

**Local School Wellness Policy  
(LSWP) Training – Day 2  
August 7, 2015**

**California**  
**PROJECT LEAN**  
LEADERS ENCOURAGING  
ACTIVITY AND NUTRITION

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Welcome to Local School Wellness Policy training— a focus on developing a LSWP implementation plan and hearing about a few really great best practices.

We want this training to be very interactive so please feel free to ask questions as we go.

Our time together today is to get you and your team started on developing your district LSWP implementation plan first by identifying and prioritizing policy elements and then working on selecting strategies and developing your implementation plans.

Before we get started and to gauge who's all in the room, allow me to ask a few questions:

1. How many of you have seen your district LSWP before today? Does it reflect federally required changes per the Healthy, Hunger-Free Kids Act?
2. How many of you participated in the original development of a district's LSWP?

3. Are any of you currently and actively participating on your district or school site Wellness Committee? How many of you are:

- School district administrators?
- Teachers?
- Food service staff?
- School board members?
- Public health partners?
- Parents?
- Others?

What a wealth of experience we have in this room!

4. Last question: There may be a number of you who attended the LSWP 101 training. For those who did, what did you find out after using the WellSAT to assess your LSWP? Have any of you assessed your school environment using SHI?

## California Project LEAN (CPL)



- CPL is a program of the Public Health Institute (PHI)
- CPL works to advance better nutrition and physical activity policy and practices in schools and communities
- Efforts are centered on:
  - Youth and parent empowerment approaches
  - Policy and environmental change strategies
  - Community-based solutions

## California Project LEAN (CPL)



- **Healthy Eating, Active Communities**
- **Building Healthy Communities**
- **Healthy Eating Active Living (HEAL)**
- **Communities Putting Prevention to Work**
- **Community Transformation Grant (CA4Health)**
- **CDPH/NEOP: Training and Resource Center**

**AGREE or DISAGREE**



PROMOTING HEALTHY PLACES AND POLICIES

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Fresh fruits and vegetables are accessible and affordable to our students and their families.

Our students and their families have access to safe places to walk, bike, and ride a bike.

Many of our LSWP policy elements exceed state or federal requirements.

Parents and students fully support our district LSWP.

Many of our LSWP policy elements are a funded priority in our LCAP.

Policies are documents that just sit on the shelf.

**Local School Wellness Policy- PURPOSE**



Local school wellness policies are designed to promote student health and reduce childhood obesity.

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PROMOTING HEALTHY PLACES AND POLICIES **PROJECT LEAN**

Local School Wellness Policies

Local school wellness policies are designed to promote student health and reduce childhood obesity.

## Local School Wellness Policy REQUIREMENTS



- **Nutrition Guidelines for Campus**
- **Goals:**
  - Nutrition Education and Promotion
  - Physical Activity
  - Other school-based activities that promote student wellness.
- **Stakeholder Involvement**
- **Implementation/Notification**

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LSWP Requirements at a minimum, include the following:

- Nutrition guidelines for all foods available on campus
- Goals for:
  - Nutrition Education and Promotion
  - Physical Activity
  - Other school-based activities designed to promote student wellness
- Stakeholder/Community involvement
- A plan for measuring implementation and notifying the public



Some of the steps outlined in the Guide are linear and others are not. Step 1 (Identify and Prioritize Key Elements of the Policy) is required before proceeding to Step 2 (Develop an Implementation Strategy), which is required before developing your plan (Step 3: The Implementation Plan). Monitoring and evaluation requires consideration of all steps.

Engaging students, using marketing and communicating the policy are important steps in the policy implementation plan but do not necessarily naturally follow before or after any of the other steps. These steps must be considered and integrated into all of the other steps in policy implementation.

## Step 1: Identify and Prioritize Policy Elements



- **What are the key elements of your policy?**
- **How can these be prioritized?**
  - Based on education code, school/district priorities, ease or difficulty of implementation, etc.

ACTIVITY: Refer to Worksheet A. Have the group pull out worksheet A.

For example, one key element of your policy might be to increase PE minutes to meet law, another might be to ensure beverages sold on campus meet California Nutrition Standards.

## Considerations:



- **Is there anything that is required by law?**
- **What will be most effective for keeping kids healthy?**
- **What elements of the policy will be quick to implement?**
- **Are there policy elements that will require more planning and collaboration than others?**
- **Are there elements of the policy that are “required” versus “recommended?”**

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- Is there anything that is required by law?
- What will be most effective for keeping kids healthy?
- What elements of the policy will be quick to implement?
- Are there policy elements that will require more planning and collaboration than others?
- Are there elements of the policy that are “required” versus “recommended?”

## Considerations, cont...



- **What are the proposed deadlines for implementing various elements of the policy?**
- **Will some elements of the policy be phased in?**
- **Are there elements that should be in your Local Control Accountability Plan (LCAP)?**

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- What are the proposed deadlines for implementing various elements of the policy?
- Will some elements of the policy be phased in?
- Are there elements that should be in your Local Control Accountability Plan (LCAP)?

## Worksheet A

POLICY COMPONENT		PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
		H	M	L	
<b>1. Physical Education and Physical Activity Policy Elements</b>					
<input type="checkbox"/>	PE				
<input type="checkbox"/>	Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Fitness testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	PA				
<input type="checkbox"/>	Recess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	During school (classroom activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Increase physical activity before or after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/> Joint/Shared Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/> Bike Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/> Walking School Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/> Safe Routes to School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PROMOTING HEALTHY PLACES AND POLICIES

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Refer to Worksheet A

In today's training, we will be discussing the following key elements PE, nutrition education, school meal programs competitive foods and beverages. Please check these off on Worksheet A.

Your policies all have other key elements but we will be discussing these specific ones today.

Our goal is that you leave the training with a good understanding of how to get started on these policy elements and are able to use the same process to implement the other elements of your policy.

## Worksheet A, cont...

POLICY COMPONENT	PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
	H	M	L	
<b>2. Nutrition Education and Promotion Policy Elements</b>				
<input type="checkbox"/> Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Nutrition Guidelines for Foods Served and Sold on Campus Policy Elements</b>				
<input type="checkbox"/> School meal programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Meal service and time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Competitive foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Competitive beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Vending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Fundraising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Classroom celebrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Water access and promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Worksheet A, cont...

POLICY COMPONENT		PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
		H	M	L	
<input type="checkbox"/>	School gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Farm to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Food distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Environmental impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notes:					

## Step 2: Develop an Implementation Strategy



**Once key policy elements have been identified and prioritized, the next step is developing an Implementation Strategy.**

### **This requires:**

- Understanding your district's/school's current organizational and business practices
- The ability to anticipate the potential impact of changes

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Each policy element will require its own implementation strategy and plan. In this next series of slides, we will discuss possible strategies for implementing nutrition and physical activity policies. While we are reviewing this information, consider which strategies will work best for your district.

The strategy you choose will depend on your school's or district's current practices and capabilities to make change.

Keep in mind, USDA will be putting out the final rule that addresses:

- triennial assessments
- annual progress reports

Where you'll have to state how you will implement your LSPW... it needs to be clear.

For example, if you are going to implement new standards for vending, it will be important to understand your district's current vending practices. In order to make an implementation strategy and plan for changing vending operations, you would need to know who operates vending, what is currently offered, whether or not vending is centralized and the benefits/barriers to this, whether current operators are

already aware of proposed changes, etc. Using this example, if vending is run through food services, the implementation might be relatively straightforward. If there are currently 4-5 vending operators, it will take more time to implement this element and a different strategy and plan will be needed.

## Strategies: Implementing Nutrition Guidelines

***Policy Component: Establish nutritional guidelines for all foods and beverages available in schools***



### **Strategies for improving food/beverage offerings:**

- 1. Eliminate or reduce competitive offerings & increase meal participation**
- 2. Ensure access to free, safe, cold, palatable water throughout the school environment**
- 3. Place all food & beverage sales under the control of food service and profit share with those groups that previously sold a la carte foods/beverages**
- 4. Switch to all compliant, competitive foods/beverages and market these items**

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LSWP requirements again are:

Food and beverage guidelines

Goals for PA, Nut Ed/Promotion, and all other efforts to promote student wellness, etc...

What about nutrition guidelines?

Have you already instituted one or all of these strategies?

Many school districts have already adopted nutrition policies that not only meet, but exceed state and federal standards; some may have used these strategies listed here.

As you consider these strategies, determine which strategy your district/schools are most likely to adopt. Your district may want to adapt one more of these strategies to fit your needs– or come up with a new strategy altogether.

- Eliminate or reduce competitive offerings & increase meal participation

- Ensure access to free, safe, cold, palatable water throughout the school environment
- Place all food & beverage sales under the control of food service and profit share with those groups that previously sold a la carte foods/beverages
- Switch to all compliant, competitive foods/beverages and market these items

Either way, each strategy has its advantages and disadvantages. Let's take a closer look at Strategies 1 and 2.

1. Eliminate or reduce competitive offerings and increase meal participation
2. Ensure access to free, safe, cold, palatable water throughout the school environment, including but not limited to meal areas and wherever beverages are sold, and that water consumption is actively promoted as the healthiest drink.

## Improving Food Service Areas



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### **Eliminate or reduce competitive offerings and increase meal participation**

Institute Smarter Lunchroom strategies such as menu and environmental changes to ensure more students eat school meals.

Please refer to page 9 in your Guide.

Advantages of this Strategy:

- Students reduce snacking and increase meal purchases, thereby improving their overall nutritional intake.
- School food service is likely to benefit financially from the increased meal sales that offset and even surpass competitive food/ beverage losses.
- The need for monitoring of compliance with nutrition standards is smaller if the amount and variety of competitive foods/beverages are eliminated or greatly reduced.

Disadvantages of eliminating or reducing competitive offerings and increasing meal participation:

- Revenues from food and beverage sales by school-based groups other than the food service department will decrease.
- One-time investment may be needed to improve the meal program and the cafeteria facilities.
- There may be initial funding losses during the transition phase that schools may have to absorb or seek funding to cover.

## Improving Food Service Areas



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Decorate the eating area with banners and bowls of fresh fruit to make it more inviting

## Ensure Water Access



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Here you see pictures of various ways to increase access to water. Of course, districts are required by both state and federal law to ensure water is available to students during meal times, but you may want to consider increasing access throughout the entire school day.

### Advantages of this Strategy:

- Students will have access to water throughout the school day, not just during meal times.
- Encouraging consumption of water and making it easily accessible in schools, especially in place of sugary drinks, has been shown to help reduce childhood obesity.
- Water fountains, especially if they have refilling capacity, help protect the environment by reducing the number of water bottles heading towards the landfill.
- Drinking water helps students stay hydrated, especially in conjunction with physical activity.
- A modest one time investment can have long term benefits for health and for the environment.

Disadvantages of this Strategy:

- May require a modest one-time investment of resources to upgrade and/or increase water access points.
- Water fountains require some regular cleaning and maintenance-- but disposing of soda or water bottles also creates workload.
- Students or parents may lack confidence in tap water taste or quality.

## Ensure Water Access



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Here are few things to consider:

- Consider integrating water access issues into the district Local Control Accountability Plan (LCAP).
- Engage students in water promotion activities. Make it fun. Engaging students in the development of water promotion campaigns can help obtain support from the greater student body.
  - PHOTO– Humboldt County: Eureka City USD– “Hydration Nation” student group

## 5 P's of Marketing

**Product:** The healthier food, beverage or physical activity offered

**Price:** The “price” students will pay to adopt the new product/behavior

**Place (or Placement):** The “places” where students engage in behaviors you're trying to influence

**Promotion:** The ways to encourage adoption of the healthier behavior (product)

**Policy:** The way to help ensure a healthier environment (e.g., Local School Wellness Policy)

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This is what marketers call the marketing mix – or the 4 or 5 Ps of marketing. Policy is not always included in this mix but more and more, it is being incorporated.

**Product:** Determining what food, beverage or physical activity option to promote requires understanding what students want and value. Before determining what your product will be, it is imperative to talk to students.

**Price:** This represents the price students are willing to pay to adopt a new product or behavior. The price can be monetary, psychological, social, taste and time costs. For new vending machine products, the literal “price” can affect purchase behavior by students. But so can the “cool factor.” If students on your high school campus say boxed juices are juvenile, you may want to consider a juice that has different packaging and looks like it is geared for teens.

**Place (or Placement):** It's important to understand how “place” or “placement” affects a student's decision. For example, beverages you want to promote (e.g. unflavored milk and water) should be placed at eye level to encourage sales. To increase water access, you may want to exceed the state requirement of 1:150– one drinking fountain per 150 students and 300 after that (most states are 1:100) and locate new water access points in high traffic areas such as on the cafeteria lines, in

the hallways, outdoor facilities and fields, the gym.

Or, in an effort to increase participation in an after school activity, you'd want to hold the activity in a desirable location (e.g. on site/where students gather).

**Promotion:** Once it is clear what students value about your “product,” based on your research, highlight these characteristics in all communications with students. For example, if you know that students on your campus don't place a high value on “healthy foods,” but they said they value foods that will “energize them,” then play up that aspect in your promotional materials and messages (e.g., posters. Messages over the PA system...). Have students also help with promotion activities.

**Policy:** The adoption of policies that help provide a supportive environment for the product/behavior you are trying to influence provides additional support to your efforts. Again, thinking about water access and exceeding the state requirement and putting that directly into your LSWP and possibly helping to pay for it via your LCAP.

## Strategies: Implementing Physical Activity



### ***Policy Component: Set Goals for Physical Activity***

#### **Changing PA Practices**

- Improve physical education (PE)
- Offer physical activity (PA) opportunities (e.g. recess, year-round walk to school programs, after school dance, etc.)

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The Local School Wellness Policy has a requirement for “Physical Activity” and not one specifically for Physical Education (PE) because not all states require PE in schools.

Question?: Does everyone know the difference between PE and PA?

PE is planned, sequential instruction that should follow specific content standards which define the knowledge, concepts, and skills that students should acquire at each grade level. Ideally, PE should be taught by credentialed PE teachers.

PA is physical movement through both structured and unstructured routines at home, school, work, transport, leisure, and recreation.

Both are important in schools.

Does your LSWP specifically call out PE and PA?

## Implementation Strategies: Physical Education



### Strategies for improving PE:

- Hire credentialed PE teachers
- Reduce class size
- Buy curriculum
- Develop curriculum
- Purchase equipment
- Provide PE professional development
- Require more frequent PE
- Engage students in MVPA at 50% of PE time

Changing PE typically requires looking at both improving the quantity of PE and the quality of PE. Each strategy will require different steps and may require buy-in from teachers, students and school administration. It may also require a significant commitment of funds and a shift in how PE is viewed in your schools.

## Implementation Strategies: Physical Activity



### Strategies for improving PA opportunities:

- **Walking/biking to school programs**
- **After school PA requirements (a portion of every hour students must get up and move)**
- **Train classroom teachers for PA breaks**
- **Daily recess**
- **Pedometer/walking programs (as part of the classroom curriculum)**
- **Playground facilities that support PA**
- **PA breaks during the school day**
- **Intramural athletics**
- **Joint/shared use agreements**

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Again, each strategy will require a different implementation plan and will need to suit your schools needs and take into consideration the support and funding you may need for successful implementation.

And again, consider if there is a need to integrate PA/PE issues into the district Local Control Accountability Plan (LCAP).

## Example: Improving School Playgrounds



[www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)



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An example of something schools can do is reorganize their school yards. This is an example of a “peaceful playgrounds,” which utilizes stencils and paints areas of school playgrounds and field areas in order to encourage small-group purposeful play, physical activity, and reduced confrontation in school yards.

## Implementation Strategies: Nutrition Education

### *Policy Component: Set Goals for Nutrition Education and Promotion*



#### **Strategies for implementing nutrition education and promotion:**

- **Securing nutrition curriculum**
- **Professional development for teachers**
- **Integrating nutrition education into other subjects**
- **Determining how to provide opportunities for students to practice skills and have fun**

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The primary goals of nutrition education are to influence students' eating behaviors and to build nutrition knowledge and skills so that children make healthy eating choices and develop lifelong healthy eating habits.

Nutrition curricula should be age and culturally appropriate; nutrition education can be integrated into other school subjects so that nutrition messages are consistent throughout the school or be integrated into school subjects if class scheduling is a challenge; and nutrition education and curricula should support practical applications (e.g. cooking opportunities).

Provide developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school meal recipe names, cafeteria design or décor challenges.

Again, consider Smarter Lunchroom strategies to help with nutrition education and promotion activities.

**Implementation Strategies: Other school-based activities**



***Policy Component: Set goals for other school-based activities designed to promote student wellness***

**Strategies for ensuring the school environment supports wellness:**

- **Eliminate the use of food as a reward/punishment**
- **Prohibit the withholding of recess as a form of student discipline**
- **Ensure fundraising efforts support healthful eating and/or PA opportunities**
- **Encourage staff to serve as role models**
- **Address marketing of unhealthy foods and beverages on campus**

## Example: Marketing



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An example of a school-based activity that supports wellness policy could be eliminating the marketing of all branded food and beverage products per CSBA model wellness policy or at a minimum as proposed in the USDA final rule. Any foods and beverages that are marketed to your students on campus should reflect what they are taught in the classroom and your food and beverage policy.

Marketing can be found in/on:

- Vending machines
- Classrooms
- Gyms
- Locker rooms
- Scoreboards
- Pens, pencils, book covers, etc.

## Implementation Strategies: Community Involvement

### *Policy Component: Community Involvement*

- **Develop and maintain a wellness policy committee**
- **Include representatives from home, school, community**
- **Provide committee members with clear tasks and responsibilities**
- **Ensure that feedback is taken seriously**

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Ongoing community support of the policy will be needed for successful policy implementation. This support should come from parents, students, and representatives of school food services, the school board, school administrators, teachers and other school staff and the public.

## Worksheet A: Your turn



**BREAK**



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### Step 3: Develop Implementation Plans for Each Policy Element

**The Policy Implementation Plan covers the nuts and bolts of getting the policy into place.**

**The plan should outline:**

- **Who will do what**
- **Where the policy applies**
- **What changes need to be made**
- **Timeline for implementing various policy elements**
- **Who will complete tasks**
- **How changes will be documented and communicated**



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This is the heart of the matter.

The LSWP is not a policy to just sits on shelf... It should be viewed as a living, breathing document that gets reviewed, assessed, revised periodically. Again, depending on USDA's final ruling, we will have requirements as to how often: triennial assessments and annual progress reports.

The Policy Implementation Plan covers the nuts and bolts of getting the policy into place.

The plan should outline:

- Who will do what
- Where the policy applies
- What changes need to be made
- Timeline for implementing various policy elements
- Who will complete tasks
- How changes will be documented and communicated

The Local Control Accountability Plan (LCAP) process affords a special opportunity to make sure your wellness plan actually happens and that it becomes a reality. Consider whether your district LCAP can help in two ways: 1) by increasing accountability for implementation and 2) by programming resources by identifying budgetary or other means needed. As you implement your LSWP, see if there are specific elements that should be proposed for inclusion in your LCAP.

Many school districts have Administrative Regulations (ARs) that detail how the district will implement a policy. These often do not specify action steps that would be helpful in the day-to-day implementation of the wellness policy. With or without ARs, developing an implementation plan for your school will be helpful as many ARs are not as in-depth as an implementation plan.

## Additional Steps



- **Step 4: Engage Students**
- **Step 5: Communicate the Policy**
- **Step 6: Use Marketing to Encourage Healthy Choices**
- **Step 7: Monitor and Evaluate**

**Celebrate Success!**

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### **Step 4: Engage Students:**

When food and beverage offerings and physical activity requirements change in schools, students will be most impacted by these changes. Therefore, it is critical to inform and involve students in changes to their school environment; student support is essential for successful implementation. Engaging students in decisions that affect their environment may decrease resistance & facilitate acceptance of the changes.

Students can be involved in all steps of the implementation steps. For example students could:

- Develop parent fliers that market the changes
- Communicate progress with school board meetings
- Assist with students surveys that will identify nutrition and physical activity priorities
- Organize student taste-tests
- Promote new products
- Monitor student responses to changes
- Gather data to assist with evaluation

## **Step 5: Communicate the Policy**

Communication with **stakeholders** about policy will shape the way it is viewed and accepted.

### **Stakeholders are:**

People who have an interest in the outcome of the policy, may be impacted by the policy, or stand to benefit or lose something as a result of the policy.

Stakeholder support and buy-in is important before, during and after a policy is developed and implemented. Why? Because providing clear communication about your policy can help shape the way it is viewed or accepted.

If stakeholders are people who have an interest in the outcome of the policy, may be impacted by the policy, or stand to benefit or lose something as a result of the policy, then who are some of your stakeholders? Can you name some of the people you might want to reach out to? Also, can you identify what they have to lose or gain from your policy? (For example, students may be losing choice in the foods and beverages offered to them; vending operators may potentially lose revenue. (Common stakeholders include: superintendents, principals, school board members, teachers, food service staff, parents and/or PTO/PTA groups, athletic directors and students.)

Keep in mind that stakeholders may respond differently to different messengers. For example, peers, whether they are principal to principal or student to student, may have a better impact.

## **Things to consider:**

Ensure communication is repeated

Vary the mode of communication

- Verbal, fliers/posters, email, automated phone message, bulletin boards, in class, web sites, media, etc.

## Set up feedback mechanisms

- How will people provide feedback?

An important aspect of communication is the fact that most of us need to hear the same message many times before something sinks in – especially with something that may be a little complicated (e.g., such as selling only compliant foods).

Evaluations of some districts that have passed and implemented nutrition policies have shown that communicating the policy components can prove challenging. That's why it is key to provide continuous updates on the policy, vary the method of communication, and ensure there is a way for people to provide feedback about the policy and ask clarifying questions that are then answered.

One example comes to mind is Oakland USD. They have on their website a 1 pager describing their LSWP in 5 languages and that this 1 pager is disseminated at various school/district functions.

### **Step 6: Use Marketing to Encourage Healthy Choices**

Utilizing marketing strategies is essential to help ensure the successful implementation of a wellness policy. When used appropriately, marketing strategies can help support the sale of healthy foods and beverages and prompt involvement in physical activities that a school district adopts in response to its wellness policy. Make sure to consider marketing strategies as you develop your implementation plan.

Important to note: Marketing: Know Your Audience

- Do not assume you know what students want
- Before promoting new foods and physical activity options, learn what your students value about these options
- Once it is clear what students value about the options, highlight these characteristics in all communications with students

Some key concepts of marketing revolve around knowing your audience. We can't assume that we "know" this information. What are some ways to get this information? (Possible tactics include: sitting down and talking with students [focus groups], surveying them, reviewing applicable research on teens – statewide/national survey reports.)

Again, Oakland USD also has a 1 pager on their nutrition standards in 5 languages as well.

### **Step 7: Monitor and Evaluate**

Evaluation allows you to determine if your policy and implementation strategies are effective and if additional strategies need to be considered.

It is important to share monitoring and evaluation information routinely with stakeholders.

For example, you may choose to monitor attendance at an after school dance class. If you determine that participation is higher on certain days or in certain months, you may decide to: change or eliminate one style of dance in favor of another more popular style; change the days the class is offered; alter how you are marketing the class, etc. You obviously want to talk to youth about why the attendance may be different on certain days or in certain months so you are more informed before making any revisions.

Key things to consider when monitoring and evaluating:

Get baseline data before policy implemented

Monitor regularly-- note that each element of your policy will need to be evaluated.

Assessing current practices may require assessing the quality or quantity of PE, calculating revenues from vending and competitive food/beverage sales, evaluating current marketing on campus, determining school meal participation rates, assessing the availability of physical activity opportunities before and after school, assessing school facilities and equipment, etc.

### **Celebrate Success!**

And don't forget to celebrate how far you've come! Even the small victories are worth celebrating!

Whenever you accomplish short- or long-term goals, celebrate!

Use incentives/rewards when possible

Acknowledging successes can help keep staff and students stay motivated.

## Worksheet C: Implementation Plan

KEY ELEMENT OF POLICY: \_\_\_\_\_

1 Explain what this policy element will look like in your school.			
2 Explain the Where, When and to Whom this element of the policy applies			
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Athletic Events	<input type="checkbox"/> Canteen	<input type="checkbox"/> Social Events
<input type="checkbox"/> Vending Machines	<input type="checkbox"/> Entire Campus <small>(includes student and staff areas)</small>	<input type="checkbox"/> Classroom Celebrations	<input type="checkbox"/> Classroom Only
<input type="checkbox"/> School Store	<input type="checkbox"/> Fundraising	<input type="checkbox"/> After School Programs	<input type="checkbox"/> Students in all grades
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Students in high school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Midnight to one-half hour after school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exceptions:			
3 Who needs to know about the changes?			
<input type="checkbox"/> School board members	<input type="checkbox"/> Athletic directors	<input type="checkbox"/> Parents	<input type="checkbox"/>
<input type="checkbox"/> Superintendents	<input type="checkbox"/> Food service staff	<input type="checkbox"/> PTO/PTA	<input type="checkbox"/>
<input type="checkbox"/> Principals	<input type="checkbox"/> Students	<input type="checkbox"/> Vendors	<input type="checkbox"/>
<input type="checkbox"/> School health/wellness councils	<input type="checkbox"/> Teachers	<input type="checkbox"/> Community members	<input type="checkbox"/>
Notes:			

PROMOTING HEALTHY PLACES AND POLICIES

**PROJECT**LEAN

(Refer to Worksheets C, D, E)

This is Worksheet C where you write down how, when and where the key policy element will be implemented. The implementation plan serves as a road map for implementing your key policy elements.

For example, if you are implementing compliant beverages per the California Nutrition Standards, this worksheet is where you write down the actual tasks and steps to implementing them.

## Worksheet C, cont...

KEY POLICY ELEMENT

BEING IMPLEMENTED: \_\_\_\_\_

4 Identify tasks required, timeline and person responsible for completing tasks.		
What needs to be done?	Responsible party	Timeline

## Worksheet D: Communicating the Policy

Stakeholders to communicate with	Stakeholder's interests/concerns: What do they need/want to know?	Who will contact stakeholder(s)?	How best to communicate the message?

PROMOTING HEALTHY PLACES AND POLICIES

**PROJECT** LEAN

This form will help you determine who to communicate with, what to communicate and how best to communicate so that the message is heard. It can be used as a stand alone form or it may be incorporated into your Implementation Plan.

## Worksheet E: Monitor and Evaluate

Key element of policy to monitor and evaluate	How will this be monitored?	Who is responsible?	How often will monitoring take place? (e.g., monthly, quarterly, annually)	Who will you report results to?*

PROMOTING HEALTHY PLACES AND POLICIES

**PROJECT** LEAN

## Connect LSWP and LCAP



PROMOTING HEALTHY PLACES AND POLICIES

**PROJECT**LEAN

The Local Control Accountability Plan (LCAP) process affords a special opportunity to make sure your wellness plan actually happens and that it becomes a reality. Consider whether your district LCAP can help in two ways: 1) by increasing accountability for implementation and 2) by programming resources by identifying budgetary or other means needed. As you implement your LSWP, see if there are specific elements that should be proposed for inclusion in your LCAP.

## Implementation: Planning Exercise



### For each Policy Element:

1. **Brainstorm about possible implementation strategies.**
2. **Develop implementation plans.**

### Consider:

- **How to engage students**
- **How and who you need to communicate with**
- **How you will use marketing to encourage healthy choices**
- **How you will monitor each element of the policy**

PROMOTING HEALTHY PLACES AND POLICIES

**PROJECT**LEAN

### For each Policy Element:

- Brainstorm about possible implementation strategies.
- Develop sample implementation plans.

### Consider:

- How to engage students
- How and who you need to communicate with
- How you will use marketing to encourage healthy choices
- How you will monitor each element of the policy

## Policy Elements



- **Competitive Foods & Beverages**
- **School Meals**
- **Physical Education/Physical Activity**
- **Nutrition Education/Promotion**
- **Other school-based activities**
  - Health Education
  - Health Services
  - Counseling, Psychological and Social Services
  - Healthy and Safe School Environment
  - Health Promotion for Staff

## Resources



**California Project LEAN**

**Alliance for a Healthier Generation**

**California Department of Education**

**California Local School Wellness Collaborative**

**California School Boards Association**

**Centers for Disease Control and Prevention**

**Smarter Lunchrooms Movement**

**United States Department of Agriculture**

**Thank you!**



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**[www.CaliforniaProjectLEAN.org](http://www.CaliforniaProjectLEAN.org)**



PROMOTING HEALTHY PLACES AND POLICIES

**PROJECT**LEAN

**Target Audience: Principals**

**CORE CONCERNS**

**Beliefs, Values, and Responsibilities**

- Wants to improve academic performance as indicated by test scores
- Positive student engagement at school will improve students' learning

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**Barriers**

- May not understand how student health affects academics

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**Key Messages**

- Healthy students attend school more often, increasing average daily attendance revenues

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**Potential Messengers**

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**Communication Methods**

- School staff meeting presentations

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**Target Audience: School Board Members and Superintendents**

**CORE CONCERNS**

**Beliefs, Values, and Responsibilities**

- Must hold school system accountable to the community
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**Barriers**

- Budget challenges, lack of resources
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**Key Messages**

- Research demonstrates a direct link between health and improved student attendance and academic achievement.
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**Potential Messengers**

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**Communication Methods**

- Emails, phone calls
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**Target Audience: Teachers**

**CORE CONCERNS**

**Beliefs and Values**

- Teachers want their students to do well academically and socially
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**Barriers**

- Focus on limited total instructional time may not seem to allow for inclusion of new health elements
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**Key Messages**

- Children who are hungry, sick, troubled, or depressed cannot function well in the classroom no matter how well the teacher instructs them
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**Potential Messengers**

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**Communication Methods**

- Teacher staff meeting and grade-level team meeting presentations
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## Target Audience: Parents and Families

### CORE CONCERNS

#### Beliefs and Values

- Education is key to their child's success
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#### Barriers

- May not understand the connection between student health and academic success
- Lack of transportation and child care to become engaged in school health activities
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#### Key Messages

- Healthy children learn better which improves their school attendance, grades, and graduation rates
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#### Potential Messengers

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#### Communication Methods

- Parent – teacher conferences
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**Target Audience: Students (junior high and high school focus)**

**CORE CONCERNS**

**Beliefs and Values**

- I want to look and feel good to be accepted by my peers
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**Barriers**

- I do not feel engaged at school
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**Key Messages**

- Making healthy choices will help you look and feel good
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**Potential Messengers**

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**Communication Methods**

- Web pages, pod casts, text messages, and social media (Facebook, Twitter),
- especially if the messages are youth generated
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# KEY ELEMENTS OF YOUR POLICY

What are the key elements of your Local School Wellness Policy? Select which elements apply to your policy, briefly describe and estimate priority. Each element may need its own task list to ensure implementation. You may also want to include in this worksheet any pre-existing nutrition and physical activity policies your district has adopted.

POLICY COMPONENT			PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
			H	M	L	
<b>1. Physical Education and Physical Activity Policy Elements</b>						
<input type="checkbox"/>	PE					
	<input type="checkbox"/>	Minutes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Staff training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Fitness testing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	PA					
	<input type="checkbox"/>	Recess		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	During school (classroom activity)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Increase physical activity before or after school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Joint/Shared Use		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Bike Parking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Walking School Bus		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Safe Routes to School		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# KEY ELEMENTS OF YOUR POLICY

POLICY COMPONENT		PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE	
		H	M	L		
<b>2. Nutrition Education and Promotion Policy Elements</b>						
<input type="checkbox"/>	Curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Staff training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Nutrition Guidelines for Foods Served and Sold on Campus Policy Elements</b>						
<input type="checkbox"/>	School meal programs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Meal service and time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Competitive foods		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Competitive beverages		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Vending		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Fundraising		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Classroom celebrations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Rewards		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Water access and promotion		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*School nutrition standards for competitive foods and beverages in California are known as the California Nutrition Standards and referred to as Smart Snacks in Schools in other states.

# KEY ELEMENTS OF YOUR POLICY

POLICY COMPONENT		PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
		H	M	L	
<input type="checkbox"/>	School gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Farm to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Food distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Environmental impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Notes:</b>					

*\*The California School Boards Association developed and included marketing and advertising language per their School Wellness Board Policy 5030, which states, "To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means." (cf. 1325 - Advertising and Promotion)*

# KEY ELEMENTS OF YOUR POLICY

POLICY COMPONENT		PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE	
		H	M	L		
<b>4. Other School-Based Activities Policy Elements (Following the components of Coordinated School Health)</b>						
<input type="checkbox"/>	Health Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Health Services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Oral Health		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Vision		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Reproductive Health		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Counseling, Psychological, and Social Services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Healthy and Safe School Environment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Health Promotion for Staff		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Lactation Accommodation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Notes:</b>						

KEY ELEMENT OF POLICY: \_\_\_\_\_

<b>1 Explain what this policy element will look like in your school.</b>							
<b>2 Explain the Where, When and to Whom this element of the policy applies</b>							
<input type="checkbox"/>	Cafeteria	<input type="checkbox"/>	Athletic Events	<input type="checkbox"/>	Canteen	<input type="checkbox"/>	Social Events
<input type="checkbox"/>	Vending Machines	<input type="checkbox"/>	Entire Campus <small>(includes student and staff areas)</small>	<input type="checkbox"/>	Classroom Celebrations	<input type="checkbox"/>	Classroom Only
<input type="checkbox"/>	School Store	<input type="checkbox"/>	Fundraising	<input type="checkbox"/>	After School Programs	<input type="checkbox"/>	Students in all grades
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Students in high school
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Midnight to one-half hour after school
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
<b>Exceptions:</b>							
<b>3 Who needs to know about the changes?</b>							
<input type="checkbox"/>	School board members	<input type="checkbox"/>	Athletic directors	<input type="checkbox"/>	Parents	<input type="checkbox"/>	
<input type="checkbox"/>	Superintendents	<input type="checkbox"/>	Food service staff	<input type="checkbox"/>	PTO/PTA	<input type="checkbox"/>	
<input type="checkbox"/>	Principals	<input type="checkbox"/>	Students	<input type="checkbox"/>	Vendors	<input type="checkbox"/>	
<input type="checkbox"/>	School health/wellness councils	<input type="checkbox"/>	Teachers	<input type="checkbox"/>	Community members	<input type="checkbox"/>	
<b>Notes:</b>							

# DEVELOPING YOUR IMPLEMENTATION PLAN

KEY POLICY ELEMENT  
BEING IMPLEMENTED: \_\_\_\_\_

<b>4 Identify tasks required, timeline and person responsible for completing tasks.</b>		
<b>What needs to be done?</b>	<b>Responsible party</b>	<b>Timeline</b>

# COMMUNICATING THE POLICY

## WORKSHEET D

Possible stakeholders to communicate policy implementation to are:

- Athletic directors      • Food Service Staff      • Principals      • School board members      • Students      • Teachers
- Community members      • Parents      • PTO/PTA      • School health/wellness councils      • Superintendents      • \_\_\_\_\_

Stakeholders to communicate with	Stakeholder's interests/concerns: What do they need/want to know?	Who will contact stakeholder(s)?	How best to communicate the message?

# MONITORING AND EVALUATING THE POLICY

**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.

Key element of policy to monitor and evaluate	How will this be monitored?	Who is responsible?	How often will monitoring take place? (e.g., monthly, quarterly, annually)	Who will you report results to?*

**\*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.