

**NEW HAMPSHIRE
2011 SCHOOL WELLNESS POLICY AND
IMPLEMENTATION ASSESSMENT**

MARCH 31, 2012

SUBMITTED BY:

ISI Research & Training Institute Inc. d/b/a Community Health Institute

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I. PROGRAM OVERVIEW

BACKGROUND AND DESCRIPTION

In 2004, the Child Nutrition and WIC Reauthorization Act, Section 204 of Public Law 108-265 was signed into law. This act created a requirement for schools to create local school wellness policies. The wellness policies were required to:

- include goals for 1) nutrition education, 2) physical activity, and 3) other school-based activities designed to promote student wellness;
- establish nutrition guidelines for all school foods;
- provide an assurance that guidelines for reimbursable school meals would not be less restrictive than regulations and guidance issued by the United States Department of Agriculture (USDA);
- establish a plan for measuring implementation;
- designate one or more persons charged with operational responsibility; and
- involve parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy. (*Attachment A: Section 204 of Public Law 108-265*)

In 2008, the New Hampshire Department of Education (NH DOE) conducted a School Wellness Policy Assessment Project to measure school wellness policy development. In 2011, NH DOE requested the Community Health Institute/JSI (CHI) to conduct a follow-up study to compare wellness policy compliance with the 2004 law and to gauge wellness policy implementation. As a part of this reassessment, schools were asked to review their school policies against the criteria mandated by Congress. Additionally, questions were included on the school administrative rules regarding nutrition that were in the process of being drafted at the time in order to obtain a baseline measurement. Schools were also asked to provide lists of activities that demonstrated implementation of their wellness policies in the past five years. Using this information, profiles were created for each school reporting level of compliance with the 2004 law and level of wellness policy implementation. (*Attachment B: Sample School Profile*)

PROJECT TEAM/ACKNOWLEDGEMENTS

This project was completed by the CHI, in conjunction with the NH DOE, Division of Program Support and the NH Department of Health and Human Services (NH DHHS), Obesity Prevention Program. The CHI team consisted of Alyson Cobb, Paddy DiPadova, and Rachel Kohn.

II. METHODOLOGY AND APPROACH

The methods for this project included a school survey, wellness policy review, data analysis, and the development of a profile for each responding school as well as an aggregate statewide profile.

EVALUATION COUNCIL

The 2008 assessment involved an Evaluation Council that was responsible for reviewing schools' wellness policies and rating their compliance with various points included in an assessment tool. While the 2011 survey plan originally included the assistance of an Evaluation Council, it was decided that their involvement was unnecessary since schools would be rating their own policies. However, the Evaluation Council did meet once and helped identify implementation activities that were listed as options on the survey.

SURVEY DESIGN

The survey consisted of two parts, one regarding the content of the school's wellness policy and one focused on evaluating the implementation of the school's wellness policy. The first section included all questions from the 2008 assessment tool. In addition, questions about the then pending NH administrative rule changes regarding nutrition were added in order to assess the number of schools who had already adopted these changes.

The second part contained a list of potential activities implemented around the topics of: 1) National, Regional, and Statewide Wellness Programs; 2) Wellness-Focused School Activities and Events; 3) Integrating Wellness into the School Environment; 4) Integrating Wellness into the Classroom; 5) Foods that follow USDA Guidelines; 6) Staff Education and Development; and 7) Evaluation of the School Wellness Policy. Each of the seven lists of potential activities was generated through online research and subject matter experts, including the members of the Evaluation Council. Schools were asked to select which activities under each of the seven categories they had implemented in the previous five years.

Once the questions were selected, a Portable Document Format (PDF) form was created using Adobe Acrobat 9 Pro to allow schools to answer electronically or print, complete and submit a paper copy of the form. (*Attachment C: Survey Form*)

DISTRIBUTION AND COLLECTION

Once the survey tool was complete, the CHI worked in collaboration with the NH DOE to distribute the survey to the schools. A cover letter was drafted and signed by Dr. Judith Fillion, the Director of the Division of Program Support at NH DOE. Dr. Fillion then sent the survey to all of the school superintendents in the state as an e-mail attachment. The superintendents were asked to forward the survey on to the best individual(s) to complete it in each school in their School Administrative Unit (SAU).

A reminder e-mail was sent to all superintendents by the CHI following Dr. Fillion's e-mail. In addition, the superintendents of all SAUs where no schools had yet answered the survey (indicating the survey may not have made it from the superintendent to the schools) received a phone call from CHI.

Schools could submit the surveys to CHI through several mediums: mail, fax, attached to an e-mail, or using the "Submit" button embedded in the PDF form. Surveys were received from 234 of the 478 New Hampshire public schools and 58 SAUs. Therefore, 49% of schools responded, representing 64% of the 90 SAUs across the state.

DATA AND ANALYSIS

As mentioned above, a PDF form was created using Adobe Acrobat 9 Pro to allow schools to answer electronically and responses to be automatically entered into a database. The PDF form, also known as an Adobe Acrobat Form (AcroForm) was created in a manner that allowed the respondent to “click” on radio buttons to select a response or type information into a text box. When a completed survey form was received by e-mail it was transferred into a set folder from which it could be downloaded into a comma-separated values (CSV) file. The specific school submitting the form could be identified by the school name which was written in by the respondent and also by unique identifying information for each response, namely the SAU, District and assigned school number. The CSV file was converted into a format (TXT) that could be read by the statistical software SPSS, which was used for data cleaning and analysis. Forms that were submitted by mail or fax were manually data entered into a blank PDF form and then merged in with the other electronic responses.

Data cleaning steps consisted of identifying missing or erroneously blank data which occurred during the file transfer process. There were approximately 30 cases that had the last few pages of data from the survey left blank. Upon physical review of the forms, it was found that the questions were answered but the responses were not captured. These missing data were hand entered into the database. The presence of duplicate forms which resulted if a respondent submitting both an electronic response and also mailed in a printed response to the survey were carefully reviewed and omitted. However, there were respondents who submitted a single survey for an entire District or SAU, representing multiple schools, if there was a single SAU or District-wide policy in place. In this case, the survey responses were duplicated for each individual school since that was the primary unit of measure.

The next step in the data cleaning process was to review responses for consistency. For example, due to limitations in the AcroForm programming, a respondent could select “Yes” and “No” to the same question. Responses were further corrected using a logic algorithm when, for example, the respondent indicated that they did not have a certain policy but then proceeded to state where the policy was located. In this scenario the response was then changed to “Yes” since they clearly did have that policy.

Frequency distributions for all of the variables were generated and provided the primary analytic data for the generation of the school profiles. For example, the number of individuals who contributed to the completion of the survey, the year the original wellness policy was adopted, the year it was revised, etc. New variables were created to measure the percent of schools who self-reported that they met the federal rules and the percent that were determined by the independent policy review to have met the federal rules. These data were used to identify discrepancies between the self-reported response and the independent policy review (described below).

A count of activities being implemented in each of the seven topics on the survey was generated so that comparisons could be made between the individual school and the aggregate sample to indicate level of activity implementation. A composite score for the total number of activities was used to determine the percent of the 82 activities included in the survey that a school was implementing. This score was also used to create a three-level

rating (Low, Moderate, High) for their overall implementation efforts. A cross-tabulation was then run to see if the level of implementation was related to the extent to which the school had met the Federal rules.

POLICY REVIEW

All school wellness policies from responding schools were collected and sorted by SAU with the assumption that schools in the same SAU were likely to have similar wellness policies. An assessment form was developed to rate each wellness policy in terms of meeting the requirements of the Child Nutrition and WIC Reauthorization Act of 2004. (*Attachment D: Policy Assessment Form*)

One criterion listed the participation required to develop the school wellness policy. However, this information was not required to be included in the policy, and this same participation was not mandated by law for school wellness committees. The question on the assessment tool related to a wellness committee, so those responses were not reported on an individual school basis, but are included on the *State Aggregate School Profile*.

Each wellness policy was assigned to two reviewers and compared with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004. Any discrepancies in scoring were then discussed among the reviewers. The differences were reconciled through a third review.

Several common issues with the wellness policies were discussed by the reviewers in order to ensure consistency. If a school's goal was listed as a goal in the National School Board Association model policy or other major model policy, it was allowed. One goal could not serve as a goal for more than one category. The following statement, "the goal of the board is that the entire learning environment be aligned to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity," was not considered a fulfillment of any goal, but was more consistent with an introduction or preamble. The phrase "educational opportunities regarding healthy choices in nutrition" was allowed as a nutrition education goal. Further, if the wellness policy used language such as "establish a plan for measuring implementation of this policy," it was counted as meeting the requirement. This provision was necessary since it is not appropriate to include the actual plan in a school board policy, so reference to the plan was considered fulfillment of this requirement.

A final review of all of the wellness policies was conducted at the time comments were assigned to the policies (see below). Each review was verified for accuracy and several of the school district physical education policies were also researched and reviewed.

ASSIGNING COMMENTS

A comparison of the reviewers' findings to the school self-reported findings was completed. For those policy reviews with differences between the reviewers' findings and the school findings, another review was conducted to ensure all errors were identified. If necessary, research into the schools other policies was conducted to inform the process.

Twenty-three consistent comments were developed for each part of the wellness policy evaluated and for each unique situation. For example, any schools reporting on their survey

that they had a goal for nutrition when the reviewers found that they did not, would each have the same comment assigned to this measure on their policy assessment and profile. Below is a list of the comments that were used.

Comment/Recommendation	
1	The goal provided as a nutrition education goal referred to nutrition standards for school foods, not nutrition education.
2	In order to meet criterion, the school board approved wellness policy must include a goal for physical activity.
3	In order to meet criterion, the school board approved wellness policy must include a goal for school-based activities designed to promote student wellness.
4	In order to meet criterion, the school board approved wellness policy must include a goal for nutrition guidelines for all foods available on the school campus during the school day.
5	In order to meet criterion, the school board approved wellness policy must include an assurance that reimbursable school meals meet USDA nutrition guidelines at a minimum.
6	In order to meet criterion, the school board approved wellness policy must include a plan for measuring implementation.
7	In order to meet criterion, the school board approved wellness policy must designate one or more people with operational responsibility for ensuring that the school implements the local wellness policy.
8	Upon review of the wellness policy, it was determined that this criterion is adequately addressed in the policy although the self-report from the school indicated it was not included or not reported.
9	Although the wellness policy did not explicitly contain a physical activity goal, your reference of the physical education policy was sufficient to meet this criterion.
10	Please include or reference the goals from your physical education policy directly in the wellness policy to ensure compliance.
11	The wellness policy has provided an opportunity for schools to conduct wellness activities, but you may consider including a more specific goal in your policy.
12	The supporting statement provided is not found in the wellness policy approved by the school board. In order to meet criterion, the wellness policy must include a goal for nutrition education.
13	The goal noted as a school environment goal was a physical education goal.
14	The goal noted as a school environment goal referred to nutrition standards for school foods, not school environment.
15	It is commendable that the wellness committee sets goals; however, the school board approved wellness policy is required to have goals for school-based wellness activities.
16	While this broad statement speaks to an overarching purpose, it does not specifically address the required goals.
17	The supporting statement provided was not relevant to other school-based activities that are designed to promote student wellness specific to nutrition and physical activity.
18	The supporting statement provided is not found in the wellness policy approved by the school board. In addition, the language provided refers to a school environment goal rather than a nutrition education goal, as required.
19	The supporting statement provided is not found in the wellness policy approved by the school board. In addition, the language provided refers to a physical education goal rather than a school environment goal, as required.
20	The supporting statement provided is not found in the wellness policy approved by the school board. In addition, the language provided refers to a nutrition standards goal rather than a school environment goal, as required.
21	The goal noted as a school environment goal was a physical education goal or referred to nutrition standards for school foods, not school environment.
22	This criterion is clearly included in the school wellness policy.
23	In order to meet criterion, the school board approved wellness policy must include a goal for nutrition education.

PROFILE DESIGN AND DISSEMINATION

Once all of the data was collected, cleaned, and analyzed, a school-specific profile was created for each school that submitted a survey (or had a survey submitted on their behalf by the SAU). In total, 234 profiles were created. The profile was created in Microsoft Publisher and personalized for the school using a mail merge from Microsoft Excel. Each profile was then made into a PDF so that all of the schools would be able to open, read, and share the file.

An electronic file of all of the profiles, organized by SAU, was given to NH DOE, which was then responsible for sending the appropriate profiles to each superintendent for distribution to the schools. All of the profiles were sent to the SAUs on December 15, 2011. *(Attachment B: Sample School Profile)*

The profiles were organized into two parts – **Policy Review** and **Implementation Activities**:

Policy Review contained the School Wellness Policy Assessment results, by each of the criterion required by law. Both the self-assessment provided by the school (School Self-Assessment) and the independent third-party review (Policy Assessment Review) were reported for each criterion.

The percent of the respondents in the state that met the criterion as scored by the third-party reviewer was also included. Finally, a comment to guide the school in understanding any discrepancies between the third-party review and the self-assessment or guidance to improve compliance was provided for each criterion.

Implementation Activities contained the School Wellness Implementation Assessment. A chart shows the percent of self-reported wellness activities that the individual school indicated they have implemented compared to the statewide average across all responding schools.

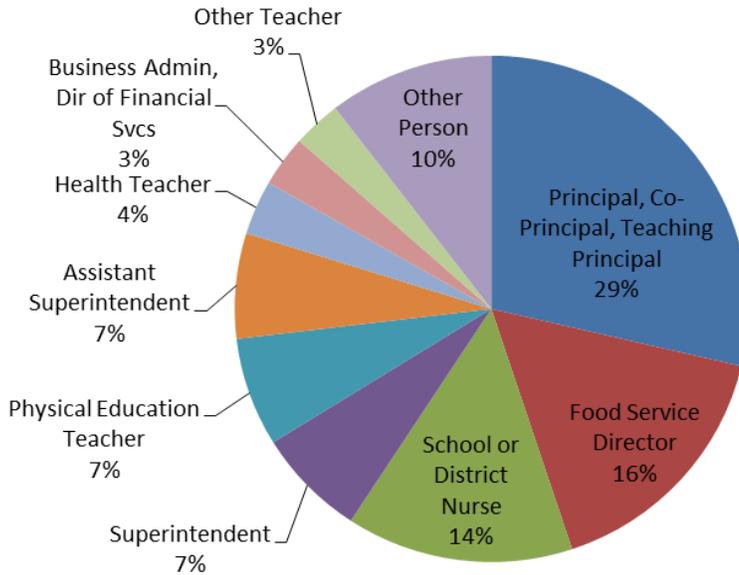
III. ASSESSMENT FINDINGS

DESCRIPTION OF PARTICIPATING SCHOOLS

Surveys were received from 234 of the 478 New Hampshire public schools and 58 SAUs. Therefore, 49% of schools responded representing 64% of the 90 SAUs across the state. *(Attachment E: List of Participating School)*

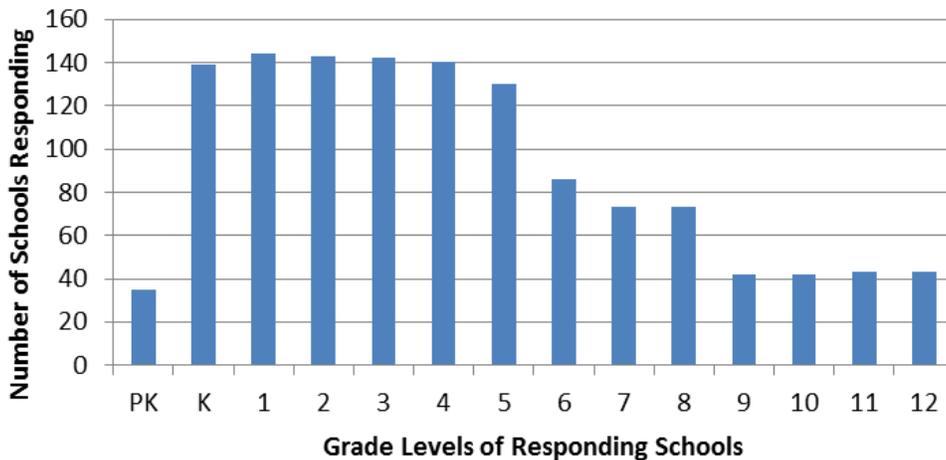
A total of 461 individuals, or an average of two individuals per school, participated in completing the surveys. Schools reported broad representation in the positions completing or contributing to the surveys (Figure 1). The most reported respondent position was the Principal (29%), followed by Food Service Director (16%), and school or district Nurse (14%).

Figure 1: Survey Responses by Position Title



The responding schools represented all grade levels from preschool to grade 12. Figure 2 shows the distribution of the grade levels covered within the responding schools. There are more elementary schools in New Hampshire than there are high schools, since schools serving the younger grades are less likely to be regional and tend to be smaller. The responding schools were not asked to report on the number of attending students.

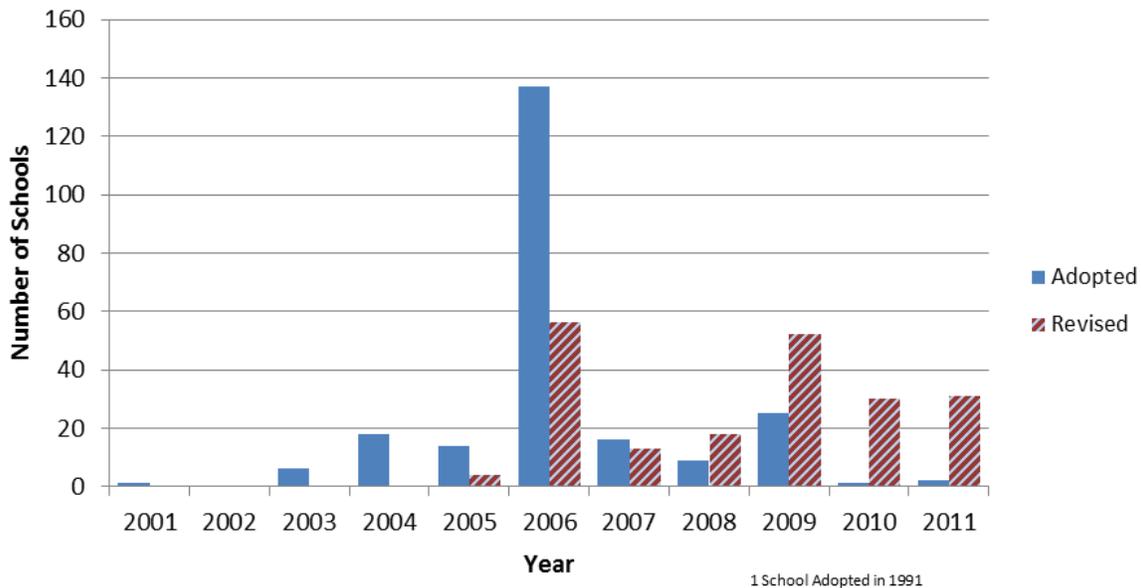
Figure 2: Survey Response Distribution by Grade Level of Responding Schools



Section 204 of Public Law 108-265, or the Child Nutrition and WIC Reauthorization Act of 2004, was signed into law on June 30, 2004. It stipulated that schools would need to establish a local wellness policy for schools that comply with the law “not later than the first day of the school year beginning after June 30, 2006.” Figure 3 shows the number of schools adopting wellness policies by year of adoption. It also shows the same information

for revision of existing wellness policies. New Hampshire’s experience shows that most adoptions and revisions of earlier wellness policies were made in 2006.

**Figure 3: School Wellness Policies:
Years Adopted and Revised**



In February of 2008, NH DOE released a report entitled, “Executive Summary: School Wellness in New Hampshire” in addition to profiles for individual schools. The report provided information on a 2007 compliance study of NH wellness policies, while the profiles provided specific information to the schools on compliance. This report appeared to have a significant impact on NH school wellness policy compliance. Of those answering the survey question (183), “*Did you use the Wellness Policy Profile you received in 2008?*,” 69% responded affirmatively.

On the survey, schools were asked, “*If you have not implemented your wellness policy, what are your barriers to implementation?*.” Thirty-six percent (or 84) of the schools indicated at last one barrier to implementation. The following table provides a list of the barriers selected:

Barriers to Implementation
Money/Resources
I need a copy of the policy
Complaints from students
Threat of decreased revenue from school food service
Low priority
Lack of priority from the administration
Complaints from parents
Lack of priority from the other teachers
Threat of decreased revenue to the school from school stores and vending
Currently working on new or revision of Wellness Policy
Complaints from food service workers
Community Resistance

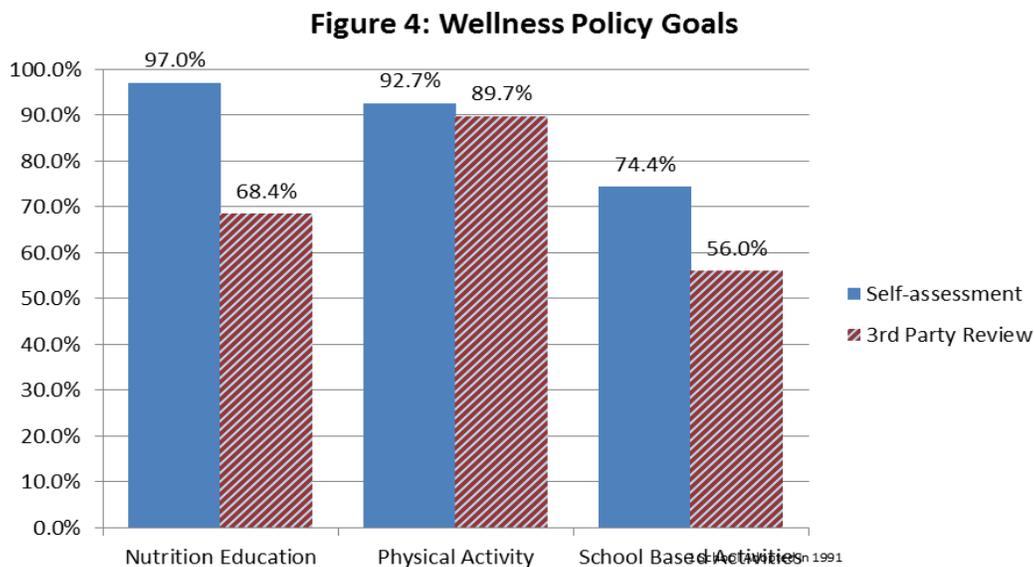
Lack of facilities for physical education
Confusion about nutrition standards and what foods are allowed under the new policies
Time
Staff or Wellness Committee turnover or lack of experience
Product availability

AGGREGATE SCHOOL PROFILE

The *State Aggregate School Profile* presents the results of the school’s self-assessment as compared to the third-party assessment of each part of the criteria of the Child Nutrition and WIC Reauthorization Act of 2004. Overall, 45 of the responding schools, or 19.2%, were in full compliance with the law. Out of the seven measured points of the law - three goals (Criterion 1), guidelines for all foods (Criterion 2), USDA or more restrictive guidelines for school meals (Criterion 3), implementation plan and one or more persons charged with operational responsibility (Criterion 4)– schools met an average of five of the measures. As mentioned in the methods section, Criterion 5 (broad representation in the development of the wellness policy) was not considered a measure of the wellness policy. Wellness policies are not required to include information about the individuals involved in the policy development. CHI consultants did capture information about the type of representation on the Wellness Committees discussed later in this report. (*Attachment F: State Aggregate School Profile*)

Criterion 1: *Includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate.*

Figure 4 depicts the results of the schools’ self-assessments regarding inclusion of required goals as compared to the third party review conducted by the CHI. One of the most frequent differences was when nutrition standards were confused with having a nutrition *education* goal.



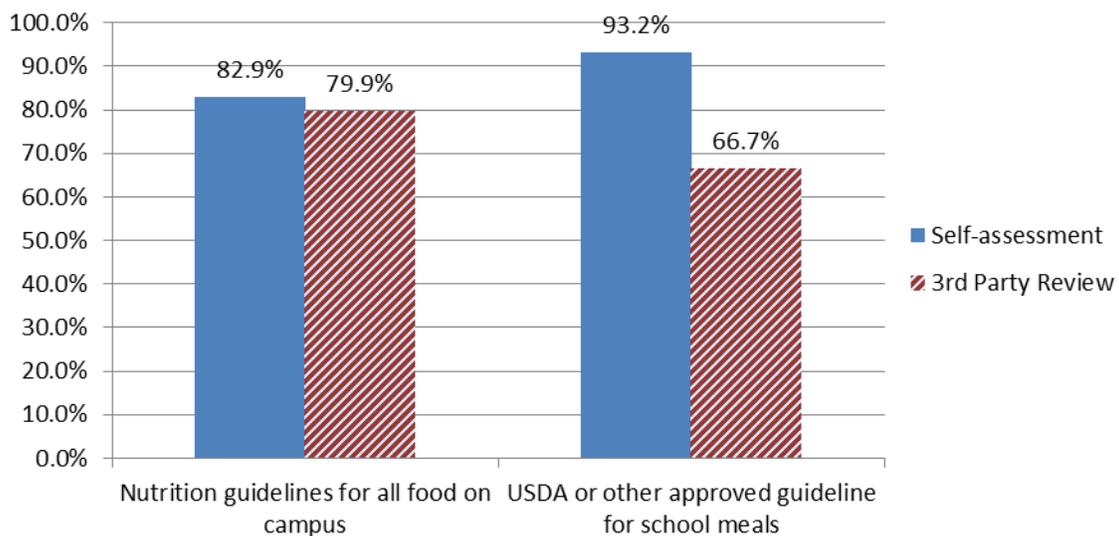
Criterion 2: *Includes nutrition guidelines selected by the local educational agency for all*

foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity.

Criterion 3: Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C.1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools.

Figure 5 compares the schools’ self-assessments and the third party review results for nutrition guidelines included in the schools’ wellness policies. Criterion 2 requires that the wellness policy include nutrition guidelines for all foods available on school campuses. Criterion 3 requires using USDA Guidelines or a more restrictive guideline for school meals. Please note that schools may be using USDA Guidelines for school meals, however, the third party review revealed that only 2/3 of schools have included this in their wellness policies.

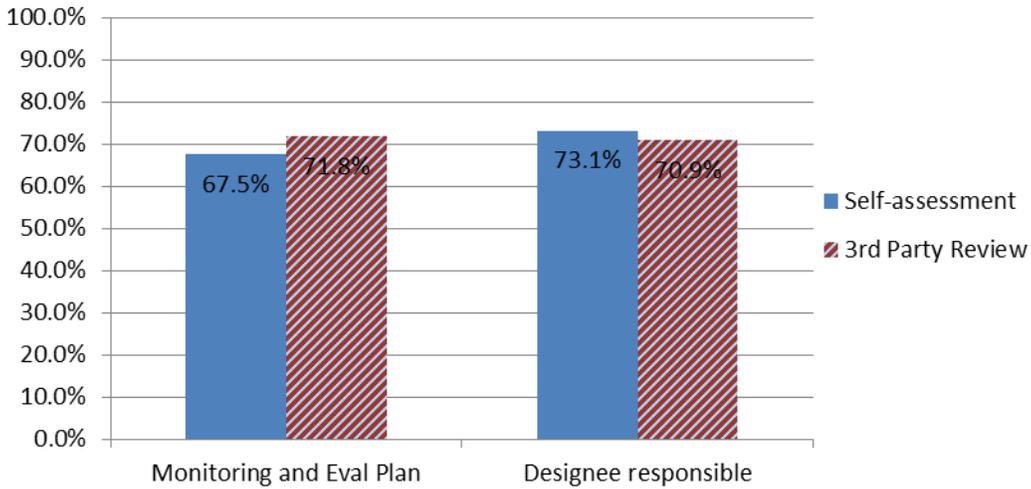
Figure 5: Nutrition Guidelines Included in Wellness Policy



Criterion 4: Establishes a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.

The schools’ self-assessments and the third party review had the most similar results in the area of measuring the implementation of the local wellness policy through a monitoring and evaluation plan and assigning operational responsibility for implementing the wellness policy. In the case of the monitoring and evaluation plan, the third party reviewers found more schools in compliance than did the self-assessment, Figure 6.

Figure 6: Monitoring and Evaluation Plan and Assigned Responsibility



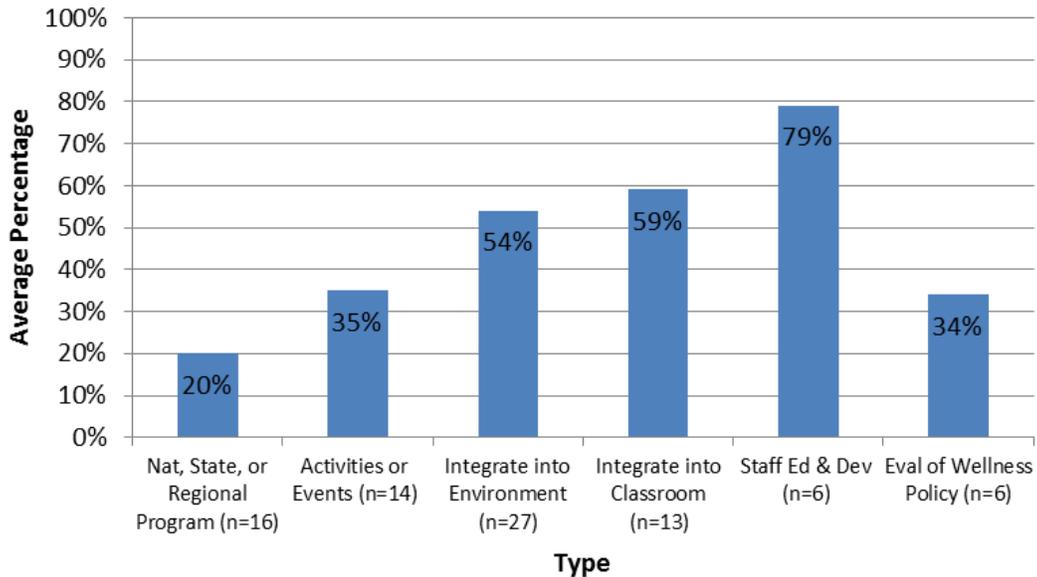
Criterion 5: *Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.*

This criterion, although included in the law, could not be measured using a third party review of the wellness policies. The question included in the school survey was specific to the school Wellness Committee. The law specifies participation in the *development* of the school wellness policy, which can be different than the participation on an ongoing school Wellness Committee. Three-fourths (76%) of the schools did report broad representation on their Wellness Committees to include parents, students, and representatives of the school food authority, the school board, school administrators, and the public.

IMPLEMENTATION

Nearly all of the schools (99%) reported one or more activity in the *Integrating Wellness into School Environment* and *Integrating Wellness into Classroom* categories. Ninety-eight percent report at least one activity in the *Wellness-Focused School Activities and Events* category and 97% reported at least one activity in the *Staff Education and Development* category. *National, Statewide, or Regional Wellness Programs* and *Evaluation of School Wellness Policy* categories had 86% and 69% of schools reporting at least one activity, respectively. The highest percentage of activities in schools was in the *Staff Education and Development* category with 32% reporting all six of the activities listed in the survey. Figure 7 shows the average percent of activities that schools reported implementing in the past five years. The measures are approximate since they rely on self-reported activities selected from a given list with a limited number of lines available to write in other activities not listed. The list of wellness activities did not represent all of those possible. Other wellness activities listed by schools were reclassified into the provided list when appropriate.

Figure 7: Implementation Activities



POLICY AND IMPLEMENTATION SCORES

There is a small positive correlation between the extent to which the school wellness policies complied with all of the provisions of the Federal law, and the degree to which schools have implemented the policy (measured in number of implementation activities). Schools with high compliance with the law (100%) were more likely to report a high number of implementation activities (20%). Schools with low compliance with the law were less likely to report a high number of implementation activities (0%). (Pearson’s $R=.167, p=.01$)

IV. PROPOSED CHANGES TO THE NH LAW

BACKGROUND AND HISTORY

Concurrent to this study, the NH DOE revised the NH School Administrative Rules (Ed 306.11) to strengthen nutrition within schools. As a part of the reassessment, schools were asked about their compliance with the newly revised rules. Since the rules were not in place at the time of the survey, this information is reported collectively for all schools with the primary purpose of informing NH DOE regarding the current compliance status of the new rules. These results are included as a part of this summary report and are not included in the individual school profiles. The new School Administrative Rules were adopted on December 14, 2011 and became effective December 17, 2011. (*Attachment F: New Hampshire Minimum Standards for Public School Approval*)

PERCENT OF EARLY ADOPTERS

Although the rules did not become effective until December 2011, as of June 2011 92% of the participating schools had incorporated at least one of the six new rules into their wellness policies. This is based on the independent review of their policy. You can see in

the table below that none of the respondents had incorporated all of the rules, however 70.5% had incorporated four or five of the new rules.

Count of New Rules Already in Wellness Policy as of June 2011		
	N	%
Had not incorporated any of the new rules	17	7.3%
1 of the new rules incorporated	7	3.0%
2 of the new rules incorporated	16	6.8%
3 of the new rules incorporated	29	12.4%
4 of the new rules incorporated	93	39.7%
5 of the new rules incorporated	72	30.8%
All 6 of the new rules incorporated	0	0.0%

The following table shows the percent of schools who had already put into place the individual standards in the NH School Rules (Ed 306.11).

NH Obesity Commission Minimum Standard- 306.12	
New Rule:	% Yes
Provide standards for nutrient dense food and beverages for grade level needs as identified and defined by USDA.	89.3%
Provide developmentally appropriate opportunities to learn food preparation skills that support national recognized research-based nutrition standards.	2.6%
Provide nutrition standards for food and beverages made available outside the federally regulated school meals program.	79.9%
<i>If yes, these standards follow those developed by a nationally recognized research-based organization, such as, but not limited to USDA or another program approved by the State agency.</i>	66.2%
Provide portion size nutrient dense foods and beverages in schools.	89.3%
Annually communicate information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents and students.	39.3%

V. DISCUSSION/RECOMMENDATIONS

RECOMMENDATIONS AND LIMITATIONS

1. Due to the timing of the funding and the project, the survey was distributed in late May, one of the busiest times of the year for schools. In the future, assessments should be better timed with the work flow of the schools to increase the response rate.
2. The implementation activities were chosen through conversations with the Evaluation Council and other subject matter experts. However, the activities chosen were in no way comprehensive. Therefore, a more accurate way of determining implementation of the school wellness policy should be developed prior to a future reassessment.
3. In an attempt to generate trend data, the assessment survey included all of the questions from the 2008 assessment. This, in addition to the implementation activity checklists made for a very long survey. In the future, questions asked should be prioritized to shorten the survey and potentially increase the response rate.

4. The survey was designed as a PDF form in the hopes that it would create a more accurate database by eliminating human error from entering the data. However, the basic AcroForm is unable to incorporate logic which led to compromised data (e.g., answering both yes and no to a question) that needed to be carefully reviewed and cleaned. In the future, the format used for the survey design should be re-visited in order to avoid potential errors and additional data cleaning procedures that were needed for these data.
5. A rigorous experimental design was not used in selecting the sample. Although every school had equal opportunity to respond to the survey, responses were voluntary and are only representative of the participating schools. It is possible that the schools that answered the survey are also those that are most proactive around wellness issues and provided skewed numbers for the state averages.
6. In order to obtain trend data regarding the implementation of the federal rules and new school rules, it is suggested that this assessment be repeated again in 2013-2014 after schools have had an opportunity to begin implementing the new rules. A careful review of the survey items is encouraged to make certain the language is consistent with current rules.
7. Upon completion of the 2011 School Wellness Policy and Implementation Assessment School Profiles, the CHI conducted a brief review of the current Local Wellness Policy Toolkit found on the NH DOE website. It is our recommendation that this would be a good opportunity to update the web toolkit. The toolkit has the tools and findings from the 2008 evaluation. In addition, there are new potential model policies that could be listed in the toolkit. These are recommendations and were not part of the original scope of work, but could help to support the Wellness Policy assessment and offer updated resources to schools.

Local Wellness Policy Toolkit Recommendations	
To section entitled "Additional Wellness Policy Resources"	<ul style="list-style-type: none"> <input type="checkbox"/> Change the title of the section to "Model Wellness Policy Resources". These model policies are actually a great way to start to build a good policy. By entitling them as <i>additional</i>, it may make them appear to be secondary. <input type="checkbox"/> Add Ecoliteracy Model Wellness Policy Guide (http://www.ecoliteracy.org/sites/default/files/uploads/cel_model_wellness_policy_guide.pdf) <input type="checkbox"/> Add National Alliance for Nutrition and Activity (NANA) Model School Wellness Policy page (http://www.schoolwellnesspolicies.org/WellnessPolicies.html)
Remove references to the 2005 and 2008 documents and replace with information for the current evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> The cover letter for the profile form and the profile form could easily replace these items: "Section 204: Local Wellness Policy Assessment Project Introduction Letter" and "School Wellness Policy Assessment Form-2008" <input type="checkbox"/> Replace the "executive Summary" and "School Wellness Policy and Resources Assessment Summary- June 2005" and replace with new documents
Revise the "Introduction Letter to	

Superintendents” to reflect the new evaluation and updated materials.	
Remove the “NH Promising Wellness Policies” from the Toolkit and update using schools that scored highly in this new assessment.	
Add a summary of the language mandating the wellness policy and link to the Child Nutrition and WIC Reauthorization Act of 2004. Make each of the requirements clear in the summary	Link: http://www.fns.usda.gov/tn/healthy/108-265.pdf
Consider posting USDA Memo Code: SP 42-2011 which refers to new provisions for local wellness policies to be clarified in the Fall of 2012.	Link: http://www.fns.usda.gov/cnd/governance/Policy-Memos/2011/SP42-2011_os.pdf

VI. ATTACHMENTS

A. SECTION 204 OF PUBLIC LAW 108-265

B. SAMPLE SCHOOL PROFILE

C. SURVEY FORM

D. POLICY ASSESSMENT FORM

E. LIST OF PARTICIPATING SCHOOLS

F. NEW HAMPSHIRE MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

G. 2011 SCHOOL WELLNESS POLICY AND IMPLEMENTATION ASSESSMENT: NEW HAMPSHIRE PROFILE

A) SECTION 204 OF PUBLIC LAW 108-265

Section 204 of Public Law 108-265—June 30, 2004
Child Nutrition and WIC Reauthorization Act of 2004

SEC. 204 LOCAL WELLNESS POLICY

(a) **IN GENERAL** - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that, at a minimum—

- 1) Includes goals for nutrition education, physical activity and other school- based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- 3) Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools;
- 4) Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- 5) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

(b) **TECHNICAL ASSISTANCE AND BEST PRACTICES.** -

(1) **IN GENERAL.** - The Secretary, in coordination with the Secretary of Education and in consultation with the Secretary of Health and Human Services, acting through the Centers for Disease Control and Prevention, shall make available to local educational agencies, school food authorities, and State educational agencies, on request, information and technical assistance for use in—

- (A) Establishing healthy school nutrition environments;
- (B) Reducing childhood obesity; and
- (C) Preventing diet-related chronic diseases.

(2) **CONTENT.** - Technical assistance provided by the Secretary under this subsection shall—

- (A) Include relevant and applicable examples of schools and local educational agencies that have taken steps to offer healthy options for foods sold or served in schools;
- (B) Include such other technical assistance as is required to carry out the goals of promoting sound nutrition and establishing healthy school nutrition environments that are consistent with this section;
- (C) Be provided in such a manner as to be consistent with the specific needs and requirements of local educational agencies; and
- (D) Be for guidance purposes only and not be construed as binding or as a mandate to schools, local educational agencies, school food authorities, or State educational agencies.

(3) FUNDING. –

(A) IN GENERAL. – On July 1, 2006, out of any funds in the Treasury not otherwise appropriated, the Secretary of the Treasury shall transfer to the Secretary of Agriculture to carry out this subsection \$4,000,000, to remain available until September 30, 2009.

(B) RECEIPT AND ACCEPTANCE. – The Secretary shall be entitled to receive, shall accept, and shall use to carry out this subsection the funds transferred under subparagraph (A), without further appropriation.

B) SAMPLE SCHOOL PROFILE

B) SAMPLE SCHOOL PROFILE

2011 School Wellness Policy and Implementation Assessment

Individual School Profile: Introduction

SAU: [REDACTED]

School District: [REDACTED]

School Name: [REDACTED]

Grade Span: [REDACTED]

Schools can play a powerful role in helping students be physically active, eat healthy and maintain overall health. Recognizing this connection, Congress mandated school wellness policy development through the Child Nutrition and WIC Reauthorization Act of 2004.

In 2011, the New Hampshire Department of Education (NH DOE), in collaboration with the NH Department of Health and Human Services and the Community Health Institute/JSI (CHI), conducted an assessment to compare wellness policy compliance with the 2004 law and to gauge wellness policy implementation.

As a part of this study, schools were asked to self-assess their school policies against the five criteria mandated by Congress. Self-assessments were submitted by 234 schools. Wellness policies from these schools were collected and reviewed by CHI and compared to the criteria of the law. The School Wellness Assessment Profile includes individual school findings from an independent third-party review and the schools' self-assessment. Additionally, schools were asked to provide lists of activities that demonstrated wellness activities they had implemented in the past five years.

At the time the self-assessment was administered, the NH DOE had proposed changes to the NH School Rules (Ed 306.11) that would create state nutrition standards in schools. As a part of the school self-assessment, schools were asked about their alignment with the proposed rules. Since the new rules were not in place at the time of the survey, they were not included in this profile.

How to read this profile

The profile is organized into two parts: **Policy Review** and **Implementation Activities**.

- 1) **Policy Review** contains **School Wellness Policy Assessment Results**. The four tables represent each of the criteria required by law. Each has a column showing the self-assessment provided by the school (**School Self-Assessment**) and a column showing the independent third-party review (**Policy Assessment Review**).

✓ = Required criterion was met.

✗ = Required criterion was not met.

A third column (**Policy Assessment Statewide Review, % met criterion**), shows the percent of the respondents in the state that met the criterion as scored by the third-party reviewer.

The last column (**Comments/Recommendations**) includes comments to guide the school in understanding any discrepancies between the third-party review and the self-assessment or guidance to improve compliance.

- 2) **Implementation Activities** contains the **School Wellness Implementation Assessment**. A chart shows the percent of self-reported wellness activities that the individual school reported they have implemented compared to the statewide average across all schools.

New Hampshire Department of Education (NH DOE) in collaboration with NH Department of Health and Human Services and Community Health Institute/JSI

This publication was supported by the Cooperative Agreement number 3U58DP001979-01S2 from the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention.

2011 School Wellness Policy and Implementation Assessment

Individual School Profile: Policy Review

School Wellness Policy Origination Date: June 2006

Last Revised: Not Reported

Level of Compliance with Federal Rules: 57.14%

Law Criteria 1: *Includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate.*

Goal(s)	School Self-Assessment	Policy Assessment Review	Policy Assessment Statewide Review (% met criterion)	Comments/Recommendations
Nutrition Education	✓	✗	68.4%	While this broad statement speaks to an overarching purpose, it does not specifically address the required goals.
Physical Activity	✓	✓	89.7%	This criterion is clearly included in the school wellness policy.
School-Based Activities Designed to Promote Student Wellness	✗	✗	56.0%	In order to meet criterion, the school board approved wellness policy must include a goal for school-based activities designed to promote student wellness.

Law Criteria 2: *Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity.*

Goal(s)	School Self-Assessment	Policy Assessment Review	Policy Assessment Statewide Review (% met criterion)	Comments/Recommendations
Nutrition Guidelines for ALL Food on Campus	✗	✓	79.9%	Upon review of the wellness policy, it was determined that this criterion is adequately addressed in the policy although the self-report from the school indicated it was not included or not reported.

2011 School Wellness Policy and Implementation Assessment

Individual School Profile: Policy Review

Law Criteria 3: Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0), as those regulations and guidance apply to schools.

Goal(s)	School Self-Assessment	Policy Assessment Review	Policy Assessment Statewide Review (% met criterion)	Comments/Recommendations
Guidelines Follow Standards Developed by USDA or Other Approved by State Agency	X		66.7%	Upon review of the wellness policy, it was determined that this criterion is adequately addressed in the policy although the self-report from the school indicated it was not included or not reported.

Law Criteria 4: Establishes a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.

Goal(s)	School Self-Assessment	Policy Assessment Review	Policy Assessment Statewide Review (% met criterion)	Comments/Recommendations
Monitoring & Evaluation	X		71.8%	Upon review of the wellness policy, it was determined that this criterion is adequately addressed in the policy although the self-report from the school indicated it was not included or not reported.
Designee Responsible	X	X	70.9%	In order to meet criterion, the school board approved wellness policy must designate one or more people with operational responsibility for ensuring that the school implements the local wellness policy.

Law Criteria 5: Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

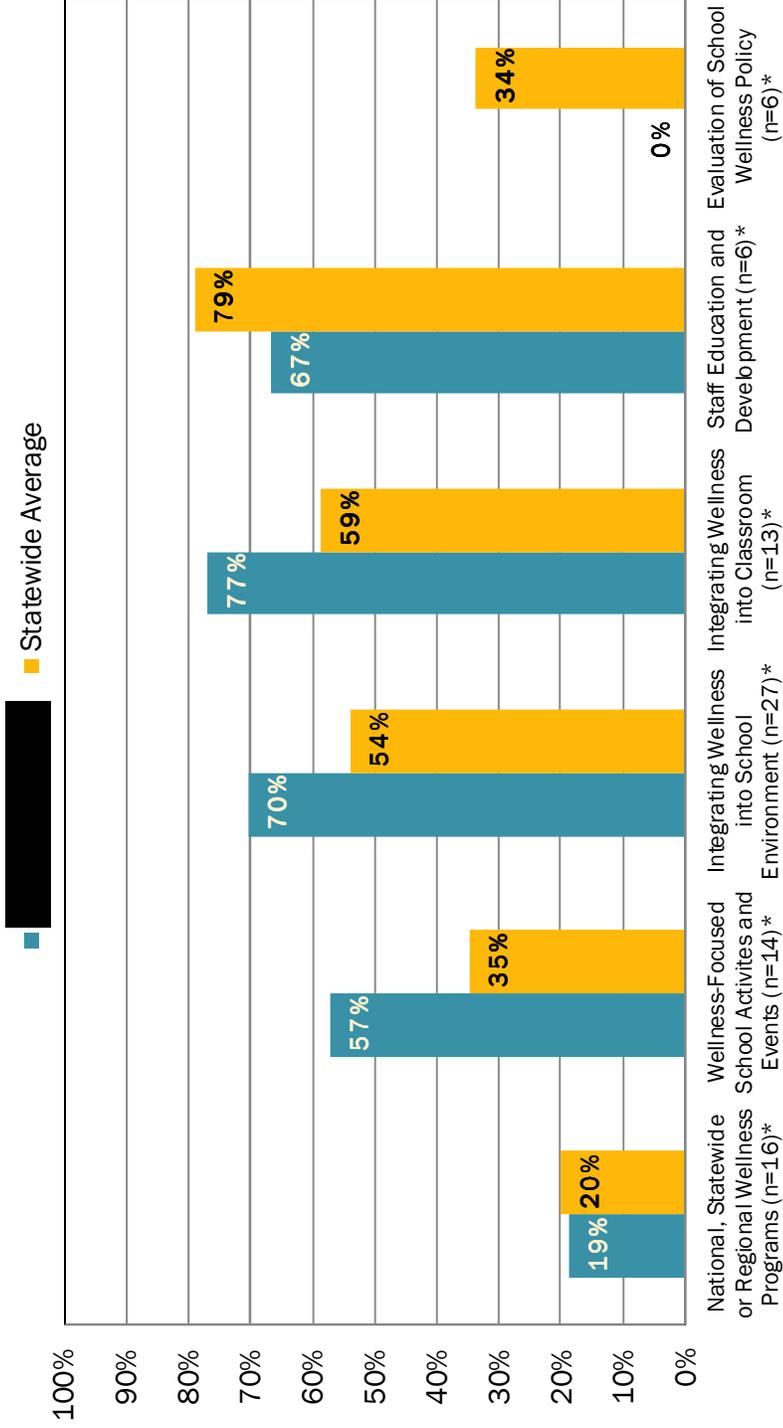
Over three-quarters (76%) of all responding schools indicated they had representation from five of the seven listed sectors on their school wellness committee. This criterion is required for wellness policy development, however, there is no legal mandate to include this information in the wellness policy itself. The survey asked about participation on the school wellness committee and not specifically the development of the policy, so this criterion was not scored.

2011 School Wellness Policy and Implementation Assessment

Individual School Profile: Implementation Activities

This chart depicts the percent of activities that the school reported implementing in the past five years compared to the statewide average. The measures are approximate since they rely on self-reported activities selected from a given list with a few lines available for activities not listed. The list of wellness activities did not represent all of those possible. Other wellness activities listed by the school were reclassified into the provided list when appropriate.

**Self-Reported Wellness Activities
Individual School Compared to Statewide Average**



*This number (n=xx) is the total number of activities provided on the survey form.

If you have any questions about your assessment or would like to discuss the wellness policy further, please contact the DOE Administrator, Bureau of Nutrition Programs and Services at (603) 271-3646. Go to <http://www.education.nh.gov/program/nutrition/wellness.htm> for resources to help improve your wellness policy.

C) SURVEY FORM

2011 New Hampshire School Wellness Policy and Implementation Assessment

Instructions & School Information

How to fill out this PDF form:

- Enter information into the blue form fields by positioning the cursor in the field, and clicking your mouse. *If you are not able to complete it electronically, you may also print and mail or fax the completed form to the address listed below.*
- After entering text or selecting an item, check box, or radio button, press Tab, Enter or Return to accept the form field change. The tab button will also advance you to the next form field.
- Once you have filled in the appropriate form fields, submit via one of the following methods:
 - Email:** Click the e-mail form button on the last page of the survey. A dialogue box titled "Send Form" will pop up. Enter your Email Address and Full Name and click Send. Another box entitled "Select Email Client" will then pop up. Select if you use a Desktop Email Application (i.e., Microsoft Outlook, Eudora) or Internet Email (i.e., Yahoo, Microsoft Hotmail). If you use a Desktop Email Application, clicking "OK" will automatically send the form to NHSchoolPolicy@jsi.com. If you use an Internet Email Client clicking "OK" will lead you to be prompted to save the form to your computer. Once you do this, go in to your Email Client, open a new email addressed to NHSchoolPolicy@jsi.com, and attach the form to your email.
 - Mail:** Click the print form button, to print the form and mail to:
CHI, Attention: Alyson Cobb, 501 South Street, 2nd Floor, Bow, NH 03304; OR
Fax: Fax the completed form to CHI: Attention Alyson Cobb at 603-573-3301
 - Fax:** Fax the completed form to retain a copy of the survey on your computer. To do this, click "File" then "Save As" before closing the form and save it to any folder you wish.
- We strongly encourage you to retain a copy of the survey on your computer. To do this, click "File" then "Save As" before closing the form and save it to any folder you wish.

Please complete the following survey about the nutrition and physical activity policies in place at your school and how these are being implemented. Please start by telling us which school you are representing on this form. Please note that you should complete one form per school.

SAU: _____ **School District:** _____

Name of School: _____

School Grade Span: _____

It is anticipated that more than one person may need to complete this form. If this is the case, please fill in the following information for each person completing this form. We will only use this information for contact purposes in the event there are questions about the information in the form.

	Name	Title	Phone Number (DO NOT USE DASHES)	E-mail Address
Respondent 1:				
Respondent 2:				
Respondent 3:				
Respondent 4:				

When was your school wellness policy originally adopted (MM/YY)? _____

When was your school wellness policy most recently revised/amended (MM/YY)? _____

Virginia M. Barry, Ph.D.
Commissioner of Education
Tel: 603-271-3144



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

May 18, 2011

Dear Superintendent:

School Wellness policies were mandated by the 2004 Amendment to the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966, effective for the 2006-2007 school year. The intent of the law and policy was to improve the school environment by increasing the healthy food choices students have available and to address the decline of physical activity of children.

In 2008, the New Hampshire Department of Education conducted a Local Wellness Policy Assessment Project. The project's goal was to assess the completeness of each school's policy when measured against the national requirements. With the results of the initial survey, the Department was able to provide both overview and targeted training to school personnel responsible for implementing the policy standards.

Now, nearly five years after the wellness policies went into effect, we are conducting an assessment of implementation progress. We are asking for your assistance in evaluating the implementation of your policies by completing the attached survey by **Friday, June 3**.

As superintendent, you are in the best position to delegate the completion of this survey. It is likely that more than one person will need to take part in completing each survey. Please have the appropriate staff complete and submit the survey and policies using the instructions outlined below.

This assessment was created in partnership with the Obesity Prevention Program, of the NH Department of Health and Human Services (NH DHHS). The surveys will be compiled by the Community Health Institute (CHI) of Bow, NH. The CHI researchers will analyze the data and create School Wellness Profiles, similar to those from the 2008 project. To show our appreciation for school staff contributing their valuable time in a short time-frame, the CHI will enter all schools that submit surveys received by Friday, June 3rd, into a drawing for \$250 awards to be given to two winning schools. The funds must be expended on physical or nutrition activities, education or improvements. The funds for this grant award come directly from CHI.

Science based research has proven that healthy children are known to have increased academic performance and decreased behavior problems. School plays a powerful role in helping students maintain an active lifestyle and healthy weight. And, as such, we thank you for your assistance and continued effort to provide a healthy environment for your students.

For clarification or questions, please contact: Alyson Cobb at (603) 573-3319 or NHSchoolPolicy@jsi.com

Sincerely,

Judith D. Fillion

Dr. Judith D. Fillion, Director
Division of Program Support
NH Department of Education

2011 New Hampshire School Wellness Policy and Implementation Assessment

Nutrition Education

1. Does your local school wellness policy have a goal for school nutrition? Yes No

If yes, please list goal(s) here:

(You can copy and paste text from your policy document here)

	Do you have this policy?		If yes, What is the location of this policy?	
	No	Yes	School Wellness Policy	Other Policy (Please specify the name of the other policy)
2. Does your school have a policy that:				
a. Provides for students in grades pre-K to 12 to receive the state board's nutrition education curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Requires 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Provides for developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Provides for students to receive consistent nutrition messages throughout the school day through media, in the classroom, in the cafeteria, at home, and in the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Refers to state and district health education curriculum standards and guidelines including both nutrition and physical education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Integrates nutrition into the health education curricula or core curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Requires appropriate training for the staff that provides nutrition education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Requires annual communication about the policy, procedure, and related curricula to the school community, including, but not limited to school staff, school board, parents, and students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2011 New Hampshire School Wellness Policy and Implementation Assessment

Physical Activity

3. Does your local school wellness policy have a goal for physical activity? Yes No

If yes, please list goal(s) here:

(You can copy and paste text from your policy document here)

	Do you have this policy?		If yes, What is the location of this policy?	
	No	Yes	School Wellness Policy	Other Policy (Please specify the name of the other policy)
4. Does your school have a policy that:				
a. Provides a physical education program with opportunities for every student to develop knowledge for specific physical activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Provides a physical education program with opportunities for every student to develop skills for specific physical activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Provides opportunities for every student to maintain physical fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Provides opportunities for every student to regularly participate in developmentally appropriate physical activity, exercise, or physical education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Integrates physical activity into the health education curricula or core curriculum (e.g., math, science, language arts)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Requires provision of on-going professional training and development for teachers in the area of physical education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2011 New Hampshire School Wellness Policy and Implementation Assessment

Nutrition Standards

	Do you have this policy?		If yes, What is the location of this policy? School Policy Other Policy (Please specify the name of the other policy)
	No	Yes	
5. Does your school have a policy that:	<input type="checkbox"/>	<input type="checkbox"/>	
a. Establishes or adapts nutrition guidelines selected by the local education agency for all foods available on school campus during the school day?	<input type="checkbox"/>	<input type="checkbox"/>	
b. Provides standards for nutrient dense food and beverages for grade level needs as identified and defined by USDA?	<input type="checkbox"/>	<input type="checkbox"/>	
c. Ensures that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220?	<input type="checkbox"/>	<input type="checkbox"/>	
d. Establishes standards to address all foods and beverages sold or served to students, including those available outside of the school meal programs? <i>If/yes, do these standards follow those developed by a nationally recognized research-based organization, such as, but not limited to USDA or another program approved by the State agency?</i>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Establishes guidelines on portion size in all school environments?	<input type="checkbox"/>	<input type="checkbox"/>	
f. Establishes guidelines for foods and beverages in a cante sales in the food service program on school campuses?	<input type="checkbox"/>	<input type="checkbox"/>	
g. Establishes guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses?	<input type="checkbox"/>	<input type="checkbox"/>	
h. Establishes guidelines for foods and beverages sold as part of the school-sponsored fundraising activities?	<input type="checkbox"/>	<input type="checkbox"/>	
i. Establishes guidelines for refreshments served at parties, celebrations, and meetings during the school day?	<input type="checkbox"/>	<input type="checkbox"/>	
j. Provides 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?	<input type="checkbox"/>	<input type="checkbox"/>	
k. Requires that all food service employees, within their first year of employment, obtain a certification of completion of an approved sanitation course?	<input type="checkbox"/>	<input type="checkbox"/>	

2011 New Hampshire School Wellness Policy and Implementation Assessment

School Environment

6. Does your local school wellness policy set goals for other school-based activities designed to promote student wellness?
*If yes, please list goal(s) here:
(You can copy and paste text from your policy document here)*

7. Does your school have a policy that:

	Do you have this policy?		If yes, What is the location of this policy? School Policy Other Policy (Please specify the name of the other policy)
	No	Yes	
a. Creates a school environment that is conducive to healthy eating?	<input type="checkbox"/>	<input type="checkbox"/>	
i. Requires provision of a safe, enjoyable meal environment for students?	<input type="checkbox"/>	<input type="checkbox"/>	
ii. Requires provision of adequate time for students to enjoy eating health foods with friends?	<input type="checkbox"/>	<input type="checkbox"/>	
iii. Requires that lunch time is scheduled as near the middle of the school day as possible?	<input type="checkbox"/>	<input type="checkbox"/>	
iv. Prohibits use of food as a reward or punishment?	<input type="checkbox"/>	<input type="checkbox"/>	
v. Requires provision of enough space and serving areas to ensure student access to school meals with minimum wait time?	<input type="checkbox"/>	<input type="checkbox"/>	
vi. Ensures fundraising efforts are supportive of healthy eating?	<input type="checkbox"/>	<input type="checkbox"/>	
vii. Requires the scheduling of recess for elementary grades before lunch so that children will come to lunch less distracted and ready to eat?	<input type="checkbox"/>	<input type="checkbox"/>	
viii. Requires development of strategies for parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating in school?	<input type="checkbox"/>	<input type="checkbox"/>	
b. Creates a school environment that is conducive to being physically active?	<input type="checkbox"/>	<input type="checkbox"/>	
i. Prohibits 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?	<input type="checkbox"/>	<input type="checkbox"/>	
ii. Provides for student access to physical activity facilities outside school hours?	<input type="checkbox"/>	<input type="checkbox"/>	
iii. Requires development of strategies for parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing being physically active in school?	<input type="checkbox"/>	<input type="checkbox"/>	

2011 New Hampshire School Wellness Policy and Implementation Assessment

Evaluation

	Do you have this policy?		If yes, What is the location of this policy?	
	No	Yes	School wellness Policy	Other Policy (Please specify the name of the other policy)
8. Does your school have a policy that:	<input type="checkbox"/>	<input type="checkbox"/>		
a. Establishes a plan for measuring implementation of the school wellness policy?	<input type="checkbox"/>	<input type="checkbox"/>		
b. Designates one or more persons charged with operational responsibility for ensuring that the school meets the wellness policy?	<input type="checkbox"/>	<input type="checkbox"/>		
c. Requires communication of evaluation progress and results to school administration?	<input type="checkbox"/>	<input type="checkbox"/>		
d. Requires communication of evaluation progress and results to the public?	<input type="checkbox"/>	<input type="checkbox"/>		

Wellness Committee

9. Does your School Wellness Committee include:	Do you have this representative?	
	No	Yes
a. Parents?	<input type="checkbox"/>	<input type="checkbox"/>
b. Students?	<input type="checkbox"/>	<input type="checkbox"/>
c. Designee from the school food authority?	<input type="checkbox"/>	<input type="checkbox"/>
d. Representative(s) of the school board?	<input type="checkbox"/>	<input type="checkbox"/>
e. Representative(s) of the school administration?	<input type="checkbox"/>	<input type="checkbox"/>
f. Representative(s) of the public?	<input type="checkbox"/>	<input type="checkbox"/>
g. School food service personnel?	<input type="checkbox"/>	<input type="checkbox"/>
h. Other team participants?	<input type="checkbox"/>	<input type="checkbox"/>

Please Specify Other Members:

2011 New Hampshire School Wellness Policy and Implementation Assessment

Implementation Activities

Please check all of the activities that your school is currently doing or has done in the last 5 years and list the title/position of the primary person responsible.

10. Which of the following <u>National, Regional, or Statewide Wellness Programs</u> has your school participated in during the past 5 years?	Title/Position of the primary person responsible:
<input type="checkbox"/> HEAL	<input type="text"/>
<input type="checkbox"/> Fresh Fruit and Vegetable Program	<input type="text"/>
<input type="checkbox"/> HealthierUS School Challenge	<input type="text"/>
<input type="checkbox"/> Let's Move!	<input type="text"/>
<input type="checkbox"/> Chefs Move to Schools	<input type="text"/>
<input type="checkbox"/> Chefs in the Cafeteria	<input type="text"/>
<input type="checkbox"/> Fuel Up to Play 60	<input type="text"/>
<input type="checkbox"/> Alliance for a Healthier Generation.	<input type="text"/>
<input type="checkbox"/> Nutrition Connections	<input type="text"/>
<input type="checkbox"/> Farm to School	<input type="text"/>
<input type="checkbox"/> Healthy Schools NH	<input type="text"/>
<input type="checkbox"/> Safe Route to School	<input type="text"/>
<input type="checkbox"/> Fruit and Veggie Challenge	<input type="text"/>
<input type="checkbox"/> Chefs in the Cafeteria	<input type="text"/>
<input type="checkbox"/> Green Commute	<input type="text"/>
<input type="checkbox"/> Pedometer-based walking program	<input type="text"/>
<input type="checkbox"/> Catch Kids (50% schools only)	<input type="text"/>
<input type="checkbox"/> Other	<input type="text"/>

2011 New Hampshire School Wellness Policy and Implementation Assessment

11. Which of the following *Wellness-Focused School Activities and Events* has your school participated in during the past 5 years?

	Title/Position of the primary person responsible:
<input type="checkbox"/> Nutrition-focused assembly	
<input type="checkbox"/> Physical activity-focused assembly	
<input type="checkbox"/> Evening presentation for families on nutrition	
<input type="checkbox"/> Evening presentation for families on the importance of physical activity	
<input type="checkbox"/> Nutrition-focused field trip	
<input type="checkbox"/> Physical activity-focused field trip	
<input type="checkbox"/> Grade-level equivalent food gardening project	
<input type="checkbox"/> Cooking club	
<input type="checkbox"/> Walk to school day	
<input type="checkbox"/> Applied for a Safe Routes to School grant	
Formed a Safe Routes to School Task Force which includes teachers, parents, school administrators, town officials, and local law enforcement	
<input type="checkbox"/> Competitive after school physical activity options	
<input type="checkbox"/> Non-competitive after school physical activity options	
<input type="checkbox"/> Health fair	
<input type="checkbox"/> Other	

2011 New Hampshire School Wellness Policy and Implementation Assessment

12. Which of the following *Integrating Wellness into the School Environment* activities has your school participated in during the past 5 years?

	Title/Position of the primary person responsible:
<input type="checkbox"/> An effort has been made to give students a consistent message about nutrition and healthy eating	
<input type="checkbox"/> Teachers and staff do not use food as a reward or punishment	
<input type="checkbox"/> Teachers and staff do not withhold recess or physical activity as a punishment	
<input type="checkbox"/> Teachers keep healthy snacks on hand for students	
<input type="checkbox"/> Staff and students make efforts to shorten school lunch lines	
<input type="checkbox"/> Students have at least 10 minutes to eat breakfast	
<input type="checkbox"/> Students have at least 20 minutes to eat lunch	
<input type="checkbox"/> Students are offered lunch at least 2 hours after breakfast	
<input type="checkbox"/> Nutrition information is posted in the dining room/cafeteria	
<input type="checkbox"/> Materials on nutrition are available to students	
<input type="checkbox"/> School newsletter to parents contains nutrition news and information	
<input type="checkbox"/> School newsletter or newspaper for students contains nutrition news and information	
<input type="checkbox"/> Students have the opportunity to taste new and healthy foods	
<input type="checkbox"/> School has made a cookbook with healthy recipes	
<input type="checkbox"/> Every student is given the opportunity to participate in 30 minutes of developmentally-appropriate physical activity or exercise each day	
<input type="checkbox"/> Recess is scheduled before lunch	
<input type="checkbox"/> Physical activity is encouraged at recess	
<input type="checkbox"/> Teachers lead physical activities at recess	
<input type="checkbox"/> All recess alternatives are physically active	
<input type="checkbox"/> Recess is at least 30 minutes long	
<input type="checkbox"/> Recess occurs daily	
<input type="checkbox"/> School is available to students for physical activity after school	
<input type="checkbox"/> School is available to students' families for physical activity after school	
<input type="checkbox"/> Artwork has a healthy eating theme	
<input type="checkbox"/> Artwork has a physical activity theme	
<input type="checkbox"/> Students are recognized for bringing in healthy snacks	
<input type="checkbox"/> Students are recognized for meeting physical activity goals	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

2011 New Hampshire School Wellness Policy and Implementation Assessment

13. Which of the following Integrating Wellness into the Classroom activities has your school participated in during the past 5 years?

	Title/Position of the primary person responsible:
<input type="checkbox"/> Nutrition information taught in the health curriculum	
<input type="checkbox"/> Benefits of physical activity taught in the health curriculum	
<input type="checkbox"/> Nutrition information taught in the core curriculum	
<input type="checkbox"/> Benefits of physical activity taught in the core curriculum	
<input type="checkbox"/> Every student is given the opportunity to take physical education classes	
<input type="checkbox"/> Physical education classes take place at least 2 times per week	
<input type="checkbox"/> While in physical education classes, students are physically active at least 50% of the time	
<input type="checkbox"/> Students have made artwork around the topic of healthy eating	
<input type="checkbox"/> Students have made artwork around the topic of physical activity	
<input type="checkbox"/> Students have performed songs, skits, or plays around the topic of healthy eating	
<input type="checkbox"/> Students have performed songs, skits, or plays around the topic of physical activity	
<input type="checkbox"/> Students have received information on reading nutrition labels	
<input type="checkbox"/> At least one classroom physical activity break is taken per day for all students	
<input type="checkbox"/> Other	

14. The School follows USDA guidelines for:

	Title/Position of the primary person responsible:
<input type="checkbox"/> A la carte foods and beverages	
<input type="checkbox"/> Foods and beverages sold in vending machines	
<input type="checkbox"/> Foods and beverages sold in school stores	
<input type="checkbox"/> Foods and beverages sold in concession stands	
<input type="checkbox"/> Foods and beverages sold as part of school-sponsored fundraising	
<input type="checkbox"/> Foods and beverages served during parties and celebrations during the school day	
<input type="checkbox"/> Foods and beverages served at meetings during the school day	

2011 New Hampshire School Wellness Policy and Implementation Assessment

15. Which of the following Staff Education and Development activities has your school participated in during the past 5 years?

	Title/Position of the primary person responsible:
<input type="checkbox"/> Appropriate staff have received nutrition training	
<input type="checkbox"/> Physical education teachers are required to participate in professional training and development each year	
<input type="checkbox"/> Foods and beverages sold in school stores	The food service director/manager is or is working towards certification/credentialing
<input type="checkbox"/> The school nutrition/food service director has the opportunity for continuing education	
<input type="checkbox"/> All food service employees obtain a certificate of completion from an approved sanitation course in their first year	
<input type="checkbox"/> Our school nutrition/food service director who oversees the operation of school meals is qualified	
<input type="checkbox"/> Other	

16. Which of the following activities for Evaluation of the School Wellness Policy has your school participated in during the past 5 years?

	Title/Position of the primary person responsible:
<input type="checkbox"/> A specific staff position oversees the evaluation of the policy implementation	
<input type="checkbox"/> Evaluation progress and results are communicated to school administration	
<input type="checkbox"/> Evaluation progress and results are communicated to the public	
<input type="checkbox"/> Evaluation progress and results are included on the school website	
<input type="checkbox"/> Evaluation progress and results are included in PTA reports	
<input type="checkbox"/> Teachers and staff have the opportunity to evaluate implementation of the wellness policy	
<input type="checkbox"/> Other	

2011 New Hampshire School Wellness Policy and Implementation Assessment

17. Did you use the Wellness Policy Profile you received in 2008? Yes No

18. If you have not implemented your wellness policy, what are your barriers to implementation? *(Check all that apply)*

- I need a copy of the policy
- Confusion about nutrition standards and what foods are allowed under the new policies
- Threat of decreased revenue to the school from school stores and vending
- Threat of decreased revenue for parent and student groups that sell food to raise money
- Threat of decreased revenue from school food service
- Product availability
- Existing vending or pouring contracts
- Complaints from students
- Complaints from parents
- Complaints from food service workers
- Low priority
- Lack of facilities for physical education
- Lack of priority from the administration
- Lack of priority from the other teachers

- Other
- Other
- Other
- Other

19. What would help you in your school wellness policy?

THANK YOU!

You can submit this form via e-mail, fax or postal mail. To submit by e-mail click the button at the bottom of this form. Please see the instructions in page 2 for more details.

We strongly encourage you to retain a copy of the survey on your computer. To do this, click *File - Save As* before closing the form and save it to any folder you wish.

[Submit by Email](#)

[Print Form](#)

D) POLICY ASSESSMENT FORM

D) POLICY ASSESSMENT FORM

Identifier:
 School Name:
 Reviewer:

Child Nutrition and WIC Reauthorization Act of 2004

	Does the wellness policy . . .	
	Yes	No
Include a goal for nutrition education? (Q1)	<input type="checkbox"/>	<input type="checkbox"/>
Include a goal for physical activity? (Q3)	<input type="checkbox"/>	<input type="checkbox"/>
Include a goal for other school-based activities that are designed to promote student wellness? (Q6)	<input type="checkbox"/>	<input type="checkbox"/>
Establish a plan for measuring implementation of the local wellness policy? (Q8a)	<input type="checkbox"/>	<input type="checkbox"/>
Designate 1+ persons charged with operational responsibility for ensuring that the school meets the local wellness policy? (Q8b)	<input type="checkbox"/>	<input type="checkbox"/>
Involve the following groups in the development of the school wellness policy? (Q9)		
Parents? (Q9a)	<input type="checkbox"/>	<input type="checkbox"/>
Students? (Q9b)	<input type="checkbox"/>	<input type="checkbox"/>
School food authority? (Q9c)	<input type="checkbox"/>	<input type="checkbox"/>
School board? (Q9d)	<input type="checkbox"/>	<input type="checkbox"/>
School administrators? (Q9c)	<input type="checkbox"/>	<input type="checkbox"/>
The public? (Q9h)	<input type="checkbox"/>	<input type="checkbox"/>

NH Obesity Commission Minimum Standard- 306.12

	Does the wellness policy . . .	
	Yes	No
Provide standards for nutrient dense food and beverages for grade level needs as identified and defined by USDA? (Q5b)	<input type="checkbox"/>	<input type="checkbox"/>
Provide developmentally appropriate opportunities to learn food preparation skills that support national recognized research-based nutrition standards? (Q2c)	<input type="checkbox"/>	<input type="checkbox"/>
Provide nutrition standards for food and beverages made available outside the federally regulated school meals program? (Q5d)	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, do these standards follow those developed by a nationally recognized research-based organization, such as, but not limited to USDA or another program approved by the State agency?</i>	<input type="checkbox"/>	<input type="checkbox"/>
Provide portion size nutrient dense foods and beverages in schools? (Q5e)	<input type="checkbox"/>	<input type="checkbox"/>
Annually communicate information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents and students. (Q8c)	<input type="checkbox"/>	<input type="checkbox"/>

E) LIST OF PARTICIPATING SCHOOLS

2011 School Wellness Policy and Implementation Assessment

Participating Schools

SAU 1

Dublin Consolidated School
Peterborough Elementary School
Pierce Elementary School
Temple Elementary School

SAU 3

Berlin Junior High School
Berlin Senior High School
Brown Elementary School

SAU 5

Mast Way School
Moharimet School
Oyster River High School
Oyster River Middle School

SAU 6

Bluff School
Claremont Middle School
Disnard Elementary School
Maple Avenue Elementary School
Stevens High School
Cornish Elementary School
Unity Elementary School

SAU 9

Josiah Bartlett Elementary School
A. Crosby Kennett Middle School
Conway Elementary School
Pine Tree Elementary School

SAU 10

Derry Village School
East Derry Memorial Elementary School
Ernest P. Barka Elementary School
Gilbert H. Hood Middle School
Grinnell School
South Range Elementary School
West Running Brook Middle School

SAU 11

Dover Middle School
Dover Senior High School
Garrison School
Horne Street School
Woodman Park School

SAU 12

Londonderry Middle School
Londonderry Senior High School
Matthew Thornton Elementary School
Moose Hill School
North Londonderry Elementary School
South Londonderry Elementary School

SAU 13

Madison Elementary School
Kenneth A. Brett School

SAU 14

Epping Elementary School
Epping High School
Epping Middle School

SAU 15

Auburn Village School
Henry W. Moore School
David R. Cawley Middle School
Fred C. Underhill School
Hooksett Memorial School

SAU 16

Swasey Central School
East Kingston Elementary School
Cooperative Middle School
Kensington Elementary School

SAU 17

Daniel J. Bakie School
Memorial School
Sanborn Regional High School
Sanborn Regional Middle School

SAU 18

Bessie C. Rowell School
Franklin High School
Franklin Middle School
Paul A. Smith School
Jennie D. Blake School

SAU 19

Dunbarton Elementary School
Bartlett Elementary School
Glen Lake School
Goffstown High School
Maple Avenue School
Mountain View Middle School
New Boston Central School

SAU 20

Edward Fenn School
Gorham High School
Gorham Middle School
Milan Village Elementary School

SAU 21

Hampton Academy
North Hampton School
Seabrook Middle School

SAU 27

Campbell High School
Griffin Memorial School
Litchfield Middle School

SAU 29

Chesterfield Central School
Wells Memorial School
Fuller Elementary School
Jonathan M. Daniels School
Keene Middle School
Symonds Elementary School
John Perkins Elementary School
Westmoreland School

SAU 31

Newmarket Elementary School
Newmarket Jr-Sr High School

SAU 32

Plainfield Elementary School

SAU 33

Raymond High School

SAU 34

Hillsboro-Deering Elementary School
Hillsboro-Deering High School
Hillsboro-Deering Middle School
Washington Elementary School

SAU 36

Jefferson Elementary School
Lancaster Elementary School
White Mountains Regional High School
Whitefield Elementary School

SAU 37

Bakersville School
Gossler Park School
Green Acres School
Hallsville School
Highland-Goffes Falls School
Jewett School
Manchester Memorial High School
Manchester School of Technology
Manchester West High School
McDonough School
Middle School at Parkside
Northwest Elementary School
Parker-Varney School
Webster School
Wilson School

SAU 39

Amherst Middle School
Clark-Wilkins School
Mont Vernon Village School
Souhegan Coop High School

SAU 40

Heron Pond Elementary School
Jacques Memorial Elementary School
Milford High School
Milford Middle School

SAU 42

Amherst Street School
 Birch Hill Elementary School
 Dr. Norman W. Crisp School
 Elm Street Middle School
 Fairgrounds Elementary School
 Fairgrounds Middle School
 Ledge Street School
 Nashua High School North
 New Searles School
 Pennichuck Middle School
 Sunset Heights Elementary School

SAU 43

Croydon Village School
 Newport Middle High School
 Richards Elementary School

SAU 44

Nottingham Elementary School

SAU 46

Andover Elementary School

SAU 49

Carpenter Elementary School
 Crescent Lake School
 Effingham Elementary School
 Kingswood Regional High School
 Kingswood Regional Middle School
 New Durham Elementary School
 Ossipee Central School
 Tuftonboro Central School

SAU 50

Greenland Central School
 Newington Public School
 Rye Junior High School

SAU 51

Pittsfield Elementary School
 Pittsfield High School
 Pittsfield Middle School

SAU 52

Little Harbour School
 Mary C. Dondero Elementary School
 Portsmouth Middle School

SAU 55

Hampstead Middle School
 Atkinson Academy
 Danville Elementary School
 Pollard Elementary School
 Sandown Central School
 Sandown North Elementary School
 Timberland Regional Middle School

SAU 56

Hilltop School
 Maple Wood Elementary School
 Somersworth High School
 Somersworth Middle School

SAU 57

Dr. L.F. Soule School
 Mary A. Fisk Elementary School
 North Salem Elementary School
 Salem High School
 Walter F. Haigh School
 William E. Lancaster School
 William T. Barron Elementary School
 Woodbury School

SAU 59

Southwick School
 Union Sanborn School
 Winnisquam Regional High School

SAU 60

Acworth Elementary School
 Alstead Primary School
 Charlestown Middle School
 Charlestown Primary School
 Sarah Porter School
 Vilas Elementary School
 Walpole Primary School

SAU 61

Farmington Senior High School
 Valley View Community Elementary School

SAU 62

Canaan Elementary School
 Enfield Village School
 Indian River School
 Mascoma Valley Regional High School

SAU 64

Milton Elementary School
 Paul Elementary School

SAU 65

Kearsarge Regional Elementary School at
 Bradford
 Kearsarge Regional Elementary School at
 New London
 Kearsarge Regional High School
 Kearsarge Regional Middle School
 Simonds Elementary School
 Sutton Central Elementary School

SAU 66

Harold Martin School
 Hopkinton High School
 Hopkinton Middle School
 Maple Street Elementary School

SAU 67

Bow Elementary School
 Bow High School
 Bow Memorial School

SAU 71

Goshen-Lempster Cooperative School

SAU 72

Alton Central School

SAU 74

Barrington Elementary School
 Barrington Middle School

SAU 75

Grantham Village School

SAU 79

Gilmanton Elementary School

SAU 82

Chester Academy

SAU 83

Ellis School

SAU 84

Daisy Bronson Junior High School
 Littleton High School
 Mildred C. Lakeway School

SAU 86

Barnstead Elementary School

SAU 87

Appleton Elementary School
 Boynton Middle School
 Greenville Elementary School
 Mascenic Regional High School
 New Ipswich Central School

SAU 88

Hanover Street School
 Lebanon High School
 Lebanon Junior High School
 Mt. Lebanon School
 Seminary Hill School

SAU 89

Mason Elementary School

F) NEW HAMPSHIRE MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

OVERVIEW OF NEW HAMPSHIRE ADMINISTRATIVE RULES FOR EDUCATION

On December 14, 2011, the NH State Board of Education adopted changes to the NH Administrative Rules for Education, Minimum Standards for Public School Approval, including Ed 306.11 regarding Food and Nutrition Services. An excerpt of the adopted rules can be found below. The complete NH Administrative Rules for Education can be found online at <http://www.education.nh.gov/legislation/rules.htm>.

Part Ed 306 MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

Ed 306.02 Definitions.

- e) "Nutrient dense foods" means those foods that provide substantial amounts of vitamins and minerals and relatively fewer calories as identified and defined by 7CFR Part 210.10.
- f) "Nutrient density of foods" means the amount of a specific nutrient in a food per 100 calories of that food as defined in 7CFR Part 210.11.
- g) "Nutrient targets" means the specific number and types of food that a student must select. The targets are the scientific bases of the standards for menu planning. Targets provide the foundation for setting meal requirements which encompass meal patterns and other specification for school menu planning purposes.
- h) "Portion size" means the amount of food that will ensure each serving will be the appropriate size and that a recipe will produce the expected number of servings.

Ed 306.04 Policy Development.

- a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:
 - 21) Supporting the availability and distribution of healthy foods and beverages that create a healthy environment in all schools throughout all school buildings during the school day;

Ed 306.11 Food and Nutrition Services.

- g) The policy relative to distribution of healthy foods and beverages that create a healthy environment required by Ed 306.04(a)(21) shall include:
 - 1. Standards for nutrient dense foods and beverages for grade level needs elementary, middle and high school as identified and defined by 7CFR Part 210:10;
 - 2. Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;
 - 3. Nutrition targets for foods and beverages made available outside the federally regulated school meals program. The targets shall follow those developed by a nationally recognized research-based organization, such as but not limited to USDA, or as determined by the department to have standards equivalent to the USDA;
 - 4. Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards; and
 - 5. Annual communication information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents and students.
- h) Any school in (g)(3) choosing a standard for foods available at school which is not consistent with the USDA standard for Child Nutrition Programs, shall request a waiver from the bureau of nutrition programs and services. The bureau shall evaluate the alternative standards and shall grant the waiver if the alternative standards are determined to be equivalent to the nutrition standards of 7 CFR Part 210.

**G. 2011 SCHOOL WELLNESS POLICY AND IMPLEMENTATION
ASSESSMENT: NEW HAMPSHIRE PROFILE**

2011 School Wellness Policy and Implementation Assessment

New Hampshire Profile

Schools play a powerful role in helping students be physically active, eat healthy and maintain overall health. Recognizing this connection, Congress mandated school wellness policy development through the Child Nutrition and WIC Reauthorization Act of 2004.

In 2011, the New Hampshire Department of Education (NH DOE), in collaboration with the NH Department of Health and Human Services and the Community Health Institute/JSI (CHI), conducted an assessment to compare wellness policy compliance with the 2004 law and to gauge wellness policy implementation.

As a part of this study, schools were asked to self-assess their school policies against the five criteria mandated by Congress. Self-assessments were submitted by 234 schools. Wellness policies from these schools were collected and reviewed by CHI and compared to the criteria of the law. This School Wellness Policy and Implementation Assessment Profile includes findings from an independent third-party review and the schools' self-assessments. Additionally, schools were asked to provide lists of activities that demonstrated wellness activities they had implemented in the past five years. **Overall, 45 of the responding schools, or 19.2%, were in full compliance with the law.**

At the time the self-assessment was administered, the NH DOE had proposed changes to the NH School Rules (Ed 306.11) that would create state nutrition standards in schools. As a part of the school self-assessment, schools were asked about their alignment with the proposed rules. **As of June 2011, Most of the participating schools (92%) had incorporated at least one of the six new rules into their wellness policies. In addition, 70.5% had incorporated four or five of the new rules in advance of their becoming effective in December 2011.**

How to read this profile

This profile is organized into three parts: **Policy Review**; **Implementation Activities**; and **2011 Changes to the NH School Administrative Rules**.

- 1) **Policy Review:**
Provides the **School Wellness Policy Assessment Results**. The four tables represent each of the criteria required by law and the respondents in the state that met the criterion as self-reported (**School Self-Assessment**) and as scored by the third-party reviewer (**Policy Assessment Review**).
- 2) **Implementation Activities:**
Looks at the **School Wellness Implementation Assessment**. The chart shows the percent of the wellness activities that the responding schools reported they have implemented compared to the statewide average across all schools.
- 3) **2011 Changes to the NH School Administrative Rules**
Shows an overview of the percent of schools that have incorporated the New Rules as of June 2011.

New Hampshire Department of Education in collaboration with

NH Department of Health and Human Services and Community Health Institute/JSI

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2011 School Wellness Policy and Implementation Assessment

New Hampshire Profile: Child Nutrition & WIC Reauthorization Act of 2004

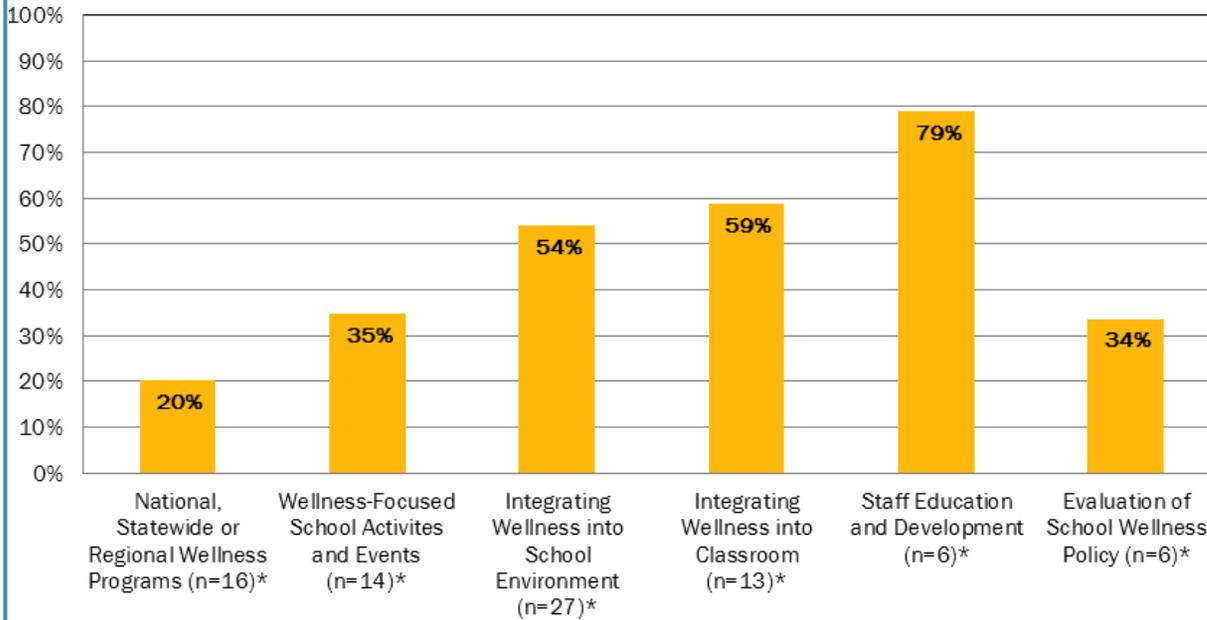
Criteria	School Self-Assessment Statewide Average (% reported meeting criterion)	Policy Assessment Statewide Review (% met criterion)
Law Criteria 1: <i>Includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate.</i>		
Nutrition Education	97.0 %	68.4 %
Physical Activity	92.7 %	89.7 %
School-Based Activities Designed to Promote Student Wellness	74.4	56.0 %
Law Criteria 2: <i>Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity.</i>		
Nutrition Guidelines for ALL Food on Campus	82.9 %	79.9 %
Law Criteria 3: <i>Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C.1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools.</i>		
Guidelines Follow Standards Developed by USDA or Other Approved by State Agency	93.2 %	66.7 %
Law Criteria 4: <i>Establishes a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.</i>		
Monitoring & Evaluation	67.5 %	71.8 %
Designee Responsible	73.1 %	70.9 %
Law Criteria 5: <i>Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.</i>		

Over three-quarters (76%) of all responding schools indicated they had representation from five of the seven listed sectors on their school wellness committee. This criterion is required for wellness policy development, however, there is no legal mandate to include this information in the wellness policy itself. The survey asked about participation on the school wellness committee and not specifically the *development* of the policy, so this criterion was not scored.

2011 School Wellness Policy and Implementation Assessment

New Hampshire Profile: Implementation Activities

Statewide Average of Self-Reported Wellness Activities



This chart depicts the average percent of activities that schools reported implementing in the past five years. The measures are approximate since they rely on self-reported activities selected from a given list with a few lines available for activities not listed. The list of wellness activities did not represent all of those possible. Other wellness activities listed by schools were reclassified into the provided list when appropriate.

*This number (n=xx) is the total number of activities provided on the survey form.

Criteria	% of Schools that reported at least 1 activity in the category	% of schools that reported all activities in the category
National, Statewide, or Regional Wellness Programs	86 %	0 %
Wellness-Focused School Activities and Events	98 %	0 %
Integrating Wellness into School Environment	99 %	0 %
Integrating Wellness into Classroom	99 %	4 %
Staff Education and Development	97 %	32 %
Evaluation of School Wellness Policy	69 %	4 %

2011 School Wellness Policy and Implementation Assessment

New Hampshire Profile: 2011 Changes to the NH School Administrative Rules

Revised School Administrative Rules were adopted on December 14, 2011 and became effective December 17, 2011. As part of this assessment, schools were asked about their compliance with these revised rules. However, since the rules were not in place at the time of the survey, this information is only reported collectively for all schools in order to inform NH DOE on current compliance with the new rules.

Number of New Rules Incorporated	% of Schools with New Rules Incorporated as of June 2011
Had not incorporated any of the new rules	7.3 %
Had incorporated 1 of the new rules	3.0 %
Had incorporated 2 of the new rules	6.8 %
Had incorporated 3 of the new rules	12.4 %
Had incorporated 4 of the new rules	30.8 %
Had incorporated 5 of the new rules	30.8 %
Had incorporated all 6 of the new rules	0 %

New Rule	% of Schools with New Rule Incorporated as of June 2011
Standards for nutrient dense food and beverages for grade level needs elementary, middle and high school as identified and defined by 7CFR Part 210:10.	89.3 %
Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments.	2.6 %
Nutrition targets for foods and beverages made available outside the federally regulated school meals program.	79.9 %
The targets shall follow those developed by a nationally recognized research-based organization, such as but not limited to USDA, or as determined by the department to have standards equivalent to the USDA.	66.2 %
Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards.	89.3 %
Annual communication information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents and students.	39.3 %