americans.
9. Utilize internal marketing tools to promote programs that encourage healthy choices within the school community. Internal tools include; MBOE and individual school websites, school PA announcements, published school newsletters, bulletin boards and display cases.

B. Nutritional Guidelines for Food at School

Nutrition and Food Services Operation

The district/schools will:

1. Encourage all students to participate in the school's National School Lunch Program (NSLP) and School Breakfast Program (SBP) meal opportunities to promote and establish a summer food service program where and when appropriate.
2. Notify families of need-based programs for free and reduced-price meals and encourage eligible families to apply.
3. Maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals (or free milk) in accordance with

- the National School Lunch Act.
4. All students will be encouraged to wash hands and/or use available hand sanitizer before lunch.
 5. Operate a NSLP that meets applicable nutrition standards and offers healthy, low-fat and nutritious alternatives.
 6. Sell or offer varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans and applicable state law. Schools contracting out the food service part of their NSLP or SBP shall form a nutrition advisory committee comprised of students, family members and school personnel to provide input in menu planning (i.e., food services, purchasing, menu planning, food production and meal service).
 7. Cultural norms and preferences will be considered.
 8. Make available for purchase by students during mealtimes: low-fat milk, 100 percent fruit juice, water, and low-fat dairy products (such as, but not limited to low-fat yogurt and low-fat cheese) and lower fat meal preparation techniques when appropriate.
 9. Offer 100 percent fruit juice and water for purchase in addition to the low-fat milk being served per the Special Milk Program.
 10. Communicate to students and parents that the district pricing strategies will encourage students to purchase full meals, nutritious items along with planned promotions used to encourage healthy eating.
 11. Provide families, upon request, information about the ingredients and nutritional value of the foods served.
 12. Modify meals, as appropriate, for students with special food needs in accordance with applicable state and federal laws.
 13. Whenever feasible students will be provided with lunch periods after physical activity as developmentally appropriate and all lunch periods will provide adequate time to eat to optimize student nutrition.
 14. Food Service employees will be trained, in accordance with Food Service contract, in sanitation, health, wellness and nutrition related subjects.

Nutritional Guidelines for All Food in Schools

Foods available on school grounds and at school-sponsored activities during the instructional day will meet or exceed the District Nutrition Standards. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure high quality meals.

Food or beverage marketing on campus during school hours shall only be permitted of foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on

the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, as well as cups used for beverage dispensing.

The district/schools will:

1. Emphasize nutrient dense foods.
2. Serve a variety of foods.
3. Support current Dietary Guidelines for Americans with regard to after school activities, field trips, school events and school party offerings.
4. Strongly encourage PTA/PTO/MMSA to hold fundraisers that promote non-food items/activities or offer healthy food selections.
5. Encourage healthy food and/or non-food celebrations with the exception of curriculum based food and special school events.
6. All students have access to free drinking water and other beverages approved by the State Department of Education Child Nutrition Program such as soda, Kool-Aid, electrolyte or drinks with high sugar content are not permitted for in school consumption.

C. Physical Activity

A quality education program is an essential component for all students to learn about and participate in physical activity. Physical activity is included in the school's education program from grades pre-K through 8. Physical activity should include instructional physical education, co-curricular activities, and recess (pre-K-4). Substituting any one of these components for the others is not appropriate. Designated school facilities are available for physical activity through intramurals, interscholastic activities and for community use outside of the school day. Research has shown that physical activity leads to lower stress levels and better nutrition choices, which in turn enhance overall wellness and productivity.

All students shall be encouraged to:

1. Participate, as appropriate, in before- and after-school activity programs and in community/family programs that encourage healthy habits.
 - Where appropriate school will disseminate information and encourage participation in community based programs.
2. Participate, as appropriate, in physical activities outside of school including individual and team sports.
 - Where appropriate school will disseminate information and encourage participation in community based programs.
3. Walk or bike to school when and where appropriate.

The district/schools should:

1. Work with Town agencies to provide extended opportunities for physical activity for staff and students whenever appropriate.
2. Discourage the use or withholding of physical activity, physical education, or recess as a form of punishment for inappropriate student behavior.
3. Consider rewarding students with extra recess.
4. Teach the benefits of sports, fitness and recreation (i.e. happiness, overall health, social interaction).
5. Provide a standards-based sequential physical education program and assess each student's learning of concepts, motor skills, behavior, and effort three times each school year.
6. Incorporate physical activity into the classroom as appropriate and suggest alternative activities are provided for students who are not able to fully participate in PE classes.
7. Strive to integrate physical activity across curricula and throughout the school day.
8. Provide physical education courses where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge, as appropriate for each child. Average (50%) of each PE class is devoted to moderate to vigorous activity.
9. Ensure that physical education classes at the Middle School have a student/teacher ratio similar to other classes in accordance with the district's enrollment guidelines.
10. Periodically review time allotted (90-120 minutes/week) for physical activity so that such time is consistent with research and national and state standards.
11. (A) Elementary (pre-K-4) provide every child a full, daily, quality recess period which promotes physical activity whenever possible and appropriate.
(B) Middle (5-8) provide increased opportunities for all students to have physical activity during X-block.
12. Encourage staff to participate/offer after school activities that promote and role model an active lifestyle.
13. Encourage staff to participate in and role model an active lifestyle by offering a discount to employees through the Employee Wellness program to local 'community center' that has a wide range of fitness opportunities.
14. Ensure students (Grade 3-8) participate annually in the State of Connecticut Physical Fitness Test or other assessment.

D. Other School Based Wellness Activities

Healthy and Safe Environment

A healthy and safe environment (before, during and after school) supports academic success for all. Safer communities promote healthier students.

Healthier students are more likely to do better in school and make greater contributions to their community.

To ensure a healthy and safe environment:

1. School buildings and grounds, structures, buses and equipment shall meet all current health and safety standards and be kept inviting, clean, safe and in good repair.
2. School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
3. Safety procedures and appropriate training for students and staff shall support personal safety, and an environment free of violence and harassment.
4. Each work site, school and classroom shall work to create an environment where students, parent/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.
5. All staff including administrators, clerical workers, school nurses, teachers, coaches, paraprofessionals, bus drivers, food service staff, security personnel, grounds and custodial staff, and volunteers are encouraged to participate in training on unintentional injuries, violence and suicide.
6. All teachers, including those that teach physical education, shall not order the performance of physical activity as a form of discipline or punishment for inappropriate student behavior, or deprive elementary school students of physical exercise as a form of discipline.
7. The district shall provide information about wellness resources, services and assist in identifying and supporting the health, safety and well being of all staff.

Health Education and Life Skills

Healthy living skills shall be taught as part of the regular instructional program to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

The district/schools will:

1. Review the need for a certified Health Educator for the elementary and middle school levels.
2. Provide a Health Education Program for all students in grades K-8 in accordance with the Mansfield Board of Education *Human Development and Health Education Curriculum*.
3. Will use core information for students to analyze and evaluate health and safety issues, information and resources in order to become healthy, responsible citizens.
4. Provide students with appropriate access to valid and useful health information and health promotion products and services.
5. Provide opportunities, as appropriate, for students to practice behaviors that enhance health and/or reduce health risks.
6. Strive to teach students communication, goal setting, and decision-making skills that enhance personal, family and community health.

Health Services

The purpose of school health services is to facilitate and promote student learning through teaching appropriate health strategies and providing appropriate health services to meet student needs. To that end, school health services should:

1. Promote the prevention, early identification and remediation of health problems and health needs of students.
2. Assist students in assuming responsibility for their own health and developing healthful attitudes and practices.
3. Provide appropriate first aid care for illness and injuries that occur at school.
4. Provide, or coordinate, appropriate care for acute and chronic health conditions that require management during the school day and during school-related activities.
5. Promote environmental health and safety, injury prevention and awareness, and remediation of hazards.
6. Coordinate with, provide access to, and/or refer to, other town agencies, community health care providers, programs and related partners as appropriate to meet student health needs.
7. Assist in the prevention and mitigation of the spread of communicable diseases in accordance with state and federal standards.
8. Participate in preparedness efforts designed to meet the needs of

students, staff, and families in the event of a crisis or disaster affecting the school and/or the community.

9. Provide health education instruction to student, staff, family and community members, as appropriate.
10. School health providers (primarily school nurses) will collaborate with the Local Health District (EHHD), school administrators, community groups/organizations, and members of the wellness committee to communication information regarding wellness initiatives, programs and opportunities.

Social/Emotional

Programs and services that support and value the social and emotional well being of students, families, and staff help build a healthy school environment.

The district/schools will:

1. Review the need for a certified school social worker, agency, or outsource of services at the elementary and middle school levels.
2. Provide a supportive team that includes guidance, counseling, psychological, health services, and/or social work services that encourage students, families, and staff to request assistance when appropriate, utilizing a referral system to school or community resources.
3. Assist students in developing skills to express thoughts and feelings in a responsible manner and to give and receive support from others.
4. Strive to teach students to understand and respect the differences in others and how to build positive interpersonal relations.
5. Encourage students and staff to balance work and recreation and become aware of stressors, which may interfere with health development.

Staff Health and Wellness Programs

Employee health and wellness is a coordinated effort between the school administrators, school nurses and the Local Health District (EHHD) and programming is provided through contracted services provided by Be Well (EHHD)

- All staff are invited to participate for personal health reasons and as role models of healthy behaviors
- Programs are offered
 - Worksite programs (nutrition, physical activity, general health)
 - Community based programs/discounts
 - Educational programs-newsletter, emails, work-site seminars
 - On-site health screenings
 - Co-sponsored events-VNA East-flu clinics, health fair
- Communication of wellness initiatives, programs and opportunities will be a collaborative effort among the EHHD, school administrators, school nurses and members of the wellness committee.

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

Section: ***Students***

A. Oversight of the Wellness Policy

The Board of Education authorizes the Superintendent to appoint one individual to be responsible for the implementation and oversight of the district's wellness program. The Superintendent will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

The Advisory Council on Wellness will meet two (2) times each school year: in November and May to have the opportunity to review any or all of the following:

- Data provided by schools related to the Wellness Plan
- School wellness goals and plans based on the School Health Index
- Requests from the individual schools related to student health and wellness issues
- Issues related to plan implementation
- Opportunities to share resources and information with the schools
- Disseminate and Review annual survey of wellness initiatives
- Review reports from school based sub-committees
- Professional development days are provided for PE teachers annually

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation

demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

Legal References:

Connecticut General Statutes:

- § 10-215d Regulations re: nutrition standards for school breakfasts and lunches.
Facilitation of purchases from local farmers.
- § 10-215f Certification that food meets nutrition standards.
- § 10-221o Lunch periods. Recess.
- § 10-221p Boards to make available for purchase nutritious and low-fat foods.
- § 10-221q Sale of beverages.

Federal Law:

42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.

20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

- 7 C.F.R. § 210.10 Meal requirements for lunches and requirements for
afterschool snacks.
- 7 C.F.R. § 210.11 Competitive food service and standards.
- 7 C.F.R. § 210.31 Local school wellness policy.
- 7 C.F.R. § 220.8 Meal requirements for breakfasts.

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