SCHOOL WELLNESS CHAMPIONS

March 17, 2016
8:30AM – 2:30PM
Orange County Department of Education

Co-sponsors
Orange County Department of Education / Kaiser Thriving Schools / Community Partners
Welcome

- Key Partners
- Seating & Logistics
- Norms
  - Be Present
  - Be Professional
  - Take Care of Needs
  - Be Aware of Self & Others
- Workshop Packet
- Online Link
  - Use QR Code or url
    www.ocde.us/HealthySchools
- LCAP Connection - This event supports LCAP outcomes in Basic Services, Student Achievement, School Climate, Other Outcomes / Whole Child

- Mingle – Mingle Activity
  - Challenge By Choice
  - Move to Music
  - When music stops, you have 10 seconds to introduce yourself to the person closest to you
  - When music starts again – move!
  - Repeat
Agenda & Outcomes

Agenda

• Welcome & Introductions
• Your Policy - People – Practices
• Recognizing Champions
• Learning from Champions
• Lunch
• School Wellness Policy & Local Control Accountability Plan
• SWP Implementation, Action Planning & Goal Setting
• Reflect on Learning
• Workshop Evaluation
• Questions & Closing

Outcomes

1. Knowledge about School Wellness Policy assessment and implementation tools
2. Confidence to overcome barriers to communication and implementation of SWP
3. Learn how to link SWP to Local Control Accountability Plan (LCAP) and State Strategic Planning Priorities
4. Capable of planning and advocating for LCAP resources to implement SWP
Tell Us About Your Champion

Table Group Activity
1. Think about an outstanding School Wellness Policy / Person / Practice from your school, district or agency
2. Use chart paper and markers to creatively illustrate it
3. Make sure every district / agency at your table contributes at least one Policy / Person / Practice
4. Post the Champions on the wall
5. Gallery Walk
2016 CHAMPIONS

- **Sheryl Tecker** - Director of Student Services, La Habra City School District
- **Angela Allen-Hess** - Coordinator of School Wellness, Physical Education and Athletics, Santa Ana Unified School District
- **Teresa Squibb** - Director of Nutrition Services, Tustin Unified School District
- **Barbara Nonis** - Teacher, La Habra City School District
- **Mary Weidder** - Teacher, La Habra City School District
- **Tammy Ledesma** - Principal, Anaheim Elementary School District
- **Marlyessa Connole** - Teacher, Santa Ana Unified School District
BREAK

10 minutes
Learning From Local Champions

- Lawndale SD
  - SWP Needs Assessment & Policy Update

- Buena Park SD
  - Putting SW Program Practices in Place

- La Habra SD
  - Linking SWP Goals to LCAP Priorities & Resources
Reflection to Action

- Find handout
- Complete during each presentation
- Reflect
- Share
Lawndale Elementary School District

District Goal 4:
To actively promote health and wellness for ALL members of the LESD community

Presented by:
Marc Milton
Director of Food Services
Annie Ryu, RD
Assistant Director of Food Services
LESD Wellness Policy - History and Future

District Demographics & Statistics

- 6300 PK-8th grade students in 8 different school sites
- 84% Free/Reduced

Network for a Healthy California from 2006-2013

- Nutrition education to students, wellness activities, wellness meetings
- First Wellness Policy created in 2006 (latest revision in Fall 2016)

Wellness Program Sustainability moving forward from the Network
How to Fund the School Wellness Policy –
Local Control and Accountability Plan

Wellness Liaison positions paid by LCAP in 2015-2016
  – $1500 allotment for each site

Things to consider:
  – District culture, history, and demographics
  – Stakeholder input for LCAP planning
  – Support of District and Site Administration staff is critical
Current LESD Wellness

• District Wellness Lead – Assistant Director of Food Service

• 20 Wellness Liaisons & Assistant Wellness Liaisons representing each school site, and the District Office.

• Nutrition Education for Obesity Prevention (NEOP), Choose Health LA Kids (CHLA), Kaiser Thriving Schools Grant

• Updated Wellness Policy & New Implementation Strategies
Wellness Meetings & Content

District Wellness Meetings & Community Wellness Meetings (8 total/year)
  – Each type occurs bimonthly (20-25 participants)

Meeting Content
  – Wellness Policy
  – Wellness Policy Monitoring Tool
  – Goal Setting
  – Sharing of Progress via Implementation Plan
    Worksheets from Policy in Action Guide
  – Grant Updates & Other Resources
Goals & Implementation

• Latest revision in Fall of 2016
  – guided by the CSBA Student Wellness Policy
• Disseminating Wellness Policy Fact Sheet
• Using the School Site Semi-Annual Progress Report (Monitoring Tool)
• Site Specific Goals
• District Goal – Smart Snacks/Food Fundraising Regulations
• Using Implementation Plan Worksheets from Policy in Action Guide
Developing your Implementation Plan

**LESD District Wellness Goal**

**DEVELOPING YOUR IMPLEMENTATION PLAN**

**KEY ELEMENT OF POLICY:** Foods & Beverages sold to students shall meet the state & federal nutrition standards

<table>
<thead>
<tr>
<th>1</th>
<th>Explain what this policy element will look like in your school.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Administration as well as PTA groups will be aware of the regulations for food fundraisers and will follow the appropriate steps to get the food items checked for compliance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Explain the Where, When and to Whom this element of the policy applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Cafeteria</td>
</tr>
<tr>
<td>☑</td>
<td>Field Events</td>
</tr>
<tr>
<td>☑</td>
<td>Cafeteria (includes student and staff area)</td>
</tr>
<tr>
<td>☑</td>
<td>Classroom Celebrations</td>
</tr>
<tr>
<td>☑</td>
<td>Social Events</td>
</tr>
<tr>
<td>☑</td>
<td>校 Store</td>
</tr>
<tr>
<td>☑</td>
<td>Fundraising</td>
</tr>
<tr>
<td>☑</td>
<td>After School Programs</td>
</tr>
<tr>
<td>☑</td>
<td>Students in all grades</td>
</tr>
<tr>
<td>☑</td>
<td>Students in high school</td>
</tr>
<tr>
<td>☑</td>
<td>Midnight to one-half hour after school</td>
</tr>
</tbody>
</table>

**Exceptions:**

<table>
<thead>
<tr>
<th>3</th>
<th>Who needs to know about the changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>School board members</td>
</tr>
<tr>
<td>☑</td>
<td>Athletic directors</td>
</tr>
<tr>
<td>☑</td>
<td>Parents</td>
</tr>
<tr>
<td>☑</td>
<td>Superintendents</td>
</tr>
<tr>
<td>☑</td>
<td>Food service staff</td>
</tr>
<tr>
<td>☑</td>
<td>PTO/PTA</td>
</tr>
<tr>
<td>☑</td>
<td>Principals</td>
</tr>
<tr>
<td>☑</td>
<td>Students</td>
</tr>
<tr>
<td>☑</td>
<td>Vendors</td>
</tr>
<tr>
<td>☑</td>
<td>School health/wellness councils</td>
</tr>
<tr>
<td>☑</td>
<td>Teachers</td>
</tr>
<tr>
<td>☑</td>
<td>Community members</td>
</tr>
</tbody>
</table>

**Notes:**

*Policy in Action: A Guide to Implementing Your Local School Wellness Policy*
Communicating the Policy

<table>
<thead>
<tr>
<th>Stakeholders to communicate with</th>
<th>Stakeholder's interests/concerns: What do they need/want to know?</th>
<th>Who will contact stakeholder(s)?</th>
<th>How best to communicate the message?</th>
</tr>
</thead>
</table>
| **Wellness Liaisons**           | The background on the new regulations and appropriate process to get confirmation for compliance | Head of Wellness Committee      | -Via District Wellness Meeting  
- Electronic & paper copies of regulations, district memo, approved fundraiser list, & ideas |
| **Principals & Staff**          | The background on the new regulations and appropriate process to get confirmation for compliance | Wellness Liaisons                | -Via meeting w/Wellness Liaisons  
- Principal sharing info to staff at staff meetings |
| **PTA**                         | The background on the new regulations and appropriate process to get confirmation for compliance | Head of Wellness Committee      | -Via Wellness Meetings & with direct meeting with the Head of the Wellness Committee  
- Copies of regs & district memo |
| **Community Members**           | The background on the new regulations                         | Head of Wellness Committee      | -Via Community Wellness Meeting  
- Electronic & paper copies of regulations, district memo, approved fundraiser list, & ideas |

Policy in Action  
A Guide to Implementing Your Local School Wellness Policy
## Monitoring & Evaluating the Policy

**Worksheet E1**

### How will you know that what you set out to do is happening?

Refer back to Worksheet A: Key Elements of Your Policy. For each of these elements, identify something to measure or observe that will help you determine if your policy has been successfully implemented. Please review monitoring suggestions in Step 7 of this Guide.

<table>
<thead>
<tr>
<th>Key element of policy to monitor and evaluate</th>
<th>How will this be monitored?</th>
<th>Who is responsible?</th>
<th>How often will monitoring take place? (e.g., monthly, quarterly, annually)</th>
<th>Who will you report results to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods &amp; Beverages sold to students shall meet the state and federal nutritional standards</td>
<td>Will request list of food fundraisers from school office manager</td>
<td>Wellness Liaisons</td>
<td>2x/year</td>
<td>Head of Wellness Committee</td>
</tr>
<tr>
<td>Foods &amp; Beverages sold to students shall meet the state and federal nutritional standards</td>
<td>Will request list of food fundraisers from PTA</td>
<td>Head of Wellness Committee</td>
<td>2x/year</td>
<td>Superintendent &amp; Board</td>
</tr>
</tbody>
</table>

*Reporting: With whom will you share monitoring and evaluation information?*

Reporting policy compliance is important for maintaining support for policies and gathering support for new strategies as needed. Reports may be monthly, quarterly, annually, etc., and should be shared with the school administration, school board, community and key stakeholders.

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*Policy In Action
A Guide to Implementing Your Local School Wellness Policy*
Successes & Challenges

**Successes**

- At least 2 wellness representatives from each school
- Sharing wellness ideas between sites, and publicly celebrating successes
- Gathering tools to measure progress of policy implementation

**Challenges**

- Consistent nudging required to complete tasks
- Administrative demands required for the program
Questions?

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annie_ryu@lawndalesd.net
Reflection to Action

- Find handout
- Complete during each presentation
- Reflect
- Share
Buena Park SD
Reflection to Action

• Find handout
• Complete during each presentation
• Reflect
• Share
La Habra City SD

2011-13

- Championed the adoption of a model School Wellness Council by inviting and providing release-time for School Site Teacher Liaisons to attend SW Council meetings and trainings.
- Reorganized School Wellness Council and formed critical partnerships with community organizations like La Habra Collaborative and St. Jude's Medical Center
- Evaluated and updated SWP, which was adopted by Board of Education
- Supported partnering with the La Habra Community Collaborative to adopt the Move More Eat Healthy approach to school and community wellness
La Habra City SD

2013-16

- Generated support for new Wellness Policy-related Nutrition Service, Nutrition Education, Physical Activity and Physical Education goals
- Identified LCAP Priority and outcomes, secured inclusion and LCAP funding for 2 new Elementary Physical Education Specialists positions
- Identified LCAP Priority and secured LCAP funding for 2 new Elementary Physical Education Teacher Aide positions
- Launched Kaiser Thriving Schools Grant project through OCDE and adoption of the Move More Eat Healthy At School Program (MMEH)
- Provided 265 K-8 teachers with Classroom Fit Kits for PE and training
- Installed Fit Kid Centers and provided teacher training at all seven K-5 school sites
- Implemented a formal District SWP Assessment Process using Alliance for a Healthier Generation - School Health Index tools
- Launched pilot Smarter Lunch Rooms program at middle schools
La Habra Fit Kid Center

• Launch video
Reflection to Action

- Find handout
- Complete during each presentation
- Reflect
- Share
LUNCH

45 minutes
Return at
LCAP & SWP Activity

3 Components
1. Conditions of Learning
2. Pupil Outcomes
3. Engagement

8 Priorities
1. Basic Services
2. Implementation of State Standards
3. Course Access
4. Pupil Achievement
5. Student Engagement
6. School Climate
7. Parental Involvement
8. Other Pupil Outcomes
## School Wellness Policy and LCAP Planning Matrix

<table>
<thead>
<tr>
<th>Strategic Priority Component</th>
<th>Strategic Priority</th>
<th>Definition</th>
<th>Examples of LCAP-related School Wellness Policy Implementation Projects/ Programs</th>
<th>Examples of LCAP-related School Wellness Policy Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions of Learning</td>
<td>Basic Services</td>
<td>Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards and facilities that are maintained in good repair.</td>
<td>Examples: Water stations, flexible food service facilities/staff for school breakfast; properly credentialed NHPE teachers delivering specialized supplemental Health Education, Nutrition education, Physical Education instructional programs.</td>
<td>Examples: # /% students using water fountain/station; #/% students getting breakfast; receiving Standards-based *NHPE instruction.</td>
</tr>
<tr>
<td></td>
<td>Other Pupil Outcomes</td>
<td>Includes the measurement of other important student outcomes related to required areas of study, including physical education and the arts.</td>
<td>Examples: *NHPE staff, elementary teacher training, equipment, supplies, curriculum.</td>
<td>Examples: # minutes of PE instruction; % meeting PE Fitness Standards-based assessments; passing PFT, # / % MVPA in PE.</td>
</tr>
</tbody>
</table>
“Say Something” Activity

Find handout then:

1. Choose an “Elbow” partner at your table.
2. Individually read across and annotate-highlight (e.g. important, ?, new idea) each Strategic Priority Component, including the Priorities contained in that Component, and Examples of SWP program/projects and Measurable Outcomes related to that Component and Priorities.
3. After reading across a Component - stop and take turns to “Say Something” to your partner for 1 minute or less about the reading and your annotation-highlights. Document your discussion in Notes section.
4. Repeat process for each of the 3 LCAP Components.
5. If time permits, after reading all Components, share your finding with your Table Group / Room.
Katherine’s placeholder
Reflecting on Learning

• 3-2-1
  • Find index card and write:
    • 3 new things you learned today
    • 2 things you will work on this next week
    • 1 thing you still have a question about

• Arpine’s Notes
  • What were some of the BIG Rocks we turned over today?
Closing – Call to Action

How might we best support your work in the future?

- Chris Corliss ccorliss@ocde.us
- Dareen Khatib dkhatib@ocde.us
- Arpine Shakhbandaryan ashakhbandaryan@communitypartners.org
- Katherine Hawksworth Katherine.Hawksworth@phi.org

- Please tell us how we did today – complete the OCDE Workshop Evaluation

"You can do what I cannot do. I can do what you cannot do. Together we can do great things."
– Mother Teresa

Let’s all go out and do great things together.