

# Revere Public Schools Wellness Policy

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# Revere Public Schools Wellness Policy

## Preamble

Revere Public Schools is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

A Wellness Policy Committee has been formed and is responsible for establishing and measuring the implementation of the district's Wellness Policy. Committee members work collaboratively and offer multiple perspectives to assure the Wellness Policy is consistent with district educational and budgetary goals, designed to optimize the health and well-being of students.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- It is a goal of the committee to be inclusive of ALL community members and their needs as it relates to health and wellness
- It is our objective to assist the District to establish and maintain an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

## **School Wellness Committee**

### ***Committee Role and Membership***

The District will convene a representative district wellness committee that meets at least five times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy.

The wellness committee will represent all school levels and include to the extent possible, but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals and mental health and social services staff, school administrators, school board members, health professionals and the general public. To the extent possible, the wellness committee will include representatives from each school building and reflect the diversity of the community.

## **Leadership**

The Superintendent or designee(s) will convene the wellness committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is:

Dr. Josh Vadala, Assistant Superintendent – [jvadala@revere.mec.edu](mailto:jvadala@revere.mec.edu)

Each school principal or designee will serve as a school wellness policy coordinator, who will ensure compliance with the policy.

The names, titles, and contact information of district wellness committee members are:

| <b>Name</b>         | <b>Title / Relationship to the District</b> | <b>Email address</b>   | <b>Role on Committee</b>        |
|---------------------|---|--|---------------------------------|
| Josh Vadala         | Assistant Superintendent                    | <a href="mailto:jvadala@revere.mec.edu">jvadala@revere.mec.edu</a>       | Co-chair                        |
| Frank Shea          | Director of Athletics                       | <a href="mailto:fshea@revere.mec.edu">fshea@revere.mec.edu</a>           | Co-Chair                        |
| Cheryl Cole         | Director of Food and Nutrition Services     | <a href="mailto:ccole@revere.mec.edu">ccole@revere.mec.edu</a>           | Food Services Representative    |
| Stacey Rizzo        | School Committee                            | <a href="mailto:srizzo@revere.mec.edu">srizzo@revere.mec.edu</a>         | School Committee Representative |
| Louis Cikatelli     | PE Teacher, RHS                             | <a href="mailto:lcikatelli@revere.mec.edu">lcikatelli@revere.mec.edu</a> | RHS Representative              |
| Julie DeMauro       | Community Member                            | <a href="mailto:jdemauro@revere.org">jdemauro@revere.org</a>             | Community Representative        |
| Nathan Dore         | PE Teacher, Beachmont                       | <a href="mailto:ndore@revere.mec.edu">ndore@revere.mec.edu</a>           | Beachmont Representative        |
| April Feeney        | PE Teacher, Lincoln                         | <a href="mailto:afeeney@revere.mec.edu">afeeney@revere.mec.edu</a>       | Lincoln Representative          |
| Michael Flynn       | History Teacher, SeaCoast                   | <a href="mailto:mflynn@revere.mec.edu">mflynn@revere.mec.edu</a>         | SeaCoast Representative         |
| Suzanne Harvey      | PE Teacher, Paul Revere                     | <a href="mailto:pharvey@revere.mec.edu">pharvey@revere.mec.edu</a>       | Paul Revere Representative      |
| Michael Hinojosa    | Revere Recreation Department                | <a href="mailto:mhinojosa@revere.org">mhinojosa@revere.org</a>           | Community Representative        |
| Antonio LaBruna     | PE Teacher, Garfield                        | <a href="mailto:alabruna@revere.mec.edu">alabruna@revere.mec.edu</a>     | Garfield Elem. Representative   |
| Deanne Mantia       | Health Teacher, RMA                         | <a href="mailto:dmantia@revere.mec.edu">dmantia@revere.mec.edu</a>       | RMA Representative              |
| Lucia Mila-DeAngelo | School Adjustment Counselor, SeaCoast       | <a href="mailto:lmilla@revere.mec.edu">lmilla@revere.mec.edu</a>         | SeaCoast Representative         |
| Bridget Monagle     | Grade 5 Teacher, Hill                       | <a href="mailto:bmonagle@revere.mec.edu">bmonagle@revere.mec.edu</a>     | Hill School Representative      |
| Gary Palmieri       | PE Teacher, Garfield                        | <a href="mailto:gpalmieri@revere.mec.edu">gpalmieri@revere.mec.edu</a>   | Garfield Middle Representative  |
| Jennifer Wells      | PE Teacher, RHS                             | <a href="mailto:jwells@revere.mec.edu">jwells@revere.mec.edu</a>         | RHS Representative              |
| Nicole Wilson       | Nurse, Whelan/SBA                           | <a href="mailto:nwilson@revere.mec.edu">nwilson@revere.mec.edu</a>       | Whelan/SBA Representative       |

## **Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### ***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy.

This wellness policy and the progress reports can be found at: [www.revereeps.mec.edu](http://www.revereeps.mec.edu)

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy at 101 School Street, Revere MA. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update Revere Public Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the wellness committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the district's school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation that Revere Public Schools Wellness Policy has been made available to the public.

### ***Annual Notification of Policy***

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website, district-wide communications and through the student handbook. Annually, the District will also publicize the name and contact information of the District school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

### ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the District's wellness policy.

The person/position responsible for managing the triennial assessment and contact information is:

Dr. Josh Vadala, Assistant Superintendent, [jvadala@revere.mec.edu](mailto:jvadala@revere.mec.edu).

The wellness committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The wellness committee will update or modify the wellness policy based on triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

### ***Community Involvement, Outreach and Communications***

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of wellness committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the compliance with school meal standards, availability of child nutrition programs and how to apply.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## **Nutrition**

### ***School Meals***

Revere Public Schools is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the After School Snack Program (ASSP), Summer Food Service Program (SFSP) and the Department of Defense (DOD) Fresh Fruit & Vegetable Program. The District also operates additional nutrition-related programs and activities including Breakfast in the Classroom and school gardens. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.
- Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets.
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - Assorted vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - A reimbursable meal can be created in any service area available to students.

- Student surveys and taste testing opportunities are used to inform menu development and promotional ideas.

In addition:

- Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students are served lunch at a reasonable and appropriate time of day.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- The District will aim to implement Farm to School activities:
  - Local and/or regional products are incorporated into the school meal program when available;
  - Messages about agriculture and nutrition are reinforced throughout the learning environment;

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- Students will be allowed to bring and carry approved water bottles filled with only water with them throughout the day.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs, competitive foods and beverages, will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. Massachusetts has passed a more stringent nutrition standard for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. Revere Public School District complies with Massachusetts standards.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks and Massachusetts nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines

### ***Celebrations and Rewards***

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School or Massachusetts nutrition standards.

## ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools or Massachusetts nutrition standards may be sold through fundraisers on the school campus during the school day ***with the approval of the building principal and/or the superintendent.***

## ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

## ***Nutrition Education***

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure, promotes physical activity/exercise.

## ***Essential Healthy Eating Topics in Health Education***

The District will include in the health education curriculum a minimum of 6 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

### ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School or Massachusetts nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the District, Athletics Department, PTO and school nutrition services reviews existing contracts and considers new contracts, equipment and product purchasing and replacement decisions should reflect the applicable marketing guidelines established by the District wellness policy.

### **Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program. This program reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students (see RPS discipline policy).

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

### ***Physical Education***

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 30 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via appropriate assessment tool developed within district-wide professional development) and will use criterion-based reporting for each student.

### ***Essential Physical Activity Topics in Health Education***

Health education will be required in all elementary grades and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 6 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### ***Recess (Elementary)***

All elementary schools will offer recess during the school year. Recess will be a complement, not substitute, for physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks.

### ***Active Academics***

Teachers are encouraged to incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before and After School Activities***

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school.

### ***Active Transport***

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Provide storage for bicycles and helmets
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses

### **Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with the wellness policy.

### ***Community Partnerships***

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

### ***Community Health Promotion and Family Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

### ***Staff Wellness and Health Promotion***

Schools in the District will encourage and support staff in actively promoting and modeling healthy eating and physical activity behaviors.

### ***Professional Learning***

When feasible, the District will offer annual 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 learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Updated: June 1, 2017