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| **Schools & After-school Domain Meeting Minutes**:  **July 21, 2020 from 2:00-3:30 p.m.**  **Zoom Call** | **Next School & After-school Domain Meeting:**  **August 18, 2020 from 2:00-3:30 p.m.**  T**BD** |
| **Attendees: Heather Berkoben** (Dairy Council of CA), **Heather Cruz**, **Trisha Daniel** (The Children's Initiative), **Lorrie Lynne** (Rady Children’s Hospital Center for Healthier Communities), **Jake McGough** (YMCA Childcare Resource Service), **Madeline Moritsch** (Alliance for a Healthier Generation), **Blanca Melendrez** (UC San Diego Center for Community Health), **Kathryn Goldberg** (San Diego County COI), **Amanda Mascia** (San Diego Hunger Coalition), **Emma Wan**, **Cynthia Burboa** (Live Well Schools), **Barbara Hughes, Deirdre Kleske,** **Jeannine Mengel**, **Naomi Billups**, **Sam Sonnich** (County of San Diego HHSA), **Shohre Zahedi** (Hygia Weight Loss & Nutrition), J**ennifer Taylor** (UC San Diego Design Lab), **Kathy Kinane** (Move Your Feet Before You Eat Foundation)  **Recorder**: Mariela Martinez | |

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| **Topic/Issue** | **Discussion** | **Action** |
| **Welcome/ Introductions** | Deirdre Kleske led introductions and ice breaker via chat “How do you beat the heat?” |  |
| **Announcements** | **Kathryn:**   * Leah’s Pantry received USDA Farm to School grant to work with San Diego Unified schools in Logan Heights to improve access to school garden-grown food in school meals.   **Maddie Moritsch:**   * Kaiser Permanente’s *Playbook for Healthy Schools* was released on Monday providing useful information for safe reopening. The Playbook is very comprehensive; Maddy suggested looking at PDF (link on the right hand side) first to see the a shorter checklist. [Kaiser Playbook for Healthy Schools](https://thrivingschools.kaiserpermanente.org/get-inspired/coronavirus-response/schools-reopening-playbook/)   **Deirdre Kleske:**   * Comprehensive K-12 Health Education has now been added to the Advocacy Menu of Policy Options on the back of our workgroup monthly agendas. * District Wellness Leads have been added to workgroup email list to receive meeting invitations and announcements. District Reps will still receive specific information from Deirdre to share with Wellness Leads from time to time. |  |
| **Review of June meeting**  **Deirdre** | * YMCA is partnering with 4 school districts to provide summer meals for children in their summer camps   + This is a systems change as camp staff is able to pick up meals for all the children in the program instead of the children having to come in person each day. * The COI Leadership Council approved the workgroup’s recommendation to send a letter of support for Escondido Union School District to adopt the Good Food Purchasing Pledge. (Update: EUSD’s school board approved this unanimously, making EUSD the first district in the County to adopt GFPP.) * Hunger Free Kids gave an update on the P-EBT deadline extension (to July 15) and how people can find where school meals are available. * Deirdre and several partners presented on a Wellness Stakeholder scan of school websites to see how schools were communicating about district wellness policy and engaging parents and other stakeholders in wellness activities. This information can help districts meet requirements for wellness policy and LCAPs. | See Attachments |
| **Safe Routes to School update**  **Lorrie Lynn** | Safe Routes to School   * Overview: Safe Routes to School Partnership is a nonprofit focused on safe walking and bicycling to and from schools, to improve health and safety of kids of all races, income levels and abilities, and fosters the creation of healthy communities for everyone. * Rady Children’s Hospital Center for Healthier Communities has grant-funded programs in National City, San Diego (Linda Vista) and El Cajon. * Fewer children walk or bike to school than in the past, which has contributed to the higher obesity rates and increased asthma due to CO2 in the air   + Biggest concern for parents was for the safety of their children. * Goal of programs is to reduce the number of pedestrian and bike injuries to make it safer for children to walk or bike to school, using these principles: * Education, Engagement (formerly Enforcement), Engineering, Encouragement, Evaluation, and Equity (a relatively new principle) * **Education**   + Read Across America     - *Clifford walks to school* is read to younger students. Older students have a presentation and discussion on walking to school safely and how to advocate for safer routes.   + Parent Educational Presentation     - Family walking club: parents drop their children off for education, walk together around the school, and come together for information and discussion:       * Car seat safety, health information, drowning prevention, etc.       * These parents sometimes become “safety ambassadors” to ensure safety of children as they walk to and from school, and run “Walking School Buses.” * Encouragement   + Walk to School Day: October   + Bike Rodeos: Gave away many bikes for participation * **Equity**   + Cannot give everyone the same thing and expect the same outcomes.   + Have to meet people where they are.     - Equity video link: <https://www.youtube.com/watch?v=MlXZyNtaoDM> * **Engagement**   + Safety Ambassadors – parent volunteers are key to success * Safe Routes to School During COVID-19   + SRTS Online Curriculum this summer:     - Google Classroom, Pedestrian and Bicycle Safety, Education, Encouragement to keep kids and families moving safely.     - Not everyone could access the online curriculum easily so they printed packets with the same info. Two programs resulted in 60 students completing the entire program and being entered in the drawing for bicycles and helmets.       * 17 bikes with helmets were given away   + Concerns are access to Google Classroom (need a Gmail email address), and being overwhelmed with technology during distance learning   For more Info contact: Lorrie Lynn, Manager, Injury Prevention Programs at [llynn@rchsd.org](mailto:llynn@rchsd.org) |  |
| **Southern Region School Wellness Conference updates** | Overall thoughts of conference – first time presented virtually!   * Platform very well organized, with breakout rooms, auditorium, briefcase for agenda and materials * Very user friendly and very engaging * Had physical activity breaks: such as dancing. * Participants were entered in a drawing for free conference registration for 2021 by attending sessions, PA breaks, student gallery and other activities * Student Gallery – art and reflections from students age 4-17, much of it on how COVID-19 has changed their lives and learning. Much of the entries were positive, such as having more time to bike with a father, or learn to cook with a mother, or work on music, etc. * May have some good ideas for Live Well Advance, 12/3/20. * Link to Presentation Schedule: [Presentation Schedule](https://cdn-akamai.6connex.com//648/1839/1594519948720_29_2020%20SRSWC%20Agenda%20Final.pdf)   **Deirdre’s Presentation Summaries**   * Morning Keynote: Educating the whole child: planning to address the needs of students and schools after the pandemic by Pedro Noguera   + “To advance equity, educators must find the balance between technical and adaptive work”   + Key adaptive questions that need to be explored     - Mental health needs, learning loss, unmotivated students, frightened adults   + Are teachers prepared to address heightened awareness about racial justice?   + Are districts ready to support teachers and other school staff?   + Question from the audience: How to address needs of foster and homeless youth now?     - We were not meeting the needs of these students well before the pandemic so how can we help them now?     - We need to start checking in before starting the work of the day: show you care, share your own experiences, and start building relationships. * Afternoon Keynote: Opening schools in times of crisis: pandemic, social unrest and childhood trauma by Marleen Wong   + 14,000 school districts shut down. By late May 33% of students not actively participating in distance learning     - School Crisis teams     - Attendance monitoring     - New norms and traditions       * Celebrate accomplishments, etc.   + Trauma is a public health issue which affects teachers and other staff     - Cumulative     - Poor academic   + Many children had PTSD and Depression (CBITS)     - Provide mental health screenings     - Link: [CBITS link](https://www.rand.org/well-being/social-and-behavioral-policy/projects/cbits.html) * Morning Keynote (Wed): What children need to succeed during the pandemic by Clay Roberts   + Focusing on what is right with children and encourage them   + We need to start a movement to create different ways of working with kids to build foundations of encouragement and trusting relationships   + 40 Developmental Assets – we need 20 more!     - Adequate sleep, nutrition, physical activity, oral and medical care, time in nature     - social competencies, social advocacy, etc.     - These assets are like the opposite of ACES and are protective factors   + Inviting a relationship, leveraging relationship   + Recommended books:     - *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* by Nadine Burke Harris *(note: Burke Harris is California’s Surgeon General)*     - *Grit* by Angela Duckworth   **Heather’s Presentation Summaries**  Who are you and why does it matter?   * Main point was equity * Equity shoe example   + Equity is everyone getting a shoe that fits their feet, just getting shoes doesn’t mean they fit or that they will be the shoes they need. * All students should have access to academic and social emotional supports in schools * Cultural carriers provide equity   + Teachers invest less time if they do not see potential in their students – this needs to change. * Played a video at the conference about inequity and inequality * Differences make a difference and do not get in a way.   + That is how you can get what you need to thrive   + Inclusion = shoe assigned to you and Belonging = having a shoe that fits you   **Emma Wan Graduate student**   * Presentation 1: Mental health Workshop   + Most common mental health issues are ADHD and depression     - Children with trauma are emotionally at 50% of their physical age     - Keeping friendships would be hard because of this and why they might be isolating etc.     - Half of lifetime mental illnesses begin at age 14, and symptoms can be delayed       * We will not know effect of COVID-19 until years from now   + General classroom strategies     - Children who are not loved at home come to school for love     - Children who are loved at home come to school to learn   + Validate and keep rapport with students   + Tip: if a child is struggling, take a whole class break instead of isolating one student * Presentation 2: Trauma exposed students   + Big “T” Trauma: Can be linked directly to PTSD   + Small “t” trauma: small things that make you feel like you are not in control and not linked directly to PTSD, but can build up over time to have a similar negative effect   + Language center of brain linked to trauma     - Adults may need to further break down steps for completing a project     - Talk therapy may not be the best treatment     - Be aware that PTSD symptoms can look like ADHD or ADD   + Need to help children, just because you are nice to someone does not make you a safe person   + Everyone is resilient * Presentation 3: Caring for caregivers on self-care   + Self care is person in ecosystem   + Care is ecosystem   + Self-care is about doing the most difficult things to set boundaries that can break down walls that will keep you from dreading work etc.     - Making school a safe environment     - Teachers can go through trauma by listening to students’ trauma       * Vicarious trauma is second-hand trauma.   + Make self-care a priority so that you are not scared or dreading work.   **Barbara Hughes Presentation summaries**   * Presentation 1: Building the relational ladder with foster and homeless youth   + Objectives: how to identify trauma responses, how to build the relational ladder, why is building the relational ladder so important, how to build a community     - “It’s not about the nail” video - it is about listening not “fixing”   + Need to have one consistent, caring adult in the life of a child even if it’s not a caregiver or parent is one of the most beneficial characteristics of building resilience     - Facilitators and educators need to help navigate foster youth, and sometimes triggers are not your fault.   + Build the relational ladder     - Are we triggering or calming foster or homeless youth?     - Be stable and caring to build relationship ladder   + Build your community     - Focus on relationships and talking with youth, etc. * Presentation 2: Family Engagement: What do we mean by that   + Family engagement toolkit: [Family Engagement Toolkit](https://cdn-akamai.6connex.com//648/1839/1594519948720_29_2020%20SRSWC%20Agenda%20Final.pdf)   + More people comfortable using computers or phones, some people are fearful and there are stages of fear to growth during COVID     - Fear->Learning->Growth zone, and able to facilitate families in this growth zone   + Three areas of focus during COVID-19 Through family and community engagement     - Technology access, Social Emotional/Behavioral Health, and basic needs & community resources   + Environments that help our children     - Children like structure: predictable, consistent, positive, safe   **Cynthia Graduate student working on MPH at SDSU**   * Closing Keynote Presentation   + Putting safe schools into play     - School is often a safe space for students     - Competency Based Education System is a promising approach:       * Link: [Competency Based Education System](https://aurora-institute.org/our-work/competencyworks/competency-based-education)       * Focuses on measuring student success based on demonstrating mastery of learning not by hours spent learning it.       * Failure is essential and is another data point rather than defeat   + Practice vulnerability, emphasize communication, and lead with love and empathy |  |
| **Kathryn COI Updates** | **COI Update**   * Healthy Cities and Counties Challenge Grant Awarded   + 1 of 20 in the country to be awarded this and is to improve local systems and policies to advance health equity     - Chula Vista     - Nutrition Incentive Program, Mas Fresco! More Fresh!   + Increase access to produce increase food security and reduce obesity through advocacy, engagement, policy, systems and environmental change * Advocacy for Good Food Purchasing Program (GFPP)   + Signed to support Escondido Union School District in adopting the nationally recognized GFPP     - Framework for food procurement that encourages the production and consumption of food that is healthy, affordable, fair, more human and sustainable * SB33 Skinner   + COI signed a Letter of Support for SB 33 to expand online EBT CalFresh purchasing * COI Mini Grants Awardees   + New Roots Community Refugee Garden     - Garden Improvements + new Children’s plot with a hose bib + garden tools   + Stories of Resilience     - 3 digital stories with a focus on Vietnamese, Somali, and Spanish speaking community members   + Mundo Gardens     - Living pantry, market, and garden workshops in Southeast and South Bay     - Able to provide licenses and permits to help people do so   + SunCoast Co-operative     - 4 week bilingual Cooking for Salud in Imperial Beach pilot program for teenagers. |  |
| **Future Meeting** | **Next meeting:** August 18, 2020, 2-3:30pm*. Location: Zoom* |  |