



# **Monitoring for Success:** Student Wellness Policy Implementation Monitoring **Report**

2008 edition



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## Student Wellness Policy Implementation Monitoring Report

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Use of this document

This document presents a sample format for district staff and/or the school health council to use when reporting on the implementation of the district’s student wellness policy to the board and the community. See the corresponding *Monitoring for Success: Student Wellness Policy Implementation Monitoring Guide* for instructions on completing this Report. The Report should be tailored to reflect the agreed-upon methods or indicators that will be used to measure implementation districtwide and in each district school. The frequency of review and reporting is set by district policy.

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[District Name]

[Date]

Monitoring for Success:  
Student Wellness Policy  
Implementation Monitoring Report

Prepared by:

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## 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](http://www.csba.org) or at [www.californiaprojectlean.org](http://www.californiaprojectlean.org).



## Executive Summary

Reauthorization of the federally funded child nutrition programs established a requirement that a local school wellness policy be developed by the beginning of the 2006-07 school year. The school wellness policy must include goals for nutrition education and physical activity, must ensure foods and beverages available on each campus during the school day meet or exceed state nutritional standards, and must provide assurances that reimbursable school meals will not be less restrictive than federal regulations. Finally, it must include a plan for measuring the implementation of the wellness policy objectives with a report to the local board of education.

The [District Name] Board of Education adopted a Student Wellness Policy, Board Policy [number], in [month/year]. 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 monitoring of the district’s implementation of the Student Wellness Policy focused on each of the substantive components of the wellness policy, which include Nutrition Education and Physical Activity Goals, Nutrition of Foods and Beverages on Campus, and Guidelines for Reimbursable Meals. Major findings and recommendations are summarized below.

### Nutrition Education and Physical Activity Goals

[Restate major findings and recommendations from Section IV. Summary of Findings and Recommendations.]

### Nutrition of Foods and Beverages on Campus

[Restate major findings and recommendations from Section IV. Summary of Findings and Recommendations.]

### Guidelines for Reimbursable School Meals

[Restate major findings and recommendations from Section IV. Summary of Findings and Recommendations.]

### Other Student Wellness Related Programs, Policies or Activities

[Restate major findings and recommendations from Section IV. Summary of Findings and Recommendations.]





## 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 [District Name] Board of Education adopted a Student Wellness Policy, BP [number], in [month/year]. 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 Student Wellness Policy requires this report be submitted to the Board. [Districts may want to provide reporting interval, e.g. 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. [Name, title, department] serves 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.

[**Note:** If the district has a Coordinated School Health Council, indicate its role in the implementation and monitoring of the wellness policy, its contributions to the findings within this Report, its composition, charge, and frequency of meetings.]

### 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.

## 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 [grades] 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 Nutrition Education Program

[Briefly describe the district’s nutrition education curriculum for elementary, middle, and/or high school. Example: The district’s health education program is based on the California Department of Education’s Health Framework and/or California Health Education Standards for California Public Schools.] The basic components of the district’s nutrition education program include the following: [describe].

### 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 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

[Briefly describe the district’s physical education curriculum for elementary, middle, and/or high school. Example: The district’s physical education program is based on the California Department of Education’s Physical Education Framework and/or the Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve.] The basic components of the district’s physical education program include the following: [describe].

#### Physical Education Minutes

Education Code requires a minimum of [200 minutes for grades 1-6; 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 [year] revealed that [number] of the district’s [number] schools meet or exceed the minimum requirement.

#### Physical Education Exemptions

Education Code provides for temporary, two-year, permanent and other exemptions from physical education for students who meet specified conditions. Table 1 summarizes some of the longer exemptions granted during the [school year] school year.

#### 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 [describe the types of physical activities offered]. The district also provides alternative activities for students with disabilities in accordance with their individualized education program or Section 504 plan, such as [briefly describe], to ensure all students are provided with opportunities for physical activity.

[If a high school district or unified school district, include the survey results from the most recent California Interscholastic Federation report here.]

#### 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 [year] school year, the district had [number] 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. In the [year] school year:

- [X] grade(s) showed the highest percentage of students in the healthy fitness zone.
- [X] grade(s) showed the highest percentage of fitness standards achieved.
- Performance test results indicate a [gain/decrease] from the previous year. [Describe more specific results where a positive or negative change was indicated.]





Table 1. Number of Physical Education Exemptions by Type

Type of Exemption	Number of Exemptions
<b>Two-Year</b>	
Student is in grades 10-12 and has passed at least five of six standards on the state fitness test	
<b>Permanent</b>	
Student is 16 years or older and has been in grade 10 for more than one academic year	
Student is enrolled as a postgraduate student	
Student is enrolled in a juvenile home, ranch, camp or forestry camp school with scheduled recreation and exercise	
<b>Other</b>	
Student is in high school and engaged in a school-sponsored interscholastic athletic program conducted wholly or partially after school hours	
<b>Totals</b>	

Table 2. FITNESSGRAM Results

	Grade 5 % in HFZ* [Year] [Year]	Grade 7 % in HFZ* [Year] [Year]	Grade 9 % In HFZ* [Year] [Year]
<b>Physical Fitness Area</b>			
Aerobic Capacity			
Body Composition			
Abdominal Strength			
Trunk Extension Strength			
Upper Body Strength			
Flexibility			
<b>Totals</b>			
	Grade 5 % achieved [Year] [Year]	Grade 7 % achieved [Year] [Year]	Grade 9 % achieved [Year] [Year]
<b>Number of Fitness Standards Achieved</b>			
6 of 6 fitness standards			
5 of 6 fitness standards			
4 of 6 fitness standards			
3 of 6 fitness standards			
2 of 6 fitness standards			
1 of 6 fitness standards			
0 of 6 fitness standards			
<b>Totals</b>			

\* 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 polices 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. [Revise to reflect district’s program/board policy goals].

Nutritional Standards for Foods and Beverages

[Describe the district’s and/or schools’ process for purchasing foods that meet the state nutritional guidelines.] Below is a brief summary of the number of schools that meet or exceed the state nutritional guidelines:

- [x] of [x] elementary schools serve foods and beverages that [meet/exceed] state nutritional guidelines.
- [x] of [x] middle schools serve foods and beverages that [meet/exceed] state nutritional guidelines.
- [x] of [x] high schools serve foods and beverages that [meet/exceed] 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 [person/department] 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. [Describe audit process, how often audits are conducted and who conducted the audits.] Of the [number] audits conducted during the [school year(s)], [number/percent] schools met [x] of [x] objectives.

- [Number] audits were conducted at each segment (grade span).
- [Number] objectives were met at each segment.
- [If any objectives were not met, which ones were they and what reasons were provided?]

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.

[From each Other Food Sales Worksheet completed (see Appendix B in the Implementation Monitoring Guide), summarize the following.]

- [Number] schools have vending machines, for a total of [number] vending machines in the district.
- Vending machines are located [where].
- [Number] vending machines in the district are stocked with compliant foods and beverages.
- If vending machines are not compliant, the following actions will be taken: [describe]
- [Number] student stores sell compliant foods and beverages.
- If student stores are not compliant, the following actions will be taken: [describe]
- [Number] student/adult organizations sell compliant foods or beverages.
- If student/adult organizations are not compliant, the following actions will be taken: [describe]

Contracts

The district or a district school shall not enter into or renew a contract for the sale of foods and beverages that do not meet the nutritional standards specified in the Education Code unless the contract specifies that such sales will occur one-half hour or later after the end of the school day and/or off school premises.



The district has [number] active contracts for the sale of foods. Of these contracts, [number] are in compliance with state nutritional guidelines. Those not in compliance are [describe reason (e.g., contract states that sales occur one-half hour after the school day and/or off school premises) or course of action (e.g., being cancelled, re-negotiated by x date, etc.)]

The district has [number] active contracts for the sale of beverages. Of these contracts, [number] are in compliance with state nutritional guidelines. Those not in compliance are [describe reason (e.g., contract states that sales occur one-half hour after the school day and/or off school premises) or course of action (e.g., being cancelled, re-negotiated by x date, etc.)]



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/decreased/maintained a constant rate] from [year] to [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 [year] for grades [X]. 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). Findings indicated that:

- The district uses the [X] menu option to plan its menus.
- RDA targets were [met, not met, exceeded] for [list all applicable RDA targets] in grade levels [X].
- The percentage of allowable fats was [number]% in grade levels [X], [meeting/not meeting/exceeding] the target.
- The percentage of allowable saturated fats was [number] % in grade levels [X], [meeting/not meeting/exceeding] the target.

Table 3. School Meal Participation Rates

	Elementary (year) (year)		Middle (year) (year)		High (year) (year)		District Totals (year) (year)	
Enrollment								
Participation in school breakfast								
Number								
Percent								
Participation in school lunch								
Number								
Percent								
Students receiving free meal(s)								
Number								
Percent								
Students receiving reduced price meal								
Number								
Percent								





## 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’s nutrition education and physical education programs:

[For each component, note at least one highlight and at least one gap if any. For each gap, identify a next step or course of action in the Recommendations section below. For instance,

- Does the district provide a comprehensive health and physical education program and ample physical activities? Are there gaps?
- Do physical fitness test results support the district’s efforts?]

#### Recommendations

[Describe the issue, each recommendation, how the recommendation was determined, and actions that will be taken to implement the recommendation.]

### Nutrition of Foods and Beverages on School Campuses

Overall, the foods and beverages available on school campuses:

[For each component, note at least one highlight and at least one gap if any. For each gap, identify a next step or course of action in the Recommendations section below. For instance,

- Does the district provide foods and beverages that comply with the nutritional guidelines in all food venues? Are there gaps?]

#### Recommendations

[Describe the issue, each recommendation, how the recommendation was determined and actions that will be taken to implement the recommendation.]

### Guidelines for Reimbursable School Meals

The district’s reimbursable meal program:

[For each component, note at least one highlight and at least one gap if any. For each gap, identify a next step or course of action in the Recommendations section below. For instance,

- Is the district’s meal service program nutritionally adequate and appealing to students? How do participation rates support this conclusion?
- Are free and reduced price meals available in a manner which does not overtly identify participants?
- Based on the data, have school meal participation rates declined? If so, please note ways to increase participation rates.]

#### Recommendations

[Describe the issue, each recommendation, how the recommendation was determined and actions that will be taken to implement the recommendation.]

### Other Student Wellness Related Programs, Policies or Activities

[For any additional component(s) identified in district policy, note at least one highlight and at least one gap if any. For each gap, identify a next step or course of action in the Recommendations section below.]

#### Recommendations

[Describe the issue, each recommendation, how the recommendation was determined and actions that will be taken to implement the recommendation.]



