



WELLNESS PLAN

FRONTIER REGIONAL SCHOOL & UNION #38 DISTRICTS



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Introduction

The relationship between wellness and the capacity of students to develop and learn is well documented. Frontier Regional and Union #38 School District personnel are committed to providing students with learning environments that support and promote wellness. This includes good nutrition, an active lifestyle and social and emotional development. Research shows that two components, good nutrition and physical activity before, during and after the school day are strongly correlated with positive student outcomes. Frontier Regional and Union #38 school environments are designed to promote health and wellness and to positively influence students' beliefs and habits.

The Frontier Regional and Union #38 Wellness Plan incorporates the recommendations for nutrition, exercise and mental health provided by the Massachusetts Department of Elementary and Secondary Education. For most students the school day represents one-half of their waking hours. The school environment provides opportunities for students to engage in physical activity, participate in educational programs related to nutrition and receive support that benefits mental health.

Improving student health can:

- Increase students' capacity to learn.
- Reduce absenteeism, and
- Improve physical fitness and mental alertness.

Goals

1. Students have access to healthy foods throughout the school day.
2. Student nutrition programs and school lunch services comply with federal, state and local guidelines.
3. Incentive programs and fundraisers comply with the district Wellness Plan.
4. Nutrition education teaches students how to make healthy choices.
5. Physical education provides students with the skills, knowledge and attitudes necessary to participate in a lifetime of healthy physical activity.
6. Students have opportunities to be physically active before, during and after school hours.
7. School-based activities promote student wellness both indoors and outdoors.
8. Programs that support wellness are provided for the school community.
9. Social Emotional Learning is a component in all K - 12 classrooms.
10. Mental health supports assist students in need of service.
11. Health Education supports students' understanding and development of habits that contribute to lifelong wellness.
12. School personnel have opportunities to participate in wellness activities.

School Wellness Advisory Committee (SWAC)

The School Wellness Advisory Committee (SWAC) includes a representative from the following roles: an elementary principal, a secondary administrator, an elementary physical education teacher, a MS/HS health educator, a parent, a school nurse, and a member of the cafeteria staff. One additional representative will be added at the discretion of the SWAC and may include: a school psychologist, adjustment counselor, classroom teacher, or a school committee member.

The School Wellness Advisory Committee meets annually for the purpose of development, implementation, review and update of the Wellness Plan. Additional meetings are scheduled as needed.

Building Based Wellness Team

Each building organizes a wellness team that includes members of the school community (including teaching personnel, support staff, students and parents). Building based teams collaborate with the full SWAC to implement the Wellness Plan.

Nutrition

Goals

1. Students have access to healthy foods throughout the school day.
2. Student nutrition programs and school lunch services comply with federal, state and local guidelines.
3. Incentive programs and fundraisers comply with the district Wellness Plan.

The following outline provides guidance for the Frontier Regional & Union #38 school nutrition programs:

Foods available during the school day:

- Meet or exceed current nutrition guidelines established by local, state, and federal statutes and regulations.
- Meals offered accommodate students with special dietary needs and cultural preferences.
- Meals are served in clean and pleasant settings. Students are allowed adequate time and space to eat their meal. (*10-minute minimum for breakfast, 20 minute minimum for lunch*).
- Menus are posted on individual school websites.
- Sharing of food between students during lunch or snack time is prohibited for younger students (PK - 6th grade) and discouraged for older students (grade 7-12).
- Cafeterias have a food share table for prepackaged cafeteria supplied lunch items (pretzels, fruit fresh or packaged), etc.. Items are made available for students to add to their tray or take home.

Smarter Lunchroom strategies

- All schools in the district will complete the Smarter Lunchroom Scorecard annually to assess and implement evidence-based strategies to make the healthy choice the easy choice.
- Healthy food and beverage choices are promoted using Smarter Lunchroom Techniques. Each school will identify five techniques to implement.
<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>

Snacks

- Food provided to students during the school day meets the Smart Snack requirements outlined in the school nutrition standards. Snacks include: classroom snacks, instructional use of food, snacks offered during student meetings/clubs, celebrations and student recognition.
- A list of healthy snack choices are available for school staff, parents, and administrators at <https://foodandhealth.com/usda-school-snack-guide/>
- Use of non-food items for celebrations and recognitions is encouraged.

Water

- Unflavored drinking water is available to all students throughout the school day.
- Students are allowed to use refillable water bottles throughout the day.

Vending/Student Stores

- Foods sold at student stores will meet or exceed the Massachusetts School Nutrition Law.
- Vending machines provide students with healthy alternatives and are timed out during the lunch period.
- Food offered a la carte will meet Smart Snack guidelines.

Fundraising

- Schools will encourage non-food fundraisers and fundraisers that support physical activity.
- Food sold for fundraising during the school day or at school sponsored events will meet the Smart Snack nutrition standards.

Evaluation

- Review of nutrition goals and progress towards achievement of goals will occur annually.
- The Smarter Lunchroom Scorecard are updated annually. The Cafeteria Manager for each building will complete the survey. The building principal or designee will add to the Scorecard as needed.

Nutrition Education and Promotion

Goal

4. Nutrition education teaches students how to make healthy choices.

Frontier Regional and Union #38 School District staff and faculty teach, encourage, and support healthy eating by students. Nutrition education and promotion can positively influence lifelong eating behaviors.

Nutrition education and promotion of healthy eating:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of a health education classes at the middle and high school;
- Is incorporated into subjects such as math, science, language arts, social sciences, and specials at the elementary level;
- Is based on the most recent USDA *Dietary Guidelines for Americans* and follows the most recent research based trends in nutrition. Including the promotion of fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- Links with school meal programs, other school foods, and nutrition-related community services;
- Includes the opportunity for teachers to attend trainings on nutrition and the importance of role modeling healthy habits for students;
- Is enhanced by attractive, current nutrition education materials that are prominently displayed in the dining area/cafeteria or other prominent area in the school and are changed periodically throughout the year;
- Is supported by providing nutritional information for school lunches in each cafeteria.
- Is provided to families in order to help them incorporate healthy eating and physical activity in their student's lives. Examples of information formats include: handouts, posting on the school/district website, school/district newsletters, presentations that focus on nutrition and healthy lifestyles;
- Encourages eligible families to participate in the Free and Reduced-priced Meals program.
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.

Examples of Essential Healthy Eating Topics that are addressed in Nutrition Education

The District includes in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels

- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders

The Dietary Guidelines for Americans

- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Physical Activity

Goals

5. Physical education provides students with the skills, knowledge and attitudes necessary to participate in a lifetime of healthy physical activity.
6. Students have opportunities to be physically active before, during and after school hours.
7. School-based activities promote student wellness both indoors and outdoors.

The Frontier Regional and Union #38 School Districts provide students with opportunities for quality physical education and daily physical activity in order to foster an understanding of the short and long-term benefits of a physically active lifestyle.

Physical education:

- Students participate in physical education that uses age appropriate sequential curriculum that aligns with national and state standards.

- Adapted Physical Education is available for students who are identified as needing additional support.
- All students have access to physical education classes regardless of ability, for a minimum average of 90 minutes per week.
- Health education emphasizes the physical, psychological and social benefits of physical activity; and the difference between physical activity, exercise and fitness.

Physical activity:

- Elementary schools offer at least 20 minutes of recess each day during the school year (*This policy may be waived on early dismissal or late arrival days*).
- Outdoor recess is available when weather is feasible for outdoor play.
- If recess occurs prior to lunch, hand-washing and/or hand-sanitizing mechanisms located just inside/outside the cafeteria are available to encourage proper hygiene prior to eating.
- Recess will complement, not substitute, physical education classes in the elementary schools.

School-Based Activities to Promote Wellness

Goal

8. Programs that support wellness are provided for the school community.

When available and feasible the Frontier Regional and Union #38 School communities provide information and programs to support wellness. Some examples include:

- Health screenings
- Physical activity and fitness programs for students and staff after school hours
- Tobacco prevention programs for staff
- Influenza vaccinations
- Health and wellness information presented to staff
- School newsletter articles, brochures and e-mail messages on health topics

Social and Emotional Learning and Supporting Mental Health

Goals

9. Social Emotional Learning is a component in all K - 12 classrooms.

10. Mental health supports assist students in need of service.

Frontier Regional and Union #38 School District personnel provide students with opportunities to participate in social and emotional learning. At the elementary level students participate in the Second Step program. Students at the secondary level engage in activities that align with the Olweus program. Each program is described in more detail below.

Second Step: The evidence-based Second Step Program integrates social-emotional learning (SEL) into core classrooms and school wide. Using the Second Step curriculum has been shown to decrease problem behaviors, and is designed to promote school success, self-regulation, and a

sense of safety and support. Four components are included in the program and are introduced to students in a variety of lessons throughout the year. The four components include: skills for learning, empathy, emotion management and problem solving.

Olweus Program: The *Olweus Bullying Prevention Program* is designed to improve peer relations and make schools safer more positive places for students to learn and develop. The goals of the program include:

- reducing existing bullying problems among students
- preventing the development of new bullying problems
- achieving better peer relations at school

Mental Health Supports: Services are provided for students with mental health concerns. There are several reasons to support students in the school setting including:

- Most children and youth, even those with insurance, do not have access to services outside of school
- Mental health challenges affect brain development and learning
- Behavioral symptoms are a big concern of teachers and schools
- Individual and group counseling in schools are linked to more developmental assets for students
- School-based services increase access and reduce stigma
- Improvement in mental health is linked to improvement in behavior, learning, and social skills

The Frontier Regional and Union #38 Schools offer the following supports to students in crisis or those suffering from mental health issues:

- Short term school counseling
- Crisis management and referral
- Check-ins with students who need ongoing support
- Specialized instruction and educational support programming for students with an identified need.
- Medication administration

Health Education

Goal

11. Health Education supports students understanding and development of habits that contribute to lifelong wellness.

Health Education at Frontier Regional School includes the study and application of contemporary wellness concepts. Units of study are developmentally appropriate and support the acquisition of life-long health skills. Instructional content is derived from research and science-based curricula and other supportive resources. Throughout the four successive Health courses at Frontier: Health 7, Health 8, Health I and Health II, students develop abilities to assess personal

health, identify and avoid risky behaviors, and apply health information to their own decision making. Other topics addressed in the Frontier Health curriculum include communication skills, nutrition, safe & healthy relationships, ethical behavior, stress management, human sexuality, personal safety, environmental health, and skills for independent living.

Elementary curriculum provides specific health education that addresses the needs of elementary age students. This includes handwashing in lower grades and covers growth and development in the upper grades.

Staff Wellness

Goal

12. School personnel have opportunities to participate in wellness activities.

Frontier Regional and Union #38 School District policies and activities support the health and well-being of staff members. Each school will appoint an individual or a group of individuals to coordinate staff wellness activities. Wellness initiatives are based on input gathered from school staff and may include healthy eating workshops, physical activity programs, stress relief sessions and other activities that support a healthy lifestyle.

Examples of activities and policies that support staff wellness include:

- Promotion of educational activities for school staff members on healthy lifestyle behaviors, eating, physical activity, and injury prevention.
- Access to fitness equipment,
- Access to classes that promote physical activity or stress reduction: such as Zumba or Yoga
- Application of nutritional standards for foods and beverages in vending machines available to staff members.
- Establishment of peer support groups for weight management, stress management, tobacco-use cessation, family guidance, and other identified issues.
- Presentation of health and wellness information at staff meetings
- Administration of flu shots at school.
- Periodic screening at school for blood pressure, blood cholesterol, body mass index, and other health indicators.
- Linkages and referrals to Employee Assistance Programs.
- CPR and First Aid training opportunities.
- Policies to prohibit all tobacco use on school grounds by students, staff members, and school visitors.
- Policies that support reporting harassment
- Information provided about opportunities to attend trainings outside of the district

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed the annual continuing education/training requirements outlined in the [USDA professional standards for child nutrition professionals](#). School nutrition personnel can access [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs. All health and physical education faculty are certified by the Department of Secondary and Elementary Education. When feasible, the District offers professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional development helps district staff understand the connections between academics and health.

Other Activities that Promote Wellness

Activities that promote wellness among staff and students are encouraged in each building. Staff wellness programs, out of school time activities, and special events are supported and publicly acknowledged. Information about building based activities are included in school newsletters, posted on school websites, disseminated through e-mail messaging, and displayed on Bulletin Boards.

Examples of wellness activities include: Walk & Roll Day, Walk & Run Club, Flu Clinics, Yoga, Zumba, CPR & First Aid training, Fun runs, Jump Rope, Wear Red or other AHA programs, Nutrition, Weight Management.

Community Engagement

Whenever feasible, families are invited to participate in activities, celebrations, committees, and other events.

The building based Wellness Team in collaboration with the school principal provides information to local news media regarding wellness activities, including photographs when appropriate.

The Wellness Team creates partnerships with local organizations that promote wellness consistent with SWAC objectives.

Evaluation

The School Wellness Advisory Committee (SWAC) meets annually to monitor the progress of the implementation of the Wellness Plan. The district SWAC team solicits feedback from each of the building based wellness teams. The Smarter Lunchroom Scorecard is updated annually to measure progress towards nutrition goals.

Online surveys are used to measure progress towards the goals outlined in the Wellness Plan. Surveys will include questions related to the components of the Wellness Plan. Student surveys administered in grades 8, 10 and 12 will measure the impact of educational programs and general student health at the secondary level. Faculty and family surveys will measure the implementation of specific programs at the elementary level.

The SWAC will be responsible for updating this plan based on current research and new developments in the health field.

Resources

Alliance For A Healthier Generation Model Wellness Policy

Updated 09/2016 to Reflect the USDA Final Rule

Healthy Schools Program Framework of Best Practices

https://www.healthiergeneration.org/asset/1062yk/07-278_HSPFramework.pdf

Massachusetts Department of Public Health

105 CMR 215: Standards for School Wellness Advisory Committees

<http://www.mass.gov/eohhs/docs/dph/regs/105cmr215-school-wellness.pdf>

105 CMR 225.000: NUTRITION STANDARDS FOR COMPETITIVE FOODS AND BEVERAGES IN PUBLIC SCHOOLS

<http://www.mass.gov/eohhs/docs/dph/regs/105cmr225-nutrition-standards.pdf>

<http://www.mass.gov/eohhs/docs/dph/mass-in-motion/school-nutrition-guide.pdf>

Smarter Lunchroom Scorecard

<https://www.smarterlunchrooms.org/scorecard>

USDA Dietary Guidelines

<https://www.cnpp.usda.gov/dietary-guidelines>

USDA

<https://www.fns.usda.gov/tn/team-school-nutrition-success>

<https://professionalstandards.fns.usda.gov/>

Public Health Food Guidelines

<http://www.mass.gov/eohhs/docs/dph/regs/105cmr225-nutrition-standards.pdf>