

# BPS District Wellness Policy Draft

Recommended Policy Updates for BPS School Committee Approval

Submitted by the BPS District Wellness Council

June 7, 2017

## TABLE OF CONTENTS

|  |          |
|--|----------|
| <b>Policy</b> .....  | <b>1</b> |
| Cultural Proficiency .....                                   | 4        |
| School Food and Nutrition Promotion.....                     | 5        |
| Comprehensive Physical Activity and Physical Education ..... | 6        |
| Comprehensive Health Education.....                          | 8        |
| Healthy School Environment.....                              | 8        |
| Safe & Supportive Schools.....                               | 9        |
| Health Services.....   | 10       |
| Staff Wellness .....   | 11       |

## Policy

2 (This section has been rewritten to provide more details per federal regulation)

4 The Boston Public Schools (BPS or the District) aims to actively promote the social, emotional and  
6 physical health and wellness of all students to advance both their healthy development and readiness to  
8 learn. Student and staff wellness is a core value of the District and a key strategy to address health  
10 inequities and to close opportunity and achievement gaps that impact BPS students. Thus, BPS strives to  
12 be one of the healthiest school districts in the country. BPS will ensure that the healthy choice is the easy  
14 choice and that students learn the skills and knowledge needed to make those choices. BPS is committed  
to implementing a Whole School Whole Community Whole Child (WSCC) approach to wellness, as  
recommended by the Centers for Disease Control and Prevention (CDC) and ASCD (Association of  
Supervisors and Curriculum Development). As a part of this approach, BPS will meet the health and  
wellness needs of all students through prevention, intervention and intensive response. As a result, all BPS  
students will be challenged, supported, engaged, safe and healthy.

16 The District Wellness Policy is intended to link new and existing wellness-related policies and convey a  
18 framework for creating safe, healthy and welcoming school environments. BPS shall take a comprehensive  
20 approach to reviewing and incorporating changes in policy, curriculum, and operating procedures to  
22 promote healthy lifestyles and sustainable wellness practices for all students and staff. The work of  
implementing this policy relies on the work and collaboration of instructional, operational, clinical and  
administrative staff at schools and central office departments. BPS shall develop the capacity of schools to  
implement the policy and improve the quality and equity of programs, services, and supports. This policy  
is inclusive of all students, staff, and families.

24  
26 *District Wellness Council*

28 The BPS shall maintain a Superintendent-Appointed District Wellness Council. This advisory group will  
30 develop, recommend, review and advise on implementation of school district policies that address student  
and staff wellness. The District Wellness Policy shall be reviewed once yearly by the District Wellness  
Council and considered for updates based on other model school wellness policies and best practices,  
annual report findings and recommendations, input from schools and the community, research evidence,

2 and regulations. The District Wellness Council shall seek ongoing feedback from BPS community  
3 stakeholders. Additionally, the District Wellness Council will develop an annual Wellness Action Plan  
4 with goals and SMART objectives for the coming school year.

6 This council shall include at a minimum representatives from: families, students, school and district  
7 instructional and operational administrators, relevant central department heads, school food and nutrition  
8 services staff, physical education and health education teachers, school nurses and other school health  
9 professionals (e.g. psychologists, guidance counselors, social workers) a school committee member,  
10 community youth serving agencies, Boston Public Health Commission representatives, healthcare  
11 providers and the general public. Appointees to the maximum extent possible shall reflect the cultural,  
12 linguistic, and ethnic composition of BPS schools. General membership to and attendance at the District  
13 Wellness Council is open to all stakeholders and the general public. The District Wellness Council will  
14 implement a plan for involving and engaging all of these stakeholders.

#### 16 *School-based Wellness Councils*

18 All Boston Public Schools shall establish and maintain a school-based wellness council. School-based  
19 wellness councils shall act as a shared leadership team to implement wellness-related district policies.  
20 Councils must assess their school's implementation of the Wellness Policy and create and implement an  
21 annual Wellness Action Plan as a part of the Quality School Plan. Principals shall name a wellness council  
22 chair(s) to coordinate the wellness council and act as a liaison to the District, community, and families.  
23 Wellness council chairs will attend district training. The council shall include at a minimum a school  
24 administrator, family representatives, students (where feasible), representatives of a wide range of school  
25 health and health-related disciplines, including school nurses, school food service staff, health education  
26 and physical education teachers and other school health professionals, such as psychologists, guidance  
27 counselors, and social workers. To the extent feasible, members will include operations and custodial staff,  
28 community partners and the general public. Appointees to the maximum extent possible shall reflect the  
cultural, linguistic and ethnic composition of the school community.

#### 30 *Stakeholder Participation in Councils / Informing and Updating the Public*

32 The District will develop a district-level communication strategy and communication guidance for schools  
33 to increase awareness of the policy and its importance for creating a safe, healthy, and welcoming school.  
34 The following are responsibilities for informing stakeholders about policy:

- 36 ● BPS will post the District Wellness Policy on the BPS website.
- 37 ● Schools must share a link to the District Wellness Policy on their school's website and send a  
38 message to families notifying them of how they may obtain a copy or otherwise access the policy.
- 39 ● School-based Wellness Councils shall annually communicate wellness-related policies so that all  
40 staff, families and students are aware of the policy requirements.
- 41 ● BPS and schools shall notify families and the public about the content of the District Wellness  
42 Policy and any updates to the policy on an annual basis.
- 43 ● BPS will ensure that the District Wellness Policy and any public announcement related to the  
44 policy are available in the languages that represent the school community.

46 The following are responsibilities for informing stakeholders about the District Wellness Council and  
school-based councils:

- 48 ● BPS will make available to the public and school community, on the BPS website and through  
49 other regular channels of communication that BPS utilizes, a list of names and position titles (or  
50 relationship to the school) of individuals who are a part of the District Wellness Council, including  
the name, position title, and school- based contact information of the council leadership and  
subcommittee co-chairs.

- BPS will post the District Wellness Action Plan on the BPS website to share District goals and objectives for the school year.
- Schools must make available to the public and school community on their website a list of names and position titles (or relationship to the school) of individuals who are a part of their school-based wellness councils and include the name, position title, and school-based contact information of the council chairs(s).
- Schools must post their Wellness Action Plans on their school’s website to share local school goals and activities to implement the policy.
- BPS shall make available to the public and the schools the results of the annual assessment, which is detailed in the next section, and actively notify families of the availability of the assessment results.

The following are responsibilities for engaging stakeholders:

- The District Wellness Council and school-based councils will encourage diverse membership on councils and subcommittees, attendance at meetings, and participation of all BPS stakeholders through public comment and feedback.
- BPS will share information on the District website about how the public can get involved with the District and school-based wellness councils.
- Schools must share information on their school’s website about how the public can get involved with the school wellness councils.
- BPS will develop methods to educate students about wellness policies and ways they can be involved in the wellness councils when developmentally appropriate.

#### *Monitoring, Assessment and Reporting*

BPS shall develop and implement an evaluation plan designed to measure school-level implementation and student level outcomes of all policy components of the District Wellness Policy. Where possible the metrics will align with other district indicators and be measurable using existing evaluation tools and systems and be sustainable over time. This plan will be made available to the public as a part of the District Wellness Policy circular.

BPS shall annually assess compliance with the District Wellness Policy, alternating between qualitative and quantitative annual assessments. The annual assessment will measure the extent to which schools are in compliance with the BPS policy and the progress made in attaining the goals of the previous year’s Wellness Action Plan. The District Wellness Council will write an annual report that will include: the results of assessment, the extent to which the Boston Public School District Wellness Policy compares to model local school wellness policies, a summary of the district activities and accomplishments related to wellness policy implementation of the previous year, and goals and objectives for the upcoming year. This annual report shall be presented to the Superintendent, the School Committee and Massachusetts Department of Education. The District will develop a strategy for reporting on compliance of each school.

BPS shall maintain records to document compliance with Wellness Policy including: the written District Wellness Policy; documentation demonstrating compliance with community involvement requirements; documentation of the annual assessment of the District Wellness Policy; and documentation to demonstrate compliance with the annual public notification requirements.

#### *Wellness Policy Leadership*

School principals are responsible for ensuring their school complies with the Wellness Policy. At the district level, the Executive Director of the Office of Social Emotional Learning and Wellness is responsible for overseeing monitoring, reporting, and communication of the BPS Wellness Policy. The

following district departments are responsible for supporting implementation and monitoring of specific components of the policy:

- Behavioral Health Services
- Facilities & Capital Management
- Food and Nutrition Services
- Health and Wellness
- Health Services
- Office of Engagement
- Office of Equity
- Office of Opportunity and Achievement Gap
- Safe and Welcoming Schools
- Transportation

The compiled department information will be reported to instructional superintendents and operational superintendents who are granted the authority and responsibility by the superintendent to ensure each school complies with the policy. BPS will provide a means of contacting the district or school official(s) responsible for oversight by designating district or school-based phone(s) number and/or email address for this purpose.

## Cultural Proficiency

(Whole section rewritten to include District efforts)

The Boston Public Schools is committed to creating a culturally proficient District that embraces at its fundamental core the culturally sustaining and affirming beliefs and practices that honor differences while mitigating the effects of concentrated poverty and institutional racism in the effort to eliminate gaps and promote health and wellness for all. The District is committed to providing authentic learning opportunities for every child in every classroom in every school to ensure they develop into healthy, engage, self-determined, and independent learners that are college and career ready. The District recognizes that Culturally and Linguistically Sustaining Practices (CLSP) helps to create a safe, healthy and welcoming environment that supports all students' social, emotional, physical and academic learning as well as their health and wellness. Cultural Proficiency is an approach that raises awareness of individual and institutional culture and bias, encourages cultural learning and relationship building, and implements CLSP, in order to respect, celebrate and build on cultural strengths and diversity. Cultural diversity includes but is not limited to group and/or individual identities based on race, ethnicity, nationality, immigration status, religion, language, gender, sexual orientation, gender identity, ability, social class, and home life or family structure. Cultural Proficiency should be integrated into the implementation of other areas of the District Wellness Policy, and is called out here to establish specific actions to be taken by the District and the schools.

The District will support the development of staff and administrators' competencies to build cultural proficiency in schools, classrooms and central office departments. Schools shall collectively assess their organizational structure, policies and school-wide practices for bias(es) as well as examine their physical environment, classroom curricula, instructional materials and wellness promotions. Schools will use this assessment to inform their annual Wellness Action Plan. The District and the schools shall include student, family and community participation on decision-making bodies and create structures for feedback from students, families and communities and increased engagement of all families in wellness-related policies and committees. This includes recognizing specific barriers faced by families of ELL students and ELL students with disabilities by targeting outreach to these groups and using the Translation and Interpretation Unit to translate family-focused communications and to provide

interpretation as requested during meetings.

Schools will follow other cultural proficiency-related policies, including those regarding race, ethnicity, immigration status, religion, language, gender, sexual orientation, gender identity, and disabilities and policies that promote family and student engagement. The work of creating a culturally proficient District requires the participation of departments and staff across the District and requires engagement in interdepartmental collaboration.

## School Food and Nutrition Promotion

(New language in **bold**)

The Boston Public Schools supports lifelong healthy eating habits for all students and staff, and is committed to addressing the increasing rates of diet-related health consequences among these groups by creating a healthy school food environment. **Serving healthy choices in the lunchroom, limiting availability and marketing of unhealthful foods and sugary drinks, and making water available to students throughout the day are some of the ways to create a healthy school food environment. BPS is committed to ensuring food sold or served outside of the cafeteria meets high nutritional standards.**

**Boston Public Schools believes the cafeteria is an essential setting to educate and promote healthy eating habits. Boston Public Schools is committed to serving students nutritious and delicious food that is less processed, more locally sourced, and culturally responsive to reflect the diverse student population. As an effective way to improve the nutritional quality of both foods served in schools and consumed by students, BPS will create and implement School Meals Nutrition Standards, going beyond federal requirements. BPS shall undertake a constant review of school food and the food environment to ensure safety, quality, menu equity, and innovation. Boston Public Schools shall be an innovator with school food, serving foods that are new and exciting for the students. We believe that students deserve meals reflective of their culture and tastes. We believe eating well is not a privilege; it is a right.**

Key requirements of creating a healthy school food environment are:

### *School Meals Program*

- Ensure all menus meet USDA-mandated requirements, as well as Massachusetts Department of Public Health regulations and the latest scientific evidence on healthy eating practices. At a minimum, schools must follow Bronze status standards for the Alliance for a Healthier Generation, and work toward Bronze status standards for the Healthier US School Challenge.
- **Ensure all menus offer variety and are well presented in an appealing way, and meals and menu items are labeled to communicate deliciousness, as well as specific ingredients.**
- **Encourage students to participate in breakfast, lunch, and afterschool meals program and avoid stigmatizing children who participate.**
- **Provide food with “clean” labels that are free of unwanted ingredients including, trans fats, high fructose corn syrup, artificial colors, artificial sweeteners, additives (azodicarbonamide, bromated flour), and artificial preservatives (nitrates, nitrites, sulfates, sulfites, MSG, BHA, BHT, TBHQ).**
- Reduce material used for packaging, sourcing recyclable or compostable materials when possible and working to promote best practices around recycling and composting.

- **Water must be available at no cost during meal times wherever meals are served.**

### **Food Safety**

- **Ensure kitchen facilities (both prep and satellite locations) are inspected twice a year by the Inspectional Services Division (ISD - Health Department).**
- **Implement a stringent and detailed internal Hazard Analysis and Control Points (HACCP) plan that provides regulations in following safety procedures for food recalls, emergency preparedness to avoid foodborne illnesses, and the spread of infectious diseases.**
- **Ensure all employees who work 5+ hours are certified in food safety.**
- **Ensure all lead employees are allergy awareness certified and have American Heart Association Heart Saver First Aid Program 2 year certification.**

### *Nutrition Education, Promotion and Food & Beverage Marketing*

- Promote health and nutrition messages that encourage the consumption of fruits and vegetables, whole grains, healthy fats, low-fat dairy products, and water and other messages consistent with research-based findings that indicate a positive impact on health.
- Identify opportunities to teach healthy eating habits in health education, physical education, and other subjects, and through cafeteria and other school-wide promotions.
- Identify opportunities to support teachers, school staff, and parents around modeling healthy eating habits and following appropriate nutritional standards at school celebrations and staff meetings.
- **Allow only food and beverage marketing on school grounds, including items shared with students, that promote foods and/or beverages that meet the BPS nutritional standards.**

### *Competitive Food & Beverages*

- **Prohibit food sold in competition with school meals, including food-based fundraisers and vending machines during school meal times.**
- All schools shall follow federal, state, and local laws and regulations for competitive foods and beverages (i.e. foods sold, provided, or served within school buildings or on school grounds outside of the school meals program) as outlined in the BPS Competitive Food and Beverage Policy.
- Encourage non-food alternatives for school fundraisers, school parties, and classroom celebrations.
- **Prohibit the use of food and beverage as a reward or means of discipline.**

All Boston Public Schools shall follow Food and Nutrition Services policies and circulars.

## Comprehensive Physical Activity and Physical Education

(New language in **bold**)

The Boston Public Schools is committed to a district-wide, strategic effort to increase all students' physical activity and fitness by bringing *more* physical education and physical activity to schools; improving the *quality* of physical education and recess, and increasing the *equity of* physical activity programs and resources across our schools. Activities will be inclusive to meet the needs, interests, abilities and cultural diversity of all students, including students of all gender identities, students with disabilities, and students with special healthcare needs.

Numerous studies indicate that regularly engaging in moderate-to-vigorous exercise contributes to overall physical and mental health and that nurturing an exercise habit among children lays the foundation for lifelong fitness. Research also shows that increased physical activity increases children’s cognitive function, ability to concentrate in class, and academic performance. Thus, as a part of a strategic effort to improve academic performance, BPS recognizes and promotes the benefits of a Comprehensive Physical Activity Program, where quality physical education is the cornerstone and additional physical activity is integrated throughout the school day and into before and after school programs, **staff wellness and family engagement activities.**

The Boston Public Schools is committed to a strong athletics program that offers a variety of programs and is accessible to all students. Athletics participation can contribute to student fitness, wellness, character development and a lifelong commitment to a physically active lifestyle. Additionally, by establishing a safe, supportive and engaging school environment, athletic programs encourage school connectedness and create a climate where healthy competition and support fill the school with spirit and a sense of community. Research shows that healthy children are better learners and connected students are more likely to stay in school. In this way, athletics contributes to the academic success of students.

In accordance with state law, all schools must provide all students in all grades with opportunities for physical activity. Schools must offer at least 150 minutes of in-school physical activity weekly in grades PreK-8, including required physical education, movement breaks, recess, or lessons involving movement **structured to support moderate-to-vigorous physical activity (MVPA).** In grades PreK-8, students are expected to have **at least 20 minutes** of daily recess.

All schools must offer standards-based physical education (PE) for all students in all grades. Schools are required to offer at least 45 minutes of weekly PE in grades PreK-8 and at least one semester (**equivalent of a half school year**) of PE each year in grades 9-12. We recommend that schools provide at least 80 minutes of weekly PE in grades PreK-8. In order to help schools work toward this recommendation, Boston Public Schools will develop an implementation plan with input from current principals and headmasters. This implementation plan will be shared with the School Committee.

Extended day programs and out of school time, which includes before and after school programs, are expected to offer an array of physical activity opportunities to ensure all students are able to participate. **Schools shall offer opportunities for students to participate in physical activity before and after the school day, including extended day time, through a variety of methods including physical activity clubs, physical activity in before/after school programs, intramurals and interscholastic sports, and in their school commute.**

**The District recognizes that students benefit from bicycle and pedestrian safety education to help make the trip to and from school safer and instill confidence in students, parents and community members. The District will develop and maintain policies and procedures for working together with city agencies, schools, families and students on efforts to promote a safer and easier trip to and from school when students and staff are walking, bicycling, using public transit or other means of physically active transport. The District will encourage 7-12th grade students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for eligible 7-12th grade students. The District will provide resources to schools, students and families regarding walking, riding a bicycle, using public transit or other forms of active transportation. The District will encourage wellness councils, school administrators and students, staff, families and community partners to assist the district in promoting safe, physically active travel to and from school. Schools are encouraged to designate a transportation liaison to facilitate communication regarding**

2 **district efforts to promote safe, physically active travel to and from school. Schools shall**  
3 **participate in student transportation surveys when requested to help the District plan for**  
4 **strategies to promote a safer and easier trip to and from school when walking, bicycling,**  
5 **using public transit or other means of physically active transport.**

## 6 Comprehensive Health Education

(New language in **bold**)

8  
9 The Boston Public Schools requires Comprehensive pre-K through grade 12 Health Education that is  
10 medically-accurate, age and developmentally appropriate, culturally inclusive, and implemented in safe  
11 and supportive learning environments where all students feel valued. All Boston Public Schools shall take  
12 a skills-based approach to teach comprehensive health education that addresses a variety of topics, such as  
13 tobacco, alcohol, and drug abuse, healthy eating/nutrition, mental and emotional health, personal health  
14 and wellness, physical activity, safety and injury prevention, violence prevention, and comprehensive  
15 sexual health education that is LGBTQ inclusive. It shall promote healthy lifestyle habits, healthy  
16 relationships and health literacy for all students. Health education curricula will align with the BPS Health  
17 Education Frameworks, which integrate the Massachusetts Comprehensive Health Curriculum  
18 Framework and National Health Education Standards, as well as the National Sexuality Education  
19 Standards. Qualified and trained teachers will implement the curricula.

20  
21 All schools will follow relevant promotion and graduation requirements that include: Health education  
22 **that includes at minimum the Healthy and Safe Body Unit in elementary school;** two  
23 semesters of health education in grades 6 to 8 taught by a **licensed health education teacher;** and a  
24 one semester course of health education in total in grades 9 to 12 taught by a **licensed health**  
25 **education teacher. In addition to these course requirements, health education topics will**  
26 **be integrated into other subject areas where possible, so as to reinforce their importance,**  
27 **provide additional skill practice, and demonstrate the connections of health concepts to**  
28 **many other content areas.**

## 30 Healthy School Environment

(New language in **bold**)

32  
33 **The Boston Public Schools recognizes that healthy physical environments are critical to**  
34 **the prevention of asthma and other chronic and infectious diseases that impact learning.**  
35 The Boston Public Schools is committed to providing high-performing school buildings and grounds that  
36 are clean, in good repair, **have healthy indoor air quality** and water quality, **have sanitary and**  
37 **accessible bathrooms,** and use resources efficiently. **BPS strives to** provide adequate facilities for  
38 physical activity that are accessible and culturally-inclusive learning environments that positively impact  
39 the productivity, health, and wellness of all students and staff. **To address environmental risk**  
40 **factors for chronic and infectious disease, each school will receive an Annual**  
41 **Environmental Audit to evaluate health and safety conditions such as leaks, mold, pests,**  
42 **chemical storage and cleanliness.** The District shall maintain a Healthy Schools Taskforce (HST) to  
43 promote and raise awareness of the health of the built environment and ensure continuous improvement  
44 of BPS healthy school environment policies and programs.

46 District departments and all schools, through an Environmental Committee or school-based Wellness  
47 Council, shall comply with existing federal and state regulations, city ordinances and District policies

related to promoting and managing healthy school environments, including but not limited to:

- Green Cleaners
- Integrated Pest Management
- Trash and Recycling
- Infection Prevention & Control
- Tobacco Free Environmental Policy
- Environmental Inspection/Audit
- Student Safety/Health in School Shops
- BPS Water Policy
- Laboratories and Chemical Inventory “Right to Know” Law
- **Idling of buses and other motor vehicles on school property**

Schools shall regularly assess the quality and quantity of BPS facilities for **active transportation**, physical activity, and physical education, including schoolyards, and report maintenance needs for these facilities.

### Safe & Supportive Schools

(New language in **bold**)

The Boston Public Schools shall create a safe and supportive school environment for all students that is culturally proficient, engaging, and inclusive and one that provides skills-based education to promote healthy relationships and development and provides access to support services. Prevention, promotion and intervention-based work will address and integrate social emotional health and behavioral health.

**BPS will continue to foster a variety of integrated community partnerships to maximize supports to students, families and schools. Partnerships in this area include allied city and state agencies, universities, hospitals and other community based organizations.**

Schools will better meet the needs of students by creating safe and inclusive climates that are responsive to all forms of bullying and violence, including **bias-based conduct**, suicide, intimate partner violence, and sexual harassment and assault, and using screening and promotion efforts, including mental health and substance use screening. Special attention will be given to vulnerable student populations, **including but not limited to LGBTQ students, refugee, asylee, documented and undocumented immigrant students, ELL students and ELL students with disabilities, expectant and parenting students, court-involved students, students experiencing homelessness, and students experiencing trauma.** These efforts will create a safe and supportive learning environment that optimizes academic outcomes for all students. **Implementation of these efforts requires school psychologists, social workers, guidance counselors, school nurses, community partners and trained classroom teachers working together on an effective student support team. Boston Public Schools shall develop and implement a plan for K-12 SEL standards.**

**Boston Public Schools shall put in place systems that align to the district-accepted Multi-tiered System of Supports (MTSS) framework to ensure that all students have access to key resources and services in a safe and supportive environment. Schools shall adopt a MTSS Framework to support the development of a continuum of behavioral health supports and interventions falling across three tiers: Tier 1: Prevention and promotion, Tier 2: At-risk interventions and services and Tier 3: Intensive interventions and services. Embedded into MTSS is the use of positive behavioral interventions and supports and social emotional learning instruction designed to create safe and supportive school climates and build the skills of staff and students. The Comprehensive Behavioral Health Model (CBHM) is an example of an evidence-based MTSS-Behavioral framework**

2 **designed to meet the behavioral health needs of students and includes evidence-based**  
3 **practices interventions and data to determine effectiveness. CBHM is used in many BPS**  
4 **schools and will be made available to all schools. CBHM has been proven to promote**  
5 **positive behavioral health and reduces barriers to learning for students in participating**  
6 **schools. MTSS framework, including CBHM, incorporates the following key elements:**

- 7 • **Assessment including universal behavioral health screening**
- 8 • **Instruction including social emotional learning curriculum and delivery of services**
- 9 • **Data based decision making**
- 10 • **Building staff leadership and capacity**
- 11 • **Effective district and school structures and procedures (e.g. student support**  
12 **teams)**

13 In addition, schools shall follow all BPS policies that address specific areas of school safety and climate  
14 including the Code of Conduct and other related policies such as those related to crisis management,  
15 expectant and parenting students, sexual harassment, discrimination, and assault.  
16

## 18 Health Services

(New language in **bold**)

19 **The Boston Public School Health Services support students to be healthy, engaged, safe,**  
20 **and academically challenged by providing high quality, cost-effective in-school health**  
21 **care. BPS nurses are responsible for evaluating and managing the health needs of all**  
22 **students. That includes the following:**

- 23 • **Case management students with special health needs, including chronic or acute**  
24 **illnesses**
- 25 • **Monitoring and administering medications and medical procedures as prescribed**  
26 **by a student’s primary care provider or medical specialist**
- 27 • **Providing first aid and emergency care**
- 28 • **Screening students for height, weight, Body Mass Index, vision, hearing, scoliosis,**  
29 **substance use (screening, brief intervention and referral to treatment)**
- 30 • **Managing student medical records and immunization records**
- 31 • **Managing the control of communicable diseases**
- 32 • **Coordinating medical transportation for students**
- 33 • **Coordinating special dietary accommodations for students with food allergies**
- 34 • **Working with other school-based groups to provide safe and healthy environments**  
35

36 **In addition, school nurses engage in one-on-one education, small group health counseling,**  
37 **wellness promotion, and preventive services as part of the provision of care coordination**  
38 **services. BPS school nurses ensure access and/or referrals to the medical home or**  
39 **private health care provider. Where lawful, Boston Public Schools encourages positive**  
40 **communication and involvement with family regarding health services. Health Services actively**  
41 **collaborates with school and community support services to increase the ability of**  
42 **students and families to adapt to health and social stressors, such as chronic health**  
43 **conditions, adverse childhood experiences (ACE) and other social, emotional and**  
44 **economic determinants of health. BPS Health Services is committed to building**  
45 **partnerships with city agencies, medical providers, and community partners to leverage**  
46 **additional resources and health services.**  
47  
48

2 **Under Massachusetts Adolescent Confidentiality laws**, adolescent students may receive  
confidential services for diagnosis, treatment and/or referral for **drug addiction, family planning**  
4 **services, sexually transmitted diseases, and mental health.** In accordance with the BPS  
Condom Accessibility Circular, BPS High Schools shall provide access to condoms, with appropriate  
6 **reproductive health counseling** for students. **Each high school will have a Condom**  
**Accessibility Team (CAT) chaired by the school nurse and including at least one other**  
8 **staff member and an administrator. Condoms will be made available through the CAT at**  
**each school. Condoms will also be accessible from community health service partners**  
10 **and the Boston Public Health Commission (BPHC).** Parents and legal guardians may exempt  
their children from receiving condoms by notifying the school when they complete the family information  
12 forms at the beginning of the school year. **This exemption to not receive condoms does not apply**  
**to other confidential health services.**

### Staff Wellness

16 The Boston Public Schools cares about the well-being of staff members and understand the influence that  
18 staff actions have on all student health behaviors. All staff shall promote a school environment supportive  
of healthy behaviors. Adults are encouraged to model healthy behaviors, especially on school property  
20 and at school-sponsored meetings and events. Schools are encouraged to support staff wellness initiatives.