

Pacific Grove Unified School District

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Monitoring for Success: Student Wellness Policy Implementation Monitoring Report

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Student Wellness Policy Implementation Monitoring Report

A Message to the Board

It is the responsibility of the Board of Education to ensure that the district's policy on student wellness meets or exceeds provisions set forth in federal and state law and is effective in promoting healthy eating and physical activity among district students. One key part of ensuring accountability is to determine whether the policy is being consistently implemented throughout the district, in accordance with the monitoring plan established in policy as mandated by law (see BP 5030 - Student Wellness).

To continually assess the implementation of the district's wellness policy, it is suggested that the Board consider the following as it reviews the findings and recommendations of this Implementation Monitoring Report:

- **Does the Board support and reinforce its wellness policy by setting clear goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines is appropriate?**
 - » Are nutrition education and physical education a priority within schools at all grade levels?
 - » Has the Board adopted California's Physical Education Model Content Standards to ensure all schools are striving to reach the same goals and objectives?
- **Does the Board emphasize student health as a priority with an aim to reduce childhood obesity, including specific desired outcomes related to healthy eating?**
 - » Are nutritional guidelines adhered to for all foods and beverages available on each campus during the school day?
 - » Are the district's nutrition and physical education policies and practices aligned with other district efforts to provide a clear, comprehensive program promoting student health?
 - » Are students actually receiving the required number of P.E. minutes?
- **Does the district's budget support a priority on student health?**
 - » Are P.E. teachers supported through professional development opportunities that address activity-related skills and teaching ability?
 - » Are school food service staff provided professional development opportunities?
- **Does the Board have a clear plan for ensuring accountability for the implementation and evaluation of the district's wellness policy?**
 - » Is there one or more persons designated in the district or at each school site with the operational responsibility for ensuring that the wellness policy is implemented?
 - » Does the district's policy include expectations and a timeframe for implementation monitoring reports to be submitted to the Board, and have reports been submitted in accordance with those expectations?
- **Based on the findings and recommendations within the current report, are there any gaps or barriers to ensuring that all students have access to healthy foods and beverages and high-quality, comprehensive, and developmentally appropriate physical activity on a regular basis?**
 - » If so, what are the next steps to ensure continuous improvement?

For more information on how boards can effectively implement the local wellness policy requirements, please see CSBA Governance and Policy Services Policy Briefs on *Nutrition Standards for Schools: Implications for Student Wellness* (October 2007) and *Physical Education and California Schools* (October 2007). Also refer to Section III. Policy Development in the *Student Wellness: Healthy Food and Physical Activity Policy Resource Guide* available through the CSBA Store at www.csba.org or at www.californiaprojectclean.org.

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Background

The federal Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265, 42 USC 1751 Note) includes a provision requiring all school districts participating in any federally funded child nutrition program to establish a locally developed school wellness policy by the beginning of the 2006-07 school year.

At minimum, the policy must address: 1) goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines is appropriate; 2) nutritional guidelines selected by the district for all foods available on each campus during the school day, with the objectives of promoting students' health and reducing childhood obesity; 3) assurance that the district's guidelines for reimbursable school meals will not be less restrictive than federal regulations and guidance pursuant to federal code; and 4) a plan for measuring the implementation of the wellness policy, including the designation of one or more persons in the district or at each school charged with the operational responsibility that this policy is implemented.

The Pacific Grove Unified School District's Board of Education adopted a Student Wellness Policy, BP 5030, in June 2006. As required by federal law, the district's local wellness policy was developed with the involvement of parents, students, representatives from the child nutrition program, school board members, school administrators, and the public. The district's Student Wellness Policy includes a plan for monitoring the implementation of the wellness policy as well as a provision that a report be provided to the Board to ensure the Board is able to monitor progress and make needed adjustments to policy and practice.

Purpose of Report

The purpose of this Implementation Monitoring Report is to inform the Board on the implementation and outcomes of the district's Student Wellness Policy. The evaluation of the Student Wellness Policy will be presented to the Board every two years.

How this Report is Compiled

The Student Wellness Policy requires a district designee and a school designee for each site to monitor policy implementation and outcomes. The School Nutrition Director and the District Curriculum Coordinator serve as the District Wellness Designee. The District Wellness Designee was responsible for collecting all data required from each of the School Wellness Designees and preparing this Implementation Monitoring Report.

Organization of Report

Each section of this Report summarizes the implementation of each of the major components of the Student Wellness Policy. Section I focuses on the Nutrition Education and Physical Activity Goals component of the Student Wellness Policy, while Section II focuses on Nutrition of Foods and Beverages on Campus and Section III focuses on Guidelines for Reimbursable School Meals. The final section of this Report summarizes the findings from each section and provides recommendations for the Board.

Student Wellness Policy Implementation Monitoring Report

I. Nutrition Education and Physical Activity Goals

The district's goals are to provide all students nutrition education, opportunities for physical activity, and other school-based activities that are designed to promote student wellness. This section describes the district's implementation of these goals.

Comprehensive Health Education

Nutrition education is provided as part of the health education program in grades [K-12] to foster and promote health literacy. Students are expected to comprehend a set of core health concepts and develop skills to apply that knowledge in their own personal behavior and environment. The district provides a planned, sequential, research-based, and age-appropriate curriculum.

Description of Health Education Program

The district's health education program is based on the California Department of Education's Health Framework and the California Health Education Standards for California Public Schools. The basic components of the district's health education program include an integrated curriculum, supported by a sequential physical education program and health and science instruction at each grade level.

To achieve the goal of health literacy, students must comprehend a set of core health concepts and develop skills to apply the knowledge in their own life. A great deal of instruction and activity took place this year in an effort to address the goals set forth in the Pacific Grove District Wellness Policy.

Our first goal was to help students develop knowledge and skills related to personal health and disease prevention.

Our kindergarten curriculum provided a scientific look at germs growing on white bread, songs that helped students remember hand-washing, poems about sneezing, discussions about immunizations, the importance of sleep, and a healthy foods unit. "Hospital on the Hill" provided a unit where students were introduced to blood pressure and stethoscopes and other procedures that doctors, nurses and hospitals provide. The physical education program as well as many planned outdoor activities reinforced the importance of physical activity. Teachers focused on nutrition, and other health-enhancing behaviors at parent orientation, back-to-school night, school newsletters, and parent-teacher evenings. Parents were encouraged to pack healthy snacks, to have children get lots of sleep, and to keep children home when sick to avoid the spread of germs.

The first grade used the District Health Curriculum to plan thematic units on teeth and good dental hygiene, a look at germs, body care, exercise, feelings, the use of medicines, strangers, general safety, fire safety, anti-tobacco/drugs/alcohol, respect, conflict resolution, and life cycles nutrition. A nutrition unit from the Dairy Council was very successful, and a cooking center was provided and used frequently in class. Students learned the importance of healthy snacks and encouraged parents to bring healthy choices to class celebrations. A fieldtrip to The Culinary Institute brought more information about healthy food choices and safe and sanitary food preparation.

Second grade studies an eight-week science unit on the human body, and incorporates life skills covering dental hygiene, fitness, health and nutrition, stranger awareness, conflict resolution, germs, virus vs. bacteria, safety (fire, bike, traffic, home, Halloween), and recycling.

Third graders all participate in an eight-week health unit that looks at global awareness of the environment and water supply. They learn sanitary awareness and watch the "Germs Make Me Sick" video. There is also a focus on drug awareness, strangers, how to say no, and nutrition. Students study agriculture and attend "Farm Day".

The fourth grade also studies the environment and has a special focus on pollution, man, chemicals on Earth Day. All fourth graders take a field trip to O'Neil Sea Odyssey and participate in a water shed lesson. There is also a unit on nutrition from the District Health Curriculum.

The fifth grade took lessons from the District Health Curriculum in the areas of nutrients, healthy bodies, proper foods, vitamins, and exercise. "Time for Kids" has health related articles that stimulated discussion. The DARE Program teaches students about drug, alcohol, and smoking prevention, healthy living, self-esteem and making good choices, ways to say "no", and the influence of the media and gangs on your decision making. All 5th-graders take a science unit on the human body as well as a family life unit. Students are taught about AIDS and protection to prevent, puberty and hygiene, nutrients and why the body needs nutrients, differences between child and adult bodies, different growth rates, and different developmental time clocks.

Middle school students have a very integrated health component during their physical education classes. This year, our physical education teacher as well as our middle school counselor teamed up to teach all seventh grade students "Too Good for Drugs" curriculum. Science classes also offer a health unit in 6th, 7th, and 8th grades.

All ninth-grade students take health at the high school, and our physical education classes integrate health and wellness curriculum throughout the high school grade levels.

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The second and third goals from the Wellness Policy challenged students to demonstrate the ability to use goal-setting and decision-making skills and to practice health-enhancing behaviors to reduce health risks.

It was gratifying to observe students at all levels covering their mouths when sneezing, washing hands more frequently (even singing the happy birthday song) and using their elbow to protect others from coughing. There has been an improvement in the type of snacks students are eating, a decrease in sugary drinks, and healthy foods are more common at celebrations. Many of our students are participating in "Just Run", where they chart their progress to meet their physical activity goals and get out and run, walk, just move their bodies! There was a wonderful response to "Ride your Bike to School Day" at our elementary schools with over 200 families participating. Many of our senior projects at the high school level included a focus on fitness, nutrition, or life skills. Some celebrations at schools are now monthly with a focus on healthy treats and healthy food choices were found during STAR testing week. At the 3rd, 4th, and 7th grades, our school counselors incorporated the wellness policy into classroom interventions, individual and group counseling.

An anti-bullying program was piloted at Robert Down for 3rd and 4th graders (co-taught with Ms. Hinton and Mr. Dixon from the physical education department). Objectives Used: 2,3, and 6. "Too Good for Drugs" curriculum was taught at the 3rd, 4th and 7th grades. Individual and group counseling discussions focused on diet, family, tolerance, bullying, self-esteem, self-expression. Objectives Used: 1,2,3,5,6,7,8,9.

Physical fitness scores are improving at all grade levels. Administrators at all school sites reported a decrease in inappropriate behaviors and suspensions this school year.

Our fourth goal encouraged students to understand and demonstrate how to play a positive, active role in promoting the health of their families.

Students were encouraged to be a role model and avoid too much T.V. or to limit video games and get outside with their family members to play games or bike, carpool, or walk to school. Parents or siblings worked with students who participated in "Just Run" to record data or actively run or walk with them. Students shared information about healthy foods and healthy snacks with their families and many parents reported a change for the better in eating habits. Behavioral strategies also showed improvement as reported at IEPs and student study team meetings as students learned ways to deal with conflict and self esteem issues.

Physical Education

A physical education program should be a planned sequential program of curricula and instruction that helps students develop the knowledge, skills and confidence necessary for an active lifestyle. The district has developed curriculum based on the California Department of Education Physical Education Framework for California Public Schools. The district offers a variety of opportunities for physical education instruction and physical activity for all students. The district's physical education program builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity.

Description of Physical Education Program

The basic components of the district's physical education program include the following: psychological and sociological knowledge and skills, sports and games knowledge and skills and fitness knowledge and skills.

Physical Education Minutes

Education Code requires a minimum of 200 minutes for grades 1-6 and 400 minutes for grades 7-12 in physical education instruction each 10 school days. The findings from the most recent Categorical Program Monitoring visit conducted in 2007/2008 revealed that all of the district's schools meet or exceed the minimum requirement.

Physical Fitness Activities Offered

The district provides a variety of physical activity opportunities that include physical education classes, recess, school athletic programs, extracurricular programs and other structured and unstructured activities. Activities vary by school segment, but include seventeen sports teams at the high school and seven sports teams at the middle school, lunchtime physical challenges/competitions and access to free play equipment. The district also provides alternative activities for students with disabilities in accordance with their individualized education program or Section 504 plan, to ensure all students are provided with opportunities for physical activity.

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Use of School Facilities Outside of School Hours

The district endeavors to make school facilities and open spaces available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacation periods. School facilities and open spaces are also made available to community agencies and organizations that offer physical activity and nutrition programs. In the 2006-2007 school year, the district had over 600 joint-use agreements with a variety of organizations.

Physical Performance Testing

The **FITNESSGRAM** is administered from February to May each year in grades 5, 7 and 9. Students are expected to achieve a healthy fitness performance level in each of the six test components. Table 2 provides two years of physical fitness results

Table 2. FITNESSGRAM Results

	Grade 5 % in HFZ*		Grade 7 % in HFZ*		Grade 9 % in HFZ*	
	(05/06)	(06/07)	(05/06)	(06/07)	(05/06)	(06/07)
Physical Fitness Area						
Aerobic Capacity	72.8%	83.2%	79.7%	75%	66.4%	78.7%
Body Composition	68.4%	83.2%	75.9%	81.6%	83.6%	83.5%
Abdominal Strength	89.5%	76.8%	89.5%	94.1%	91.4%	83.5%
Trunk Extension Strength	93%	88%	98.5%	97.1%	96.6%	98.4%
Upper Body Strength	59.6%	76%	82.7%	74.3%	90.5%	65.4%
Flexibility	73.7%	76%	74.4%	81.6%	79.3%	89.8%
	Grade 5 % achieved		Grade 7 % achieved		Grade 9 % achieved	
	(05/06)	(06/07)	(05/06)	(06/07)	(05/06)	(06/07)
Number of Fitness Standards Achieved						
6 of 6 standards	35.1%	39.2%	44.4%	47.1%	44.8%	42.5%
5 of 6 standards	23.7%	27.2%	33%	25%	34.5%	29.9%
4 of 6 standards	18.4%	18.4%	7.5%	16.9%	12.9%	16.5%
3 of 6 standards	11.4%	8%	9.8%	7.4%	3.4%	7.1%
2 of 6 standards	8.8%	7.2%	4.5%	2.9%	1.7%	3.1%
1 of 6 standards	2.6%	0	0.8%	0.7%	1.0%	0.8%
0 of 6 standards	0	0	0	0	1.7%	0
Totals	100%	100%	100%	100%	100%	100%

* Healthy Fitness Zone

II. Nutrition of Foods and Beverages on School Campuses

Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.

The district's Student Wellness Policy governing the nutritional quality of foods and beverages sold on campus incorporates aspects of the following board policies: Food Service/Child Nutrition Program, Other Food Sales, and Contracts. Therefore, quality indicators from these related policies serve as measures of the district's implementation of providing nutritious foods and beverages and are reported in this section.

Food Service/Child Nutrition Programs

The foods and beverages available through the district's food service program are carefully selected so as to contribute to the students' nutritional well-being and the prevention of disease. All foods and beverages served meet or exceed the nutritional standards specified in law; are prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits; are served in age-appropriate portions; and are sold at reasonable prices.

Nutritional Standards for Foods and Beverages

To ensure that all foods meet the state nutritional guidelines the School nutrition Director reviews each food product before it is purchased. Below is a brief summary of the number of schools that meet or exceed the state nutritional guidelines:

- **2 of 2 elementary schools serve foods and beverages that meet state nutritional guidelines.**
- **1 of 1 middle school serves foods and beverages that meet state nutritional guidelines.**
- **2 of 2 high schools serve foods and beverages that meet state nutritional guidelines.**

Schools use whole, fresh, unprocessed foods and ingredients whenever possible and offer fresh fruits and vegetables with each meal or snack whenever possible.

School Cafeteria Eating Facilities and Food Preparation

The adequacy of school facilities for cafeteria eating and food preparation is reviewed periodically by the School Nutrition Director and through inspections by the county environmental health agency to ensure compliance with the sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437. The Monterey County Health Department inspects each kitchen two times per year.

Other Food Sales

Districts participating in the National School Lunch or School Breakfast Program are mandated to establish rules or regulations to control the sale of food in competition with the breakfast or lunch program. Any food sales conducted outside the district's food service program shall meet nutritional standards specified in law, board policy, and administrative regulation and shall not reduce participation in the district's food service program. This policy governs foods and beverages sold through vending machines, student stores, and foods that are sold on school premises by student and/or adult organizations.

- **Two schools have vending machines, for a total of 7 vending machines in the district.**
- **Vending machines at the Middle School are located by the cafeteria. Vending machines at the High School are located by the cafeteria and throughout the campus. All of these vending machines are stocked with complaint beverages.**

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III. Guidelines for Reimbursable School Meals

School Meal Participation Rates

The district's goal is to encourage student participation in the district's food service program, including meals which receive reimbursement from the National School Lunch and/or Breakfast Program and meals which are provided free or at a reduced price to eligible students. The district's plan for providing free and reduced price meals ensures that student participation is confidential and the program is available in a manner which does not overtly identify participants. The number and percentage of students participating in the district's food service program have increased from the 2006/2007 school year to the 2007/2008 school year, as illustrated in Table 3 below.

School Meal Nutrition Analysis

At least once every five years, the Nutrition Services Division of the California Department of Education reviews one week of school district menus to determine if meals meet National School Lunch Program nutritional requirements. The district's last review was conducted in February 2008 for grades 6th-8th. The district's menu analysis was compared to the Recommended Daily Allowances for protein, calcium, iron, vitamins A and C, calories, and maximum allowable fat content (no more than 30 percent of calories from fat and no more than 10 percent of calories from saturated fat). The data is still being analysis by Nutrition Services.

Table 3. School Meal Participation Rates

	Elementary		Middle		High		District Totals	
	(06/07)	(07/08)	(06/07)	(07/08)	(06/07)	(07/08)	(06/07)	(07/08)
Enrollment	695	673	416	391	637	600	1,748	1,664
Participation in school breakfast								
Number	0	0	5,153	5,762	3,695	4,635	8,848	10,397
Participation in school lunch								
Number	29,999	32,729	4,878	6,459	2,934	4,119	37,811	43,307
Students receiving free and reduced price meal								
Number	84	75	46	48	35	47	165	170

IV. Summary of Findings and Recommendations

The major findings of each section in this Report are briefly described below. Section I of this Report reviewed the implementation of the district's Nutrition Education and Physical Activity Goals component of the Student Wellness Policy, while Section II reviewed the district's compliance with guidelines concerning the Nutrition of Foods and Beverages on Campus and Section III reviewed the district's implementation of the Guidelines for Reimbursable Meals. Where there were noticeable gaps in policy implementation, recommendations are provided for the Board's consideration.

Nutrition Education and Physical Activity Goals

Overall, the district provides a comprehensive health and physical education program and ample physical activities.

Recommendations

For the 2008-09 school year, we recommend integrating the Anti-bullying program further at both Robert Down and Forest Grove Elementary schools, enhancing the scheduling and curriculum for the "Too Good for Drugs" program at grades 3,4, and 7, and teaching tolerance/empathy skills in classrooms at both elementary schools. Our elementary counselor is working on this curriculum.

Objectives Used: 2,3,5,6, and 8

Nutrition of Foods and Beverages on School Campuses

Overall, the foods and beverages available on school campuses:

The District provides foods and beverages that comply with the nutritional guidelines in all food venues.

Recommendations

Develop more specific guidelines for fundraising options that support the wellness policy.

Guidelines for Reimbursable School Meals

The district's reimbursable meal program:

This year we have added computer systems at all the school sites which help by not identifying free and reduced students. The foodservice program has also encouraged the students at the middle and high school level to choose a full meal which includes a fruit and vegetable. This has been very successful in increasing our participation as seen in Table 3. There has also been some changes to the menu to ensure what is being served is acceptable to the students.

Recommendations

The menu needs to be ever evolving to make sure we are meeting the students' needs. Student taste testing would also be a good way to gain student approval.

Other Student Wellness Related Programs, Policies or Activities

At the elementary schools this year we have been promoting Harvest of the Month. Each month we feature a fruit or vegetable for the month. We make sure and feature that fruit or vegetable on the salad bar so the students have a chance to try something they might not have chose their selves.

Recommendations

Encourage parents to bring healthy snacks or non-food items to the classroom for special events and birthdays.