

Greeley-Evans School District 6  
Wellness Policy Committee Meeting Minutes  
6-5-18, 3:30-5:30 pm

1. Attendance

Kara Sample	Assistant Nutrition Director, RDN
Rebecca Robbins	Nutrition and Menu Specialist, MS, RDN
Rachel Hurshman	Wellness Coordinator, MPH, RDN
Courtney Bell	Wellness Specialist, MPH, CHES
Leslie Beckstrom	Weld County Health Department
Anna Kingman	Healthy Hearts, UCHealth
Katie Castillo	Healthy Kids Club, UCHealth
Michael Matthews	D6 Board of Education
Roxane Conant	Banner Health
Cielo Ramos	D6 High School Graduate/SHAC member
Marley Vasquez	Masters of Public Health (MPH) student

2. Introductions: welcome to our new attendees, Michael Matthews, Marley Vazquez, and Cielo Ramos!

3. Student Health Advisory Committee (SHAC): Student Survey Results

- a. SHAC presented to our community partners, including committee sponsor Kaiser Permanente, during their end of year celebration. One of our graduating seniors, Cielo, gave the presentation to our committee. She discussed the development of the SHAC mission statement and health survey, how the students collected data, and the results of the data. *Data will be analyzed further and the SHAC project will be determined at the Summer Institute in August.*

4. Physical Activity Opportunity Index Study: Results

- a. Marley is a MPH student that has been working with Brian Dauenhauer, Professor at UNC, to study the amount of physical activity *opportunities* schools provide. She presented her results to the committee.
- b. The objectives of the study were to obtain a representation of the types and duration of physical activity opportunities offered in local schools, provide a physical activity opportunity program index (PAPOI) that scores each participating school, and identify areas of strengths and weakness to help prioritize school wide physical activity efforts.
- c. Marley observed two schools (one elementary and one middle). Results were recorded using the Physical Activity Record for Classes (PARC) survey and the Structured Physical Activity Survey (SPAS).
- d. The study aimed to answer the following questions: (1) How many physical activity opportunities are provided in D6 schools? (2) Are there differences in physical activity opportunity minutes by school level? (3) Which schools provide the most physical activity opportunities and in what manner are the opportunities provided? (4) How can this information be used to increase successful physical activity opportunities within these schools?
- e. Elementary School Results: Lunch recess was consistent across grade levels. AM/PM recess varied across grade levels, ranging from approximately 13-20 minutes. Physical activity break minutes (in-class physical activity) varied between grade levels, ranging from 1.4-23.4 minutes per day. Including intramurals, activity clubs, and PE, the PAPOI score ranged from 250.1-290.4 minutes/week. Ranges were dependent if students received 1 or 2 days per week of PE due to a rotating schedule. This is below the suggested 60 minutes of physical activity per day.
- f. Middle School Results: Recess for middle school was largely consistent, ranging from 15-20 minutes per day. Physical activity breaks varied greatly, ranging from 5.2-21.6 minutes per day. Including PE, activity breaks, recess, and sports practices, PAPOI score was 389.7 minutes per week, above the recommended

value. Note that these are opportunities for physical activity, not necessarily what students are actually participating in.

- g. *Next steps: Look into completing PAPOI study at remaining schools in order to get a representative sample of the district. Promote needed increase in physical activity opportunities in schools.*

## 5. Data Dive

Smart Source is a comprehensive assessment that measures the wellness environment in schools, including but not limited to: nutrition, health education, health services, mental health services, and community involvement. The committee reviewed district-level reports for elementary, secondary, and combined (k-8) in the **Counseling, Psychological, and Social Services** and **Healthy and Safe School Environment** sections and answered questions on a worksheet developed by the Colorado Education Initiative (see below). All schools, with the exception of the Bella Romero campuses, participated in the survey. Student Wellness Team Leaders complete the survey at each school, ideally along with a team of staff representing each area.

- a. Looking across your Smart Source data, what surprises you the most about the results?

- i. Elementary: Figure 1.7.1: Access to school counselor, shows that 64% of schools had access 0 hours/week (compared with just 33% state aggregate), 27% had access 11-20 hours per week, and 9% had access 31-40 hours per week. The data may indicate that school counselors are distributed part-time within different buildings (i.e., at one school 1-2 days/per week, at another school 1-2 days/week). Schools who reported conducting universal screening was low (9%, Figure 1.7.2). Typically, SBIRT (Screening, Brief Intervention, and Referral to Treatment) is the tool used for conducting universal screenings in schools. *Courtney will investigate if this is used in schools.* Another surprising data point (Figure 1.7.3) is that schools reported that only “some teachers and coaches received training to identify and support behavioral health needs” (45% and 30%, respectively). This figure also indicated that administrators were more likely to be trained to identify behavioral health needs, with 36% of schools reporting that most or all administrators were trained, and 55% reporting that some admin received training. This discrepancy may be due to how schools interpreted the question or how behavior is handled. In our district, the Assistant Principal or interventionist often deals with behavior. Only 64% of schools reported that they provide anonymous methods for students to report harassment and bullying (Table 1.8.1), compared to 83% of schools within our region and 78% of schools statewide. *Courtney will investigate bullying reporting strategies for elementary schools.* In the same table, results show that only 73% of schools are aware that there is a written policy prohibiting harassment and bullying. This may be due to not being aware or misunderstanding the question (i.e., school might not have their own written bullying policy). In Table 1.1.2: Practices to support LGBTQ students, only 18% of our elementary schools encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity (compared to 45% in our region and 50% statewide). *Courtney will discuss with school counselors and school social workers.*
- ii. Secondary: Results were higher than expected. For example (Figure 2.7.2), 38% of our high schools reported that they conducted universal screening (versus just 19% statewide). Most of our schools reported they trained staff to identify and support behavioral needs (75% reported training most/all teachers, 100% reported training most/all administrators, and 75% reported training most/all coaches). Only 43% of secondary schools reported they facilitate access to providers not on school property who have experience in providing health services to LGBTQ youth (Table 2.8.2), compared to 56% secondary schools in our region and 54% statewide.
- iii. Combined (K-8): District data under “Practices to support LGBTQ students” is lower, across all items, when compared to regional data. Compared to state-wide results, our data is higher across most items. For example, on the item “Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth,” data showed that 50% of our schools are reporting best practices. Districts in our region reported 67% of schools are reporting best practice and compared to the state, 44% of schools

are reporting best practice. This may be due to the school level (K-8), where these topics may not be perceived as age-appropriate or seen as often in secondary-only schools. Other surprising data points included: only 50% of K-8 schools provided individual counseling, only 25% provided group counseling (Figure 3.7.4), and only 50% of K-8 schools provided opportunities to develop social emotional wellness (Figure 3.7.2).

- b. What are some of the most positive results? What are some potential actions your school could take to leverage these strengths?
- i. Elementary: Figure 1.7.4 shows that 100% of elementary schools reported that students had access to individual counseling, group counseling, and referrals to services outside of school. However, this might not tell the whole story due to a large percentage of schools reporting they have access to a school counselor 0 hours/week. For example, these services may only be provided to students who have an Individualized Education Program (IEP).
  - ii. Secondary: Shown in Figure 2.7.4, behavioral health therapeutic services and referrals were high across all three measurements, including individual counseling (100%), group counseling (88%), and referrals to services outside of school (100%). An area for improvement is training for staff about how to respond to harassment and bullying (57% of schools reported best practice).
  - iii. Combined (K-8): Under Figure 3.7.2: Practices to promote the social, emotional, and behavioral health of all students, 100% of our K-8 schools reported that they provide social supports for pro-social behavior. Under Figure 3.8.1: Practices to promote positive school climate, 100% of our K-8 schools hold school-wide activities that give students opportunities to share in diverse cultures and experiences.
- c. What are some areas for improvement based on these results? What are some potential actions your school could take to address these areas?
- i. Elementary: Some areas for improvement, or next steps, would be to identify how often counselors are on-site across schools (how many days/week), assess if this amount of time is working, and promote training for all district employees on how to identify and support behavioral health needs.
  - ii. Secondary: One area for improvement would be to assess the training environment of high schools and provide opportunities for training if needed. *Recommendation: Courtney will research the possibility of an online behavioral health needs training module for all employees that could be required each year, similar to the current Civil Rights training format.*
  - iii. Combined (K-8): As shown in Table 3.8.1: Policies and practices to prevent bullying, 75% of K-8 schools stated they have “written policy prohibiting harassment and bullying (including cyber bullying).” Because the district currently has a policy that supports bullying and harassment prevention, one method to close this gap is to promote and educate schools on D6’s bullying policy, provide resources, and investigate Safe2Tell resources. Last, due to differences across elementary and combined regarding universal screenings, investigate if SBIRT is offered throughout our schools.
  - iv. *Courtney will investigate how Safe2Tell and anti-bullying policies are promoted and communicated across schools.*

*More Smart Source sections will be reviewed at the next meeting. We will determine how to share the results more broadly and additional next steps.*

The Healthy Kids Colorado Survey is administered every two years to students and asks about health behaviors, such as marijuana use, mental health and suicide, healthy eating and active living, substance use, LGBTQ, and school climate. We had five schools complete the survey: West, Northridge, Central, Heath, and Franklin. These schools were selected as part of a random sample across the state. Middle school students get a different set of questions. The committee reviewed results within the **bullying, violence, safety, and mental health** sections:

- d. Looking across data, what surprises you the most about the results?
- i. Central HS – In the past 12 months:
    1. 20.1% have ever been bullied on school property (32.4% female and 6.8% male)

2. 18.5% experience electronic bullying (30.7% female and 5.2% male)
  3. 27.5% were in a physical fight 1+ times
  4. **60.1%** felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some usual activities (74.0% female and 44.9% male)
  5. **35.9%** reported purposefully hurting themselves without wanting to die (45% female)
  6. **27.6%** seriously considered attempting suicide (34.2% female and 20.8% male)
  7. **23.8%** ever made a plan about how they would attempt suicide (31.6% female and 15.6% male)
  8. **15.1%** who ever attempted suicide 1+ times (24.9% female and 5.2% male)
- ii. West HS – In the past 12 months:
1. 18.5% had ever been bullied on school property (25.9% female and 11.3% male)
  2. 15.3% had ever been electronically bullied (21.8% female and 8.5% male)
  3. 12.7% have been a victim of teasing or name calling because of their actual or perceived race or ethnic background (17.9% female and 7.5% male)
  4. 14.7% were in a physical fight 1+ times (11.5% female and 18.3% male)
  5. 35.3% felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities (42.9% female and 27.8% male)
  6. 16.0% purposefully hurt themselves without wanting to die (22.5% female, 9.8% male)
  7. 14.7% seriously considered attempting suicide (18.2% female and 11.1% male)
  8. 9.3% ever made a plan about how they would attempt suicide (11.4% female, 7.1% male)
  9. 6.0% ever attempted suicide 1+ times
- iii. Northridge HS – In the past 12 months:
1. 20.4% had ever been bullied on school property (25.5% female and 15.0% male)
  2. 12.1% had ever been electronically bullied (17.7% female and 6.8% male)
  3. 9.2% have been a victim of teasing or name calling because of their actual or perceived race or ethnic background (12.9% female and 6.0% male)
  4. 11.1% had been threatened or injured with a weapon such as a gun, knife or club on school property 1+ times
  5. 18.2% were in a physical fight 1+ times (21.1% female and 15.5% male)
  6. 40.3% students felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities (48.5% female and 33.1% male)
  7. 18.5% purposefully hurt themselves without wanting to die (32.5% female, 6.5% male)
  8. 19.8% seriously considered attempting suicide (21.3% female and 18.4% male)
  9. 15.3% ever made a plan about how they would attempt suicide (14.9% female and 15.6% male)
  10. 11.2% ever attempted suicide 1+ times (12.3% female and 10.1% male)
- iv. HS Frequency Report (summary of all high school reports): – In the past 12 months:
1. 18.5% had ever been bullied on school property (25.0% female and 11.6% male)
  2. 13.6% had ever been electronically bullied (20.7% female and 5.9% male)
  3. 11.2% have been a victim of teasing or name calling because of their actual or perceived race or ethnic background (17.4% female and 5.2% male)
  4. 18.0% were in a physical fight 1+ times (17.8% female and 18.2% male)
  5. 39.4% felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities (45.7% female and 33.1% male)
  6. 18.6% purposefully hurt themselves without wanting to die (27.5% female, 9.9% male)
  7. 19.5% seriously considered attempting suicide (21.9% female and 17.6% male)
  8. 14.0% made a plan about how they would attempt suicide (15.4% female, 12.7% male)
  9. 8.8% attempted suicide 1+ times (10.6% female and 7.0% male)
- v. Franklin MS – In the past 12 months:
1. 22% have ever been bullied on school property

2. 13.1% had ever been electronically bullied
  3. 6.9% had been teased or name called because of perceived sexual orientation
  4. 33.9% have ever been in a physical fight
  5. 24.6% felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities
  6. 13.1% seriously thought about killing themselves
  7. 11.7% ever made a plan about how they would kill themselves
  8. 13.1% ever tried to kill themselves
- vi. Heath MS (note: this school has very low response rate): – In the past 12 months:
1. 60.5% have ever been bullied on school property
  2. 14.0% had ever been electronically bullied
  3. 11.6% had been teased or name called because of perceived sexual orientation
  4. 18.6% have ever been in a physical fight
  5. 22.5% felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities
  6. 29.3% seriously thought about killing themselves
  7. 7.5% ever made a plan about how they would kill themselves
  8. 12.2% ever tried to kill themselves
- vii. MS Frequency Report (Summary of all middle school results. Response rate is less than 30%, so report is unweighted and only represents students who participated in survey): – In the past 12 months:
1. 38.2% have ever been bullied on school property (43.1% female and 31.8% male)
  2. 13.5% had ever been electronically bullied (18.6% female and 6.7% male)
  3. 8.9% had been teased or name called because of perceived sexual orientation
  4. 87.8% never or rarely wear a bicycle helmet (84.4% female and 91.9% male)
  5. 27.5% have ever been in a physical fight (15.8% female and 42.2% male)
  6. 23.8% felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities (35.1% female and 9.1% male)
  7. 19.6% ever seriously thought about killing themselves (30.4% female, 6.5% male)
  8. 10.0% had a plan about how they would kill themselves (21.4% female)
  9. 12.7% tried to kill themselves
  10. 65% have an adult to go to for help with a serious problem (71.9% female, 56.5% male)

*Courtney will provide these results to SHAC to use when brainstorming project ideas.*

*The SWC will review snapshots of all survey sections at the next meeting.*

*Ensure the social work team is aware of the results.*

6. Passive Consent: D6 is one of only 3-4 districts in Colorado that currently uses active consent, meaning parents have to opt-in with written permission to allow students to take the survey. Active consent impairs participation for many reasons including students forget to return the permission form and the Principal views as big inconvenience to separate out students with and without permission to take the survey. This impairs regional data as Weld is one of just a few counties that doesn't have regional data due to low participation. It is important to have good data on what our teens are experiencing so we can obtain funding and address issues impacting their academic achievement. The wording in district policy JLDAC prevents us from doing passive consent. This policy hasn't been updated since 2012. *Michael will check with Board to see if this policy can be updated*
  - a. For most surveys, response rates of 80%+ are desirable to have accurate representation across the district. Below are the response rates of D6 schools from HKCS 2017.
    - i. HS: 39% of sample
    - ii. MS: 21% of sample
    - iii. Northridge: 54%
    - iv. Central: 57%

- v. West: 26%
- vi. Heath: 18%
- vii. Franklin: 25%

7. SHIP Updates: Will review at the next meeting.

8. Action Teams: Next Steps

- a. The team accomplishments and highlights were reviewed, which included:
  - i. Nutrition Education: Development of healthy recipes and nutrition ed to distribute to students. Pilot and evaluation was scheduled at Romero K-3, but did not go through because the Parent Nights were canceled.
  - ii. Mini-grants: Some schools did not use all of their mini-grant funding, so this was redistributed to provide a water bottle filler in three schools and for a watering system for Growing Grounds.
  - iii. Physical Activity: Conducted the PAPOI to obtain a representation of the types and duration of youth physical activity opportunities offered in schools.
  - iv. Summer Programming: Will be piloting physical activity programming during the summer feeding program using UNC student athlete volunteers.
  - v. Recess Before Lunch and Cafeteria Eating Environment: Danielle presented at a Principal meeting the benefits of RBL. Dos Rios plans to change their schedule to RBL for all grades.
  - vi. Mental Health and Professional Development: Courtney is currently facilitating the Healthy Mind and Spirit Workgroup through Thriving Weld. They are brainstorming where to take the group, which may be assisting SHAC, working with vulnerable populations, or another initiative.
- b. This year, the SWC split up into action teams to effectively impact our student wellness policy activities and objectives. We asked the committee if we should continue this format. The committee members stated they felt like this format allowed the members to work on what they were passionate about and move the needle forward. *We will revisit this at our next meeting to see if the action teams should remain the same topics. If you have not joined an action team, let Rachel or Courtney know!*

9. Updates

- a. Implementation Plan: At the last committee meeting, we discussed a way to post our Implementation Plan on our webpage that is more user-friendly and readable. Currently, we have this large document that is difficult to update and may not be reflective of what our actions teams are currently prioritizing. Danielle suggested uploading a Prezi on the webpage. Our webpage does not support that format or anything else interactive, such as JavaScript. For now, there is a PowerPoint presentation uploaded on our webpage that goes through what the Action Teams are and their current priorities. *Please provide feedback on this Implementation Plan format. Courtney will update the plan quarterly.*
- b. Accomplishments: At the end of every year, we like to list our accomplishments and what we look forward to next year. This year, many activities were accomplished, such as grant awards, schools fundraising over \$12K using jog-a-thons, and some of our schools being awarded during the Healthy Schools Leadership Retreat. You can find this document on our webpage at: [www.greeleyschools.org/studentwellness](http://www.greeleyschools.org/studentwellness). *Courtney will provide copies to Michael for the Board.*
- c. TCHF Update: We had a large chunk of funding left over from The Colorado Health Foundation. We had some discussion over what to spend the money on and decided to purchase water bottle fillers for schools because a few schools have been asking for them to promote healthy hydration. We had enough funding for 2, so we developed an application and received 3 applicants, which were Madison, Fred Tjardes, and Jefferson. Because we had less applicants than anticipated, we looked at our budget and shifted funds around to support 3 schools. We also had more funding left over due to some schools not spending their mini-grant funding. We submitted a no-cost extension and plan to spend the remaining funds on Growing Grounds by October 2018.

- d. Summer Institute: SHAC will be participating in a Summer Institute, hosted by Kaiser. During this Institute, students will receive professional development on note taking, public speaking, and will develop their project by looking further into the data and working with community partners. The committee members were invited to the following dates (below). *Rachel will send an invite to community partners. Courtney will follow-up with Healthy Mind and Spirit Workgroup members who would like to attend and help SHAC during the Summer Institute.*
  - i. 8-6-18: Data Dive, Idea Creation, Action Planning
  - ii. 8-7-18: Roundtable Discussion with Community Partners, Ropes Course
  - iii. 8-8-18: Positive Youth Development Training, Council Agreements, Leadership Skills, Public Speaking
- e. Next Meetings: Quarterly, with action team meetings in between. Proposed dates:
  - i. Week of July 30 (will include morning times)
  - ii. Week of December 3
  - iii. Week of March 4
  - iv. Week of June 3 (will include morning times)
  - v. *Rachel will send a Doodle poll with potential dates for our meetings next year. Please respond as committee attendance is critical to our success!*