

STUDENTS**5141.4****SCHOOL WELLNESS POLICY**Statement

Manchester Public Schools is committed to establishing a healthy learning environment that positively influences students' general well-being, eating behaviors, physical capacity, mental health and learning ability to succeed academically. This commitment will provide all of Manchester's students with the ability to participate fully in the educational process and to develop lifelong healthy habits. A learning environment that fosters wellness and good nutrition will be promoted for all students and the district will provide students with a variety of opportunities for daily physical activity and help children and adolescents become more physically active and fit. By facilitating learning through the support and promotion of good nutrition, social and emotional, behavioral and physical health and physical activity, student achievement is enhanced. Improved health optimizes student performance potential and ensures that all children have the opportunity to excel.

It is the goal of the Manchester Public Schools to promote students' physical, behavioral, emotional, and social well-being through a coordinated and comprehensive school health program. This includes providing a healthy physical and psychological environment, school nurse services, nutritious school meals, health education, Family and Consumer Sciences education and opportunities for physical education and activity. It is the intent of this policy to enable students to become independent and self-directed learners by taking initiative to meet their own health and nutritional needs as is developmentally and individually appropriate.

Federal Law:

Child Nutrition & WIC Reauthorization Act of 2004, Pub .L. 108-265 & 204

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

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

Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*. The provisions set forth in Section 204 expand upon the previous local wellness policy requirement from the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

Mental Health Annex in Manchester Public Schools – School Safety and Security Plan

Public Act No. 13-3 now codified in Connecticut General Statutes Sections 10-222m and 10-222n, providing an all-hazards approach to emergencies at public schools. These standards can be found in the Plan at Section H, References.

Topical Brief 3 – Scientific Research-Based Interventions, Connecticut’s Framework for Response to Intervention

ADDRESSING THE NEEDS OF THE WHOLE CHILD: Social, Emotional, Behavioral, and Physical Health, as well as Academic Achievement, in Connecticut’s SRBI Process, Connecticut State Department of Education
September 2011

Policy Adopted: May 22, 2006

Revised: February 27, 2012

Revised: November 13, 2013

Revised: November 28, 2016

STUDENTS**5141.4****SCHOOL WELLNESS POLICY****Administrative Guidelines**

Manchester Public Schools shall implement the following actions with the goal of providing sound nutrition and healthy practices for students.

Manchester Public Schools shall maintain a standing School Wellness committee that will meet biannually. The members shall include but not be limited to Deputy Superintendent of Schools Curriculum and Special Services - (Chair) or designee, parents, students, Food Service Director, Physical Education and Health Curriculum Coordinators, School Health Services Coordinator, a representative from the Town Health and Recreation Departments, Board of Education member, teacher(s), administrator(s). All stakeholders will participate in the implementation and periodic review of the Wellness Policy.

The Manchester School District utilizes **the 9-5-2-1-0 Heath Initiative which is a product of the Northern Virginia Healthy Kids Coalition adapted by Eastern Highland Health District (EHHD)** and used by permission by Manchester Public Schools.

Manchester Public Schools shall inform and update the public (including parents, students, and others in the community) about the implementation of the Local Wellness Policy via the website and presentations to the Board of Education.

The District Superintendent or Deputy Superintendent shall ensure that each school complies with the Local Wellness Policy.

I. Nutrition Education and Promotion**A. Instruction Program Design**

The Health curriculum and Family and Consumer Sciences curriculum, emphasizing nutritional knowledge and healthy habits, shall be continually revised and updated to comply with state standards and mandates and ensure that instructional strategies reflect current best practice, and integrated within the sequential, comprehensive interdisciplinary program taught at every grade level pre-kindergarten through twelfth grade. The nutrition education program shall focus on students' eating behaviors and be based on theories and methods proven to be effective by published research and be consistent with state's/district's health education standards/guidelines/framework.

B. Staff Qualifications and Professional Development for teachers

Staff responsible for nutrition education shall be adequately prepared (K-5) and certified (6-12) to implement through best practice and through participation in professional development activities.

C. Educational Reinforcement

Schools will collaborate with town agencies as appropriate to send a consistent message to the community about nutrition education.

D. Staff as Role Model

School staff is encouraged to model the components of the nutrition education curriculum.

E. Coordination of Programs

The food service program shall be closely coordinated with nutrition instruction.

II. Daily Physical Education

A. Physical Education classes and physical activity opportunities shall be available for all students throughout the school year.

The district will ensure that elementary school students have access to not less than 40 minutes of Physical Education once in every three day rotation. The 9-5-2-1-0 (9 hours of sleep, 5 servings of fruits and vegetables, 2 hours or less of screen time per day, 1 hour of physical activity, and 0 sugary drinks) initiative shall be utilized pre-K through grade 12.

1. Students in grades four, six, eight and ten will participate in the Connecticut Physical Fitness Assessment.
2. All physical education classes shall be sequential and aligned with the Connecticut Physical Education Framework, competency through application of knowledge, skill, and practice.
3. All physical education classes will be taught by a certified physical education instructor.
4. Student involvement in other activities involving physical activity will not be substituted for meeting the physical education requirement.

B. Wellness Breaks

The district will provide 20 minutes of daily recess in elementary schools.

C. Physical Activity Opportunities Before, During, and After School

1. Schools are encouraged to offer extracurricular programs, such as physical activity clubs or intramurals. When appropriate, schools will offer interscholastic sports programs (space availability).
2. After-school child-care and enrichment programs for elementary schools students will provide daily periods of moderate to vigorous physical activity for all participants (space availability).

D. Physical Activity and Punishment

Teachers and other school and community personnel should not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (physical education, recess) as punishment.

E. Safe Routes to School

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

F. Incorporating Physical Activity into the Classroom

Opportunities beyond the regular physical education class and recess should be incorporated into the classroom as part of their learning or energizing breaks.

III. Nutrition Standards for School Food and Beverages

1. Menu choices linked with nutrition education curriculum

1. Promote fresh fruits and vegetables.
2. Limit high fat choices.
3. Limit oil-fried foods.
4. Increase vegetarian choices.
5. Provide drink choices to include water, low-fat milk, flavored low-fat milk, skim milk and 100% juices in appropriate serving sizes.

Foods and beverages sold at school in the cafeteria, vending machines and school stores shall comply with USDA federal and state regulations.

School Food Services should recognize and reasonably accommodate individual students' dietary concerns related to religious practices.

With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs

A. Nutrition Practices in Classrooms

1. Beverage consumption in the classroom should be limited to water, 100% juice and milk.
2. Strongly encourage healthy snacks in appropriate portion sizes.
3. Food or snacks should not be used as either an incentive or a reward for good behavior or academic performance.
4. School personnel shall not withhold student access to snacks as punishment.
5. Healthy party menus should be used.
6. Classroom birthday celebrations will be food and snack free.

7. Food may be used to commemorate a cultural event or activity, or support a curriculum related project with the approval of the principal and in accordance with Health Department protocols.

B. Fund Raising Activities

Non-food promotion activities are encouraged to follow District Nutritional Standards.

C. Faculty Information

1. Nutrition information should be available to staff members through a variety of sources such as newsletters, professional development training, websites, publications, curriculum, which includes but is not limited to:
 - a. Alternative birthday/holiday celebrations
 - b. Activities to increase physical activity in the classroom and at desks
 - c. Healthy snacks
 - d. Alternative non-food reward options
 - e. Alternates to withholding recess as a consequence for student actions
2. Faculty should be positive role models as we promote healthy nutrition and physical activity.

D. Cafeteria

The cafeteria is a place where students should have:

1. Adequate space to eat in clean, pleasant surroundings.
2. Adequate time to eat meals (The School Nutrition Association recommends at least 20 minutes for lunch from the time students are seated with their food.
3. Access to hand washing or hand sanitizing facilities before meals.
4. Point of Sale – The Point of Sale system provides confidentiality to all students regarding meal benefits.
5. Summer Food Service Program – Summer Food Service Program will be offered at eligible district sites.

IV. Behavior Health

Manchester Public Schools utilizes a coordinated approach to address the needs of the **Whole Child** and provides supports for the child's Social, Emotional, Behavioral, and Physical Health and Wellness as well as Academic Achievement.

Schools increasingly are involved in the identification, intervention, support and education of students with multiple challenges. The School Safety and Security Plan Mental Health Annex provides best practice considerations for addressing student mental health issues and describes the course of action that Manchester Public Schools will implement to address mental health:

1. **Early Identification** – Manchester Public Schools recognizes the increased involvement in early identification and utilizes established practices and procedures to support the processes.
2. **Whole Child-School-Parent Partnership** – In order to best meet the needs of all students the Manchester Public Schools will integrate evidence-based practices that employ a continuum of developmental, preventive, and remedial-based support services.
3. **Risk Assessment Screening** – A topic that refers both issues with students and school personnel and issues concerning building, community and environmental safety.
4. **School-Community Partnership** – Practical strategies will be developed and sustained in a coordinated system of school and community care for students and families as they interact with schools, mental health service providers, hospitals, state agencies, religious and community groups.
5. **Alternative Programing** – Manchester Public Schools recognize that students with special/functional needs can have unique and complex requirements as well as a need to receive services both inside and outside of school. The needs will be fostered from interventions using an integrated approach between the school and community services.
6. **Priority Placement – Mental Health Services** – In order to address social/emotional and psychiatric issues that may interfere with academic progress, Manchester Public Schools shall offer appropriate scientifically-based interventions by evaluating the areas of suspected disability including mental health issues.

V. **Measurement and Evaluation**

- A. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.
- B. The policy will be modified based on legislation and district needs.
- C. The Wellness Committee shall assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and standards.
- D. The Manchester Public School District uses a comprehensive Coordinated School Health (CSH) approach to promote wellness for students, staff and the community. Data collected from the Coordinated School Health initiative shall be used to evaluate progress. The results shall be made available to the public.