

JUNE 7TH, 2018



“RECAP AND SHARE” NETWORK CALL

SHARING SCHOOL SYSTEM WELLNESS BEST PRACTICES

PRESENTED BY: THE MARYLAND SCHOOL WELLNESS PARTNERSHIP

“RECAP AND SHARE” NETWORK CALL

“Recap & Share” Webinar* Agenda

June 7th, 1-2:00pm

- 1:00 - 1:05pm** **Opening Remarks**
Erin Hager, PhD
Principal Investigator, Maryland Wellness Policies and Practices Project
Associate Professor, University of Maryland School of Medicine
- 1:05 - 1:10pm** **Webinar Logistics**
Katie Campbell, MPH
Project Coordinator, Maryland Wellness Policies and Practices Project
University of Maryland School of Medicine
- 1:10 - 1:25pm** **Theme #1: BUILD**
School System Highlights:
• Garrett County
• Montgomery County
Speaker: Worcester County
Q&A
- 1:25 - 1:40pm** **Theme #2: COMMUNICATE**
School System Highlights:
• Howard County
• Kent County
Speaker: Anne Arundel County
Q&A
- 1:40 - 1:50pm** **Theme #3: MONITOR**
School System Highlights:
• Frederick County
• Baltimore County
Speaker: MSDE
Q&A
- 1:50 - 2:00pm** **Closing Remarks**
• Poll Questions
• Final Remarks

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*This webinar followed in-person meetings between Maryland school systems and the Maryland School Wellness Partnership in the spring of 2018. During these meetings, school-level data from the Maryland Wellness Policies and Practices Project was shared with systems and, in turn, systems shared best practices. We highlighted a select few of these practices in an interactive webinar on June 7th, 2018.



INTRODUCTION

Opening Remarks & Logistics

Opening Remarks

- Welcome! The **goal of the webinar** was to facilitate an interactive conversation around successful wellness initiatives in Maryland. The webinar included guest speakers from various school systems, a discussion with MSDE, and the opportunity to connect with other school systems throughout the state.
- We know every school system is unique, so we chose to highlight a few systems that have creative approaches to addressing challenges in their present situation.
- The **structure of the call** was organized around themes listed in the “Call to Action” that was shared with each school system during the Maryland Wellness Policies and Practices feedback sessions (build, communicate, monitor). Under each theme, Dr. Hager highlighted two school systems’ wellness initiatives and then a guest presenter described, in their own words, wellness achievements from within their system. A discussion was then held at the end of each section.





BUILD

Building system-level school health councils or school-level wellness teams

Garrett County

Garrett County has, in recent years, built a very strong system-level School Health Council (SHC). They built their team based on the WSCC model, with all 10 components represented. Given that Garrett is a smaller county, we wanted to highlight their ability to build and sustain such a comprehensive SHC. They focus on translating their efforts to the schools and have, as a council, encouraged school-based wellness teams in every school. They have increased the likelihood of their school wellness initiatives sustaining themselves because of the emphasis on the school-based wellness teams and the support of the School Health Council.

Montgomery County

Beginning in the summer of 2017, Marla Caplon became Montgomery County's first Director of Student Wellness. This position was created in order to be in compliance with the LWP final rule which states that school systems must establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy. Marla has been with Montgomery County Public Schools for almost 30 years, most recently she was the county's food service director for 8 years, so she knew the schools in the county very well. She hit the ground running in her first year by contacting each school principal individually to discuss their wellness initiatives and vision for wellness in their school. She created a fillable google form and as she met with the principals she collected data and entered in the information the principals shared. She is now supporting schools in creating wellness teams that oversee LWP implementation. We know that other school systems are considering creating a position like this, so we chose to highlight Montgomery County's efforts in case others wanted to learn from the work that Marla has done this year.

Worcester County

Building successful health and wellness teams has been a five year journey, thus far. Worcester wanted to begin building their program on a strong foundation so they know that the Superintendent and the Principals must be on board and in full support. Once they had support in place, they created two positions at each school, a HWC (Health and Wellness Coordinator) who would be primarily responsible for staff wellness, and a PAL (Physical Activity Leader) who would be primarily responsible for student wellness. The central office health and wellness representatives meet with them (in-person and virtually) 3 times per year. They do a lot of work to lead their school health and wellness teams, so Worcester knew that they would somehow need to compensate them for their extra time. First, they had them submit documentation to receive MSDE CPD credits. Working with the Professional Development Coordinator, they were able to get them the 3 credits they earned. Many expressed interest in an extra duty pay stipend for the work. The central office representatives worked with the county negotiations team to have a health and wellness position added to the Extra Duty Pay Scale, just as sports coaches and club advisors are paid. It passed this year. This has been a great incentive and shows their health and wellness representatives that they are valued for their hard work.

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COMMUNICATE

Communicating with and among schools and the public or larger school community.

Howard County

Howard County's SHC is equally composed of community members at-large and from organized groups, such as PTACHC (parent teacher association council of Howard County) and HCDrugfree, school system representatives and health department officials. When their system first formed a SHC, they felt that the membership should not consist completely of folks from within the system because then policy development, wellness needs assessments, and recommendations for improvement would all come from within. So, they decided to build a SHC with significant community representation and buy-in. Now that the LWP final rule includes enhanced public reporting and involvement, the forward-thinking of this SHC will ensure that they are well-positioned to meet the new requirements.

Kent County

Kent County SHC was chosen as a highlighted initiative because of their school-level communication efforts. Their SHC includes a representative from every school in the system and student members. We were struck by how well the schools were integrated into the council and how they shared their efforts at their meetings. Also, the student members were engaged and spoke up throughout the meeting. We recognize that in some of the larger systems, this might not be possible, however communicating directly with schools and students is a priority for nearly every SHC. We wanted to highlight Kent County because this approach may be able to be adopted in some way in other counties

Anne Arundel County

Bridging the gap of communication between principals and the superintendent has helped to implement new goals and strategies successfully. The Wellness School Distinction Award is one such implementation that awards accomplishments of schools that go above and beyond regular wellness duties on a daily basis. Each month, three representative principals at each school level (Elementary, Middle and High) meet to share data collected from their colleagues around school wellness efforts. This serves as a leadership opportunity for principals to step up into a system level role. These three representatives are included in the agenda where they use this time to share their findings at the School Health Council meeting. Principals are then able to report highlights from the SHC to their colleagues. The goal is that the principals have a platform of communication between the council and what is going on in schools. The Deputy Superintendent also has heavy involvement in the School Health Council and has come to schools to acknowledge The Wellness School of Distinction Award.

For more information, contact:

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MONITOR

With the new LWP final rule, there is a great emphasis on monitoring, with the collection of school-level data for the triennial assessment

Frederick County

Wellness goals in school improvement plans serve as a form of monitoring. During the current school year, it was mandated that every school in the county have two wellness goals that would be a part of their “Continuous Strategic Improvement Plan”. CSIs were reviewed and it was determined that three goals would be required the coming year, specifically for: physical activity, nutrition education and promotion, and areas that impact student wellness. A summer training was hosted to teach members of the school improvement team focusing on how to establish SMART, clear, and measurable goals specific to the culture of their school. The School Health Council will provide SMART goal samples as a model. The following year, four SMART goals will be required to keep building and promoting school wellness. Their approach of training and support for the schools is unique and inventive.

Baltimore County Public Schools

Their SHC worked with the school system's executive leadership to inform principals about the wellness policy. A presentation was given at a principals meeting about the wellness policy, and all principals were ask to identify a student wellness policy liaison from each school. Previously, all schools had a staff wellness liaison at each school. During school year 2018-2019, each schools' student wellness policy liaison and staff wellness liaison will attend professional development about the wellness policy requirements and how to monitor and report wellness policy implementation in each school.

MSDE

The wellness scorecard is a tool designed to complete a school level assessment that is more practical for schools taking their first steps to assess their school. We identified items from the School Health Index in the nutrition and physical activity section that schools could feasibly attain or implement given their resources and goals. This scorecard captures 30 items in the categories of: Policy, Physical Activity, Nutrition Guidelines, and Nutrition Promotion. It's designed to focus on evidence based items that will create policy, systems, and environmental changes at schools. These items can be put into a school improvement plan to support school goals. Schools can collect data using this scorecard in an effort to support system schools' goals. We encourage your school teams to use this tool.

For more information, contact:

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What aspect of wellness policy implementation do you need most support? (i.e. Build, Communicate, or Monitor)

25% Build

25% Communicate

50% Monitor

If we were to host another webinar, what topic would you find useful? (Short Answer)

- Getting more student involvement. Often, the students are so involved in so many activities, that they don't commit to regular meetings.
- How to get all schools on the same page so activities are uniform
- Ideas of what other schools are doing
- Opportunity to share/exchange "toolkit" resources
- I would love to see ideas for wellness activities for middle/high school level students. It seems like it's a bit "easier" to get elementary school students excited about wellness, so I'd love some ideas for older students!
- More opportunities to share promising practices from other school systems.

Chat Highlights

Question: I wonder if we could use Title 4A funds to support funding wellness positions.

Answer: Yes, Contact your Danielle Susskind, 410-767-0476 about Title IV and Wellness Funds

Question: Have there been any conversations about there being "Wellness Schools of Distinction" recognized by MSDE?

Answer: There has been talk...something we need to look at more! Some systems are doing this currently in their own capacity.

Question: What does the agenda look like for systems that have the community present on their SHC? What does it look like having a community focus versus school focus and what does that mean for wellness?

Answer: There is the process of agenda setting at the beginning of each school year where the input of the members is requested to set the priorities for the upcoming year. Some of it is driven by what the school system representatives are interested in doing and some of it is driven by what the community members are interested in pursuing. We then vote on the top two priorities and think about a process of information and data gathering that can support some recommendations

Question: So the scorecard is a fillable pdf, and you hope in the future to be able to collect data electronically?

Answer: Scorecard is a pdf, and can be shared electronically. We are hopeful that this tool can be used to collect information.

Question: Does any school have students incorporated in to the Wellness Team?

Answer: Anne from Howard County has made effort to include students in wellness teams as a part of their bylaws. This has been done successfully a few years back but is challenging as students who would participate are juniors or seniors- this is difficult for continuity of students. The time of day for meetings with councils are difficult for students to meet, such as late afternoons. Kent County hosts meetings immediately after school, as a club meeting, so students do not have to commute back and forth.

Online Toolkits: Carroll Co is working on an online toolkit for schools to set up or maintain wellness programs (Contact: Maggie Kunz)

Scorecard: Greensboro Elementary (Caroline County) is willing to pilot it! (Contact: Jena Gardone)

Students on School Health Council:

- We have meetings right after school so students don't have to go home and then come back. It makes it easier on the students and parents. (Contact: Stephen Miller)
- Would it be possible (feasible) to include students in a virtual setting from their schools. They can receive permission to participate on line. (In FCPS our SHC meets during school hours) (Contact: James Hitchner)