**2022 Wellness Policy Implementation Final Report**

**Introduction:**
Support for the District Mission Statement and Core Values is at the center of the work done by the BCCS District Wellness Program. With the focus on equity, wellness policy and programs are developed to create a culture of communal wellness through respectful relationships. With the integration of learning, the program supports self-care development and community healing practices. The Wellness Program works towards a holistic balance for individuals to thrive and believes that it is vital to support a justice-centered environment for each individual's unique genius and needs.

**General Summary Across Multiple District Sites:**

**Highlights**
- Focused equity lens regarding wellness and health topics and resources
- Training, discussion 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

**Growth Opportunities**
- 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

**District Office:**
With the potential of new District Office space, it would be beneficial to consider annual goal setting, a designated lactation space, greater emphasis on fragrance-friendly spaces, and a wellness center. The District Offices led by example by implementing most Wellness Policy and program initiatives and it is noticed by staff and appreciated.

**Brooklyn Center Early College Academy:**
There is an opportunity 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. Mindfulness and mindful movement opportunities and environments continued to be available to support student emotional processing and mental health. A dedicated space for lactation needs was established.

**Brooklyn Center Elementary STEAM School:**
Meal times, the eating environment and students sharing foods continue to be a concern. Physical activities need to be made available for students during indoor recess. The dedicated space for lactation needs and fragrance-friendly spaces were not consistently honored. Greater staff access to mental health resources and more wellness activities and resources in family and community engagement has been requested by staff. There was an increase in cross-department collaboration and engagement with wellness-related topics.

**Brooklyn Center STEAM Middle and High School:**
Meal times, the eating environment and students sharing foods continue to be a concern, but some menu items were responsive to the needs and interests of the students. Additional physical activity times during the school day could be made available for students. An increase in tobacco products on school grounds was noticed. Fragrance-friendly spaces were not consistently honored. The increase in student-led planning and development of wellness-related programming created an increase in staff interest. Continued cross-department collaboration and engagement created greater implementation of programs and curriculum that supports student and communal wellness.

**Concluding Remarks:**
It is vital that it is understood that with oppressive practices, there is not wellbeing for all; additionally, wellbeing for all is accessible through liberation for all. This can be achieved through the collaboration of all stakeholders. There is a habit of including food for most activities, meetings or events. Although the content mostly reflects the 20-21 school year, Brooklyn Center Community Schools had a wellness success story published to the [CDC website](#) in the spring of 2022.

**Projects and Goals for 2022-23:**
- Continue collaboration with Family and Community Engagement team and with Curriculum & Instruction and STEAM to incorporate wellness campaigns into curriculum; grow collaboration between Wellness and the District Equity team
- Research and develop a sponsorship proposal for a District Wellness Center
- Expand engagement of students, families, staff and community members in wellness projects and programs
- Expand on the Interconnectedness of Mindfulness and SEL for Anti-racist Practices staff PD trainings.
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General Summary:
- Unique wellness opportunities in 2021-22
  - 4 campaigns: Hydration & Water, Screen Skills, Wellness On Your Terms, Hennepin County Step To It
  - Wellness courses through Adult Enrichment: Yoga practices, Restorative movement, Zumba classes, At the Core workouts, Anti-racist Community Conversations with movement
  - Pilot initiatives & ongoing programs: Interconnectedness of Mindfulness and SEL for Anti-racist Practices staff PD training, Healthy Deviance At Work pilot, Be Real Body Kind curriculum pilot, NeoPath, VITAL WorkLife, etc.
  - Wellness Week; collaboration with Family and Community Engagement, Curriculum & Instruction, Health Services
- Participation numbers (attendance programs only)
  - 531 total attendance markers across programs, excluding campaigns (20-21 = 535, including campaigns)
  - 84 total attendees across group programs, excluding self-guided campaigns
  - 38 non-duplicated participants

Student Reach Impact:
- Implementation of the Purple Rooms at BCS and ECA with student advisors; Trauma-Sensitive Mindful Movement training available to students
- Be Real Body Kind curriculum pilot at BCS and ECA
- Hydration & Water and Screen Skills campaigns
- Seasonal and culturally diverse taste tests at BCE, BCS and ECA
- District Nutrition Standards committee with LifeTime Foundation and Chef Ann Foundation
- Youth Leadership Council Student Group Lessons
- Wellness topics presentations in BCS and ECA classrooms
- Physical Education bikes for kindergarten classes
- Wellness Week

Highlights:
- Feedback from sta, family and community members on the year-end survey: “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.”
- Data from the Wellness Program survey indicates that the programs supported social justice practices
- Presented the Interconnectedness of Mindfulness and SEL for Anti-racist Practices training to staff
- Integration of social justice content in the internal-development of all wellness campaigns
- Parent engagement on the Wellness Committee through all 21-22, and continued on the District Nutrition Standards Committee
- Wellness Week collaboration with Farm to School and nutrition grants for gardening and produce activities
- Implementation of Staff Serenity Spaces at all three school sites
- CDC1801 grant evaluation storyboard with MN Department of Health was four pages of Wellness activities and programs
- Received the msp Wellness Champion designation for employee wellbeing programming in June, 2022
- Seven action items on the CDC School Health Index were identified in 2020 as needing improvement and five identified as needing to be sustained. BCCS improved to the highest score in six of the items; five action items sustained at the highest score. One item continues to need improvement (“availability of before and after school physical activity opportunities”).

Also available upon request: CDC grant storyboard; policy implementation evaluation rubrics; 22-23 school sites Wellness Policy Action Plans; 22-23 Program Calendar. Brooklyn Center Community Schools does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, gender identity and expression, disability, age or status in regards to public assistance in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.