

WELLNESS POLICY

It is the belief of the Greater Lowell Technical High School to strive to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student and afford them the opportunity to fully participate in the education process. Greater Lowell Technical High School supports the adoption and implementation of a school health program. Greater Lowell Technical High School will work in cooperation with parents, who are the primary teachers and caregivers for their children.

At the center of a thriving school is a healthy, resilient, successful learner. Greater Lowell Technical High School recognizes that a well functioning school health program will improve the safety and health of all school community members and improve the academic achievement of students.

Greater Lowell Technical High School shall develop, adopt, and implement a broad plan for a school health program that shall:

- Be designed in response to demonstrated needs in the community;
 - Be based on models that demonstrate evidence of effectiveness;
 - Emphasize a positive youth development approach;
 - Make efficient use of school and community resources;
 - Respond to families' needs and preferences; and
 - Include goals for Health Education, Physical Education and Nutrition Education.
1. Health School Environment – the culture and climate that exist within a school that support the physical, mental, emotional, and social well - being and safety of all its members.
 2. Student Programs – can help address students' physical, emotional, social, and cognitive. These programs include, but are not limited to, extracurricular activities, intramurals student assistance programs.
 3. Adult Programs – provide information and support to adults directly involved in the care and education of students. The three primary elements involved are: professional development for staff, parent education and support programs, and employee assistance and wellness programs.
 4. Pupil Services – include the four core disciplines of school psychology, school social work, school counseling, and school nursing.

WELLNESS POLICY

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5. Curriculum, Instruction, and Assessment – involves planning, implementing, and evaluating curriculum that deals with all important health and safety issues.
6. Family and Community Connections – consist of the various formal and informal working relationships between schools, the greater community, and the families that live and work within them. These relationships involve networking, cooperation, coordination, and collaboration on health prevention, and youth development issues.

NUTRITION

The Greater Lowell Technical High School recognizes that a healthy intake of food and nutrients is essential for students to take full advantage of the learning environment in school. Eating patterns developed during childhood can affect eating patterns in later years. The Greater Lowell Technical High School is made up of secondary students who essentially have developed their eating habits. It is our goal that students have information available to them regarding wise food choices. Through educational materials displayed throughout food serving areas and selected food offerings, students will be able to gain the knowledge and skills necessary to select a diet that supports health and reduces the risk of illness and future chronic diseases.

The nutrition program shall:

1. Provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10, of the Child Nutrition Act (42 U.S.C. 1779) and section 9 (f) (1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758 (f) (1), 1766 (a) 0, as those regulations apply to schools. The guidelines will follow the Healthy Hunger Free Kids Act of 2010 to provide healthy meals which follow the new guidelines set forth by both State and Federal agencies.
2. Ensure that a variety of snack and beverage items be made available during the school day meet the guidelines of the Massachusetts Action for Healthy Kids and or the State of Massachusetts Nutrition Standards in School.
3. Be sensitive to the school environment in displaying food provider's logos and trademarks on school grounds.
4. Include healthy choices for food and beverages sold at fundraisers.
5. Be consistent with established nutrition environment standards with the advertising of foods or beverages in the areas accessible to students during mealtimes.

NUTRITION

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6. Ensure that profit generation will not take precedence over the nutritional needs of the students. The child nutrition program will aim to be self-supporting; however the program is an essential educational support activity. If subsidy of the child nutrition fund is needed, it will not be from the sale of foods with minimal nutritional value or compete nutritionally with program meals.
7. Serve foods to students that comply with all state and local food safety regulations. Hazard Analysis and Critical Control Point plans and guidelines are implemented to prevent food illness in schools.
8. Ensure that all students have affordable access to the varied and nutritious foods needed to stay healthy and learn well.
9. Emphasize that food not be used as a reward or punishment for student behaviors, unless it is detailed in a student's Individualized Education Plan.
10. Provide enough time for students to eat.
11. Educate students through cafeteria displays and school communications the relationship among dietary intake, eating behaviors, physical activity and emotional health.

PHYSICAL EDUCATION

Greater Lowell Technical High School shall establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum shall be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives. The physical education program shall:

1. Emphasize knowledge and skills for a lifetime of regular physical activity;
2. Be consistent with Massachusetts State Frameworks for physical education and with national standards that define what students should know and be able to do;
3. Provide many different physical activity choices;

PHYSICAL EDUCATION

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4. Feature cooperative as well as competitive games;
5. Meet the needs of all students, especially those who are not athletically gifted;
6. Take into account gender and cultural differences in students' interests;
7. Teach self-management skills as well as movement skills;
8. Actively teach cooperation, fair play, and responsible participation in physical activity;
9. Have student/teacher ratios comparable to those in other curricular areas;
10. Promote participation in physical activity outside of school;
11. Focus on helping adolescents make the transition to an active adult lifestyle; and
12. Be an enjoyable experience for students.

Teachers shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind. Physical education staff shall not order performance of physical activity as a form of discipline or punishment.

Suitably adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

Physical education shall be taught by well-prepared specialists who are certified by the state to teach physical education. All physical education teachers shall be adequately prepared and regularly participate in professional development activities to effectively deliver the physical education program. Preparation and professional development activities shall provide basic knowledge of the physical development of adolescents combined with skill practice in program-specific activities and other appropriate instructional techniques and strategies designed to promote lifelong habits of physical activity.

HEALTH EDUCATION

A program of health education that is designed to promote healthful living and discourage health-risk behaviors shall be offered during the 9th and 12 grades. Health-literate graduates of the school system shall be able to:

- Comprehend concepts related to health promotion and disease prevention;
- Access valid health information and health-promoting products and services;
- Practice health-enhancing behaviors and reduce health risks;
- Use interpersonal communication skills to enhance health;
- Use goal-setting, decision-making, and self-management skills to enhance health; and
- • Advocate for personal, family, and community health.

The health education program shall be an integral part of a coordinated school health program, be consistent with the Massachusetts State Frameworks. The health education program shall:

1. Utilize educational theories and methods that have credible evidence of effectiveness;
2. Emphasize learning and practicing the skills students need for healthful living;
3. Build functional knowledge and skills from year to year (i.e., be sequential in design);
4. Include accurate and up-to-date information;
5. Use active, participatory instructional strategies and techniques;
6. Be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds;
7. Be consistent with community standards;
8. Focus on the behaviors that have the greatest effect on a person's health and emphasize the short-term and long-term consequences of personal health behaviors;
9. Encourage students to assess their personal behaviors and habits, set goals for improvement, and resist peer and wider social pressures to make unhealthy choices;
10. Stress the appealing aspects of living a healthy lifestyle;
11. Address students' health-related concerns;

HEALTH EDUCATION

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12. Utilize curriculum materials that are gender-neutral and non-stereotyping;
13. Assess students' achievement of health knowledge and skills with assessment instruments aligned with the curriculum;
14. Be appropriately adapted to the special needs of students with disabling conditions;
15. Be taught by well-prepared instructors with adequate support;
16. Be allocated enough instructional time to achieve the program's goals;
17. Be taught in classes that are the same average size as classes in other subject areas;
18. Include means for program evaluation.