

NON-DISCRIMINATION

Title VI, Title IX, Section 504, ADA, Age Discrimination Act, G.L. c. 76, §5,
G.L. c. 151B, G. L. c. 151C, 603 CMR §26.08

Pursuant to G.L. c. 76, § 5, no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, creed, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. Additionally, pursuant to Federal and state law, no person shall be discriminated against on account of disability, homelessness, pregnancy status, or age. However, nothing in this prohibition shall be construed to prevent the Medfield Public Schools from making age qualifications for entering and attending school or participating in extracurricular activities.

Given its commitment to non-discrimination principles, the School Committee affirms its intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, and create safe school and classroom environments for all students, staff, parents, and visitors, including those with actual or perceived differentiating characteristics, including race, race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, creed, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics;
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups, and to investigate and remediate those grievances when they occur.
5. Initiate a process of reviewing policies and practices of the school system in order to achieve, to the greatest extent possible, the objectives of this statement.

In addition, the Medfield Public Schools will reasonably accommodate and modify its policies for individuals with disabilities when necessary to ensure that individuals with disabilities have an equal opportunity to access and participate in the programs of the District and to ensure that

students with disabilities receive a free and appropriate public education. If a student or other individual requires a reasonable accommodation or modification to a policy or procedure, please contact the student's Team Chair or the Director of Student Services/ Civil Rights Coordinator.

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The Medfield Public Schools further does not deny equal access to or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

It will be a violation of this policy for any student, district employee or third party based on a student's, employee's or third party's actual or perceived race, race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, creed, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written); or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against or treat differently a student, district employee or third party.

This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, and/or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students, employees or third parties to be free from a hostile school or workplace environment, taking into consideration the totality of the circumstances on and off campus, except for allegations under the District's Title IX policies and procedures.

The committee's policy of non-discrimination will extend to students, staff, the general public, and individuals with whom it does business. If you have a complaint or feel that you have been discriminated against because of your race, race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, creed, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics and/ or participation in a patriotic society, you may register your complaint with the District Civil Rights Coordinator or the building Principal in which the alleged discrimination occurred in compliance with Policy ACE, the District's Non-Discrimination and Grievance Procedure or the District's Title IX ~~Coordinators in compliance with Policy XXX, the District's Title IX Procedures~~ sexual harassment policies and procedures as applicable.

LEGAL REFS: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Acts of 2022, Chapter 117 -
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF.: ACA, Non-Discrimination on the Basis of Sex
ACAB, Sexual Harassment
ACE, Non-Discrimination Policy and Grievance Procedure
XXX, Title IX Procedure
JB, Equal Educational Opportunities
JCFIB, Bullying and Harassment Policy

~~Approved by School Committee: October 22, 2020~~

~~SOURCE: Medfield~~

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NON-DISCRIMINATION ON THE BASIS OF SEX

Title IX, 603 CMR §26.08

Title IX of the Education Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subjected to discrimination under an education program or activity receiving Federal Financial Assistance. Therefore, the school committee declares that the Medfield Public Schools does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend to students with regard to educational opportunities, to employees with regard to employment opportunities, and to individuals with whom the District does business with regard to business opportunities.

The school committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees. Discrimination on the basis of sex includes, but may not be limited to, sexual harassment, domestic violence/ dating violence, stalking, sexual assault and gender-based harassment.

The committee has designated ~~each principal~~ and the Director of Student Services, Mary Bruhl, to serve as the District Title IX Coordinators. All students and employees will be notified of the name, office address, and telephone number of the Title IX Coordinators in Policy ~~XXXXAC-R~~, the District's Title IX Procedure, which explains the District's procedure for handling Title IX complaints. All complaints of Title IX violations may be sent to either the District Title IX Coordinators, in accordance with the procedures outlined in Policy AC-~~RE~~.

LEGAL REFS.: Title IX of the Education Amendments of 1972 45 CFR, Part 86, (Federal Register, 6/4/75)
G.L. c. 76, § 5; 76, § 16 (Chapter 622 of the Acts of 1971)
Department of Elementary and Secondary Education Chapter 622
Regulations Pertaining to Access to Equal Educational Opportunity,
adopted 6/24/75, amended 10/24/78
603 CMR 26.00

CROSS REFS.: AC, Non-Discrimination
AC-R, Nondiscrimination
ACAB, Sexual Harassment
XXX, Title IX Procedure
JB, Equal Educational Opportunities
JCFIB, Bullying and Harassment Policy

~~Approved by School Committee: October 22, 2020~~

SOURCE: Medfield
File: ACA

~~NONDISCRIMINATION ON THE BASIS OF SEX~~

~~The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.~~

~~The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.~~

~~The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.~~

SOURCE: ~~—~~ MASC

UPDATED: ~~—~~ June 2012 ~~—~~ Reviewed 2022

LEGAL REFS.: ~~—~~ Title IX of the Education Amendments of 1972 ~~—~~
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE-603-CMR-26:00

CROSS REF.: ~~—~~ AC, Nondiscrimination

SEXUAL HARASSMENT POLICY

The Medfield Public Schools is committed to providing faculty, staff and students with an environment in which they may pursue their careers and studies without being sexually harassed. All persons associated with the Medfield Public Schools including, but not limited to, the school committee, the administration, the staff and the students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy.

To inform all parties of the law, reporting method and penalty for violating the policy, copies of the Title IX Procedures will be included in all Medfield Public Schools Student, Parent and Faculty Handbooks and will be distributed to support personnel through department managers/supervisors. Sexual harassment under state law will be addressed through the Non-Discrimination Policy and Grievance Procedure.

Sexual harassment is a violation of the Title VII and Title IX of the 1964 Civil Rights Act and G. L., c.151, §3A. "Sexual harassment" ~~in the employment context under state law~~ is defined in G.L. c. 151B, § 1 as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

~~In the educational context~~ Under Federal Law, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

While it is not possible to list all circumstances that may be considered sexual harassment, the

following are examples of conduct that violate the law and policy and which, if severe and pervasive and objectively offense, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

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- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, or cartoons.

Several behaviors listed as sexual harassment may also constitute physical or sexual abuse. Sexual abuse is defined as any act or acts by any persons involving sexual molestation or exploitation of a child, including, but not limited to incest, prostitution, rape, sodomy, or any lewd or lascivious conduct involving a child. Thus, under certain circumstances, alleged harassment may also constitute physical and/or sexual abuse under Massachusetts law. Such harassment or abuse is subject to the duties of mandatory reporting and must be reported to the Department of Children and Families within twenty-four (24) hours of the time the educator becomes aware of the suspected abuse. All school personnel are identified as being mandated reporters.

The committee's policy against sexual harassment will extend to students, staff, the general public, and individuals with whom it does business. If you have a complaint or feel that you have been sexually harassed, you may register your complaint with the District's Title IX Coordinators or the appropriate civil rights officer if the complaint is under state law only. Students may also report sexual harassment to any staff person s/he feels comfortable with, and that staff person will in turn report the alleged incident of sexual harassment to the District Title IX Coordinator.

All investigations will be in compliance with Title IX and Policy AC-RXXX, the District's Title IX Procedure.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;

- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to “rape shield” protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other’s credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school’s response to every report of

sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the (Name of District) School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: AC, Non-Discrimination
ACA, Non-Discrimination on the
Basis of Sex
XXX, Title IX Procedure

Approved by School Committee: October 22, 2020

SOURCE: Medfield

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable accommodation to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable ~~Modification:~~ Accommodation The District shall make reasonable accommodation in policies, practices, or procedures when the accommodations are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the accommodations would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or accommodation of equipment or devices and (4) other similar services and actions.

Limits of Required Accommodation: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and

operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

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Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school district receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school district will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

~~SOURCE: MASC July 2016~~

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended
 Education for All Disabled Children Act of 1975
 M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
 Title II, Americans with Disabilities Act of 1992, as amended
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended
 through 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

~~NOTE: Due to federal and state laws, many school committees are adopting policies and extensive regulations pertaining to Nondiscrimination on the Basis of Disability. At times, policy, regulations, and specific plans for action are combined in one long statement presented as policy. Other school districts present policy and regulatory statements separately.~~

EDUCATIONAL PHILOSOPHY

~~The philosophy of the Medfield School System is based on the belief that all students are individuals with various needs and abilities. Our educational programs are designed to provide all students with equal opportunity to learn. To meet the challenge of public education and to provide for the total development of all students demand a spirit and focus which are exemplified by quality teaching supported by appropriate budgeting, staff development and curricular planning.~~

~~In today's society our children are continuously excited by new and challenging stimuli; adaptability to change therefore becomes a paramount objective of learning.~~

~~The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their own learning by mastering the skills of independent inquiry, because circumstances do not enable us to predict with certainty what today's children will need to know when they become tomorrow's adults. The educational environment should be sought so that each child can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of him/herself, his/her fellow man, and the world around him/her.~~

~~The school system must continually strive to create, implement, and improve programs that are compatible with appropriate curricula and provide opportunities for innovation in teaching and learning. If this is accomplished, children will then come to realize more fully their own potential as individuals and be better prepared to appreciate and act responsibly in the society in which they live.~~

~~CROSS REFS.: ——— ADA, School District Goals and Objectives
IA, Instructional Goals~~

~~SOURCE: Medfield~~

MISSION STATEMENT

The Medfield Public School System will create a dynamic and collegial learning environment. Curriculum and instruction will guide students to achieve high standards and to meet the challenge of change. Through school, family, and community partnerships, students will be prepared to become responsible, sensitive, contributing citizens and lifelong learners.

CROSS REFS.: IA, Instructional Goals

~~NOTE: The cross references are to related sample policies in this manual. They are also examples of cross references that may be useful in an individual School Committee's policy manual.~~

File: ADA

SCHOOL DISTRICT GOALS AND OBJECTIVES

Table for School Committee Discussion – Portrait of a Graduate or like

The goal of this school system is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually, and contribute meaningfully to society.

Five objects that contribute to the achievement of this goal, listed without priority in arrangement, define desirable outcomes to be incorporated into plans for the school system.

1. To ensure that each student develops proficiency in basic academic skills
2. To ensure that each student develops the capacity to recognize and cope with the problems of an unknown future
3. To ensure the development of meaningful, interpersonal relationships among students, staff and community
4. To ensure maximum efficiency in the allocation of material resources
5. To ensure maximum efficiency in the allocation of human resources

NOTE: The NEPN classification system provides a code for filing goals in major areas of operations as follows:

AD, Educational Philosophy
BA, School Committee Operational Goals
CA, Administration Goals
DA, Fiscal Management Goals
EA, Support Services Goals
FA, Facilities Development Goals
GA, Personnel Policies Goals
HA, Negotiations Goals
IA, Instructional Goals
JA, Student Policies Goals
KA, School-Community Relations Goals
LA, Education Agency Relations Goals

SOURCE: Medfield

Medfield Public Schools

Medfield Public Schools Wellness Policy

The Medfield Public School (MPS) District is committed to promoting students' health and wellness and their ability to learn by providing physical activity and nutrition education in all schools, a school food service program, school health programs, social and emotional wellness programs, as well as school counseling and psychological support services.

MPS maintains a district Health Advisory Committee to monitor and address health and wellness issues that includes; students, parents, teachers, administrators, food service professionals, health professionals and other interested community members. The committee meets four times a year and establishes annual goals and objectives that are shared with the Superintendent.

Physical Education & Physical Activity

- A written Physical Education curriculum will be maintained in all schools. The Physical Education Program will provide opportunities for every student to develop the knowledge and skills for achieving physical literacy in a wide range of activities to help maintain physical fitness and to teach students the short and long-term benefits of a physically active and healthful lifestyle.
- Whenever possible, teacher/student ratios for Physical Education classes will follow School Committee Guidelines that regulate classroom sizes.
- No waivers are allowed as substitute activities for Physical Education/Wellness requirements.
- Physical activity, such as the recess period, will not be withheld from a student as a consequence or for behavior management.
- All classroom teachers are encouraged to integrate physical activity into learning activities.
- Opportunities are provided when possible for students and staff to maintain or improve physical fitness in either before-school or after-school programs.

Nutrition Education and Wellness Promotion

- Nutrition education is offered at all schools as part of a sequential, comprehensive program drawn from the National Health Standards and the Dietary Guidelines for Americans. The curriculum is designed to provide students with the knowledge and skills necessary to make healthy lifestyle choices around nutrition. Where appropriate, nutrition

concepts are integrated into the curriculum and are also offered via nutrition promotion as part of the Medfield Public Schools - Food Services.

- Medfield Public Schools provides nutrition education professional development opportunities for kitchen staff as well as teaching staff as indicated.
- Communication with families and the community *is* encouraged to support students' nutrition, lifelong physical activity and healthy lifestyle.

Nutrition Standards for School Meals

- The School Meals Program complies with Massachusetts and USDA Competitive Foods and Beverage Nutrition Standards. Schools will serve fresh and locally grown food items when possible.
- Schools ensure that the dining areas are safe and comfortable, and that sufficient time is provided for students to purchase and consume their meals.
- For reasons of safety and hygiene, school staff discourages children from sharing and trading food and beverages.
- Food items served to students through Food Services for breakfast, lunch and snack will not contain tree nuts or peanuts.
- Medfield Public Schools - Food Services provides information on the schools' websites regarding the nutrient content and potential allergens in the foods served in schools through the National School Lunch and Breakfast Programs.

Nutrition Standards for Competitive Foods

- Competitive foods and beverages are defined as the foods and beverages sold and served outside of the school meal programs. Examples include bottled water, snacks and items sold from vending machines.
- Food service staff evaluates product placement in cafeterias to promote the purchase of their products with the highest nutritive value.
- MPS complies with the regulations set forth in Massachusetts a la Carte Food and Beverage Standards Manual and from Action for Health, Kids that seeks to limit the fat, sugar and sodium content of snacks, beverages and desserts of foods sold a la carte and from snack and vending machines.
- Schools do not celebrate student birthdays with food.

- Prior to including any food item in a class or school sponsored event, teachers will consult with the school nurse about possible allergies, health concerns and relevance to the curriculum.
- Food or beverages will not be used as a reward or incentive, except as documented in a student's Individual Education Program.
- Nutritionally deficient foods are discouraged during the school day and may not be sold during school hours up to and including 30 minutes before/after the school day.
- Groups hosting events at a school are encouraged to purchase food through Food Services to ensure items are safe for students and meet the competitive foods nutrition standards.
- The Nutrition Standards for Competitive Foods in Schools do not apply to foods and beverages in curriculum related classroom-based activities, special school-sponsored events, field trips, and fundraising activities, including bake sales. These exempted items may not be sold in competition with school meals (breakfast, passing time, lunch etc...)

SCHOOL HEALTH SERVICES

The goal of the School Health Program, in collaboration with school administration and teaching staff, community health care providers and parents/caregivers, is to support the school's academic mission while promoting and improving students' and staff health. School nurses promote the safety of students and staff, assess potential health concerns, ensure students are properly immunized, provide state-mandated screenings, administer medications, treat illness and injuries and care for students with special health care needs.

Implementation

- All students have access to nursing health services during school hours.
- Requirements for physical exams and immunizations are enforced as mandated by the Department of Public Health.
- Annual health screenings [vision, hearing, heights/weights/BMI, postural and SBIRT (substance use)] are conducted according to the Department of Public Health guidelines.
- Student health information relevant to participation in school is collected and parent/caregiver permission is obtained in order to share this information with appropriate faculty and staff.
- All school nurses are prepared to respond to emergencies as outlined in the district's Medical Emergency Response Plan.
- The school physician is available for consultation with school nurses and administration as needed.

SCHOOL COUNSELING DEPARTMENT

- School Counselors provide academic, emotional, and future planning support for students through individual, small group, and whole class interventions.
- School Counselors provide support and resources to students and families on mental health issues including: anxiety, depression, separation/school phobia, divorce, grief, family conflict, physical/sexual/emotional trauma, neglect, suicide, substance abuse, teasing and/or bullying, peer relations, coping skills, etc.
- The School Counseling Department administers the Signs of Suicide program to students in grades 7, 9, and 12.
- The middle school and high school both have School Adjustment Counselors who provide counseling and therapeutic services to students.
- School Counselors communicate and collaborate with faculty and staff to best support the needs of all students.

Social and Emotional Learning

- SEL curriculum is integrated in all schools to support student learning and well-being through the use of the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Transition Programming (RISE & BRIDGES)

- There are general education programs at Medfield High School and Blake Middle School that help support students who have missed or will miss significant time for any reason, including but not limited to mental health or other medical issues.
- Students are supported academically and emotionally in these programs based on student needs.

Evaluation

- The Wellness Policy is evaluated by the Health Advisory Committee every three years and findings are disseminated to the Superintendent and the School Committee for approval.

Approved by School Committee: 11/2/2023