
**GROTON-DUNSTABLE REGIONAL
SCHOOL DISTRICT**

**WELLNESS POLICY
FOOD ALLERGY POLICY**
Policy, Guidelines, and Resources



**GROTON-DUNSTABLE REGIONAL
SCHOOL DISTRICT**

**WELLNESS POLICY
Policy, Guidelines, and Resources**

Table of Contents

Introduction and Overview	3
• Federal mandate	
• Educating the Whole Child	
• District Health Initiative	
Wellness Policy	5
Wellness Policy Guidelines	6
Areas of Responsibility	12
Food Allergy Policy	15
Food Allergy Procedures	16
Creative Fundraising that Supports Student Health	20
Recognizing Accomplishments: Alternatives to Rewards And Using Food as Rewards	22
Alternatives Consequences for Students	24
Parental, Staff, and Student Leadership in Promoting Wellness – Get Involved!	25
Resources	25
Sources	27
DHI Committees Interest Form	28

GDRSD Wellness Policy Introduction and Overview

Why have a policy?

To enhance growth and development, students need to be physically, emotionally, and socially healthy. Poor eating habits and physical inactivity contribute to obesity and other serious health problems. In the past 20 years, the prevalence of overweight children has more than doubled in the U.S. and tripled among adolescents (USDA). The Centers for Disease Control (CDC) reports that the prevalence of overweight children aged 6 to 11 has gone from 7% in 1980 to 18.8% in 2004. The rate among adolescents aged 12 to 19 has gone from 5% to 17.1%. The health implications are serious: being overweight can lead to heart disease, diabetes, high cholesterol, high blood pressure, bone and joint problems, sleep apnea, and social and psychological problems (www.connectforkids.org). For these reasons, in June 2004, the Child Nutrition and WIC Reauthorization Act was signed into law making it mandatory for all local education agencies participating in the Federal School Meal Programs to create a local wellness policy by July 2006.

Schools, families, and the community need to work in partnership to promote the healthy development of children and teens. The outcomes of reduced obesity rates, more physical activity, positive mental health, social competency, all contribute to the development of the whole child and ultimately leads to children who are fit, healthy, and ready to learn.

Policy requirements

The federally mandated Local School Wellness Policy gives school staff, parents, and communities an opportunity to create a healthy school environment, one in which children are better able to learn and grow. Policies must include, at a minimum:

1. Goals for nutrition education, physical activity, and other school-based activities that promote student wellness.
2. Nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
3. Assurance that guidelines for school meals provided under the federal reimbursement program will, at a minimum, meet regulations and guidance issued by the Secretary of Agriculture.
4. A plan for measuring the impact and implementation of the policy.
5. Involvement from parents, students, and representatives of the school authority, school board, school administrators, and the public, in development of the policy.

Educating the Whole Child—Coordinated School Health as a Model

As part of its mission, the Groton-Dunstable Regional School District is committed to the education of the whole child. The Wellness Policy is designed to support staff and teachers in achieving this goal. GDRSD staff works in partnership with parents to promote students' physical, emotional, and social well being through a coordinated school health program. As stated in the Wellness Policy, coordinated school health

improves students' health and their capacity to learn. At its very core, coordinated school health is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.

District Health Initiative

Formed at the start of the 2005-2006 year, the District Health Initiative (DHI) serves as a functional group that supports the Wellness Policy and engages in the following practices:

- Review, revise or develop health related local and federal policies
- Identify grant opportunities to support a coordinated school health effort
- Assess and map current health promotion practices, including the identification of supports and challenges in health promotion
- Coordinate new health promotion initiatives as a strategy to strengthen student learning and reduce barriers

To truly be a coordinated school health effort, the District Health Initiative involves the following staff and community members:

- Coordinator of Guidance
- Coordinator of Nursing
- Health Coordinator
- Physical and Behavioral Health faculty
- Director of Food Services
- Personnel Manager
- Director of Pupil Personnel Services
- Director of Curriculum
- Director of the Peter Twomey Youth Center
- Building administrators
- Parent representatives
- Student representatives
- School committee representative
- Community representatives

The DHI will oversee several committees designed to support the implementation of the local wellness policy and other health-related initiatives (see page 27 for a list of committees).

File: IHAMD

WELLNESS POLICY

The Groton-Dunstable Regional School District is committed to providing a school environment that enhances the learning and development of lifelong wellness practices. To that end, the District promotes actions, behaviors, and learning that create a healthy and safe environment for all students, faculty and staff.

It is our goal to promote the students' physical, emotional, and social well being through a coordinated school health program. Coordinated school health improves students' health and their capacity to learn. At its very core, coordinated school health is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.

This approach includes, but is not limited to, providing a healthy environment, school nursing and other-related health services, nutritious school meals, guidance and mental health services, comprehensive health education, and physical activity. It is the intent of this policy to promote opportunities that will enable students to become independent lifelong learners who will practice healthy behaviors and choices.

Furthermore, it is our expectation that specific actions will take into account the health needs and well being of all children without discrimination or isolation of any child. It is the School District's belief that education along with open and informative communication are vital to the establishment of an environment that reduces risks and increases protective factors. In order to enhance students' awareness and consideration of self and others' well being, it is the intent of the School Committee that this policy reflects a commitment to the development of the whole child throughout the child's tenure in the Groton-Dunstable Regional School District.

Legal reference: US Government S.2507 Child Nutrition and WIC* Reauthorization Act of 2004; Sec.204.Local Wellness Policy

Adopted 1/18/06

Groton-Dunstable Regional Schools



**Groton-Dunstable Regional School District
Wellness Policy Guidelines**

Approved 6/30/06 Effective 8/30/06

Coordinated School Health

1. The District Health Initiative (DHI), overseen by the Health Coordinator, shall insure the implementation and continuation of a coordinated school health program, including policy, education, and practices. The DHI is to be comprised of staff, administrators, teachers, parents, students, and community members. The School Committee shall appoint a liaison to the DHI.
2. The District shall participate in the Emerson Hospital Youth Risk Behavior Survey to assess students' level of risk behaviors on an ongoing basis. The survey is to be administered every other year on the even year in accordance with the Emerson Hospital project. The survey data shall be used to inform the comprehensive health curriculum, nursing and guidance services, and develop appropriate prevention and education efforts for students, parents, and the community.
3. The Superintendent shall identify a staff member/health coordinator who has primary responsibility for coordinating school health efforts.

Comprehensive Health Education

1. The Physical and Behavioral Health (PBH) curriculum shall provide opportunities for all students to become independent lifelong learners who commit to their own health and nutritional needs as developmentally appropriate.
2. The PBH curriculum is to be aligned with the Massachusetts State Frameworks for Comprehensive Health.
3. Youth Risk Behavior Survey data shall be reviewed by the PBH curriculum committee to determine gaps in the PBH curriculum. Modifications are to be made to the curriculum based on this review.
4. Students shall be taught healthy living skills that promote physical, emotional, and social well being through the PBH curriculum.

Nutrition Education

1. Nutrition education shall be incorporated into the Physical and Behavioral Health curriculum throughout the preschool, primary, and secondary school years.

2. Teachers shall promote health and nutrition messages via the PBH curriculum, in collaboration with staff in other departments such as Food Services.
3. Nutrition education shall be integrated into other areas of the curriculum, such as science, when appropriate. The Director of Curriculum and curriculum leaders shall coordinate interdisciplinary opportunities.
4. Nutrition education shall be incorporated into professional development planning for staff and teachers, including general education and awareness, curriculum infusion, and prevention. The Health Coordinator and Director of Curriculum are to coordinate the identification of professional development needs and training.
5. Nutrition education shall encourage students to apply critical thinking skills about healthy food choices.
6. Nutrition education shall include sharing information with families and the broader community to positively impact students.

Physical Education

1. Physical education classes are to be designed to stress physical fitness and encourage healthy, active lifestyles.
2. Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage lifelong physical activity.
3. Assessment of student progress in physical education is to be based on individual progress over time and based on personalized fitness goals.
4. Sufficient equipment should be available to ensure that all students can participate in physical education. Available equipment supports the PBH curriculum.

Physical Activity

1. Physical activity is valuable and whenever possible shall be integrated across curricula and throughout the school day at the PreK-12 level.
2. Equipment should be available for all students to participate in physical activity.
3. When daily recess is provided, it should not be used as a punishment or a reward. Providing extra recess or physical activity as a reward is up to the discretion of the teacher.

Other School Based Activities

1. After school programs are to encourage physical activity and healthy habit formation.
2. Local wellness policy goals are considered in planning all school-based activities (e.g., school events, field trips, dances, and assemblies, etc.).
3. Support for the health of all students is demonstrated by offering health screenings, helping to enroll eligible children in Medicaid and other state children's health insurance programs. Information on state health insurance programs shall be distributed to families.

Nutrition Guidelines for All Foods Served in the GDRSD

1. Nutrition services policies and regulations for reimbursable meals shall not be less restrictive than regulations and guidelines issued by the Secretary of Agriculture.
2. Nutrition guidelines apply to all classrooms, cafeterias, and at school-sponsored events in all schools and at the Peter Twomey Youth Center, including school stores.
3. District staff and affiliated groups that make snack food and drinks available at school-sponsored events are encouraged to use the following criteria:
 - a. Contain no more than 30% calories from fat
 - b. Contain no more than 10% of saturated fat and are limited in trans fatty acids
 - c. Contain less than 35% sugar by weight unless exempt because of high nutritional status, such as fresh, dried or canned fruits and vegetables
 - d. Contain at least 50% real juice with no added sweeteners
 - e. Contain no caffeine except in chocolate products such as chocolate milk
 - f. Contain some nutrients such as vitamins or minerals (healthy drinks)
4. Vending machine offerings available to students at school and school-sponsored events are to conform to the following criteria:
 - a. Beverage vending machines containing soda, sugared drinks and sports drinks should be restricted from use during school hours and will not be turned on before the start of the school day
 - b. At least 50% of beverages in vending machines should be healthy beverages (see #3), 100% fruit juice and unflavored milk
 - c. Candy should not be available in vending machines
 - d. Place no vending machine in any elementary school with the exception of water machines
5. The school lunch program and a la carte offerings in all cafeterias are to be consistent with recommendations from the *Dietary Guidelines for Americans*

and *USDA School Meals Initiative for Healthy Children* in nutritional content, portion size and quality (see www.healthierus.gov/dietaryguidelines)

6. Teachers are to limit the use of food as a teaching tool and/or a reward. It is recommended that teachers do not use candy for rewards for students.
7. Parents shall be encouraged to serve healthy snacks and treats at school, including daily snacks brought in from home.
8. The school environment should be a place where students can learn to make healthy choices. Advertising messages shall meet the standards outlined in the District policy for *Public Solicitation Policy in the Schools*. They should also be consistent with and reinforce the objectives of the education and nutrition environment goals of the District. Intense marketing aimed at children that promotes consumption of foods of low nutritional quality shall not be allowed in the school environment (including posters, give-aways, etc.). District officials are to use discretion in determining the use of advertisements in the schools.
9. Fundraising during the school day (bus to school, school to home) that involves foods includes healthy choices and shall provide age appropriate selections. Fundraisers should support a healthy school environment and be free from solicitation of foods that do not meet the specifications of the *Dietary Guidelines for Americans* (for example, bake sales, candy sales). Extracurricular fundraising groups are encouraged to adhere to the aforementioned guidelines.

Healthy and Safe Environment

1. The District shall promote a healthy and safe environment for all before, during, and after school activities.
2. District buildings and grounds, structures, buses and equipment are to meet all current health and safety standards, including environmental air quality, and be kept clean, safe, and in good repair.
3. All school district buildings are to maintain an environment that is free of tobacco, alcohol, and other drugs.
4. Safety procedures for students and staff shall support personal safety and a violence and harassment free environment.
5. Appropriate training, including but not limited to the prevention of harassment, violence, and bullying are to be offered to all staff and bus company personnel where appropriate.

6. The District's Food Allergy policy should be adhered to and reviewed on a regular basis.
7. Animals should not be brought into the schools. Schools principals should use discretion to make exceptions in cases when working with animals is directly related to the curriculum or other educational programs (e.g., assemblies, science classes).
8. Due to potential for allergic reactions, only non-latex balloons shall be used in District facilities and use of other latex products is discouraged.

Social and Emotional Well Being

1. District staff shall provide a supportive environment that includes adequate guidance counseling and other support services that encourages students, families, and staff to request assistance when needed and links them to school or community resources.
2. Through the Physical and Behavioral Health (PBH) curriculum students shall be taught skills to express thoughts and feelings in a responsible manner, including but not limited to problem solving skills, conflict resolution skills, stress reduction, and interpersonal relationships.
3. Students shall be taught to understand and respect the differences in others and embrace diversity.
4. Youth Risk Behavior Survey data is to be reviewed to identify social and emotional needs of students and determine prevention and intervention strategies.

Nursing Services

1. District staff shall provide adequate nursing staff to meet the medical needs of its students and to fulfill state mandated screening requirements as determined by the Department of Public Health and/or the Department of Education.
2. District staff, including nurses, the Health Coordinator, and guidance counselors, shall collaborate with community health liaisons and resources to promote health and wellness for students and staff.
3. School nurses are a part of the District's health education efforts and are to assist in teaching topics in the PBH curriculum when scheduling and time allows.

Family, School, and Community Partnerships

1. Family, student, and community partners shall be included in an ongoing basis in school and district wellness planning processes through involvement in groups such as the District Health Initiative and school councils.

2. Community partnerships shall be developed and maintained as a resource for school and district programs, activities, and events (for example, the collaboration between the District and the Groton-Dunstable Alliance for Youth).

Staff Wellness

1. The District shall provide an Employee Assistance Program that provides confidential assessment and referral services, and short-term counseling to help employees work through life's challenges.
2. Teachers shall be encouraged to promote healthy nutrition decisions by serving as role models for students and by demonstrating healthy nutritional choices in the classroom.
3. Schools are to be in compliance with alcohol, tobacco, and other drug free policies.
4. The District shall promote an accessible and productive work environment free from physical dangers or emotional threat.
5. District facilities are to be maintained in a manner to ensure compliance with safety, occupational, and health laws, policies, and rules.

Monitoring and Compliance

1. The Wellness Policy and Guidelines are to be communicated to all school district teachers and staff through the appropriate administrators (superintendent, principals, etc.). This information is to be provided annually to new staff members.
2. Affiliated groups are to be informed of the policy and guidelines via the appropriate district personnel. This information shall be communicated at the start of each school year through in-service trainings and appropriate staff meetings.
3. Students are to be informed of the Wellness Policy and Guidelines in appropriate venues, including but not limited to, school newsletters, mailings, class meetings, freshmen retreats, and advisor/advisee programs.
4. The Superintendent and his/her designee(s) shall establish a plan for measuring implementation of the Wellness Policy and Guidelines.

GDRSD Wellness Policy – Areas of Responsibility

Responsibilities of Building Administration

- Communicate the Wellness Policy Guidelines to teachers and staff
- Communicate the policy to new staff at the start of each school year
- Communicate the policy to all students annually through student handbooks and/or student meetings
- Communicate the policy to all student group advisors annually
- Assure that classroom teachers are addressing nutrition education as outlined in the Physical and Behavioral Health curriculum
- Involve parents, students, and community members in efforts addressing wellness
- Assure that after school programs encourage physical activity and healthy habits
- Assure that the Wellness Policy is considered in the planning of school activities
- Assure that fundraising efforts follow policy guidelines
- Provide relevant training programs to staff
- Monitor overall compliance of teachers, staff, and student groups with the GDRSD Wellness Policy
- Review Youth Risk Behavior Survey data (High School/Middle School) to identify risk behaviors and collaborate with relevant groups to determine intervention and prevention strategies

Responsibility of the Director of the Peter Twomey Youth Center

- See Responsibilities of Building Administrators
- Communicate the Wellness Policy to all district and non-district groups requesting use of the school facilities
- Monitor compliance with the policy

Responsibilities of the Health Coordinator

- Oversee the revisions to the Wellness Policy by working with the District Health Initiative
- Convene the District Health Initiative
- Convene sub committees of the DHI
- Assist in the development of an evaluation plan for the policy and guidelines
- Oversee revisions to the Physical and Behavioral Health curriculum and assure that it is aligned to the state frameworks for comprehensive health
- Provide resources and information to support curriculum implementation to classroom teachers
- Coordinate the administration of the Emerson Hospital Youth Risk Behavior Survey
- Develop community partnerships to promote wellness
- Coordinate the administration of the Youth Risk Behavior Survey
- Review Youth Risk Behavior Survey data to identify risk behaviors and collaborate with relevant groups to determine intervention and prevention strategies

Responsibilities of the Athletic Director

- Communicate the policy to all coaches at the start of each year
- Communicate the policy to all athletic-affiliated organizations
- Assure that fundraising efforts follow policy guidelines

Responsibilities of the Classroom/Specials Teacher

- Communicate Wellness Policy Guidelines and practices to students regularly
- Teach the nutrition and physical activity sections of the Physical and Behavioral Health curriculum as outlined in the curriculum document
- Provide information about healthy snacks, food choices, and physical activity to parents/guardians and students on a regular basis and encourage parents to send healthy snacks to school
- Assure that all students participate in recess and other opportunities for physical activity
- Promote health and nutrition messages with students
- Integrate physical activity throughout the school day where appropriate

Responsibilities of the Food Service Director

- Assure that nutrition guidelines for cafeteria foods and vending machines comply with policy guidelines and are not less restrictive than regulations issued by the Secretary of Agriculture
- Coordinate nutrition education efforts with the Health Coordinator
- Communicate the Wellness Policy and Guidelines to food service staff
- Assure that Cafeteria Managers review procedures for implementation

Responsibilities of the School Nurse

- Collaborate with community liaisons and the Health Coordinator to promote health and wellness for students and staff
- Assist in teaching health topics in classrooms when schedules allow
- Conduct health screenings in accordance with state mandates
- Review Youth Risk Behavior Survey data to identify risk behaviors and collaborate on with relevant groups to determine intervention and prevention strategies

Responsibilities of Guidance Counselors

- Through individual and group work with students, teach students to express thoughts and feelings in a responsible manner, including but not limited to problem solving skills, conflict resolution skills, stress reduction, and interpersonal relationships
- Collaborate with teachers to reinforce the teaching of understanding and respecting differences
- Review Youth Risk Behavior Survey data to identify social and emotional needs of students and determine intervention and prevention strategies

Responsibilities of Club Advisors/Coaches

- Communicate the policy to students at the start of each year
- Assure that fundraising efforts follow policy guidelines

Responsibilities of the Human Resource Manager

- Coordinate the provision of an Employee Assistance Program for staff
- Communicate the Wellness Policy to new staff not based in a school

Responsibilities of the Director of Maintenance

- Assure compliance with safety, occupational, and health laws, policies, and rules

Responsibilities of the Parent/Guardian

- Review nutrition education messages with children distributed through the school district

- Support the Wellness Policy by promoting healthy food and snack choices to be brought to school

Responsibility of the Director of Curriculum and Professional Development

- Oversee curriculum development as it relates to health education and wellness
- Collaborate with relevant staff to identify interdisciplinary opportunities for health education
- Collaborate with relevant staff to identify professional development needs as they relate to health education and wellness, particularly nutrition education

Responsibilities of the Director of Pupil Personnel Services

- Oversee the coordination of guidance counseling and other support services
- Assure that there is adequate nursing staff in the schools

Responsibilities of the Superintendent

- Identify a staff member to serve in the role of Health Coordinator
- Monitor compliance of the Wellness Policy by the administrators, staff, and teachers
- Oversee the development of a plan to measure implementation of the policy and guidelines

GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

Food Allergy Policy

Groton-Dunstable Regional School Committee pursuant to Massachusetts Department of Public Health regulations, shall strive to provide and maintain a safe and secure environment for students with diagnosed life threatening food allergies.* A comprehensive approach to compliance with this policy requires, but is not limited to, a focused effort by parents, students (when developmentally appropriate), school staff and bus/van transportation personnel. Our school district policy shall include, but is not limited to, the following areas: (I) education and training; (II) emergency plans and procedures; (III) personnel; (IV) safe environment; (V) monitoring and compliance procedures.

The School Committee fully supports the ongoing efforts to provide a safe and secure environment for students with diagnosed life threatening food allergies.

Legal Reference:

*Massachusetts Department of Public Health regulation 105 CMR 210.000 to include Appendix K, CMR 210.000

Adopted 12/07/05

Guidelines For Implementing Groton-Dunstable Regional School District Food Allergy Policy Procedures

There is an increasing prevalence of life threatening food allergies in school age children. It is a goal of the Groton-Dunstable Regional School District to maintain a safe and secure environment for its students. The following policies are designed to maintain a safe and secure environment for students with life threatening food allergies by defining (i) preventative measures and (ii) emergency response procedures.

Standards for providing and maintaining a safe and secure environment for students with life threatening food allergies will address the following five key areas.

- Education and training shall be provided to all key personnel to include such things as epi-pen administration, emergency plans and procedures and implementation of a safe environment.
- Education and awareness training shall be offered to students and parents.
- Emergency plans and procedures shall be put in place for responding in a timely manner to emergency situations involving students with food allergies.
- Personnel must be available to monitor day-to-day compliance with the Policy and implement emergency plans and procedures.
- A safe environment must be provided to all school locations for students with life threatening allergies. The superintendent shall assure that adequate procedures are put in place to monitor and enforce compliance with the Policy.

RESPONSIBILITIES OF BUILDING ADMINISTRATION

1. Training

- Assure that adequate training regarding life threatening food allergies is provided at the start of each school year to all GDRSD personnel who oversee students with life threatening food allergies (“Personnel”)

2. Emergency Plans; Emergency Procedures

- Assure that an Emergency Plan and emergency procedures are put in place for each student with life threatening foods allergies

3. Emergency Communication Devices

- Provide emergency communication devices to all Personnel who oversee students with life threatening food allergies

4. Personnel

- Assure adequate coverage in each building with a registered nurse where there are students with life threatening food allergies (“School Nurse”)

5. **Preventative Measures**
 - Provide a peanut free/tree nut free classroom for children with peanut/tree nut allergies*
 - Provide a peanut free/tree nut free table in each cafeteria for children with peanut/tree nut allergies
6. **Compliance**
 - Monitor compliance of Personnel with the GDRSD Food Allergy Policies

RESPONSIBILITIES OF THE ATHLETIC DIRECTOR

1. **Training**
 - Assure that all coaches who oversee students with life threatening food allergies attend epi-pen training.
2. **Emergency Plans; Emergency Procedures**
 - Obtain copy of Emergency Plan for each student with life threatening food allergies
 - Establish medical emergency procedures with the local EMS system during practice and competition
3. **Emergency Communication Devices**
 - Provide emergency communication devices to all coaches who oversee students with life threatening food allergies

RESPONSIBILITIES OF THE CLASSROOM/SPECIALS TEACHER

1. **Training**
 - Attend training at the start of each school year regarding the topic of life threatening food allergies and epi-pen administration.
2. **Emergency Plans; Emergency Procedures**
 - Read, be familiar with and be prepared to act on student Emergency Plans
 - Post student Emergency Plans on classroom wall near door with an additional plan in “Substitute Plan Folder”*
3. **Preventative Measures**
 - Provide a safe classroom environment and a safe field trip environment for all food allergic children
 - Provide a peanut free/tree nut free classroom for children with a peanut/tree nut allergy*
4. **Student/Parent Education and Awareness**
 - Provide a lesson to classroom about food allergies in coordination with School Nurse

- Provide written notification (in the form provided by School Nurse) to all parents in the classroom of the peanut/tree nut free status of the classroom

RESPONSIBILITIES OF THE FOOD SERVICE DIRECTOR

1. Training

- Assure that all food service staff attend training on food allergy management
- Assure that all Cafeteria Managers review safe food allergen handling policies with all substitute cafeteria workers

2. Preventative

- Provide a safe cafeteria environment for all food allergic children
- Provide a peanut free/tree nut free cafeteria table for children with a peanut/tree nut allergies
- Eliminate common food allergens including tree nuts, peanuts and shellfish as a main entrée
- Serve peanut butter sandwiches on disposable trays
- Assure only latex-free gloves will be used by food service staff

RESPONSIBILITIES OF LUNCHROOM ASSISTANTS

1. Training

- Attend training at the start of each school year regarding the topic of life threatening food allergies and epi-pen training

2. Preventative

- Assure that students with peanuts or tree nuts in their lunch do not eat at the peanut/tree nut free table

RESPONSIBILITIES OF THE SCHOOL NURSE

1. Training

- Provide training regarding life threatening allergies and epi-pen administration at the start of each school year to all Personnel who oversee students with life threatening allergies

2. Medical Documentation

- Obtain completed physician and Parent documentation of life threatening allergies yearly from Parent.

3. Emergency Plan

- Develop an Emergency Plan based on the above mentioned medical documentation and update as necessary

4. Communications

- Provide all Personnel who oversee students with life threatening allergies with a list of these students

5. Student/Parent Education and Awareness

- When possible, the School Nurse will provide a classroom program regarding life threatening food allergies*

RESPONSIBILITIES OF SCHOOL BUS COMPANY ADMINISTRATION

1. Training

- Assure that all bus drivers (including substitute drivers) attend training regarding the topic of life threatening food allergies and epi-pen administration.

2. Emergency Plans; Emergency Procedures

- Assure that each bus driver (including substitute drivers) who has students with life threatening food allergies on his or her bus has read, is familiar with and is prepared to act on student Emergency Plans
- Assure that each bus driver (including substitute drivers) maintains a folder with Emergency Plans of students with life threatening food allergies who are on their bus next to the driver seat of the bus at all times (subject to Parent approval of it being placed there)

3. Emergency Communication Devices

- Provide emergency communication devices to all bus drivers who oversee students with life threatening food allergies

4. Preventative Measures

- Assure that bus drivers prohibit all eating on school buses

RESPONSIBILITIES OF PARENTS/GUARDIANS (REFERRED TO HEREIN AS "PARENT") OF STUDENT WITH LIFE THREATENING FOOD ALLERGIES

1. Medical Information and Documentation

- Provide completed and signed physician and Parent documentation of their child's life threatening food allergies yearly.
- Encourage food allergic children to wear identification bracelet/necklace indicating a life-threatening allergy.

2. Emergency Plan

- Review and sign final Emergency Plan yearly and sign updated Emergency Plan as necessary

3. Medications

- Deliver medications referenced in Emergency Plan to School Nurse as needed.
- Replace medicines which are about to expire on a timely basis

RESPONSIBILITIES OF SUPERINTENDENT OR DESIGNEE

1. Compliance

- Monitor compliance of School Administration, Athletic Director, Bus Company Administration and Food Service Directors with the Groton-Dunstable Regional School District Food Allergy Policies

Creative Fundraising that Supports Student Health

Fundraising is an important endeavor for many student and community groups affiliated with GDRSD. Keeping in line with the Wellness Policy and the District Mission Statement, fundraising activities should support coordinated school health efforts and, ultimately, individual student health. Fundraising that supports healthy behaviors demonstrates a commitment to students, staff, families, and the community. Selling less than nutritious food items to raise funds contradicts the nutrition messages taught in the classroom. Fundraising should support student health and schools need to work in partnership with parents, other adults, and the community to promote health and fitness. We want our students fit, healthy, and ready to learn!

To that end, the GDRSD Wellness Policy states:

Fundraising during the school day (bus to school, school to home) that involves foods includes healthy choices and shall provide age appropriate selections. Fundraisers should support a healthy school environment and be free from solicitation of foods that do not meet the specifications of the Dietary Guidelines for Americans (for example, bake sales, candy sales). Extracurricular fundraising groups are encouraged to adhere to the aforementioned guidelines.

Many schools and communities around the country are creating fundraising campaigns that will meet financial need and promote health and nutrition. Simply because a candy sale is a tradition, doesn't mean it is a good practice that contributes to the positive growth and development of our students. Examples of food products for fundraising other than candy include:

- Fresh fruit
- Popcorn
- High quality vegetables
- Fruit smoothies
- Frozen bananas
- Trail mix
- Fruit and yogurt parfaits

Schools also sell an expanding variety of non-food items, such as:

- School cookbooks
- Garden seeds
- Discount coupon books
- Raffles of gift baskets
- Books

- Temporary tattoos
- Plants
- Gift wrap and greeting cards
- T-shirts, sweatshirts
- School spirit gear
- Emergency kits for cars
- Rent a special parking space
- Bumper stickers
- Hats, scarves
- Candles
- Magazine subscriptions
- School Frisbees

Also, many schools use a wide variety of traditional and non-traditional fundraising events:

- Car washes
- Walk-a-thons, bike-a-thons, jog-a-thons, skate-a-thons, fun runs
- Spelling bees
- Read-a-thons
- Student art auction
- Festivals
- Family bingo nights
- “Hire a student” for odd jobs (with proceeds going to the school)
- 3-on-3 basketball tournaments
- Student vs. teacher sporting events
- Silent auctions
- Talent shows (parents, teachers, students)

RECOGNIZING ACCOMPLISHMENTS

Alternatives to Rewards and Using Food as Rewards

In the classroom, on the playground, during extra or co-curricular activities, it is important to recognize and acknowledge our students for their accomplishments and achievements. A common practice has been to use *rewards* to validate student progress. According to Cameron, Tate, MacNaughton, and Politano (1997), however, there exists a qualitatively different outcome when giving recognition versus giving rewards. Research indicates that giving rewards—prizes, stickers, extra play time, and more—actually “hinder students from developing positive self-esteem, working successfully with others, taking risks, and accepting responsibility” (p. 6). Rewards “divert attention from the actual performance and learning, discourage risk taking, and can (when withheld) serve as a form of punishment” (p. 4). Rewards can quickly become the focus of a learning activity rather than a genuine desire to learn and grow.

Recognition, on the other hand, acknowledges students and their achievements and supports student learning. “It leads to a sense of belonging, personal power, and an intrinsic motivation to learn” (p. 9). The goal is to provide opportunities for *all* students to be recognized for a wide range of effort and achievement, valuing a wide variety of student accomplishments. Additionally, where rewards are based on conditions set by the teacher, recognition “encourages students to set and monitor their own goals for learning” (p. 19).

There is clear evidence that best educational practice involves using recognition and not relying on rewards to motivate student learning. Further, when food is the reward item of choice, there are additional concerns. This practice can lead to the following outcomes:

- Classroom learning about nutrition will remain strictly theoretical if schools regularly model unhealthy behaviors
- Foods commonly used as rewards can contribute to health problems for children: obesity, diabetes, hypertension and cavities. These diseases are increasing rapidly among children in the U.S.
- Rewarding students with food can interfere with children learning to eat in response to hunger and satiety cues.
- Food preferences for both sweet and non-sweet food increase significantly when foods are presented as rewards. In other words, we may be teaching children to prefer unhealthy foods.
- Schools are institutions designed to model appropriate behavior to children. Foods as rewards may contribute to disordered eating in the future (Making It Happen, 2005).

For these reasons, the GDRDS Wellness Policy states:

Teachers are to limit the use of food as a teaching tool and/or a reward. It is recommended that teachers do not use candy for rewards for students.

The following lists classroom and school ideas for expanding opportunities for recognition and avoiding using rewards (including food rewards) so that students will be able to recognize themselves and their peers (Tate, et al, 1997).

- Ask students what they might like to be recognized for and what they might recognize others for
- Create a recognition area where students make things to recognize classmates and themselves, teachers, staff, family members, etc., for specific work, behavior, and effort
- Set time aside regularly for students to work with a partner or in small groups to talk about and show their efforts and accomplishments
- Shift from praise to specific feedback by using descriptive phrases (“I see color and attention to detail in this project”)
- Develop a list with students of what they will agree to do to make the classroom a good place to learn
- Develop a list of classroom expectations and give students time to talk about how they succeed in following them
- Have students write notes to their families when they do something they want their families to know about
- Have students choose how they will show that they learned from specific classroom experiences (e.g. field trips, reading activities). Give students time to share their work with others
- Invite students to make advertisements for their skills. Create a class book of the advertisements.
- Display all student work showing a variety of accomplishment
- Discuss with students the variety of talents in the classroom and emphasize that all are valued
- Provide students time in class to write individual notes to other students about their achievements and efforts

Alternative Consequences for Students

As professionals, teachers are called upon to balance everything in their classroom. They need to provide a safe and productive classroom environment. Teachers require the ability to attend to individual student behavior while tending to the class as a whole. Holding students accountable for disruptive or dangerous behavior is part of this process. As stated in the Wellness Policy, GDRSD leadership discourages the use of recess as a punishment. Punishing children by taking away recess reduces their already-scarce opportunities for physical activity. Recess is an important part of the students' day—not just for the needed break from academics. Recess is a time for students to develop social skills, social competency, and it supports their physical growth and development; all things that contribute to a readiness to learn. In essence, recess is as much a part of the curriculum as math, reading, social studies, or science.

Punishment techniques can rapidly decrease a student's rate of problem behaviors. But merely suppressing behavior is inadequate and needs to be coupled with a promotion of positive behavior.

The following is a list of alternatives to taking away recess used by GDRSD teachers and staff:

- Write a letter of apology to the person who has been wronged and discuss with teacher the importance of apologies
- Write a letter to parents/guardians explaining why behavior is inappropriate or disruptive and stating what student will try to do to change behavior
- Take away privilege of choice for class or individual activity when choice is built into activity
- Do make up work during free choice time
- Have students sit away from the group to do class work and have them “earn” their way back into the group activities
- Have student work with teacher to develop a plan for behavior change tied to incremental privileges
- Create a behavior charts with students that identifies a target behavior and agreed upon reinforcements and rewards for chronic behavior issues

***Parental, Staff, and Student Leadership in Promoting Wellness
Get Involved!***

All teachers, staff, students, parents, and community members are encouraged to get involved in the promotion of health and wellness among our students. Involvement doesn't require attendance at meetings or programs—there are many creative ways to be part of this important process to support student development and learning!

The following is a short list of ways to participate:

- Join a school wellness committee (contact school principal or health coordinator for more information)
- Become a representative on the District Health Initiative and its committees (see page 27 of this booklet)
- Participate in the Groton-Dunstable Alliance for Youth or attend its parent education *Community Circle* programs
- Get involved in *Massachusetts Action for Healthy Kids* (go to www.actionforhealthykids.org)
- Assist in identifying model school-based approaches to improving nutrition and physical activity—when you hear of a great idea, pass it on!
- Be a role model for a healthy and active lifestyle
- Plan family meals together that provide a balanced diet (go to www.mypyramid.gov for more information)
- Promote healthy snacks with other parents
- At appropriate grade levels, recognize birthdays for all children in a classroom for a given month and create a list of non-food alternatives for the celebration.
- Organize a neighborhood bike ride

Resources

If you're interested in learning more about wellness, health, nutrition, try some of the following sites:

- Massachusetts Action for Healthy Kids
www.actionforhealthykids.org
- Team Nutrition, U.S. Department of Agriculture (USDA)
<http://www.fns.usda.gov/tn/>
- US Department of Agriculture Food Pyramid (revised)
www.mypyramid.gov
- WE CAN! Ways to Enhance Children's Activity and Nutrition
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>
- Centers for Disease Control, Center for Nutrition and Physical Activity
<http://www.cdc.gov/nccdphp/dnpa/>
- Connect for Kids
<http://www.connectforkids.org>
- Dietary Guidelines for Americans
<http://www.healthierus.gov/dietaryguidelines/index.html>
- American Dietetic Association
www.eatright.org
- National Institute of Mental Health
www.nimh.nih.gov
- National Youth Violence Prevention Center
www.safeyouth.org
- Isafe America—Internet Safety
www.isafe.org
- Partnership for a Drug-Free America
www.drugfreeamerica.org
- Parents—The Anti-Drug
www.theantidrug.com

Sources

Connect for Kids! www.connectforkids.org

Making It Happen! School Nutrition Success Stories (2005) Food and Nutrition Service, U.S. Department of Agriculture, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, U.S. Department of Education, FNS-374. Alexandria, VA.

Massachusetts Action for Health Kids. www.actionforhealthykids.org

Recognition Without Rewards (1997). Cameron C., Tate, B., MacNaughton, D., & Politano, C. Kromar Printing



GDRSD DISTRICT HEALTH INITIAIVE COMMITTEES

Formed at the start of the 2005-2006 year, the District Health Initiative (DHI) serves as a functional group that supports the Wellness Policy. The DHI is comprised of parents, students, administrators, teachers, and community members. As part of our ongoing efforts to promote wellness, the DHI will convene the following committees this year:

WELLNESS COMMITTEES

These committees will be comprised of parents, teachers, and students who will work to actively promote the procedures outlined in the Wellness Policy. The committees will identify creative strategies to promote the policy and its components and will be formed for the elementary, middle, and high school levels.

RECESS BEFORE LUNCH (RBL)

This committee will focus on Kindergarten – grade 4 recess scheduling. The task force will research and evaluate RBL programs in place in area districts, research the positive outcomes, identify obstacles, and determine next steps in planning.

HIGH SCHOOL AFTER SCHOOL MEAL PROGRAM

This committee will examine the feasibility of instituting a self-sustaining snack/dinner program at the high school level. The committee will research similar programs in area districts and identify strategies to implement the program at the high school.

All members of the GDRSD staff and Groton and Dunstable communities are invited to participate in these committees. If you would like to participate, complete the form below and return it to the main office at your son/daughter’s school or mail to Dr. Judith Robinson, Health Coordinator, P.O. Box 730, Groton, MA 01450. You can also email Judy directly at jrobinson@gdrsd.org.

I am interested in serving on the following DHI Committees.

_____ Wellness Committee—Grade level (please circle below)

PreK-4

Middle School

High School

_____ Recess Before Lunch (K-4)

_____ High School After School Meal Program

Name: _____ Email: _____

Address: _____ Phone: _____

Available to meet: Days After School Evenings