

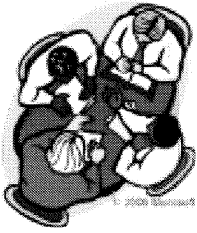


**DOVER SCHOOL
DISTRICT**

WELLNESS COMMITTEE - AGENDA

Meeting Type:	Wellness Committee
Meeting Location:	Superintendent's Conference Rm, McConnell Ctr.
Meeting Date:	Thursday, November 20, 2014
Meeting Time:	3:30 p.m.

- 1. Norms of Collaboration**
- 2. Approval of May Meeting Minutes**
- 3. Purpose of Wellness Committee**
- 4. Wellness Policy Discussion and Revisions**
- 5. Build Agenda for Next Meeting**
- 6. Adjournment**



Seven Norms of Collaboration

1. Pursuing a balance of advocacy and inquiry

Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

2. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing

Using a paraphrase starter that is comfortable for you - "So..." or "As you are..." or "You're thinking..." - and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing

Using gentle open-ended probes or inquiries - "Please say more about..." or "I'm interested in..." or "I'd like to hear more about..." or "Then you are saying..." increases the clarity and precision of the group's thinking.

5. Putting ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea..." or "One thought I have is..." or "Here is a possible approach..." or "Another consideration might be..."

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what s/he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.



**Dover School
District**

WELLNESS ADVISORY COMMITTEE- MINUTES

Meeting Type: **Wellness Advisory Committee Meeting**
Meeting Location: **Superintendent's Conference Rm, McConnell Center**
Meeting Date: **May 15, 2014**
Meeting Time: **3:30 PM**

The Wellness Advisory Committee Meeting was called to order by Karen Taylor at 3:40 PM in the Superintendent's Conference Room in the McConnell Center

Attendees: Frank Gillespie- Food Service Director
Carole Soule McCammon- Dover School Board
Karen Taylor-BA
Bruce Patrick-DMS Dean of Students
Linda Wyeth-DMS Nurse
Abby Martinen-UNH Student, recent DHS graduate
Erin Meserve-WPS Case Manager

- The meeting of the Wellness Committee was called to order by Karen Taylor at 3:40 pm.
- The minutes of the April 17, 2014 were reviewed. One change was requested by Carol Soule McCammon. That the sentence stating, " Bruce Patrick moved, Claudia Lynch seconded to elect Carole Soule McCammon and Karen Taylor as Committee Co-Chairs", be changed to reflect that Karen Taylor was elected Committee Chair and Carol Soule McCammon was elected Vice-Chair.
- Motion to approve the minutes of April 17, 2014 as amended by Bruce Patrick, seconded by Abby Martinen. By unanimous consent the minutes were approved as amended.
- The first item on the agenda is to review the current Dover School District Wellness Policy. Information was shared by Frank Gillespie via email prior to the meeting regarding policy guidelines and a link was provided show example of other school district Wellness Policies that the NH Department of Education has provided as examples.
- Debate followed as to whether or not the Dover Wellness Policy should be revised and, if so, how. There was some discussion about how best to use the material available from the USDA, the State of NH and other school districts. It was agreed that there was a considerable amount of information and that a great deal of it is confusing. A motion was made to revise the Wellness Policy by Bruce Patrick, seconded by Carol Soule McCammon. The motion passed by unanimous consent.
- It was felt that the language in the current policy should be clarified, updated and strengthened. It was determined that the best course of action would be to review each numbered section of the policy separately in order to ensure that we had the proper major points covered and to ensure that the action items contained in each section were appropriate and achievable.
- Discussion focused on item # 1 – 4, (Nutrition Education, School Meals Program, Wellness & Discipline and Promoting Healthy Lifestyles). The committee reviewed and began brainstorming session on how to update language.
- Motion to adjourn by Bruce Patrick, seconded by Linda Wyeth. By unanimous consent the meeting adjourned at 4:50pm

Respectfully submitted,
Karen Taylor, BA

Local Wellness Policy Assessment Project
New Hampshire Healthy Schools Coalition
Nutrition and Wellness Subgroup
October 2005

On June 30, 2004 the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 was amended to include the following:

Section 204. Local Wellness Policy

Section 204: Not later than the beginning of the 2006-2007 school year, this section requires local educational agencies participating in school meals programs to establish a local “school wellness policy” that, at a minimum:

-includes goals for nutrition education, physical activity, and other school based activities designed to promote student wellness in a manner that the local educational agency determines appropriate;

-includes nutrition guidelines for all foods available on the school campus during the school day;

-provides an assurance that guidelines for school meals are not less restrictive than those set by the Secretary;

-establishes a plan for measuring implementation of the local wellness policy;
and

-involves parents students and representatives of the school food authority, the school board, school administrators, and the public in development of the local wellness policy.

This section also requires the Secretary (in consultation with the Centers for Disease Control and Prevention) to make information and technical assistance available, on request, to local educational agencies, school food authorities, and State educational agencies. This information and technical assistance would be used to establish healthy school nutrition environments, reduce childhood obesity, and prevent diet-related chronic diseases, would be provided in a manner consistent with the needs and requirements of local agencies, and would be for guidance purposes only.

Based on this new legislation, the nutrition and wellness subgroup launched the Local Wellness Policy Assessment Project in the following step-wise way.

1. The group gathered existing nutrition and physical activity policies in a national search using various means, such as the web.
2. Once the policies were gathered, an assessment form was created using USDA recommended guidelines for each component of the law.
3. Assessors that included, but that were not limited to, health professionals from schools, cooperative extension, NH Dietetic Association representatives, Dept. of Health and Human Services and NH Dept. of Education attended a one day assessment conference. All policies were assessed with the Assessment Tool.
4. An assessment summary tool was created and all policy assessments were summarized.
5. A tool kit was created for superintendents and sent to them regarding this project as a resource for their staff to use as they create a local wellness policy.

Date Reviewed	<h1>School Wellness Policy Assessment Form</h1> <h2>NH Department of Education</h2>	Reviewer/s initials
Name of Policy		
SAU: _____ District: _____ School(s): _____	Date Written/Revised	Number of Pages
Team Leader(s) *	Position(s)	
Address	Phone	
Zip	Email	

*Team Leader holds operational responsibility for ensuring that the school/district/SAU is meeting the policy

Please answer each question. ↓ Enter comments – specific to this question. ↓ Circle your answers.

1. Does the local school wellness policy:	Component 1: Nutrition Education	
1A. Have a goal for nutrition education ? (1) *Min. req.		YES NO
1B. Provide for students in grades pre-K to 12 to receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors? (2) (3)		YES NO
1C. Require nutrition education/activities to be offered in the school dining room as well as in the classroom, with coordination between the foodservice staff and teachers ? (2)		YES NO
1D. Provide for students to receive consistent nutrition messages throughout the school in media, in the classroom, in the cafeteria, to the home and community? (2)		YES NO
1E. Refer to state and district health education curriculum standards and guidelines including both nutrition and physical education? (2)(3)		YES NO
1F. Integrate nutrition into the health education curricula or core curriculum (e.g., math, science, language arts)? (2)		YES NO
1G. Require appropriate training for the staff that provides nutrition education? (2)		YES NO

1. Minimum requirement under Section 204 of Public Law 108-265, June 30, 2004.
2. USDA recommended guidelines for each component of Section 204 of PL 108-265
3. NH Education Law, School Approved Standard, and/or Technical Advisory

COMPONENT SUMMARY	<ul style="list-style-type: none"> ○ Meets NONE of criteria ○ Does NOT meet basic criteria of federal law ○ Meets basic criteria of federal law ○ Meets 50% of criteria ○ Meets 75% or more of criteria 	
2. Does the local school wellness policy:	Component 2: Physical Activity	
2A. Have a goal for physical activity? (1)*Min. req.		YES NO
2B Provide a physical education program with opportunities for every student to develop knowledge for specific physical activities? (2)(3)		YES NO
2C. Provide a physical education program with opportunities for every student to develop skills for specific physical activities? (2)(3)		YES NO
2D. Provide opportunities for every student to maintain physical fitness ? Possible opportunities include but are not limited to encouraging physical activity at recess, in PE classes, and by supporting other programs that emphasize lifelong physical activity such as walking programs and after-school fitness programs. (2)(3)		YES NO
2E. Provide opportunities for every student to regularly participate in developmentally appropriate physical activity, exercise, or physical education ? (Recommendation is a minimum of 30 minutes per day) (2) (3)		YES NO
2F. Integrate physical activity into the health education curricula or core curriculum (e.g., math, science, language arts)? (2)(3)		YES NO
2G. Require provision of on-going professional training and development for teachers in the area of physical education ? (2)		YES NO

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3. Does the local school wellness policy:	Component 3: Nutrition Standards	
3A. Establish or adapt nutrition standards for all foods available on school campus during the school day? (1) *Min. req.		YES NO
3B. Ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220? (2)		YES NO
3C. Establish standards to address all foods and beverages sold or served to students, including those available outside of the school meal programs? (2)		YES NO
3Ci. Guidelines for foods and beverages in a la carte sales in the food service program on school campuses? (2)		YES NO
3Cii. Guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses? (2)		YES NO
3Ciii. Guidelines for foods and beverages sold as part of the school-sponsored fundraising activities? (2)		YES NO
3Civ. Guidelines for refreshments served at parties, celebrations, and meetings during the school day? (2)		YES NO

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3D. Provide a qualified school nutrition/food service director, credentialed from an approved program (including but not limited to the School Nutrition Association) to oversee the operation of school meals, to maintain proper resources that meet state and federal regulations, and maintain state health requirements for each school site in the district. (3)		YES NO
3E. Require that all food service employees, within their first year of employment, obtain a certification of completion of an approved sanitation course. (3)		YES NO
COMPONENT SUMMARY	<ul style="list-style-type: none"> ○ Meets NONE of criteria ○ Does NOT meet basic criteria of federal law ○ Meets basic criteria of federal law ○ Meets 50% of criteria ○ Meets 75% or more of criteria 	
4. Does the local school wellness policy:	Component 4: School Environment	
4A. Set goals for other school-based activities designed to promote student wellness? (1) *Min. req.		YES NO
4B. Create a school environment that is conducive to healthy eating? (2)		YES NO
4Bi. Require provision of a safe, enjoyable meal environment for students? (2)		YES NO
4Bii. Require provision of adequate time for students to enjoy eating healthy foods with friends. (Recommendation is 10 minutes for breakfast and 20 minutes for lunch meal) (2) (3)		YES NO
4Biii. Require that lunch time is scheduled as near the middle of the school day as possible? (2)		YES NO

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4Biv. Prohibit use of food as a reward or punishment? (2)		YES	NO
4Bv. Require provision of enough space and serving areas to ensure students access to school meals with a minimum of wait time? (2)		YES	NO
4Bvi. Ensure fundraising efforts are supportive of healthy eating? (2)(3)		YES	NO
4Bvii. Require the scheduling of recess for elementary grades before lunch so that children will come to lunch less distracted and ready to eat? (2)		YES	NO
4B viii. Require development of strategies for parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating both in school and at home? (2)		YES	NO
4C. Create a school environment that is conducive to being physically active? (2)		YES	NO
4Ci. Prohibit denial of student participation in recess or other physical activity as a form of discipline, or cancellation of recess or other physical activity time for instructional make-up time? (2)		YES	NO
4Cii. Provide for student access to physical activity facilities outside school hours? (2)		YES	NO
4Ciii. Require development of strategies for parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing being physically active both in school and at home? (2)		YES	NO

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5. Does the local school wellness policy:	Component 5: Evaluation	
5A. Establish a plan for measuring implementation of the local wellness policy? (1) *Min. req.		YES NO
5B. Identify a person responsible for overseeing the evaluation of the policy implementation? (2)		YES NO
5C. Require communication of evaluation progress and results to school administration ? (2)		YES NO
5D. Require communication of evaluation progress and results to the public ? (2)		YES NO
COMPONENT SUMMARY	<ul style="list-style-type: none"> ○ Meets NONE of criteria ○ Does NOT meet basic criteria of federal law ○ Meets basic criteria of federal law ○ Meets 50% of criteria ○ Meets 75% or more of criteria 	
6. Did the development of the local school wellness policy involve:	Component 6: Policy Development Committee	

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6A. Parents? (1) *Min. req.		YES NO
6B. Students? (1) *Min. req.		YES NO
6C. Designee of the SAU school food authority? (1) *Min. req.		YES NO
6D. Representatives of the school board? (1) *Min. req.		YES NO
6E. Representatives of the school administration? (1) *Min. req.		YES NO
6F. Representatives of the public? (1)*Min. req.		YES NO
6G. Other team participants? For example: <ul style="list-style-type: none"> • School food service personnel? • School nurse? • Classroom teacher? • Health educator? • Family and Consumer Sciences teacher? • Physical education teacher? • Health Professionals? 		YES NO
COMPONENT SUMMARY	<ul style="list-style-type: none"> ○ Meets NONE of criteria ○ Does NOT meet basic criteria of federal law ○ Meets basic criteria of federal law ○ Meets 50% of criteria ○ Meets 75% or more of criteria 	

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SCORE CARD

SCORECARD	DOES NOT MEET BASIC CRITERIA OF LAW	MEETS BASIC CRITERIA OF LAW	MEETS AT LEAST 50% OF CRITERIA	MEETS AT LEAST 75% OF CRITERIA
1. NUTRITION EDUCATION				
2. PHYSICAL ACTIVITY				
3. NUTRITION STANDARDS				
4. SCHOOL ENVIRONMENT				
5. EVALUATION				
6. POLICY DEVELOPMENT COMMITTEE				
TOTALS				

Component Ratings – Scores and Percents

1. Nutrition Education	2. Physical Activity	3. Nutrition Standards	4. School Environment	5. Evaluation	6. Policy Development Committee
/7	/7	/9	/14	/4	/7
%	%	%	%	%	%

General Comments

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