

DOVER, SHERBORN AND DOVER-SHERBORN REGIONAL SCHOOLS
WELLNESS IMPLEMENTATION GUIDELINES
APRIL 2016

The Dover, Sherborn, and Dover-Sherborn Regional Schools are committed to providing a school environment that enhances the learning and development of lifelong wellness practices. It is, therefore, the school's goal to promote the physical, emotional, and social wellness of students and staff through coordinated Wellness Implementation Guidelines. This includes providing a healthy environment, counseling and guidance services, school nursing services, nutritious school meals and other activities that promote and assess sound nutrition and healthy eating behaviors, K-12 wellness curricula programming, and other opportunities for physical activity. It is the intent of these guidelines to foster independence in students by addressing and supporting school nutrition, health, social and emotional wellness and physical fitness.

OVERSIGHT

The Schools promote physical, social, and emotional health and wellness for students and staff by following current federal, state, and local statutes and regulations governing wellness. The Schools' Wellness Committee (comprised of faculty, staff, community members, school administration, and members of the school committees) provides oversight of the policy and regulations, and is the means for assessing and promoting a healthy environment for the Schools. The Administration is responsible for the implementation of the standards for wellness, nutrition, and physical fitness.

The Physical Education and Wellness Departments, along with guidance counselors and school nurses, provide the foundation for ensuring that all students have access to instruction in physical education and wellness. The Schools require students to be enrolled in physical and health education providing students with information about life-long wellness including physical activities and nutrition awareness.

PHYSICAL ACTIVITY AND HEALTH

Students from Dover and Sherborn are provided a variety of learning experiences in which they acquire the knowledge, skills, and motivations to live a healthy and productive lifestyle and to encourage lifelong physical activity. The Dover-Sherborn Schools work in collaboration with families and students to ensure that all students participate in physical activities in support of national recommendations.

Physical Education K-12

The goals of the physical education K-12 program are to develop a positive self-concept, have fun, release tension, increase creativity in movement and thought, learn fundamental skills, patterns strategies and tactics, develop the cardiovascular system, increase muscular strength and endurance and flexibility, and learn appropriate social behaviors. The curriculum, taught by certified physical education educators, is sequential and consistent with the MA Frameworks and National Standards of Health and Physical Education.

Dover Sherborn's comprehensive physical education program, as outlined by Massachusetts General Law Chapter 71, Section 3, states: Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. Instruction in physical education may include calisthenics, gymnastics and military drill; but no pupil shall be required to take part in any military exercise if his parent or guardian is of any religious denomination conscientiously opposed to bearing arms, or is himself so opposed, and the school committee is so notified in writing; and no pupil shall be required to take part in physical education exercises if a licensed physician certifies in writing that in his opinion such physical education exercises would be injurious to the pupil.

The Centers for Disease Control and Prevention and SHAPE America (Society of Health and Physical Educators) recommends at least 150 minutes per week of school-based P.E. for elementary students and 225 minutes per week for middle and high school students.

SHAPE America (Society of Health and Physical Educators) publishes standards that define what a physically literate student should know and be able to do:

- demonstrates competency in a variety of motor skills and movement patterns
- applies knowledge of concepts, principles, strategies and tactics related to movement and performance
- demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- exhibits responsible personal and social behavior that respects self and others
- recognizes the value of activity for health, enjoyment, challenge and self-expression and social interaction.

The CDC (Center for Disease Control and Prevention) Joint Committee on Health Education Standards defines health literacy as “the capacity of individuals to obtain, interpret, and understand basic health information and services, and their competence to use such information and services in ways that enhance health.”

The goals of the health education K-12 program are to provide opportunities in health class for students to become more health literate so that students:

- can think things through and make healthy choices in solving their own problems
- are responsible and make choices that benefit themselves and others
- are in charge of their own learning
- can use communication skills in clear and respectful ways

Comprehensive health education teaches students fundamental health concepts and skills that foster healthy habits and behaviors for the individual and others through sequential and coordinated teaching of health education, physical education, and family and consumer sciences education at each grade level, prekindergarten through grade 12. (Massachusetts Department of Elementary and Secondary Education Physical Education frameworks, 1999)

The comprehensive health education program at Dover Sherborn Middle School and Dover Sherborn High School promotes and supports health-enhancing behaviors for students. The following standards and performance indicators are written expectations for what our students should know and be able to do.

The grades 6-12 health literate student:

- comprehends concepts related to health promotion and disease prevention to enhance health
- analyzes the influence of family, peers, culture, media technology, and other factors on health behaviors
- demonstrates the ability to access valid information, products, and services to enhance health
- demonstrates the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- demonstrates the ability to use decision making skills and goal-settings skills to enhance health
- demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks
- demonstrates the ability to advocate for personal, family, and community health.

K-12 Physical and Health Activities

Student involvement in other activities involving physical activity, (e.g. interscholastic or intramural sports, outside of school activities) will not be substituted for meeting the physical education requirements or health education requirements.

Chickering Elementary students in kindergarten receive physical education once per week for a total of 40 minutes. Students in grades 1-2 receive physical education twice per week for a total of 80 minutes. Students in grades 3, 4, and 5 have physical education 1.5 times over two weeks (alternating on one week with technology) for an average of 60 minutes per week (80 minutes one week and 40 minutes the other). Recess is provided in grades 1-5 once per day for 20 minutes, and in kindergarten it is twice per day for a total of 40 minutes. A module on Health, Wellness and Puberty is offered to all grade 5 students in eight forty-minute sessions. Our D.A.R.E. officer teaches 1-2 lessons per grade, K-4 and 2-4 lessons in grade 5.

Pine Hill Elementary students in kindergarten to grade 5 receive physical education once per week for a total of 40 minutes. Grades 1 and 2 students receive a 40 minute health class/week for half the year. Grade 3 students receive a 40 minute health class/week for one third of the year and grade 4 students meet for a 40 minute health class every other week; grade 5 physical education participates in one puberty class. Recess is provided once per day for 25 minutes (grades 1-5) and in Kindergarten recess is twice per day for 25 minutes. Drug Abuse Resistance Education (D.A.R.E) is offered to all grade 5 students in eight forty minute sessions.

Dover-Sherborn Middle School students in grades 6, 7, and 8 complete 3 years of physical education. Classes meet for 150 minutes for every 7 day rotation. Students in grades 7 and 8 complete a semester each of health education, where classes meet for 150 minutes for a seven day rotation. D.A.R.E. is offered to grade 7 students.

Dover-Sherborn High School freshmen complete one semester of physical education and one semester of health. These classes meet for 285 minutes every eight day rotation. Sophomores, Juniors and Seniors must complete five semesters of either a physical or health education elective. These classes meet for 180 minutes per eight day rotation. There is a twelve minute break each day for all students. Please see the Program of Studies for more information <http://www.doversherborn.org/page.cfm?p=1236>

NUTRITION

Nutrition education is incorporated into the students' school day experience through a variety of educational opportunities in the classroom and other school-based activities, as well as within the school community. It is the goal of Dover Sherborn Public Schools to increase opportunities for nutrition education.

Goals for Dover Sherborn Public Schools

The goal of the Dover-Sherborn Public Schools is to ensure that food and beverages offered to students serve to enhance their learning, contribute to their healthy growth and development, and cultivate life-long healthy eating behaviors. The Massachusetts regulations (as aligned to the U.S.D.A.) shall apply to competitive foods and beverages sold or provided on school grounds until 30 minutes after the school day ends. The standards apply to the following venues:

1. A la carte lines in school cafeterias
 2. School stores
 3. School snack bars
 4. Vending machines
 5. Any other location on school property
- All competitive foods and beverages sold outside of the reimbursable school meal programs during the times set forth above will serve to enhance a student's school lunch with the focus on healthier choices. These foods and beverages should be considered for their nutritional value including fiber-rich, nutrient-dense ingredients and be minimally processed whenever possible.
 - A choice of at least two fruits and/or non-fried vegetables will be available where foods are sold. Such items include, but are not limited to, fresh fruits and vegetables, cooked, dried, or canned fruits, and cooked, dried, or canned vegetables.
 - In the Dover Sherborn Public Schools, affiliated organizations are encouraged to follow these standards when foods/beverages are offered during the times set forth above. They are encouraged to also follow these standards when offering foods/beverages outside of the school day. In addition, any other after-school events held on school grounds are encouraged to follow these standards. All foods and beverages sold in vending machines must comply with the minimum standards and will remain accessible at all times and not turned off. See the applicable Massachusetts regulations below for the standards.
 - Dover Sherborn School Food & Nutrition Programs have been involved with the Massachusetts Farm to School Project since 2006. Our goal is to increase the use of fresh, local foods, and to use farms that are as local as possible in these efforts. The programs also participate in the Harvest of the Month campaign which goes beyond local produce and promotes a different Massachusetts-grown, raised or manufactured product each month.

- The Dover Sherborn Schools Food & Nutrition Programs continues to expand scratch cooking recipes used for school menus each year. This process is ongoing and involves taste testing by staff and students, both formally and informally during the school year.
- Dover Sherborn Schools Food & Nutrition Programs provide all employees with professional development opportunities throughout the year. Training offered covers Safe Food Handling Practices, Food Allergy & Intolerance training along with Medical Emergency training and Program Compliance training. Culinary Skills training and Recipe Testing opportunities are a large part of employee training. These skills are needed to continue moving forward with the Farm to School Project and to enhance and grow our scratch cooking efforts.
- Food free parties and celebrations in the classroom are encouraged. Suggestions for alternative party and celebration ideas are available from building principals and the school nurses. Where food is served for parties or celebrations in the classroom, extreme caution should be used, particularly with tree nuts and peanut items.
- Foods containing tree nuts and peanuts will be used with extreme caution and will be available with ingredient labels that allow for reasonable review of content risk.

Massachusetts School Nutrition Regulations for Competitive Foods and Beverages

Beverages	Food
<p>Juice 100% fruit or vegetable juice; no sugar added, and may or may not be diluted with water or carbonated water. Juice portion limit: 8 oz</p>	<p>Calories No more than 350 calories for entrée items (including accompaniments) or 200 calories for side or snack dish items (including accompaniments).</p>
<p>Milk & Milk Substitutes Milk and Milk substitutes must be 1% or fat free Flavored milk & flavored substitutes must be fat free and contain no more than 22 g sugar per 8 oz 8 oz Portion limit</p>	<p>Fat, Saturated Fat & Trans Fat No more than 35% of total calories from fat* No more than 10% of total calories from saturated fat* All foods to be trans-fat free; zero grams of trans fat per portion as packaged (less than 0.5 g per portion) <i>*Exceptions: 1 oz nuts, seeds, nut/seed butters or reduced-fat cheese, or part-skim mozzarella, or products that consist of only dry fruit with nuts and/or seeds with no added nutritive sweeteners or fat. Schools may provide or sell seafood with no added fat. No other combination products are exempt from the fat standards.</i></p>
<p>Water Contains no added sugar, sweeteners or artificial sweeteners, but may contain natural flavorings and/or carbonation.</p>	<p>Sodium No more than 200 mg sodium per item; except a la carte entrees, entrees shall not contain more than 480 mg sodium per item.</p>
<p>Grains All bread and other grain-based products must be whole grain (i.e., 50% or more of whole grains by weight or have whole grains listed as the first ingredient)</p>	
<p>Sugar No more than 35% of weight from total sugars* *Exception: 100% fruit/vegetables w/no added sweeteners except for fruits packed in 100% fruit juice;products consisting of only dry fruit with nuts and/or seeds with no added nutritive sweeteners or fat; dried or dried dehydrated fruits/vegetables with no added nutritive sweeteners,and dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes, i.e., cranberries, tart cherries, and blueberries</p>	
<p>Food & Beverages Competitive food items must meet all competitive food nutrient standards The first ingredient of non-grain foods must contain one of the major food groups: fruits, vegetables, dairy or protein foods (meat, beans, seafood, eggs, nuts, seeds, etc.) Combination foods must contain ¼ cup of fruit and/or vegetable No food/beverage shall contain artificial sweeteners No food/beverage shall contain more than trace amounts of caffeine</p>	

Guidelines for Food and Beverages Sold for School Lunch Programs:

Meals served through the National School Lunch Programs will:

- Be appealing and attractive to children.
- Be served in a clean and pleasant setting.
- Meet minimum nutrition requirements established by local, state, and federal statutes and regulations and will achieve the highest possible standards that are attainable within fiscal and physical plant restraints.
- Be wholesome and minimally processed, providing students and families with the best possible food options available.
- Engage students and parents in taste-tests of new food and beverage items and conduct surveys to identify new, healthful and appealing food choices. This information will be utilized in selecting and highlighting foods to be sold through the school meal program.
- Share information about the nutritional and ingredient content of meals via books in each kitchen and links on the website.
- Provide students with a minimum of 20 minutes for lunch. When students have adequate time for lunch, studies show they consume significantly more nutrients and plate waste decreases.
- Be presented in an environment where parent volunteers, students, teachers, and custodial staff work together to recycle and reduce food waste.

Implementation

- Principals are responsible for overseeing and implementing the Wellness Policy and its Implementation Guidelines. The principals will work with the Wellness Committee regarding school-based implementation of the Wellness Policy and Implementation Guidelines, and will take necessary steps to ensure standards set forth in those documents are being met.
- The Wellness Policy and Implementation Guidelines will be made available to all Dover Sherborn Public Schools staff and parents/guardians.
- The Wellness Committee will function as defined by the Wellness Policy.

National School Lunch Program Meal Pattern - January 2012

Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students are allowed to select $\frac{1}{2}$ cup fruit or vegetables under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • bean/peas (legumes) • Starchy • Other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternative (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	At least half of the grains must be whole Grain-rich beginning July 1, 2012. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Lunch Nutrient Standards, continued – January 2012

<p>Sodium 2012-13 2013-14 Reduce, no set targets</p>	<p>SY 2014-15 SY 2017-18 Final SY 2022 Lunch LunchLunch 1230mg (K-5) 935mg (K-5) 640mg (K-5) 1360mg (6-8) 1035mg (6-8) 710mg (6-8) 1420mg (9-12) 1080mg (9-12) 740mg (9-12) Breakfast BreakfastBreakfast 540mg (K-5) 485mg (K-5) 430mg (K-5) 600mg (6-8) 535mg (6-8) 470mg (6-8) 640mg (9-12) 570mg (9-12)500mg (9-12)</p>
<p>Calories (min. only) 2011-12 <i>Traditional Menu Planning</i> Lunch: 633 (grades K-3) 785 (grades 4-12) 825 (optional grades 7-12) Breakfast: 554 (grades K-12)</p> <p><i>Enhanced Menu Planning</i> Lunch: 664 (grades K-6) 825 (grades 7-12) 633 (optional grades K-3) Breakfast: 554 (grades K-12) 774 (optional grades 7-12)</p> <p><i>Nutrient Based Menu Planning</i> Lunch: 664 (grades K-6) 825 (grades 7-12) 633 (optional grades K-3) Breakfast: 554 (grades K-12) 618 (optional grades 7-12)</p>	<p>Calorie Ranges (min. & max.) 2012-13 <i>Only food-based menu planning allowed</i> Lunch: 550-650 (grades K-5) 600-700 (grades 6-8) 750-850 (grades 9-12) Breakfast: 350-500 (grades K-5) 400-550 (grades 6-8) 450-600 (grades 9-12)</p>
<p>Saturated Fat 2011-12 10% of total calories</p>	<p>Saturated Fat 10% of total calories</p>
<p>Trans Fat: no limit 2011-12</p>	<p>New specification: zero grams per serving (nutrition label)</p>

HEALTH SERVICES

The school health program functions in collaboration with faculty, staff, school administration, external health care providers and parents/guardians to promote the health and well-being of all students. The goal of the School Health Program is to complement and support the school's academic mission while promoting and improving student's health. To achieve this goal, school nurses promote the safety of students and staff, intervene during actual or potential health concerns, ensure that students are properly immunized, provide state-mandated screenings, administer medications, and care for students with special health care needs.

Implementation

- All students have access to nursing health services.
- Requirements for physical exams and immunization are enforced as mandated by the Department of Public Health.
- Annual health screenings are conducted according to the Department of Public Health guidelines.
- Student health concern information relevant to the student's participation in school is collected and parent permission is obtained in order to share this information with appropriate faculty and staff.
- All school nurses are prepared to respond to any type of emergency as outlined in the district's emergency response plan.
- The medical director is available for consultation with school nurses and administration when necessary.

SOCIAL AND EMOTIONAL HEALTH

School based guidance and counseling is available to all students in enrolled in Dover-Sherborn schools. Counselors work to make school counseling seamless for all Dover-Sherborn students as they progress through the grades. The skills students learn and develop in elementary school will help them to successfully navigate their middle and high school years. As students advance through the grades and are promoted to the Middle and High schools, counselors will continue to support them, helping students to successfully meet their academic, social and emotional needs, appropriate to their developmental level and the unique concerns they deal with as they grow and change.

A Developmental Approach to School Counseling

Dover and Sherborn Elementary Schools

The elementary school student

The elementary years are an exciting and stimulating time for children as they transition from home to school, discover the excitement of learning, develop social skills, build peer relationships and strive for independence. A positive elementary school experience sets the stage for the child's love of learning all through life and serves to build self-esteem. During these important years, children can be challenged by many factors that can compromise their academic, social and emotional wellbeing. The elementary school counselor, working in concert with parents and classroom teachers, has the opportunity to help students successfully navigate the issues and concerns which can present during these exciting and important years in the life of a child.

Role of the School Counselor

The primary role of the elementary school counselor is to assist students from kindergarten through fifth grade meet their academic, social and emotional needs, while working in direct partnership with parents and teachers to support students' school success across all lines of academic, social and emotional development. The elementary school counselor serves as counselor for the children in the school community; providing services for children requiring prevention, on-going support, or crisis intervention within the educational setting while meeting with parents and teachers as needed to help address student concerns as collaboratively as possible. In addition to providing education and support to parents/guardians, elementary counselors conduct parent workshops, serve as a resource on parenting and child development, assist with referrals to community based programs, practitioners and agencies and apprise parents of community based programs which would be of interest to parents/guardians.

Dover-Sherborn Middle School

The middle school student

Middle school students struggle between independence and security. Parents may feel that their middle school child is beginning to break away from them, but this is the time they need adult support the most. Emotions may become very fragile in middle school. One event such as the loss of a friendship or a low grade on a test can “ruin” a student’s life for several days. This age group does not have the experience to put things into perspective. Self-concept is a continuous struggle. Stress level is high and self-esteem fragile because of real or imagined attitudes.

Middle school students also develop a sense of fairness that manifests itself in excuses and indignation when they believe they have been treated unfairly. They don’t always practice fairness themselves as evidenced by the slightly changed stories they take home to parents, but they are quick to point out deficiencies between what adults say and what they actually practice.

Middle school is a time for students to take risks, meet new friends and experience new courses and activities. Students have more freedoms and learn to develop responsibility, resiliency and self-advocacy skills. As they mature, they become excited learners, earning more trust and freedom and look forward to the challenges that high school will bring.

Role of the School Counselor

The primary role of the middle school counselor is to be a student’s advocate during the critical years of early adolescence when students are in the middle, caught between two worlds. The sixth grade is split between the counselors. At the seventh grade level, each counselor takes a full grade and follows the grade through the remainder of the middle school experience. In addition to the middle school counselors, the region employs an adjustment counselor/licensed social worker to provide additional support and advocacy to students who may benefit from more specialized services.

In addition to working with students, counselors are part of a team including administrators, specialists, parents and teachers. This team is responsible for guiding a student’s development through the middle school years.

Students often seek a counselor’s assistance for issues such as academics, work habits, and friendships. When seeking a conference with a counselor, students should give their name to the guidance secretary. They will be issued passes indicating the meeting time with their counselor.

Parents are encouraged to call and make an appointment with the counselor whenever they have any questions or concerns about their children. Communication is particularly important whenever there is an illness, death, separation, divorce, stress, or other family crisis.

Dover-Sherborn High School

The high school student

Students enter high school excited to learn and pursue classes in their interest areas. They begin to accept more responsibility for their education and behaviors as they learn to create balance between academics, extracurriculars and other life activities. Their time management and organizational skills improve and they continue to develop higher level and abstract thinking capabilities. As they engage in more differentiated learning, their study skills and communication skills become more advanced. They become more independent, utilize strategies and embrace their personal learning styles. High school is a time where independence grows and students are able to engage in rich and rewarding extra-curricular activities and explore post-secondary opportunities. Students value making positive contributions to the school and their community and choose to make healthy life decisions to positively impact their futures.

Role of the School Counselor

The primary role of the high school guidance counselor is to be a student's advocate, providing each student with the opportunity to acquire the academic, civic, and social skills essential to graduating from high school and becoming productive citizens who respect themselves and others.

In addition to working with students, counselors are a part of the educational team including parents, teachers, administrators, and specialists. This team works in a partnership assisting students in meeting Dover-Sherborn's graduation requirements and in planning post-secondary options.

Each student is assigned to a guidance counselor who will follow the student through his or her high school years, allowing an opportunity for the counselor and student to develop a working relationship. In addition to the guidance counselors, the region employs an adjustment counselor to provide additional support and advocacy to students who may benefit from more specialized services. Students may seek a counselor's assistance with any or all types of questions and concerns. Academics, work habits, study skills, college planning, post-secondary planning, and personal concerns are all common issues of high school students.

When seeking a conference with a counselor, students and parents may directly contact their counselor through an email message or make an appointment by speaking with an administrative assistant. Parents are encouraged to call the guidance office whenever they have questions or concerns about their child's well-being or welfare. Individual concerns about a specific course or class are best addressed directly with the subject teacher. Communication is particularly important whenever there is an illness, death, separation, divorce, stress, or other family crisis.