



BPS District Wellness Policy
ANNUAL REPORT

School Year 2020-2021

Prepared by the BPS Office of Health & Wellness
On behalf of the BPS District Wellness Council
May 2022

Fulfilment of Wellness Policy Reporting Requirements

BPS shall annually assess compliance with the District Wellness Policy, alternating between qualitative and quantitative annual assessments. This qualitative report will describe the progress made in attaining the goals of the previous year’s Wellness Action Plan, including the full review and update of the District Wellness Policy, and goals and objectives for the following school year. This annual report shall be presented to the Superintendent, the School Committee and Massachusetts Department of Elementary and Secondary Education, and will be made available to the public.

This report was compiled on behalf of the SY21-22 BPS District Wellness Council:

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Summary

The aim of this qualitative report is to report on the maintenance of the District Wellness Council and to share narratives of the exemplar schools whose efforts during SY2020-2021 continued to support the implementation of the wellness policy during a challenging time. The Boston Public Schools' District Wellness Council (DWC) maintained all required activities for the school year 2020-2021. The Superintendent-appointed members were identified and posted to the webpage. All four quarterly meetings were held and made open to the public. The DWC identified two major goals for the school year and completed all activities related to the goals, including completing the SY19-20 quantitative annual report and presenting the report to School Committee in August 20, 2021. Qualitative narratives for fifteen schools are included in this report, representing exemplar work in implementing all areas of the policy.

Introduction

The Boston Public Schools (BPS) District Wellness Policy ([Appendix A](#)) provides the roadmap for creating a safe, healthy, and sustaining school environment. BPS initially approved a District Wellness Policy in 2006. The policy was updated in June of 2013. The federal wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each school district participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The Massachusetts Standards for School Wellness Advisory Committees (105 CMR 215) further details requirements for the establishment and functions of a district wellness council.

The BPS District Wellness Policy was created to align with the Centers for Disease Control and Prevention (CDC) and ASCD's Whole School, Whole Community, Whole Child (WSCC) model¹. The eight content areas of the policy are: (1) cultural proficiency, (2) school food and nutrition promotion, (3) comprehensive physical activity and physical education, (4) comprehensive health education, (5) healthy school environments, (6) safe and supportive schools, (7) health services and (8) staff wellness. The policy requires schools to establish school-based wellness councils, groups that are responsible for assessing the school on implementation of the wellness policy, developing an action plan, and implementing the action plan. The BPS District Wellness Policy seeks to actively promote the health and wellness of all students to advance their healthy development and readiness to learn.

The District Wellness Policy also requires that BPS maintain a Superintendent-appointed District Wellness Council (DWC, [Appendix B](#)). The DWC develops, recommends, reviews and advises on implementation of school district policies that address student and staff wellness. The council is made up of BPS Central Office department heads, school-based staff and administration, community partners, and students and family representatives, all of whom offer expertise in the various health-related issues addressed by the policy. General membership to

¹ <https://www.cdc.gov/healthyschools/wscc/index.htm>

and attendance at the DWC is open to all stakeholders and the general public. The wellness policy outlines requirements for the DWC establishment, functioning, and policy monitoring, assessment, and reporting.

BPS is required to annually report on compliance with the District Wellness Policy, alternating between qualitative and quantitative annual assessments. The aim of this qualitative report is to report on the maintenance of the District Wellness Council and to share narratives of the exemplar schools whose efforts during SY2020-2021 continued to support the implementation of the wellness policy during a challenging time. The report on District Wellness Council activities and the implementation of the wellness policy during a school year is typically completed by June of the following year. The SY2021-2022 will be written and compiled during the current school year and completed by June 2023. The DWC submits this report to the Superintendent of Schools and the School Committee per the annual report requirement of the Massachusetts Standards for School Wellness Councils. This report will also be submitted to the Department of Elementary and Secondary Education (DESE) as a part of the reporting requirement for the DESE audit of the Food and Nutrition Services Department in Fall 2022.

Report on District Wellness Council Activities

In school year 2020-21 (SY20-21), the DWC maintained its regular quarterly meeting for the appointed DWC members. Meetings were held virtually and were posted to the district calendar and open to the public. Due to the on-going emergency response to the COVID-19 pandemic and its impact on the school community, the DWC on two main goals:

- **GOAL 1:** Maintain communication of health related policies, practices and protocols among DWC representatives and to the public attendee of the DWC quarterly meetings in order to amplify district communications regarding the COVID-19 pandemic, communicate across district silos, and create two-way communication between community stakeholders and decision-makers and BPS staff.
- **GOAL 2:** Conduct the biennial quantitative evaluation of the BPS Wellness Policy for SY2019-202 through each of the DWC Subcommittees and compile the report to be submitted to the Superintendent, the School Committee, and the Department of Elementary and Secondary Education

SY 20-21 Activities for the BPS District Wellness Council Quarterly Meetings

- A. Provide updates on Boston COVID data from the Boston Health Commission as well as up-to-date guidance on COVID safety protocol and recommendations, including vaccine information when made available.
- B. Share District information about school reopening timelines and school safety protocols
- C. Provide opportunities for district wellness council members to share services, materials, and resources offered to schools, students, and families to support the health and wellbeing of the BPS community in each area of the wellness policy
- D. Present District Wellness Council Subcommittee findings and recommendations from the SY19-20 Annual Report and share Boston Youth Risk Behavior Survey data

- E. Gather feedback from the District Wellness Council members on the ways in which the Elementary and Secondary Schools Emergency Relief (ESSER) fund can be used to support the physical, social-emotional, and mental health recovery and wellbeing of the BPS school community.

Membership of the council, meeting attendance, and meeting notes and presentations were made publicly available through the BPS website and via the DWC listserv ([Appendix C](#)). The [SY19-20 Annual Report](#) was completed by June and presented to the School Committee on August 21, 2021.

Council Recommendations for SY21-22

The following recommendations were shared with the Superintendent and School Committee during the August 21, 2021 Schools Committee meeting. The ESSER funds were allocated to support all of the program-level recommendations for the fourth recommendations in the list.

1. Continue to improve communication of the policy and outcomes to district leaders, schools, students, and families.
2. Continue to strengthen District Wellness Council and subcommittees and improve data systems for evaluating the wellness policy.
3. Continue to develop strategic plans and benchmarks for district departments related to the wellness policy; create an internal BPS structure to support collaboration across divisions.
4. Improve Whole Child Instruction to build the health and physical literacy of students and support their social-emotional development
 - a. Increase the number of licensed Health Education teachers teaching skills-based CHE in grades 6-12 and the number of trained, licensed teachers teaching CHE in grades PreK-5.
 - b. Improve schools' master schedule planning to include time for Health Education.
 - c. Increasing time in the schedule for recess for middle grades, as well as training and resources to support schools in managing recess for these grades.
 - d. Increase staffing for high school PE and improve schools' master schedule planning to include time for PE in grades 9-12.
 - e. Strengthen tier 1 social-emotional supports through investments in Transformative SEL professional development and instructional coaches to increase support for adult SEL and integration of SEL into academics.
 - f. Improve coordination and alignment across central office divisions to strengthen a tier I MTSS approach through a district strategic plan for SEL.

BPS Exemplars of Wellness Policy Implementation

All schools in the Boston Public School District are required to establish and maintain a school-based wellness council: a shared-leadership council, assessing and supporting the implementation of the BPS Wellness Policy in their school. Wellness Councils are responsible for assessing the school on implementation of the District Wellness Policy, developing a Wellness Action Plan, and implementing the Wellness Action Plan. A Wellness Action Plan is a

dynamic tool to guide a school's wellness work and is a required component of the Quality School Improvement Plan (QSP). In SY20-21, 112 schools submitted a complete Wellness Action Plan; 4 schools had incomplete plans and 7 schools did not submit a plan.

The following narratives describe the work of the schools in BPS that applied for and won certificates of recognition and Excellence in School Wellness Awards for both school years 2019-2020 (6 schools) and 2020-2021 (9 schools). Schools apply or are nominated for the work they did in specific areas of the wellness policy. The awards are meant to celebrate innovative, collaborative and shared leadership approaches to create sustainable, healthy, whole-school environments that advance students' healthy development and readiness to learn. Nominations are reviewed by an awards committee and each school finalist is interviewed by the Wellness Council Support Coordinator. The narratives are written in order to share the hard work of each school and provide inspiration to other schools looking to do similar work.

BLACKSTONE ELEMENTARY

2020 Certificate of Recognition for Emerging Efforts in Comprehensive Health Education

The Blackstone strengthened its comprehensive health education program by integrating more nutrition education both in and outside the classroom. The school saw an opportunity to expand the existing nutrition education when they partnered with FoodCorps. Fifth grade students were scheduled to receive health education once a week for a semester. They decided that they would use this time to teach three units, with each unit including about six lessons. The three units were the Healthy and Safe Bodies Unit, social emotional learning, and nutrition.

During the nutrition unit, the health education teacher and FoodCorps member collaborated to create engaging and hands-on nutrition education lessons in the classroom. The first lesson used the "stone soup" story to facilitate a conversation where students could share with the class their favorite foods. They also had a lesson about "good food, good mood", which explored the connection between the food you eat and how you feel. Many lessons included taste tests and cooking, and students were able to learn how to make parfaits, power balls, salsa, smoothies, and other recipes. Every recipe made in the classroom was sent to families in case they wanted to try them at home. Nutrition education efforts were also expanded out into the school. For example, the school added four garden beds to grow food. Students enjoyed sampling the freshly grown spinach from the garden, with some enjoying it more than they thought they would! Students were also provided stickers if they tried different food in the cafeteria. Additionally, FoodCorp and Revolution Foods offered fun nutrition-related games with prizes at the school's Wellness Night that engaged families in learning too.

The Blackstone did not let school closures deter them from continuing to provide nutrition education. They offered weekly nutrition education classes with fourth and fifth graders via video conferencing. They also bought and distributed 50 recipe kits from Eat2Explore. The kits included educational materials and the ingredients needed to make three different Brazilian meals, as well as extra fresh produce and ingredients from the Daily Table and Revolution Foods. Along with the Eat2Explore kits, they distributed seed growing kits, which included seeds, soil, and a grow bag if families wanted to grow their own produce at home. The

FoodCorps member created a video to demonstrate how to cook one of the meal options and share facts about Brazilian food and culture. The project was advertised on social media, and families shared photos of themselves cooking and eating the meal. It was a hands-on way that students and families could continue to engage in nutrition education at home. The Blackstone recently sent out a newsletter that summarized the year in review: 3,375 minutes of nutrition education; 155+ students engaged; 66 lessons taught; 50 Eat2Explore kits distributed; 24 taste tests in the classroom; 4 new raised garden beds.

COMMUNITY ACADEMY FOR SCIENCE AND HEALTH

2020 Excellence in School Wellness Award for Physical Education & Physical Activity

The Community Academy for Science and Health (C.A.S.H.) has expanded and diversified both traditional and non-traditional physical activity opportunities within their school community. The school utilized community partners and innovative physical education lesson planning both in physical education and extracurricular offerings in order to increase students' physical literacy.

First, the CASH aims to provide an inclusive environment that incorporates social-emotional learning practices so that all students can fully engage in physical education and the physical activities opportunities. The physical education classes begin with a 'mindful moment' where the class meets in a circle and a bell is rung. The class will quietly listen to the sound of the bell and raise their hand when they no longer hear it. Students appreciate this slower, grounded transition time at the beginning of each PE class. To ensure that all students can engage in high quality physical education, the general and ABA physical education classes have a similar curriculum that is adapted to student needs. They find ways to crossover the general and ABA PE classes so that all students can experience activities together.

Second, new units of archery, yoga, and rhythmic movement were added to the curriculum to expose students to a more diverse set of skills. The CASH. is one of the only BPS schools to have partnered with the National Archery in Schools Program (NASP). NASP trained the PE teachers how to teach archery to high schoolers and provided archery equipment. Students were very engaged, and some staff joined the lessons as well! Students showed exponential improvement during the archery unit, and many students asked when the equipment would be brought back after the unit was completed. The CASH. also wanted to develop students' skills in mindfulness, since evidence has shown how mindfulness can improve focus, memory, emotional regulation, and overall readiness to learn. To do this, they partnered with Ivy Child International to provide twelve weeks of yoga classes for their senior PE class. Additionally, the PE teachers collaborated with a District Physical Education Instructional Coach to develop an engaging rhythmic movement unit. They recognized that many students enjoy rhythm and dancing, and so they wanted to integrate this passion into the PE classes. The unit included fun activities for students, such as creating eight count choreography with sticks and buckets. The developed unit will be added to the district-wide physical education learning library so that other secondary PE teachers in the District can implement the unit at their schools. Students in the ABA classes especially enjoyed the archery and rhythm classes.

Third, the CASH strengthened their physical activity opportunities outside the classroom as well. The school continued to offer Sole Train, a running and walking club. Through enhanced recruitment efforts, the student participation doubled this year. School staff also regularly participated. Students and staff love participating in Sole Train, and they enjoy pushing themselves beyond their comfort zones in a non-competitive, supportive environment. In addition, the school began a partnership with Boston Youth Wrestling, which offered two workshops during the school day. The ABA students were also excited to participate in the wrestling workshop. The CASH also partnered with YES Outreach to provide an opportunity for students to go on a ski and snowboarding trip on a weekend, securing a grant so that interested students could go at no cost to them. Lastly, the school began a partnership with BOKS and offered one session in early March. Even though they were only able to host one session this year, the CASH hopes to continue partnering with BOKS next year.

COMMUNITY ACADEMY

2020 Certificate of Recognition for Emerging Efforts in Physical Activity

Community Academy created an in-school workout room to support their students' physical, mental, and emotional health. The school recognized that there is a link between physical activity and better cognitive performance and mental health. However, the building did not have a gymnasium. They explored the possibility of partnering with local organizations or other nearby schools to use their spaces, but students wanted to have their own space at Community Academy. Despite not sufficient funds, the wellness council decided to make it happen. They elicited student feedback about what type of gym equipment they would like. Over the summer, two of the wellness council members regularly checked Facebook marketplace and Craigslist for gym equipment. They traveled all over Massachusetts to obtain various types of equipment, most of which were free or donated.

The school identified a large classroom that could be transformed into a combined room for wellness lessons and exercise. They commonly refer to it as the "wellness room" because holistic wellness is emphasized in the space. Chairs and tables were arranged to face the board and the gym equipment was set up around the perimeter of the room. The gym equipment was integrated into their Health and Wellness Course. Their licensed mental health counselor is also a certified personal trainer. Every week in the course, he would first explain the background of the equipment they would be using that week. He wanted to make sure students understood why they would be using certain equipment and what it does for their bodies. He also emphasized that the mind and body are connected, and that physical health can improve mental and emotional health. The gym equipment was also available to students outside of class time. As long as there is a staff member in the room monitoring the equipment use, students can use the equipment whenever it is not in use for a class. Staff have enjoyed the workout room and often work out with the students. The room has not only strengthened the relationships between students and staff, but has promoted staff wellness as well.

The wellness council is proud that they were able to overcome resource barriers and create the wellness room. Students have embraced the space. They enjoy working out while positively interacting with their peers and school staff in a safe space focused on personal growth. It is a

space in the school where students can not only get exercise, but also connect with others, self-regulate, and ground themselves.

COMMUNITY ACADEMY

2020 Certificate of Recognition for Emerging Efforts in Safe & Supportive Schools

Community Academy successfully created a Mindfulness Moment Room for students to practice mindfulness, self-management, and stress-reduction techniques. The idea to create a calm, mindfulness space emerged three years ago. The school had started their Positive Behavioral Interventions and Supports (PBIS) work, and they felt that it would be important to have a space where students could ground themselves. Furthermore, many of their students have experienced trauma, and so there was a need for a non-disciplinary and safe space for reflection and emotional processing. To gain inspiration on how to create this room, Community Academy staff looked at a mindfulness room that had been created at another BPS school. They also utilized existing research on Dialectical Behavioral Therapy (DBT) and emotional regulation to inform the set-up of the room, and they consulted with Trinity Counseling Center. The Wellness Council planned the action steps needed to create the Mindfulness Moment Room using their Wellness Action Plan. This helped guide the work of the Wellness Council and other supporting school members stay on track to reach their goal.

Community Academy wanted to create a space that was welcoming, structured, and beautiful. The school partnered with MassArt's Artward Bound to design the room and paint murals in collaboration with students. They created stations in the room with various tools for mindfulness and self-management, including arts and crafts, music, writing, aromatherapy, and manipulatives (ex. Play doh, sewing, slime making). The school social worker, the Headmaster, and graduate-level interns developed the room's expectations and processes. Students can use the room individually for up to 15 minutes, and sometimes longer with staff permission. A staff member is always present in the room, but the tools are not facilitated by the clinician. The room was designed so that students are able to navigate the room themselves and use the tools independently to develop self-regulation skills. Two couches are set up in the room if students feel the need to talk with the staff member present in the room.

The Mindfulness Moment Room has proven to be a valuable resource in the building. Students like the room and use it frequently, and they proudly show the room to visitors. The walls have been decorated with drawings and writing pieces that the students have created in the space. The room continues to evolve as they develop the stations that students gravitate towards most. The school is also working on creating mindfulness spaces in every classroom, where students can continue to develop self-management skills while staying present in the classroom. Recognizing the link between mental health and academic performance, the school administration and staff aim to fully embed social emotional learning and mindfulness into the school culture. They have seen how student engagement and learning can improve when students have a safe space to decompress, re-center, and return to classrooms a more grounded and balanced learner.

LILLA G. FREDERICK PILOT MIDDLE SCHOOL
2020 Excellence in School Wellness Award for Staff Wellness

The Lilla G. Frederick Middle School Wellness Council effectively collaborated together to prioritize staff wellness in their school. The wellness council heard from school staff that they desired an increased focus on staff wellness. Even though there were some staff activities in place, staff wanted initiatives that were integrated throughout the school year and focused on wellness. The council sent out surveys to staff at the beginning of the school year to better understand what types of initiatives would most interest staff. The survey revealed that many staff members wanted a relaxing space in the school that was only for staff. Many staff members also want to have a school-wide initiative that was related to their health and encouraged physical activity. Based on this feedback, the council decided to create a staff lounge and facilitate a few physical activity initiatives. They wrote their goal in the Wellness Action Plan and got to work!

In collaboration with the school administration, the wellness council identified a classroom in their building that could be converted into a large staff lounge. With the space secured, the council emailed the school staff asking for donations to help set up the room. Staff enthusiastically responded and donated many items, including mini-fridges, Keurig coffee machines, electric tea pots, paper goods, books, a microwave, and decorations. They then worked to make the space feel more homey and personalized. They created a Wall of Fame with each staff member's favorite photo from the summer, and they posted a map of all the places staff had traveled. The staff lounge has a reading corner with a book suggestions board, and there is a bulletin board with staff updates and upcoming events. Staff have been able to use the lounge for celebrations, meals, and breaks during the day. They appreciate having a space where they can go to decompress.

The wellness council facilitated a Biggest Mover competition to encourage physical activity among staff. The council organized teams based on hallways and created an excel spreadsheet where staff members could track their weekly steps. Participation and friendly competition was incentivized by offering a prize to the hallway and the individual with the highest average steps. The competition started in early March and was originally supposed to be three weeks, but they decided to continue the competition after school closures. After eight weeks of competition, the individual winner had an average of 76,937 steps per week with a total of 549, 307 steps or 245 miles! As the council phrased it, "she could have walked from LGF to NYC, and kept going!" Additionally, the council encouraged physical activity during quarantine with the 20for20 Challenge on the school's Instagram and Facebook pages. Council members, other staff, and school administrators posted videos of themselves doing 20 reps or 20 seconds of an exercise and challenged the students to do the same. The month and a half challenge inspired school-wide physical activity, camaraderie, and fun!

The Lilla G. Frederick greatly improved staff wellness within just one year thanks to a functional wellness council, dedicated council members, and the support of school administration and staff. The wellness council even got shoutouts in the weekly staff memos thanking them for their great work.

HORACE MANN SCHOOL FOR THE DEAF AND HARD OF HEARING

2020 Excellence in School Wellness Award for Physical Education & Physical Activity

The Horace Mann School for the Deaf and Hard of Hearing strives to provide inclusive physical education & physical activity opportunities that expose their students to new, exciting experiences. Horace Mann provides physical education for all students grades K-12, and everyone has PE class at least twice a week.

The PE teacher ensures that the offered activities are accessible to all students. When planning lessons, he takes the time to consider each student's needs so that lessons can be adapted or modified to meet students' gross motor needs or other disability-related challenges. He has created a safe space that encourages students to try new things at least once, even if it is unfamiliar and they do not know if they will be good at it. This climate fosters self-worth and confidence among students. Since students are encouraged to explore and try new activities, sometimes students discover strengths they did not know they had. The engaging, inclusive environment created in the physical education class is reflected in the fact that students always seem excited to go to PE class!

The PE teacher has worked with a Physical Education Instructional Coach from the Office of Health and Wellness to continually provide high-quality physical education, even when physical space is at times limited. The District's PE Lending Library has also allowed the Horace Mann to greatly diversify the activities they offer. With access to more resources, the PE teacher often sets up rotating stations with different activities during a PE class. Once students have rotated through the stations, students can sometimes choose what station they would like to return to again. This set up allows for students to try various activities and identify new activities that they enjoy.

Beyond physical education, the Horace Mann Wellness Council has worked to expand other physical activity offerings over the past few years. The wellness council discussed ideas to provide new and exciting physical activity opportunities for their students who otherwise might not have that opportunity outside of school. The council identified resources available within BPS as well as within the Allston/Brighton community. The Horace Mann is now partnered with the Boston Bikes Program and Community Rowing in Watertown. The Boston Bikes Program gave some students the opportunity to try bicycling for the first time! Students also had the opportunity to ice skate at the Warrior rink in Allston, and a Horace Mann staff member provided yoga classes in the school. All students participated in at least one of the physical activity opportunities offered. The Wellness Council collaborates throughout the school year to continually improve upon offered activities and brainstorm new ones.

MADISON PARK VOCATIONAL HIGH SCHOOL

2020 Excellence in School Wellness Award for Comprehensive Health Education

Madison Park successfully offered standalone health education classes to freshman students using district-endorsed curriculum. Madison Park had offered some health education to

students during previous school years, but health education wasn't offered as its own, structured class. Health education had been provided during weekly physical education classes, when they combined students from four classes and had them sit in the gym bleachers. The physical education team made the best out of this unideal situation and viewed it as a learning process and a starting point to improve upon. Madison Park knew for a long time that they wanted to provide more comprehensive health education to their students. In order to prepare to offer standalone health education classes, their physical education teachers worked towards becoming MTEL certified health education teachers over the past three years. Additionally, over the past two years, the physical education teachers attended training on district-endorsed health education curricula provided by the Office of Health and Wellness. The Wellness Council also used the Wellness Action Plan at the end of SY18-19 to plan out the steps needed to implement health education for the next school year.

For SY19-20, the schedule was set up so that all freshman students would receive two terms of physical education, one term of swimming, and one term of health education. Students received 22 sessions of health education for the term. Recognizing that it was difficult for students to focus in the gymnasium, the school identified other classroom spaces in the school where the sessions could take place. Teaching health education in a classroom instead of the gymnasium helped students get in the right mindset to learn. The physical education teachers also got support from the Office of Health and Wellness to ensure high quality health education was implemented.

The Wellness Council and physical education team are proud of the work they accomplished. They credit the school's team mentality and supportive school leaders for reaching their goal of providing comprehensive health education. They are a cohesive, energetic team who worked together to meet a need they saw in the school. The school is looking forward to continuing the model next school year.

JAMES F. CONDON K-8
2021 Comprehensive Health Education Award

The Condon has worked to provide innovative and personalized Comprehensive Health Education to strengthen Tier 1 supports for their students. The school determined that providing comprehensive health education would shift their supports from being reactive to more proactive and systematic. For this reason, the Condon hired a full time Health Education teacher two years ago. In two short years, the health educator has continually explored new ideas and approaches to education. She works with mindful reflection to craft authentic learning experiences that engage every student in meaningful, standards-based classroom experiences. Lessons are adapted to meet the strengths of each student so that all students can achieve success in and out of the classroom.

The health education teacher explored various educational platforms to prepare for successful student engagement in the remote classroom. Her research led to the discovery and implementation of the Modern Classroom approach, a student-centered model that builds on the tenets of Mastery Based Grading, Blended Learning, and Structured Self-Pacing. The model

helps meet students where they are and work at their own pace. The model also has been great for giving students choice. At the beginning of every unit, the health education teacher asks students what questions they have about a topic and what they are most interested in to tailor the scope and sequence to the students' needs. She also gives the students regular opportunities to provide feedback so she can continually improve their experiences in the class. Using the Modern Classroom model, students have been able to do a deep dive into multiple topics, such as sexual health, digital citizenship, self esteem, Alcohol, Tobacco, Other Drugs, and health equity.

The health education teacher understands that having strong relationships with her students is foundational to providing engaging and effective health education. She works to ensure that students know that they are in a space where they can be honest and talk about how they are feeling. She endeavors to be an ally for her students and help them enact leadership and impact their world as creative agents of change. She is dedicated to the importance of student self-actualization and she takes a genuine interest in every student and their personal well-being. Furthermore, the school prioritizes engaging families in the health education process. They held a family sexual health unit review to create a space where families could learn about what their children would be learning about in sex education and share their questions or concerns. The health education teacher and the nurse also worked together to raise awareness of the Menstrual Access Program at the school and in June, will engage 4th and 5th graders in a Puberty Night event. The Condon is implementing health education that is empowering young people to integrate the necessary skills, attitudes, and behaviors needed to appreciate their health, develop and practice positive lifestyle habits, and make safe decisions for their own well-being and the well-being of the greater community.

ELIOT K-8 INNOVATION SCHOOL
2021 Social, Emotional & Mental Health Supports Award

The Eliot strove to be a community of care for their students, families, and staff during the pandemic. The school wanted to become a hub where staff and students felt safe and supported. The school aimed to ensure that all students and families received clear and consistent communication during remote learning that supported the social and emotional wellbeing of their students, and that there were opportunities for two-way communication. After remote learning began, Eliot staff set up systems to check in with families and students about academics, social service supports, and health information. All families were contacted by at least one staff member to check in to see how the family and students were doing and what support they needed. They sent out weekly feedback surveys for remote learning. They made adjustments based on feedback and they individually followed up with families to address concerns. The school also created a health website within a week of closing that had information and resources related to COVID-19, available in multiple languages. School nurses also offered weekly virtual family support office hours at various times throughout the week.

Before school started again in September, homeroom teachers and other staff checked in with every family again, both on Zoom and also socially-distanced outside for families that could not use Zoom. These check ins provided helpful background information about the students to

better support each student once classes started. Each student also received a Student Learning Kit that included school supplies and a personalized note from their teacher. Throughout this school year, the administration has shared a weekly newsletter that highlighted joyful news, curated resources, and shared updates on health & safety information and current events. The school also made adjustments to provide Tier 2 and Tier 3 support services and resources. The school psychologist created a counseling website that had activities and resources for educators, caregivers, and students. All students with school counseling in their IEP received a Counseling Care Package, with personalized items to help maintain rapport and connectivity during remote learning. They provided many referrals for students and families to outpatient services in their community.

When schools transitioned back into in-person learning, the Eliot hosted grade-level webinars for families to discuss the process. The nurses also held grade-level family sessions about reopening safety precautions. The school wanted staff to feel safe and supported as well. They collaborated with community partners, such as Northend Waterfront Health, to provide COVID-19 testing early on for staff. Later, they were able to offer staff vaccinations through these partnerships.

The Eliot feels that the sense of community in the school has strengthened, not faltered, during the pandemic. Despite the difficult school year, students and staff remained committed to promoting culture proficiency, inclusivity, and collaborative problem-solving. Moving forward, they want to reflect more about what they learned this past year to radically reimagine the future of learning. The school is proud of how the community continued to stand together and adapted so well and quickly.

DAVID A. ELLIS ELEMENTARY SCHOOL

2021 Safe & Supportive: Social Emotional Learning Award

Ellis Elementary has effectively established a sustainable, school-wide plan for social-emotional learning (SEL). Over the last five years, they engaged in the Partnership for Social Emotional Learning (PSELI) to implement explicit SEL curriculum, integrate SEL into academics, and use common SEL practices in other school-wide structures and spaces. The school aimed to create a safe and welcoming school environment for all, including students, staff, families, and other stakeholders. To achieve this, they thought about SEL in three overlapping categories: Student SEL, Adult SEL, and School-wide SEL.

The Ellis uses Second Step for their explicit SEL curriculum. Now in the third year of using the curriculum, it is in the master schedule and every classroom now has one block of Second Step every week. There is also built in time in the schedule for morning circles and closings, which reinforce the skills taught in the weekly SEL lessons. They also believe that SEL work is not separate from academics, and it should be infused throughout the day. Teachers were introduced to Culturally Responsive Instruction Observation Protocol (CRIOP) last summer. They reviewed the CRIOP pillars and identified how they could shift their classroom practices to become more culturally responsive.

The 3 Signature SEL Practices are used in all staff meetings as a primary strategy to support Adult SEL. The practices have become an expected component of all meeting agendas. Staff have given feedback that they have enjoyed getting to know other staff better through these practices in meetings. They also designated a room as a staff lounge this year. The staff lounge was redesigned so that staff felt there was a space in the building to take a deep breath. They have offered staff yoga session and also staff have begun facilitating restorative justice circles for staff in order to address staff wellbeing.

SEL is a part of school-wide culture. They have integrated SEL into other school areas so that students are practicing what they learned in Second Step no matter where they are in the school. For example, they trained the school lunch monitors on SEL. The school's partners, including City Year, Playworks, and Boston Scores, also reinforce SEL skills. To foster student agency and community, they started a weekly clubs block during the school day. Students self-select a club of interest and have the opportunity to bond with other students and staff not in their homerooms. The school has also created a Climate + Culture Corner in their weekly newsletter.

The Ellis is continuing to work on creating a safe and supportive environment. Affinity groups are being started, and they are having a summer reading opportunity for every teacher and paraprofessional to discuss equitable classroom management. A Student Senate will be started soon to ensure student voices are heard and elevated. They are also developing a "How to Lion" handbook that will frame school policy and procedures with a SEL lens. Staff recognize that this work is important and is making an impact. They want to continue to prioritize SEL. Efforts to support and foster identity, belonging, and agency are visible in the school through school-wide murals, systems, and instructional practices.

MARY LYON HIGH SCHOOL

2021 Safe & Supportive: Social Emotional Learning Award

The Mary Lyon High School utilized their weekly Common Planning Time (CPT) to prioritize Social Emotional Learning (SEL) and anti-racism work. Starting in February, they started an anti-racist professional development (PD) series that takes place every other week during their CPT. Staff members volunteer and sign up to facilitate different anti-racism topics. Fourteen different staff members have been involved with the planning and facilitation so far, making the PD series feel like it is owned by the staff community.

Alternating weeks with the anti-racism PD series, the school provided SEL training. The school had a SEL focus prior to this year, but they wanted to improve its integration into instruction, focus more on school climate, and integrate more trauma-informed practices. One creative way they adapted to ensure that their SEL practices during this year was using a protocol for peer feedback on SEL implementation. The protocol had grade level teams first select a strategy from the "MLS Layer Cake of Love and Learn Protocols" menu to focus on and customize for their grade-level. The menu contains links to more protocols and resources, and it offers different access points to integrate SEL. The teachers would record themselves trying out a strategy during instruction, and then they would share the recording with their peers. Team members would then watch each other's recordings to give feedback and learn from each other. This

process would go in a cycle to provide the continual opportunity for improvement and feedback. Grade-level teams would also present to share learnings with other grade levels, since not every grade selected to focus on the same strategies. This peer modeling and feedback cycle has helped teachers create co-learning partnerships with each other. Teachers see practices they otherwise would not have observed, and students benefit from the co-learning experience when their teacher brings these practices back to their classroom.

The school not only implemented SEL practices for students, but for staff as well. They model practices they are asking teachers to use in the classroom. They use the 3 Signature SEL Practices in staff meetings and PDs. For example, they used Zoom breakout rooms during staff meetings so staff could choose a physical activity they wanted to participate in. Staff successes are highlighted to build each other up, and there is a “Staff of the Month” award. They also have Restorative Justice Circles for both staff and students.

The Mary Lyon is proud that this process of implementing SEL and anti-racist practices has been a team effort. There has been a shift from having a sole focus on the individual to having a more ‘whole child’ approach. Staff have become more familiar with SEL practices and believe in its importance, and they are excited to learn more. The school has seen that SEL practices kept students engaged throughout remote learning and fostered a sense of school community.

HARVARD-KENT ELEMENTARY

2021 Comprehensive Physical Education & Physical Activity Award

The Harvard-Kent hosted a successful virtual "Wellness Week" and provided quality remote physical education to promote physical activity during the pandemic. The Harvard-Kent normally had over 100 families attend their annual wellness night during previous years. The Wellness Council wanted to figure out a way to adapt the tradition to become a virtual event, and decided to spread the activities out over a full week instead of one night. The Harvard-Kent Wellness Council brainstormed ideas for the Wellness Week and planned out the event during their biweekly meetings. Together, they were able to plan daily events during Wellness Week with the support of other Harvard-Kent staff and community partners. The school advertised the Wellness Week using various methods to encourage attendance. The school created flyers in different languages that were shared both as a hard copy and electronically. Teachers posted about the events on SeeSaw and Google Classroom, and the principal would announce the events at both the beginning and the end of each school day that week.

The Wellness Week was a great success! Events included a Family Dance Party with Dj G (one of their PE teachers); Family Zumba with the Community Music Center of Boston; Family Yoga; Fitness Challenge with the school principal; a vaccination information session for families with the support of the MGH/Institute for Health Professions; and a school-wide "Dance/Exercise Celebration" provided by the Harvard-Kent Parent Association. Each event was well attended, with over 100 participants throughout the week. Students would often come with families, and everyone seemed to be having a fun time. At the end of each event, they used a virtual Wheel of Names to select raffle prize winners. Additionally, every family that came received two \$10 Star Market gift cards.

The Harvard-Kent also provided quality physical education throughout the year, whether students were learning remotely or in person. The physical education teachers rose to the challenge and adapted their lessons to ensure physical education was engaging, safe, and inclusive of students at various fitness levels. Students could engage in multiple ways by utilizing technology tools such as Google Forms, Fitnessgram, padlet, and SworKit. PE activities were also added to SeeSaw so students could be physically active on their own as well. For in-person learning, the staff made sure to include fun and engaging activities, like video game-themed activities or a physical education edition of Press Your Luck. They were also able to ensure that in-person lessons were set up so that social distancing could be maintained. The Harvard-Kent is proud that their school was able to innovatively provide physical education and the Wellness Week to continually promote physical activity during this year.

JAMES W. HENNIGAN K-8

2021 Student, Staff & Family Wellness Award

The Hennigan organized their approach to school wellness by thinking about their community as a triangle of support: students, staff and families. The school's Culture and Climate Team (CCT) had three sub committees for staff, students, and family engagement. Together, they decided to create structure to their initiatives by organizing monthly thematic events:

Mindful March: The Mindfulness & SEL teacher facilitated a four-week Mindful March Series and sent out weekly activities that teachers could do with their students. She also led a few mindfulness Zoom events for students and families. Mindfulness activities were run in physical education classes, and staff were provided with mindfulness resources they could use for themselves.

Active April: A school-wide competition motivated both staff and students to get moving! Classrooms competed against each other by engaging in physical and mental classroom brain breaks to earn 'medals' that were added to their classroom's virtual marathon bib. Resources provided for the month included a Hennigan-specific physical activity jeopardy game and physical activity slide deck. Staff could earn medals for classrooms on the weekends by participating in the Weekend Warrior competition, where they could earn a medal for every 10 minutes of exercise. Both staff and students enthusiastically engaged in the competition, and the top classrooms and staff were given prizes at the end of the month! To get families engaged in physical activity for Active April, the Family and Engagement Action Team coordinated remote "Let's Get Moving" family events that were led by the school's Playworks Coach.

Meet Me in May: This month focused on providing the space and resources for staff to be introspective about self-identity and practice self-care. They created a virtual choice board that included recipes, mindfulness practices, podcasts, calming activities, and more.

The monthly thematic events will wrap with Jovial June, where the school will celebrate the end of the school year. In addition to the monthly themed events, the Hennigan integrated wellness practices throughout the school year. The school uses the 3 Signature SEL Practices both in the classroom and during staff meetings. Movement break resources were sent to teachers throughout the school year to encourage movement in the classroom. They also shared a student

wellness website and movement break library with all families to encourage physical activity and wellness at home. Staff wellness was supported through staff socials (like a virtual escape room) and the creation of a staff wellness website. The Hennigan is proud that the whole school came together and got involved to support the wellness of staff, students, and families.

LILLA G. FREDERICK MIDDLE SCHOOL
2021 Wellness Council Award

The Frederick Middle School has a strong Wellness Council that has been dedicated to improving the physical, emotional, mental, and social wellness of all students, families, and staff. Over the past few years, the Wellness Council has developed to become an established and foundational group within the school. The Wellness Council meets for at least two hours every month and usually around twelve members attend. Together, the Wellness Council collaborated to implement the following initiatives:

Recess competitions: This was the first year the school had recess. To provide some structure, every week starting in March had different challenges that students could choose to participate in (ex. Long jump, 50m sprint). Students could win prizes, such as basketballs and footballs. For students that didn't want to be competitive, they could participate by walking laps around the school field. They tracked the number of completed laps and made a bulletin board that showed the distance students had walked on a United States map. The competitions engaged more students in physical activity during recess, and they built student confidence and morale.

Staff Wellness Professional Development: The Wellness Council hosted four professional development (PD) sessions, each incorporating aspects of physical, social, and emotional health. The sessions would start out with movement breakout rooms where staff could choose from yoga, walk & talk, kickboxing, Zumba, and more. Following the welcoming ritual, the PDs would cover a range of wellness and self-care strategies as well as review current school-wide wellness initiatives and resources. Staff and leadership participated in circles to share their experiences to better generate empathy and compassion. They also incorporated student voice by sharing student wellness testimonials, where students were filmed giving feedback about how staff are supporting their wellness. Furthermore, the PDs often included a mindfulness moment and other fun activities. Staff enjoyed the PDs and the Wellness Council received very positive feedback!

National Nutrition Month: Each week of March, the Wellness Council chair sent a memo with that week's school wide contest, an individual-level challenge, and a reading that teachers could discuss with students. For example, one week had a "most colorful plate" contest. Students and staff were challenged to take a photo and share plates filled with colorful, healthy food. Contests, challenges, and resources not only focused on nutrition, but other aspects of wellness as well. Individual-level weekly challenges focused on getting enough sleep, drinking plenty of water, exercising, etc. They wrapped up the month with a spirit week, which included daily themes and activities to support building connections among both staff and students.

School-wide movement card deck: The Wellness Council created an electronic movement card deck that included movement break activities and resources. The card deck was shared with staff

and families to encourage everyone to stay physically active, and the activities were accessible to all students of varying ability levels.

In addition to these initiatives, a notable accomplishment is that the Frederick formed a Student Wellness Council to elevate student voice in their school's wellness journey! Ten student council members have been supported in setting wellness goals, becoming student leaders, and advocating for things they care about. The Frederick Wellness Council is proud that they made wellness a school priority during a challenging year. They look forward to coming up with more creative ways to engage staff, students, and families with wellness.

MATTAHUNT ELEMENTARY SCHOOL

2021 Wellness Council Award

The Mattahunt Wellness has implemented many wellness initiatives to support their students, families, and staff. They meet monthly and the council is made up of a diverse group of stakeholders, including parents. The Wellness Council created goals in their Wellness Action Plan that they wanted to focus on this school year, and every meeting they reviewed the plan and shared updates about the progress on the goals.

One goal the Wellness Council focused on was to establish a parent support group. The Wellness Council facilitated monthly meetings and discussed topics like the effects of the pandemic, core values, self-care techniques, and hesitancy and concerns about reopening of schools. They promoted the support group using flyers, ClassDojo, social media, SeeSaw, email, and text messaging. Spanish and Creole interpreters were available during the session to increase its accessibility. The meetings have been a platform that connects parents to a supportive community so they do not feel alone. One parent shared that it was helpful to have members of the school community to lean on during difficult times. She said that the Mattahunt makes parents feel seen and heard.

The Wellness Council also focused on staff wellness. Led by a Staff Wellness Champion, the Mattahunt hosted three to four monthly events to support staff wellness. Every other week there was an unstructured social hour, and then one or two structured events a month, including activities involving arts, trivia, baking, games, and karaoke. The Council coordinated Mattahunt Moves in May, with a walk in Arnold's Arboretum and a "dogs and coffee" outdoors meetup. In addition to events, the Mattahunt created ways that staff could always access wellness activities and resources. They created a website that included a staff wellness event calendar, workouts, recipes, inspirational music, links to virtual field trips, and self-care resources. The front lobby of the school includes a bulletin board to share more information.

The physical education (PE) teacher led the Wellness Council's physical activity goal of promoting yoga school wide. Last summer, he raised funds to provide 200 students with yoga mats they could use at home. He implemented a yoga unit for all 30 of his classes after the yoga mats were distributed. Students learned 20 yoga poses and as a school they did over 1,000 yoga minutes on Sworkit. In addition, yoga has been effective outside of the PE period, as school staff have seen students use yoga in the classroom when they are stressed or need to stretch. To

continue to promote yoga, the PE teacher is working to create a digital yoga catalogue that has photos of Mattahunt students demonstrating yoga poses.

In addition to the Wellness Council initiatives, the Mattahunt worked towards maintaining and strengthening support and community during the pandemic. For example, the Mattahunt launched their own YouTube channel after schools closed. Videos included art projects, science experiments, yoga and movement, book read-alouds, and other activities that the students could interact with at home. To date, the Mattahunt YouTube channel has almost 150,000 views and has been a fun and innovative way to engage their students. The Mattahunt community is proud that their work has helped build a sense of community and a culture of warmth, love, and sincere care for others in their school community.

PAULINE A. SHAW ELEMENTARY SCHOOL
2021 Staff Wellness Award

The Shaw Wellness Council worked to help staff foster and sustain close relationships, manage and reduce stress, and take care of their physical and mental health. The Wellness Council surveyed staff to learn more about what they wanted to see implemented for staff wellness. Most staff were looking for time for staff connection and ways to connect outside of the professional realm. Many staff also said they wanted staff wellness prioritized and institutionalized during the school day. The Wellness Council worked to integrate staff wellness practices into the school culture.

The Shaw incorporated the 3 Signature SEL Practices during weekly professional development (PD) time in order to institutionalize staff wellness during the school day. Prior to this year, the PDs would start without welcoming rituals. They changed this by beginning each staff meeting with “Times in the Hallway.” A funny prompt would be provided and staff were then put into Zoom breakout rooms. This was a time for staff to check in with each other and catch up. It opened a safe space for everyone to share how they were doing both personally and professionally. In the middle of the meeting, the physical education teacher would lead a 10 - 15 minute physical activity break. Meetings would conclude with Optimistic Closures, such as with gratitude circles. In addition to the 3 Signature SEL practices, they added “take care of yourself, take care of others” to the meeting norms to reflect staff needs and emphasize that staff can be a support system for each other.

The Wellness Council coordinated other regular events to provide spaces for staff to relax and connect. Art therapy sessions were offered monthly, with the art teacher facilitating staff through guided drawing. Other monthly events included reiki, yoga, and mindfulness sessions. One popular event was a staff trivia night, where everyone was able to come together to laugh. One section of trivia questions related to school staff members, so staff got to learn more about each other. Staff are hoping this is a repeat event! In addition to these monthly events, the school started a biweekly staff book club led by the school librarian. The group has been well-received with great attendance (even people who have not read the book join because it is a time to socialize). The open, free-flowing nature of the book club allows people to bond over mutual

interests and increases trust among staff. Staff are excited to continue this book club next school year!

Staff wellness at the Shaw was encouraged in other ways as well. Resources were periodically shared with school staff, including social-emotional learning resources and mindfulness and movement apps. They also added a section for staff appreciations in the school's weekly bulletin. The Wellness Council plans to send out an end of year staff feedback survey to hear what worked well and what can be improved. They are proud of all that they have accomplished and to hear colleagues say they feel valued and heard during a challenging year. Everyone came together to support staff in taking care of themselves and each other.

LIST OF APPENDICES

- A. [List of SY20-21 DWC Membership and Subcommittee Co-chairs](#)
- B. [BPS District Wellness Policy](#)
- C. [SY20-21 District Wellness Council Quarterly Meeting Records](#)

Appendix A: BPS District Wellness Policy

The District Wellness Policy is posted on the BPS website on the Policies & Procedures: Superintendent's Circulars page. It can be found in the Health & Wellness folder, circular number HWD-01, translated into the nine major languages.

Web Address:

<https://drive.google.com/file/d/16vKj8rSnkBjmDOWrxaPdiQbccnDxTjv2/view?usp=sharing>

Appendix B: SY20-21 DWC Membership and Subcommittee Co-chairs

Name	Title	Dept/School/Org/Association
Andria Amador	Sr Director of Behavioral Health Services	Boston Public Schools
Angie Cradock	Principal Research Scientist	Harvard TH Chan School of Public Health
Ann Malone	BPS Citywide Parent Council Rep	BPS Citywide Parent Council
Anne McHugh	Bureau Director CAFH	Boston Public Health Commission
Brian Marques	Senior Director	BPS Department of Opportunity Youth
Casey Corcoran	Prevention Education Director	BARCC
Cheryl Todisco	Director of Health Education	Boston Public Schools
Djenny Lobo Lopes	Senior Director, Health Services	BPS Health Services Dept
Dr. Caren Walker Gregory	Head of School	EMK Academy for Health Careers
Erin Wholey, RD, LDN	Director, Youth Wellness	New England Dairy
Eva Mitchell	Deputy Chief	Equity and Strategy
Faye Holder-Niles MD, MPH	Medical Director Community Primary Care	Boston Children's Hospital
Harold L. Miller, Jr.	Interim Assistant Superintendent	BPS, Office Opportunity & Achievement Gaps
Ilyitch Nahiyel Tábora	Asst Sup, Student & Community Impact	BPS Division of Accountability
Irviene Goldson	Health Services Dept Deputy Director	Action for Boston Community Development
Jack Sinnott	Board Member, SPEDPAC	SPEDPAC
Dr. Jennifer Lo, Co-Chair	Medical Director	Boston Public Health Commission
Jeri Robinson	Member, Boston School Committee	BPS School Committee
Jessica Greene	Director of Physical Education	Boston Public Schools
Jill Carter, Co-Chair	Executive Director, Health & Wellness	Boston Public Schools
Jon Gay	Executive Director	Playworks
Laura Benavidez	Ex. Director, Food and Nutrition Services	BPS Department
Myriam Ortiz	Director of Community Engagement	Student, Family and Community Advancement
Nigel Smith	Teacher	BPS Conley Elementary School
Rae Catchings	Deputy Chief Human Capital Officer	Office of Human Capital
Rainelda Borrero	Family Resource specialist	BPS/OEL - DELAC Representative
Tanya M Woodard	Principal	James W Hennigan School
Tommy Welch	Elementary School Superintendent	Boston Public Schools
Tony DaRocha	PE Teacher	Boston Public Schools

Velma Glover	School Nurse	Health Services & Mattahunt Elementary School
Name Withheld by Request of the Student, BSAC Rep		BINCA Student
Name Withheld by Request of the Student, BSAC Rep		East Boston High Student

DWC Subcommittee Co-Chairs (Appointed by the DWC Co-Chairs)

Cultural Proficiency	Dannielle Alli, BPS Exec Director, Equity, Strategy, and Opportunity Gaps
	Stephani Harvey EdD, BPS Asst Program Director, Partnership in Social Emotional Learning Initiative
Comprehensive Health Education	Cheryl Todisco, Director of Health Ed, BPS Health & Wellness Office
	Maria Melchondia, Exec Director of MA Assoc for Health, Physical Education Recreation and Dance
Comprehensive Physical Activity & Physical Education	Jessica Greene, Director of Physical Education, BPS Health & Wellness Office
	Angie Cradock, Senior Research Scientist, Harvard Prevention Research Center
Health Services	Jenny Lobo Lopes, Senior Director, BPS Health Services
	Sonya Purvis, Director of Clinical Services, BPHC, Division of Child and Adolescent Health
Healthy School Environment	<i>Subcommittee not establish for this school year</i>
Safe and Supportive Schools	Andria Amador, Senior Director, Behavioral Health Services
	John Riordan, Director of Community Health, Boston Children's Hospital
School Food and Nutrition Promotion	Kelly Thompson, Nutrition Manager, BPS Food and Nutrition Services
	Sonia Carter, Nutrition & Wellness Program Manager, BPHC Chronic Disease Prevention and Control
Staff Wellness	<i>Subcommittee not establish for this school year</i>

Appendix C: SY20-21 District Wellness Council Quarterly Meeting Records

1. October 28, 2020: [Meeting 1 Records](#)
2. January 27, 2021: [Meeting 2 Records](#)
3. March 24, 2021: [Meeting 3 Records](#)
4. May 26, 2021: [Meeting 4 Records](#)

Appendix D: Links to the SY19-20 District Wellness Policy Annual Report

[SY19-20 Annual Report](#)

[Wellness Report SY19-20 Executive Summary](#)

- [Arabic/العربية](#)
- [Cabo Verdean/Caboverdeano](#)
- [Chinese/中文 | French/Français](#)
- [Haitian/Kreyòl Ayisyen](#)
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- [Somali/ Soomaali](#)
- [Spanish/español](#)
- [Vietnamese/Tiếng Việt](#)