2022 Annual Wellness Report

BCCS Wellness: Promoting Personal and Community Wellness
Mindfulness contractor, Jes Rosenberg, led students through a Trauma-Sensitive Mindful Movement training in January, 2022.
**Evaluation Process**

**Needs Assessment:** Conduct an annual community wellness needs assessment

**Relationship and Partnerships:** Develop new relationships and foster existing ones with wellness organizations and funders

**Research and develop:** The wellness campaigns, programs, and course services; apply for grants

**Assess:** Conduct an annual community asset map to identify accessible programs and partnerships

**Create:** A program and service plan reflecting data from the assessment and mapping processes

**Implement:** Promote and serve campaigns, programs, and courses; engage stakeholders

**Evaluation:** Conduct an annual policy, program and service evaluation to inform successes, needs and opportunities for growth

**Processes:** This is a cyclical annual process
Key Stakeholders

**DISTRICT (INTERNAL)**
Wellness Committee, district leadership, teachers, Equity team, Health team, Instruction & Curriculum, athletics, ect.

**PARTNERSHIPS/GRANTS**
State funders, private funders, insurance dollars
Local and community organizations and vendors

**COMMUNITY MEMBERS**
Parents/ family members (both students and staff) youth and adult (non-district, BC community residents)
Student leadership and wellness groups, STEAM, athletics, PE classes

**STUDENTS**
In order to accomplish our activities, we will need the following:

- **Fiscal-** Grants, sponsorships, funding streams for student, employee and community wellness programming
- **Human-** Wellbeing Specialist; District Wellness Committee meetings; Established partnerships, representation relationships
- **System-** Marketing resources, promotions support; District facilities
- **Integration with Community** Engagement team, HR Dept., Curriculum/Instruction + STEAM teams

### RESOURCES

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<thead>
<tr>
<th>Fiscal-</th>
<th>Human-</th>
<th>System-</th>
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<tbody>
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<td>Grants, sponsorships, funding streams for student, employee and community wellness programming</td>
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<td>Marketing resources, promotions support; District facilities &amp; Integration with Community Engagement team, HR Dept., Curriculum/Instruction + STEAM teams</td>
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### ACTIVITIES

- Monthly district Wellness Committee meetings
- Regular check ins with funders and partners
- Regular check ins with school site admin teams
- Collaboration with the Grow BC team and CE team members: grant applications, program integration, event support
- Monthly HR team meetings
- Monthly newsletter communications (district and site) + website alignment & links between depts/pages

### OUTPUTS

- 8 - 12 courses annually
- 1-2 events annually
- 3 - 4 self-guided programs annually
- Interface with Instructional Leadership/Classroom programs
- Student group engagement
- Relationship-building with students, staff, family and community members

### SHORT-TERM OUTCOMES

- Programming revenue stream
- Established base of quality contractors
- Established program calendars for staff, students and community
- Student group engagement
- Relationship-building with students, staff, family and community members

### LONG-TERM OUTCOMES

- Student leadership
- Community leadership and ownership in district run programs, services, and events
- Designated district funds for the Wellness program (increased buy-in)

### IMPACT

- Increased community engagement
- Increase in audience self-identifying as “more well” and/or thriving
- Equitable and just community based systems and practices
2021-22 Committee Goals

1. Increase parent/family/community engagement in the wellness committee and programs (diversified leadership)

2. New/different methods to increase participation in wellness courses
   a. Increase integration of wellness campaigns in classroom/curriculum lessons

3. Holistically incorporate personal and communal wellness and healing resources, programming, healing within the district justice-centered engagement work to shift the culture for all stakeholders
   a. Continue to amplify the work of local, BIPOC-owned businesses or experts across the 8 dimensions of wellness
District Wellness Policy Implementation Across Sites

Areas of Success in 2021-2022:

- Focused equity lens regarding wellness and health topics and resources
- Training and finalization of scope and sequencing for Health Education curriculum across all grades
- Completion of the District Nutrition Standards and increase in culturally diverse taste tests at lunchtimes
- First year that all three school sites received a “3” on a 3-point scale for data privacy
- Consistent parent engagement at both the District Wellness Committee and the District Nutrition Standards Committee meetings

Room For Growth In 2022-2023:

- Use of non-guideline foods for incentives and celebrations continues and is at an increased level
- Smarter Lunchroom strategies rarely implemented
- Active Transportation activities not held due to restrictions of COVID

Students and staff engage in nutrition, gardening and art activities during the annual Wellness Week event.
Brooklyn Center Early College Academy

- Continued prioritization on mindfulness opportunities and environments, available to support student emotional processing and mental health.
- Opportunities for more consistent physical activity times to be made available for students during the school day.
- Students and staff continue to express concern about the meal portion sizes.

ECA students designed and implemented their Purple Room.
2022-23 ECA Wellness Action Plan

1. Continue intentional and consistent implementation of holistic wellness practices for students and staff:
   a. Physical activity opportunities;
   b. Supplemental fresh vegetables and fruits;
   c. Mindfulness practices and spaces
   d. Restoration breaks
2. Measure the impacts of consistent holistic being practices for students and staff
Brooklyn Center Elementary
STEAM School

★ Increase in cross-department collaboration and engagement with wellness-related topics

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Greater staff access to mental health resources and more wellness activities and resources in family and community engagement has been requested by staff.

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● Physical activities need to be made available for students during indoor recess

New kindergarten biking program, initiated by the P.E. teachers, supported through Community Engagement and funded through the Hennepin Co. SHIP grant.
2022-23 BCE Wellness Action Plan

1. Movement opportunities will be available to students throughout the day, including during outdoor and indoor recess, classroom movement breaks, etc.

2. Intentional alignment of Wellness Program campaigns and content within STEAM and cross-curriculum.
Brooklyn Center Middle and High School STEAM School

★ The increase in student-led planning and development of wellness-related programming created an increase in staff interest.

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Continued cross-department collaboration and engagement created greater implementation of programs and curriculum that supports student and communal wellness.

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● An increase in tobacco products on school grounds was noticed, and fragrance-friendly spaces were not consistently honored.

High school students in select classrooms had the opportunity to participate in a pilot program and from the Be Real Body Kind curriculum.
2022-23 BCS Wellness Action Plan

1. Measure the impacts of consistent wellness practices and programs for students and all stakeholders (including but not limited to: Purple Room use; access to fresh food choices; elimination of processed food incentives; recess and physical activities during the day; classroom mindfulness practices, etc.)
### Wellness Programs Data

For the programs or activities you participated in, did they address any of these aspects of social justice?
25 responses

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Responses</th>
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<tr>
<td>Community Voice and Leadership</td>
<td>5 (20%)</td>
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<tr>
<td>Cultural Appreciation, not Appr…</td>
<td></td>
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<tr>
<td>Environmental Justice</td>
<td>9 (36%)</td>
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<tr>
<td>Gender Justice</td>
<td>5 (20%)</td>
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<tr>
<td>Racial and Cultural Justice / Anti-racism</td>
<td>15 (60%)</td>
</tr>
<tr>
<td>Trauma Awareness and Care/Recovery</td>
<td>14 (56%)</td>
</tr>
<tr>
<td>Validation of Identity</td>
<td>6 (24%)</td>
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<tr>
<td>Youth Voice and Leadership</td>
<td>3 (12%)</td>
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**Feedback from stakeholders:**
- “This has been such a tough couple of years; the mindfulness offerings have truly helped;
- These are wonderful programs and resources, please keep all of them;
- I think the program was great this year. It was very open;
- This class is my sanity and a vital part of my physical/emotional wellbeing.”
Wellness Program Highlights

- Completed research and development of the Interconnectedness of Mindfulness and SEL for Anti-racist Practices training and presented it to staff
- Integration of social justice content in the internal-development of all wellness campaigns
- First stakeholders rendering of the BCCS Nutrition Standards developed
- Monthly wellness dialogues with Youth Leadership Council students
- Implementation of Staff Serenity Spaces at all three school sites
- Purple Rooms in place at BCS and ECA

Interconnectedness of Mindfulness and SEL for Anti-racist Practices
BCCS received the msp Wellness Champion designation for employee wellbeing programming, June, 2022

Also available upon request: CDC grant storyboard; Adult Enrichment Wellness programs survey data; policy implementation evaluation rubrics; 21-22 school sites Wellness Policy Action Plans.
Committee Goals

School Year 2022-2023 goals:

1. Continue collaboration with Family and Community Engagement team and with Curriculum & Instruction and STEAM to incorporate wellness campaigns into curriculum
   a. Grow collaboration between Wellness and the District Equity team
2. Expand engagement of students, families, staff and community members in wellness projects and programs
   a. Research and develop a sponsorship proposal for a District Wellness Center
3. Expand on the Interconnectedness of Mindfulness and SEL for Anti-racist Practices staff PD trainings
   a. Including, “A Community of Care” and “Awareness, Appreciation and Abundance”
2022-23 Funding and Grants

- MDE CDC1801, year 5 of 5
- Hennepin County SHIP
- PrairieCare Fund
- Preferred One Wellness Credits
- MDA Harvest of the Month (technical support)

BCCS students had the opportunity to participate in multiple culturally diverse taste tests throughout the school year, including Ethiopian-inspired Shiro Wat with Injera.
Program Plans For 2022-23

- Fall: Accessible Active Transportation
- Winter: Sleep, Restore and Rebuild
- Spring: Add-A-Veggie and Garden Produce
- Complete staff serenity spaces
- Equitable & Culturally Relevant Nutrition & Foods Practices
- Fitness Workouts, Yoga, Zumba Hybrid Offerings
- Student and staff mindfulness training cohorts
- District Wellness Center Sponsor Proposal
- Wellness On Your Terms staff benefits fair