

SECTION A FOUNDATIONS AND BASIC COMMITMENTS

9. Wellness Policy (Voted: 9/28/06, #06-88; 12/7/17, #17-102; 6/19/18, #18-60

(Note: policy was moved from PSB Policy Manual Section E: Support Services to Section A: Foundations and Basic Commitments 6/19/18)

Introduction

In 2010, Congress passed the [Healthy, Hunger-Free Kids Act of 2010](#) (Sec. 204 of Public Law 111-296), and added new provisions for local school wellness policies related to implementation, evaluation, and public reporting on progress of local school wellness policies.

Purpose

The Public Schools of Brookline (PSB) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. PSB supports a healthy environment where children learn about and participate in healthy decision making.. In an effort to support these goals, the following *core values* guide this policy and its corresponding implementation and procedures:

Goals

Cultivate a School Culture That Values Wellness – physical and mental health of all its students and their communities – by offering thoughtful, inclusive, and appropriate support and instruction throughout all schools.

Provide Comprehensive wellness education including but not limited to mental and physical health, nutrition and food literacy, physical activity, allergy and public health concerns, alcohol and other substance use, peer pressure, body image, and eating disorders. At its very core, comprehensive school health education is about keeping students healthy now and in the future, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.

Destigmatize Differences due to mental and physical health or disability, culture, race, religion, language, national origin, gender, gender identity, sexual orientation, or socio-economic status through providing space for public learning, conversation, and discussion.

Membership

The PSB School Wellness Committee has representation from:

- School Administration
- School Guidance and Clinical Services
- School Health Services (including school physician consultant)
- Nutritional and Food Services
- School Wellness and Health Education Services

- Community Agencies (Brookline Board of Public Health; Brookline Substance Use and Violence Prevention Program, B-PEN/B-CASA)
- Parents
- School Committee
- Food Service Program Operations
- Students

I. Food Service Program Operations

A. Financial Management

1. It is acknowledged that the feeding of children is primarily a family responsibility. To supplement their efforts, every school will operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and achieve their academic potential.
2. The management of food sales on school grounds will be under the management of the school food service program (except food sold as part of a fundraising activity).
3. The food service program will aim to be financially self-supporting. However, budget neutrality or profit generation must not take precedence over the nutritional needs of the students. If subsidy of the food service fund is needed, it should not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.

B. Program Requirement

1. PSB is committed to offering school meals through the National School Lunch Program (NSLP), School Breakfast Program (SBP), Summer Food Service Program and other supplemental programs. The district operates additional available nutrition related programs and activities including the Farm to School, school gardens, etc. that provide a stigma-free meal environment where all students are provided fresh, nutritious meals for growth and learning.
2. The PSB provides school food environments in which every food option meets or exceeds USDA guidelines.
3. The school food service program will operate in accordance with the Healthy, Hunger-Free Kids Act of 2010 as amended and applicable laws and regulations of the Commonwealth of Massachusetts. Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. Menus should be planned with input from students, family members, and other school personnel taking into account students' cultural norms and preferences. Procedures shall be in place for providing to families, on request, information about the ingredients and nutritional value of the food served.
4. The PSB Food Service Program provides choices which are sustainable, support good health, academic achievement, physical activity, and individual choice. In providing foods that promote good health, pleasure in eating and reinforce important health education objectives, the PSB will allow for diversity in family resources, food knowledge, exposure, cultures, and food practices.
5. Free and reduced priced meals will be served and sold in a manner indistinguishable by students or staff from the regularly priced meal.

6. Addresses guidelines for students who have life threatening food allergies within the management guidelines for students who have life-threatening allergies.
7. PSB will meet or exceed best administrative practices for enrollment, participation, and payment of food, including:
 - a. Ensuring that the direct certification process is being complied with for automatically eligible students;
 - b. On a regular basis checking and coordinating with county social services and similar public benefit administering agencies to ensure that every eligible child is enrolled in free/reduced price meal programs;
8. Developing a coordinated, comprehensive outreach and promotion plan directed at both students and families, including a language access component to ensure language-appropriate documents and highlighting access options for students with disabilities.
9. Prevent overt identification
10. Accommodate special dietary needs and offer foods that permit individual choice.
11. Striving to reflect the ethnic and cultural preferences represented

C. Staff Qualification and Professional Development

1. **Public Schools of Brookline will employ a school Nutrition Director who is qualified, certified and/or credentialed, according to the USDA professional standards for School Nutrition professional.**
2. **The district will employ food service staff that is trained according to the recommendations of the Food Service director and which meets the USDA Guidelines.**
- 3.

D. Food Safety

1. All Food service managers and cooks/chefs will have a current Servsafe Certification.
2. All staff will complete professional development as outlined by the Food Service Director and follow the USDA guidelines for staff training.

II. . The Food Service Environment

The PSB addresses guidelines for students who have life threatening food allergies within the management guidelines for students who have life-threatening allergies.

The PSB provides school food environments in which every food option meets or exceeds USDA guidelines. The PSB will provide choices which support good health, academic achievement, physical activity, and individual choice. In providing foods that promote good health, pleasure in eating and reinforce important health education objectives, the PSB will allow for a diversity in family resources, food knowledge, exposure, cultures, and food practices.

Student Access and Participation in Meal Programs

1. The PSB is committed to provide a stigma-free meal environment where all students are provided fresh, nutritious foods that support physical growth and learning. Specifically,

free and reduced priced meals will be served and sold in a manner indistinguishable by students or staff from the regularly priced meals.

2. PSB will meet or exceed best administrative practices for enrollment, participation, and Implement and adhere to the polices outline in the district Sustainability Policy (voted 10/27/22#22-87)
3. Provide adequate communication about the program through various methods including social media and district website etc.

Nutrition

National School Meals Programs

The PSB will meet and, when possible, exceeds the Nutrition Standards in the National School Lunch and Breakfast Programs <https://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf> and the Massachusetts and USDA Competitive Foods and Beverage Nutrition Standards https://fns-prod.azureedge.net/sites/default/files/resource-files/allfoods_summarychart.pdf taking advantage of exemptions for unprocessed fruits and vegetables. To the extent that current nutrition science indicates a higher standard is the better practice, the higher standard should be applied. The PSB endeavors to use organic food that is sourced locally and regionally when available. Access to a healthy breakfast will be provided to all students at the start of the school day, providing additional options where possible.

a.

Competitive Food and Beverages in School

Any food and/or beverage sold to students at schools during the school day, *midnight the night before until 30 minutes after the school day ends*, other than those provided as part of the school meals programs must comply with Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools and the USDA's Smart Snacks nutritional standards, whichever is stricter. Examples include, but are not limited to, foods sold in vending machines and in snack bars. Vending machines must be compliant with the standards 24/7 and shall not compete with meals offered by the school food service program.

These standards apply in all locations where food and beverages are offered or sold in schools: cafeterias, restaurants, student run culinary programs, cafes, vending machines, stores, and snack or other food carts.

Food at School Events, Field Trips, Celebrations, and Fundraisers

- a. Given the implicit school endorsement, foods offered at any school events (including testing days, assemblies, etc.) will be wholesome, nutritious, clearly marked for the nine (9) common allergens (peanut, tree nut, milk, soy, egg, wheat,

fish, shellfish and sesame), and meet or exceed the district's nutrition standards for food in school set forth above.

b. **Snacks offered to students** will comply with Smart Snacks or Massachusetts Department of Public Health (DPH) snack standards per regulations 7 CFR 210.11 105 CMR 225.000. The district requires that all foods and beverages will, at a minimum, meet Smart Snacks.

c. Food served and offered on the school campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) students will aim to feature whole or minimally processed high nutrient foods, such as fruits, and vegetables.

The district will make available for caregivers and all school and school-based OST staff:

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snacks
- A list of healthy and non-food rewards.

a.

- b. Food fundraisers or food sold on behalf of the schools (during the school day, midnight the night before until 30 minutes after the school day ends 30 minutes after school and from midnight until school starts) (will also feature whole or minimally processed high nutrient foods, such as fruits, and vegetables, and be consistent with the standards and objectives of the wellness policy while being in accordance with National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger Free Kids Act of 2010 (7 CFR Parts 210 and 220).
- b. Non-food related fundraising alternatives such as walk- or read-a-thons, jump roping, fun runs, or programming competitions, should be promoted.
- b. Lunch time meetings will not be used as a consequence. Tutoring, clubs, and meetings may take place during lunch time if students are provided with the opportunity to get lunch.

Competitive Foods and Beverages & Food Marketing

a. Foods should compare favorably with meal program offerings, and meet or exceed the same standards set forth above.

b. These standards apply in all locations where food and beverages are offered or sold in schools: cafeterias, restaurants, student run culinary programs, cafes, vending machines, stores, and snack or other food carts.

c. Only foods that meet or exceed district standards may be marketed or promoted to students.

d. PSB will prioritize marketing whole or minimally processed foods to students.

e. Fruit and non-fried vegetables will be offered for sale wherever food is sold.

f. Only Office of Administration and Finance approved brand names, trademarks, or logos from companies that offer only product lines (both in and outside of schools) that are consistent with the Wellness Policy nutrition guidelines will appear in schools, during school activities, or in school materials, including, but not limited to curriculum or educational materials, food and beverage containers, menus, school publications, posters, electronic media, or vending machines.

g. Provide access to a healthy breakfast to all students at the start of the school day, providing additional options where possible.

Nutrition Promotion

The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out-of-school time/and before and after school) and will encourage participation in school meal programs.

The district will ensure the promotion of healthy food and beverage choices through:

- school announcements, newsletters and website postings
- implementation of the evidence-based marketing and merchandising techniques (see School Meals section of this document)

Food and Beverage Marketing

All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time/and before and after school) will meet or exceed Smart Snacks.

The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system
- free samples, taste tests or coupons for products
- educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products.

Celebrations and Rewards

The district requires that all foods and beverages served and offered on the school campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school) will, at a minimum, meet Smart Snacks.

The district will make available for caregivers and all school and school-based OST staff:

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snacks
- A list of healthy and non-food rewards.

II. Nutrition Education

The PSB will aim to provide nutrition, health and food literacy education to students at every grade level as part of a sequential, comprehensive, standards-based health education curriculum and/or as embedding in multi-disciplinary units that meets state and national standards. Curriculum will be selected, developed and coordinated so that both dedicated health and nutrition units as well as other classroom and non-classroom settings are used in concert to further this goal. Appropriately, the district will take steps to ensure trained and dually licensed physical and health educators will be identified and tasked with this coordination with appropriate content area partners. The K-12 coordinator of Physical Education and Health will partner with appropriate content coordinators to prepare materials, conduct or arrange for outreach and training, and provide technical support and resources to teachers.

Consistent with the values set forth in this policy, the PSB will:

1. **Provide a food-positive school food environment**, in which **real /wholesome** food is freshly prepared from whole or minimally processed ingredients to maximize naturally occurring nutrients and good taste while minimizing unnecessary additives and waste, whether in a meal program or any other school setting.
2. **Teach students to be critical, astute consumers** who know how to navigate both their food environment and their health support system, seek out current science, and modify their behavior to cultivate good health.
3. **Teach food literacy** in the classroom, in experiential learning settings like school gardens and teaching kitchens, in the cafeteria, and in other food settings; practice what is preached in nutrition education; and ensure that adults model good choices throughout schools.
4. **Provide a range of wholesome, nutritious, and delicious breakfast, lunch, snack and special event foods to all students.** While holding its food service program to the Nutrition Standards in the National School Lunch and Breakfast Programs <https://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf> and the Massachusetts and USDA Competitive Foods and Beverage Nutrition Standards <http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/mass-in-motion/school/nutrition> regs, the PSB will ensure that its foods are equally accessible to all students irrespective of ability to pay; consistent with the health, ethnic, and cultural needs of the internal school community; and contribute to the health of the greater community by supporting a healthy, sustainable, and fair local and regional food system.
5. **Promote fruits, vegetables, whole-grain products, low fat, and fat free dairy products and healthy food preparation.**

6. **Link with school meals program**, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition- related community services
7. **Includes** enjoyable, developmentally - appropriate, culturally- relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testings, farm visits and school gardens.

III. Health Education, Physical Education and Physical Activity

The Public Schools of Brookline will provide a range of physical activity opportunities to all students, including regular physical education, daily recess and physical activity breaks, before and after school activities, **intramural/extramural sports, interscholastic sports**, active academics as well as comprehensive health education.

Teachers and other school personnel will not use physical activity (*e.g.*, running laps, push-ups) or withhold opportunities for physical education or physical activity (*e.g.*, recess) as a consequence. The denial of recess will not be used as punishment/discipline unless the student's removal from recess has been determined as appropriate by the school principal **or designee** and communicated with the **parents/caregivers**

1. Physical Education

- a. All PSB students grades K-12, including students with disabilities, special health-care needs, and in in-district alternative educational settings, receive physical education each year. **In grades 10-12, this requirement may be met through the BHS Sports Contract for Wellness Education. Ninth grade students are required to take Lifetime Wellness. Lifetime Wellness is a class required for graduation.**
- b. **K-8 Physical Education classes will occur twice per week for a minimum 40 minutes per class.**
- c. **Physical education will be taught by highly qualified specialists certified to teach physical education and/or wellness education. All physical education teachers will regularly participate in professional development activities to effectively deliver the physical education program. Preparation and professional development activities will provide basic knowledge of the physical development of children and adolescents, combined with skill practice in program-specific activities and other appropriate instructional techniques and strategies designed to promote lifelong habits of physical activity.**
- d. Teachers will provide a comfortable and safe learning environment. Physical education equipment will be age and developmentally appropriate. Age, ability, and developmentally appropriate modifications will be made to accommodate the needs of all students. Students will spend at least 70 percent of physical education class time participating in moderate to vigorous physical activity.
- e. **Physical education classrooms (whether inside or outside) will receive priority when shared facilities present a conflict.**

2. Health Education

- a. PSB are committed to providing a school environment that **promotes overall student wellness (physical, emotional, intellectual, social etc.)**
- b. The health education program will utilize a skills-based approach designed to provide students with opportunities to develop and maintain the knowledge, skills, attitudes, and behaviors necessary to be healthy and physically active for a lifetime. The health education curricula will be aligned with the state and National Health Education Standards. The PSB Health education **will be taught by a highly qualified specialist certified to teach health and/or wellness education (which includes physical education)** The PSB aims to implement a **K-12 comprehensive health education program to meet state and national requirements.** Currently, health education is required by PSB only in grades 7-9. **PSB recognizes the need for implementing a comprehensive program beginning in the elementary grades..**

3. Daily Recess

- a. All children in grades kindergarten through five attending public schools shall receive 140 minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting dependent at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.
- b. All children in grades 6 through 8 will receive at least 90 minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting, at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.
 - i. As used herein, the term “free play” means an unstructured environment, but which is supervised by appropriate school personnel or staff.

4. Integrating Movement throughout the School Day

- a. The PSB will continue to train teachers in current practices to understand that short exercise bursts create increased brain activity, resulting in students who are more focused and ready to learn. Classroom teachers will be provided with resources for increasing student heart rates periodically throughout the school day.
- b. Students in grades 5-8 will have access to **intramural and extramural** sports programs. High school students will have access to intramural physical activity programs as well as interscholastic sports programs.
- c. All schools will offer a range of activities that meet the needs, interests, and abilities of students, inclusive of genders, students with disabilities, and students with special health-care needs.

IV. Social and Emotional Health and Wellbeing

The Public Schools of Brookline is committed to promoting the social and emotional development and wellbeing of all students. Brookline will provide a comprehensive, multi-tiered approach to social-emotional health and wellbeing that is designed to promote development of social-emotional skills, support engagement in healthy behavior, and discourage risk-taking behavior. Brookline’s commitment to addressing student social-emotional development and wellness has six objectives:

1. **Create a safe, supportive, and affirming classroom and school culture for all students.** This work includes an intentional focus on promoting strong school belonging, supporting the development of healthy and positive relationships for students and staff, using inclusive language that reflects authentic respect for differences, and having ongoing conversations on how to effectively support individuals with mental health diagnoses and substance use issues and related needs, while encouraging a substance free school community.

2. **Provide students with explicit instruction related to social-emotional learning and mental health.** This work includes providing students with ongoing instruction to promote development of skills related to self-awareness, self-management, social awareness, forming healthy relationships, and making responsible decisions. Additionally, students will be taught strategies to actively promote their wellness and mental health, including skills that promote healthy behaviors in relation to nutrition, exercise, healthy activities, interpersonal relationships, use of social media and technology, stress management, mindfulness, injury prevention, and substance use. Students will learn how to ask for help when they are thinking of self soothing by using substances such as marijuana, prescription pills, smoking, etc.

3. **Raise awareness among students, caregivers, schools staff, coaches and other members of the community** about the signs and symptoms of mental health diagnoses, social-emotional challenges, and substance *use*, keeping in mind that many behavioral and academic struggles are often manifestations of compromised mental health or personal or family stresses. Provide ongoing training to school professionals on how to reach out to students and their families in an affirming and culturally-responsive way and help them access support and treatment services. Ensure that all school staff are trained on emergency procedures, including when and how to report concerns to administration and support staff. Provide staff training in appropriate safety procedures that include, but are not limited to, contacting parents, Staff Crisis Manual, Policies, Crisis Teams, Mandatory Reporting Responsibilities, Harassment and bullying, Life Threatening Allergies, Blood Borne Pathogens; Work with staff, students, and the community agencies to maintain a school environment that is free of vaping, tobacco and cannabis (smoking and edibles), alcohol, and other drugs; Provide literature for students that encourage the goals of these policies. Students perceived to be under influence are innocent until proven guilty or until students admit to being under the influence of illegal substances.

4. **Ensure that in-school support services** (including guidance, social workers, adjustment counselors, psychologists, and/or nursing staff) are accessible to all students presenting with social, emotional, mental health, and substance *use* issues. These school-based services include screening for mental health and substance use issues, referrals for community-based mental health and substance use supports, school-based individual or group counseling, providing psycho-education around mental health and substance use, support substance use cessation. Students, staff, and caregivers will be aware of resources within the school and how to access

them. Trained licensed clinical staff will be available to respond to social service and psychiatric emergencies during school hours. We will endeavor to train all staff and administrators will go through training on how to respond to students and families who are perceived to be using illegal substances. Each school will have a written emergency response plan that addresses both medical and behavioral health crises to reduce the incident of life-threatening medical emergencies and behavioral health crises and to promote efficient and appropriate responses to such emergencies.

5. **Provide specialized and targeted support and interventions** for all students struggling with social and emotional issues in order to support their academic engagement and development.

6. **Promote wellbeing** by supporting policies and practices that support a healthy balance between academic expectations/achievement and student mental health, and practices that encourage the development of healthy identities that help support healthy decision making. PSB will collaborate and integrate with other community and school based wellness initiatives. Students will learn about self care, and tools that help students manage their emotions and stress instead of self harm.

V. Wellness Policy Implementation Action Plan

LEGAL AUTHORITIES: 7 CFR Parts 210 and 210; 105 CMR 225.

Who is responsible to implement and in charge of committee? Can put under membership above.

Ongoing committee must meet four times per year

Evaluation and Measurement of the Implementation of the Wellness Policy

PSB wellness committee will update and make modifications to the wellness policy based on the results of the annual review and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and technology emerges and new federal or state guidance or standards are issued. The wellness policy will be assessed as indicated at least every three years following the triennial assessment.

Triennial Progress Assessments

PSB will assess the PSB wellness policy to measure wellness policy compliance at least once every three years. This assessment will measure the implementation of our local school wellness policy, and include:

- The extent to which PSB is in compliance with the local school wellness policy;
- The extent to which the PSB wellness policy compares to model local school wellness policies; and
- A description of the progress made in attaining the goals of the local school wellness Policy.

PSB will ensure that the wellness policy and most recent triennial assessment are

available to the public. PSB will also actively notify the school community annually about any updates made to the wellness policy and the availability of the triennial assessment results, as well as provide information to the community about the school nutrition environment.

Goals

- PSB will ensure the most updated version of the wellness policy and triennial assessments are available on the school website for the public to view.
- PSB will present wellness policy updates, as applicable, during meetings with the Parent Teacher Organization, school board, district superintendent, health and wellness committee and other interested groups or stakeholders.
- Wellness updates will be provided to students, parents and staff, as applicable, in the form PSB website, articles and each school's newsletter, to ensure that the community is informed, and that public input is encouraged.
- Each school will provide parents with a complete copy of the local school wellness policy at the beginning of the school year.
- PSB is committed to being responsive to community involvement and input, which begins with awareness of the wellness policy. PSB will actively communicate ways in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, food and nutrition professionals and the public can participate in the development, implementation and annual review of the PSB wellness policy.
- PSB will consider student needs in planning for a healthy nutrition environment. Students will be asked for input and feedback using surveys and attention will be given to their comments.
- A team of district and community representatives will be established to support the food service director and teachers in implementing local purchasing and other farm to school activities on an ongoing basis.
- At at least one public-school board meeting of each year, the local school wellness policy will be discussed, and all stakeholders will be asked to provide feedback on the policy.

Resources

The following resources were used in the development of the PSB Wellness Policy:

- Massachusetts Department of Elementary and Secondary Education (2000) Comprehensive Health Curriculum Framework
- Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools
- United States Department of Agriculture Food and Nutrition Service: Team Nutrition
- Salem Public Schools Wellness Committee
- Centers for Disease Control and Prevention
- Massachusetts Coordinated School Health Program
- Center for Disease Control and Prevention - Smart Snacks <https://www.cdc.gov>

