

Newfound Area School District  
Wellness Committee  
December 5, 2024  
4:00 pm  
Newfound Regional High School Room 106

- I. Call to order
- II. Pledge of Allegiance
- III. Notice of postings
- IV. Approval of January 30, 2024 Minutes
- V. Nomination of Chair
- VI. Appointment/Nomination of Clerk
- VII. Review of Policy JLCF Wellness
- VIII. Committee Membership
- IX. Needs/Next Steps
- X. Future Topics
- XI. Public Comment
- XII. Open Table
- XIII. Adjourn

NEWFOUND AREA SCHOOL DISTRICT  
**Wellness Committee Minutes**  
**January 30, 2024**  
**5:00-7:00 p.m.**  
**Location: NRHS Auditorium**

- I. Meeting Call to Order/Welcome by Britta Matthews at 5 p.m.
  - a. Meeting Norms:
    1. Assume positive intentions and be solution focused- provide support when needed.
    2. Identify actions and persons responsible for agenda item decisions.
    3. Agenda distributed prior to meeting and agreed/revised prior to the start of meetings.
- II. Approval of December 20, 2023 Meeting Minutes lacking a quorum
- III. Wellness Committee Presentation January 30, 2024
  - Steve Nilhas, Superintendent of Schools facilitated the meeting in response to questions from the public and provided links for the public for additional information. Steve will email people the Presentation if they provide their email at the door.
  - Steve noted the current Wellness Policy is still in force tonight until we make some changes. The wording from the CDC is under review.
  - Nancy Coffin explained the framework that uses data to match needs for social and academic support with accommodations and/or intervention.
  - Stacy Giles answered the question: what is SEL? The concept began with Maslow's hierarchy of needs, a developmental process that begins at birth and helps students to access learning, collaborating, problem solving, managing stress, team building and learning strategies like goal setting. Stacy noted the ESSA funds helped students to recover from the COVID situation. The SEL provides a sense of community.
  - Paul Hoiriis noted that SEL at the high school level provides professional development for staff who help students to make good choices and develop soft skills that employers want.
  - Ann Holloran noted the PD activity "Mental Health 1st Aid" was an opportunity not required.
  - What are the results of SEL? Ann Holloran noted that assessments improved as a result.
  - Tim La Vallee behavior specialist was a consultant only with Bill White until he was brought into the schools. He advocated for the Multi-Tiered System of Support (MTSS).
  - Nancy Coffin spoke on the three grants received: CARES Act 2020 for out of school; ESSA 2 and ESSA 3 is still active and afterwards the counselors will be funded through the general fund. In 2025 YRBS (Youth Risk Behavior Survey) will happen then.

#### IV. Public Comment

- Aubrey Freedman, Bridgewater asked if too much time during the school day was devoted to nonacademic guidance lessons for example? Ann Holloran explained some students need more practice than others.  
He asked was Challenge Day a full day with no academics at all? Britta Matthews answered that students had permission to opt in to the activity and had to make up work the next day.
- Brenda Joyce asked if the DOE is on board with funding from potential grant money that has nothing to do with education? Brenda asked if parents signing papers may be signing away their rights?
- Member in the audience noted that as a student, a barrier to learning is a disruptive class. Interventions and accommodations are necessary.
- Jason Rich, Bristol asked why parental involvement was not mentioned in Tim La Vallee's talk? Stacy answered maybe parent involvement not mentioned but we do involve parents.
- Jason asked why SEL now when the requirements for teachers have already been implemented?  
Steve Nilhas answered that society, expectations and needs have changed.
- Jason asked how is SEL different from what the DOE (Department of Education) has listed? Nancy explained that SEL is a preventative strategy.
- Member in the audience asked who decided on the program and what tools are being used because they are against taxes paying for a psychiatrist? Kathleen Connor answered that SEL is not therapy but rather a better description of services than guidance.
- Question: Is Jenn Kastick in charge? Answer: the role of the social worker is different from a counselor. Jenn connects students and families with resources available.
- Paula Chausse, works at the high school and noted the research is better now on how to work with students. Family makeup is different now.
- Chris Ulrich noted the role of the school psychologist is not to psychoanalyze the student unless the student threatens to harm themselves. The role is to deal with the disabilities that prevent the student from doing well in school.
- Ariel Maloney agreed that medical records are confidential and secure. Opt in and opt out forms are plentiful and medical care would be helpful if Ariel did not have their own medical care. Ariel noted the difference today is educators are actively teaching the things that we are now specifically trained to do such as conflict resolution or collaboration. SEL is not scary.
- Britta Matthews noted there are many opportunities for parental involvement like for example, unified sports games, to see SEL in action and to get involved.
- Alexandria resident referred to the CASEL handout and asked if SEL was originally designed for those who need help, why is it now for all of them? Why give it to the whole population for the few who need it? What about the students who would excel more if the focus was on them?  
Kaitlin Simula answered that options for opt in and opt out are there and she uses it as a parent. Kaitlin noted SEL is a broad term and a preventive measure to let parents know what is going on.
- Marie Carson referred to the MTSSB (Multi-Tiered System of Support-behavior) and asked what are the long term plans for providing mental health through their clinics?
- Bill Jolly, Groton noted the concern is the program/blueprint allows for inappropriate instruction. He asked what is the role of Medicaid in this district? Nancy Coffin

answered we charge for special education services only and only if the parent chooses to share information about the student. Bill asked with all these assessments why do we need a detailed analysis and how do we protect that personal information? The answer is Confidentiality.

- Steve Nilhas explained at this point that he will email the Presentation to those who want it.
- Linda Phillips asked what are the expectations of the CADY grant and would like to see it? I thought this was a Wellness Committee meeting but discovered the subject was teaching tactics in Social Emotional Learning which is a teaching method up for ballot consideration- but is now regarded as Wellness? I wanted to discuss the district's policies regarding Wellness/Health;

Who appointed the members and how did the group go from 9 to 22 in 2 years without meeting minutes showing this. Since the Wellness Committee (WC) is a subcommittee of the School Board (SB), the SB needs to set the mission, have them participate in joint SB meetings regarding managing priority of tasks. The SB needs to establish WC membership which should include a cross section of school, parent, and community stakeholders.

Back to Wellness/Health

Rampant drugs in the bathrooms - what is the policy/consequences for bringing drugs to school? Why is it still continuing? What's the plan to reduce those instances and is that statistic declining or increasing? How many incidents involve law enforcement? Does the district have a Resource Officer (police) who has a role to play in drugs/and school safety issues and student mentor?

Does the district use dogs to sniff out lockers, if so how often?

Wellness strategies to reduce drugs, intoxication, and smoking in school with statistical progress in reducing these instances

What's the district policy regarding opposite sex use of bathrooms? - male into female spaces

Do students have access to phones during class which encourages school gossip and bullying occurring on the side?

What programs have the WC initiated since it seems they have been working on survey and policy for 2 years with little results. How are those programs and how are they working?

The first mention of a Health Management Team was on 9/13/2021 when former Supt. consisting of 9; 6 school nurses, 2 principals, and Director of Student Services.

December 2023 minutes reveals 22 members appearing out of nowhere- who rarely meet or have a quorum, don't list members in attendance and scant minutes about what going on. The SB needs to re-create a Wellness Committee that isn't a rubber stamp for what appears as self-motivated intentions without public participation. If the WC reports to the SB, the SB needs to establish what the WC mission is, and their responsibility and accountability to the public. Apparently the SB liaison doesn't know enough about what's going on in the WC, to challenge their legality, nor do they update the entire SB and public what discussions are taking place. There needs to be a joint public meeting with both boards to work out details because both committees are clueless regarding public accountability.

Thank you for your interest in providing accurate meeting minutes.  
Linda Phillips

- V. Response to questions from the public regarding wellness-related activities and programs.  
Responses to questions are noted above following the questions in most instances or are given in the slide presentation.

- VI. Adjourn- Britta Matthews adjourned the meeting at 7:20 p.m.

Respectfully submitted by Ruth Whittier, School Board Clerk

District staff presented. Public audience signed in at the door if they wanted to receive a copy of the Wellness Committee Presentation January 30, 2024 Newfound Area School District.

## WELLNESS

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are inter-related. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

### **I. DISTRICT WELLNESS COMMITTEE**

The Superintendent, in consultation with the Director of Food Services, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative "District Wellness Committee" (or "Wellness Committee"), who's functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, The Food Services Director, each Building Wellness Coordinator, parents, students, physical education teachers, health education teachers, school counselors, school administrators, a school board member, outside health professionals, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

## **II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT**

### **A. Implementation Plan**

Each Building Wellness Coordinator, with the assistance of the Wellness Committee, will conduct a school level assessment based on the Centers for Disease Control and Prevention's School Health Index to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30<sup>th</sup> of each school year and provided to the Superintendent.

### **B. Annual Notification of Policy**

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee) and any Building Wellness Coordinator(s), in addition to on how the public can get involved with the District Wellness Committee.

### **C. Triennial Progress Assessments**

Every three years, the Food Services Director will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

### **D. Recordkeeping.**

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;

- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

#### **E. Community Involvement, Outreach and Communications**

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

### **III. NUTRITION**

#### **A. School Meals**

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

#### **B. Staff Qualifications and Professional Development**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

<https://www.fns.usda.gov/school-meals/professional-standards>



### C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school.

### D. Competitive Foods and Beverages and Marketing of Same in Schools

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at: <https://www.fns.usda.gov/school-meals/smart-snacks-school>

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*note*: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

**E. Celebrations and Rewards.**

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

**F. Food Sale Fundraising.**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

**G. Nutrition Promotion.**

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.

- Implementation of at least \_\_\_\_ or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:  
<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>
- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

[https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner.](https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner)

## **H. Nutrition Education.**

The District will teach, model, encourage and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in [each school cafeteria] [each room in which students regularly eat their lunches].
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

## **IV. PHYSICAL ACTIVITY.**

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

### **A. Classroom Physical Activity Breaks.**

In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District recommends teachers provide short physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks

will complement, not substitute, for physical education class, recess, and class transition periods.

**B. Before and After School Activities.**

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

**C. Walking and Biking to School.**

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

**V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.**

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities.

In furtherance of this objective, each school in the District will *identify at least one activity or list of options with a requirement to engage in one or more* each school year.

**VI. PROFESSIONAL LEARNING.**

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

*First reading: December 7, 2020*

*Second reading/adopted: December 21, 2020*

**Legal References:**

*42 U.S.C. 1751, Richard B. Russell National School Lunch Act*

*42 U.S.C. 1771, Child Nutrition Act of 1966*

*Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004*

*The Healthy Hunger-Free Kids Act of 2010*

*7 C.F.R 210, National School Lunch Program*

*7 C.F.R 220, School Breakfast Program*

*RSA 189:11-a, Food and Nutrition Programs*

*N.H. Dept. of Education Administrative Rule – Ed 306.04 (a)(20), Wellness*

*N.H. Dept. of Education Administrative Rule – Ed 306.11 (g), Food and Nutrition Services*

*N.H. Dept. of Education Administrative Rule – Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)*

*N.H. Dept of Education Administrative Rule – Ed 306.40, Health Education Program*