



MEETING MINUTES

MINUTES WERE ADOPTED AT NEXT FULL COMMISSION MEETING, NOV. 7, 2018

AUDIO IS AVAILABLE UPON REQUEST (KYLE.FLOOD@DC.GOV)

AGENDA

Healthy Youth and Schools Commission Meeting

Aug. 22, 2018

3-5 p.m.

Welcome and Introductions

Recap the Previous Commission Meeting

Approval of Minutes

Update on Healthy Youth and Schools Commission

Update from OSSE

General Announcements

Health and Wellness Personnel Update

Strategic Planning

Update from the Physical Activity Subcommittee

Legislative Update

The Healthy Students Amendment Act of 2017

The Student Certificate of Health Amendment Act of 2018

Mental Health for Students and School Staff

District of Columbia Public Schools (DCPS)

AppleTree and the School Social Work Association

Comments from Commissioners on Current Work

Final Discussions, Closeout, and Priorities for Next Meeting

Healthy Youth and Schools Commission Meeting

Wednesday, Aug. 22, 2018

3-5 p.m.

Meeting Summary

This meeting summary serves as a review of the Aug. 22, 2018 Healthy Youth and Schools Commission Meeting held at the Office of the State Superintendent of Education (OSSE, 1050 First Street NE, First Floor, Washington, DC 20002). An audio recording is available upon request (Kyle.Flood@dc.gov). The purpose of the Healthy Youth and Schools Commission is to advise the Mayor and the DC Council on health, wellness, and nutritional issues concerning youth and schools in the District of Columbia.

Commissioners in attendance: Diana Bruce, William Dietz, Heidi Schumacher, Jeff Travers, Audrey Williams, Beverley Wheeler, Robin Diggs, and Taryn Morrissey.

Commissioners in attendance via phone: Danielle Dooley.

Welcome and Introductions

- Chairman Jeff Travers opened the meeting at 3:10 p.m. by welcoming everyone in attendance and thanking OSSE for helping arrange the meeting. All commissioners present at the meeting introduced themselves.

Recognition of Laureen Polite, Student Commissioner

- Chairman Jeff Travers announced that the Student Commissioner for school year 2017-18 graduated and is now attending college.
- Chairman Jeff Travers made a motion to recognize and thank Laureen Polite for her service. The motion was seconded and approved unanimously by all commissioners.
- Kyle Flood, Manager of Policy and Compliance at OSSE, shared more details on Laureen's graduation and plans for the future. Laureen graduated from Friendship Public Charter School and is attending Virginia State University to major in social work and minor in biology. Laureen maintains an interest in public health and volunteering. Laureen is already looking for opportunities to volunteer, intern, and serve in her community when she is home in summer 2019.

Recap the Previous Commission Meeting

- Chairman Jeff Travers asked commissioners whether they had a chance to review the meeting minutes from the April 25 commission meeting. Commissioners agreed they had reviewed the minutes and had no edits. Commissioner Bill Dietz motioned to approve the minutes and the minutes were unanimously approved by the commissioners.

Update on Healthy Youth and Schools Commission

- Chairman Jeff Travers remarked that it has been a busy summer at OSSE and in the District. He recognized that students are heading back to school. Chairman Jeff Travers thanked teachers and educators for making another start of school successful.

Update from OSSE

- Commissioner Heidi Schumacher provided an update from OSSE on personnel actions. She introduced Tia Brumsted, the new Deputy Assistant Superintendent for Health and Wellness.
- Commissioner Heidi Schumacher announced that OSSE is going through a strategic planning process to align its vision, mission, and goals. The Division of Health and Wellness is also going through the same process. Commissioners and other stakeholders will be invited to share feedback. When the strategic planning process is complete, it will be shared with the commission.
- Sam Ullery, School Garden Specialist, announced the most recent award of the school garden grants, which will be distributed on October 1. Eleven applicants were awarded the two-year grant after a competitive process. \$35,000 will be awarded to the 11 recipients, totaling over \$300,000. For more information, contact: sam.ullery@dc.gov.
- Elysia DiCamillo, Program Specialist, announced that the 2018 National School Lunch Program Equipment Assistance Grant was awarded, with grant notices distributed in June. There were eight recipients, totaling approximately \$104,000. The 2019 grant announcement will be released on January 7, 2019 with a total award of \$100,000. This grant includes a mix of both Federal and Healthy Schools Act funds. For more information, contact: elysia.dicamillo@dc.gov.
- Elysia DiCamillo, Program Specialist, shared that the new Cafeteria Staff Training Grant official announcement will be released on September 10, 2018 and open until October 25, 2018. This grant will have a total award of \$200,000. For more information, contact: elysia.dicamillo@dc.gov.
- Sam Ullery, School Garden Specialist, provided an update about FoodCorps. FoodCorps is in its fifth year working with OSSE. The program has been expanded into both the District and northern Virginia area. For more information, contact: sam.ullery@dc.gov.
- Suzanne Henley, Program Manager of Wellness and Nutrition Services, provided an update on the summer meals program. The last day of the program for 2018 was August 19, 2018. The number of meals served will be available in October or November, after OSSE has reviewed all claims submitted by sponsoring organizations. There were 18 sponsors in 2018 with approximately 290 food sites. The number of sponsors and sites are in close alignment to the summer of 2017. OSSE will continue to work closely with DC Central Kitchen, DC Public Schools, and DC Department of Parks and Recreation (DPR), the three largest sponsors, to promote, grow, and improve the program. For more information, contact: suzanne.henley@dc.gov.
 - Commissioner Beverley Wheeler asked whether school sites were included in 2018 and Suzanne confirmed that schools were included.
 - Chairman Jeff Travers asked whether, according to the number of sponsors and sites, OSSE is happy with that participation. Commissioner Beverley Wheeler also expressed concern because there remains a large number of students who rely on school meals during the school year and those students need to be found over the summer to provide them food. Suzanne confirmed that summer meals are decreasing nationwide and OSSE is working with USDA and local organizations to continue to promote the program and review new implementation models. Commissioner Beverley Wheeler agreed and reminded that the District still remains first in the nation of summer meal participation.
 - Commissioner Diana Bruce asked whether a child's name is recorded with the summer meals that are served. Suzanne stated that because the program is open to the public, any child may receive a meal and the sponsors only record the number of meals served, not individual child names. Meals that are served at

summer camps may keep a record of child names, but OSSE does not collect or require it. Commissioner Diana Bruce stated that it might be good for OSSE to include that fact in the messaging because there may be immigrant families dissuaded from participating due to concern that the summer meal program is a social service and may impact their ability to receive a green card or other legal status.

- Commissioner Bill Dietz asked whether there are funds for marketing the summer meals program. Suzanne stated that OSSE does not receive funds specifically for marketing, but the USDA funds can be used for certain marketing purposes such as program signs and banners. OSSE partners with the sponsors to further promote the program, such as radio ads. Commissioner Beverley Wheeler stated that at DC Hunger Solutions, they solicit funds to help with participation, such as purchasing water bottles and other outreach. USDA also has a map of the sites and several organizations direct participants to the website to find summer meal sites.
- Elizabeth Leach, School Programs Manager, introduced Beth Hanna, the new Farm-to-School and USDA Foods Program Specialist for OSSE. For more information, contact elizabeth.leach@dc.gov.
- Kyle Flood, Policy and Compliance Manager, shared that he is working with the DC Department of Health to arrange a visit for the Commission to visit a School Based Health Center at a District school. Kyle will be in touch with Commissioners to arrange a date and time. For more information, contact kyle.flood@dc.gov.

Update from the Physical Activity Subcommittee

- Commissioner Bill Dietz, the Chair of the Physical Activity Subcommittee, provided an update from the subcommittee. He mentioned his work in connecting with staff from the DC Council regarding the Healthy Students Amendment Act. He also mentioned work being performed by Jennifer Sacheck (George Washington University) with Ludlow Elementary School to increase physical activity in the school day.

Legislative Update

- Commissioner Heidi Schumacher and Kyle Flood, Policy and Compliance Manager, provided a brief update from OSSE on The Healthy Students Amendment Act of 2017. Due to staff turnover at the DC Council, OSSE is picking up on this bill again with new staff and hopes to continue to press forward.
- Kyle Flood, Policy and Compliance Manager, provided a brief update on The Student Certificate of Health Amendment Act of 2018. This bill would require the District to adopt an electronic universal health certificate. The DC Department of Health testified on behalf of the Mayor at the hearing. There has been no further movement on the bill.

Mental Health for Students and School Staff

- Danielle Shakur, Health and Physical Education Manager at District of Columbia Public Schools (DCPS), provided a presentation to the Commission on DCPS student mental health curriculum (for the full presentation, please refer to the deck provided on open-dc.gov).
 - DCPS uses a skill-based approach for teaching health education. Studies show that simply providing information is not enough; individuals must practice using health skills in order to change health behavior.

- The skills we focus on are: accessing and evaluating information; analyzing influences; decision-making; goal-setting; self-management; interpersonal communication; and advocacy.
- 8th grade curriculum: Accessing and evaluating information (Cornerstone: If You're Watching This). This unit examines myths about mental health and helps students to recognize the characteristics of positive mental health. Students debunk myths about mental health and address the role of family and friends in supporting mental and emotional health. They will then create a video diary to an individual who is experiencing depression or suicidal thoughts that offers them guidance. Essential question: where can I turn for help to support mental health?
- 7th grade curriculum: Communication. This unit focuses on ways to use effective communication skills to foster positive mental health outcomes and healthy relationships. Students will practice active listening, collaboration and other communication skills and techniques for controlling emotions as they examine the impact of communication on mental health. Students will also demonstrate how to ask for assistance to enhance the health of themselves and others. Essential question: how does effective communication impact relationships and mental health?
- 6th grade curriculum: goal-setting and self-management. Students will examine factors that impact their mental health, including stress, anxiety and self-image. Students will learn to recognize and manage their emotions, including their reactions to stress. Students will assess their needs and set short and long-term goals. Students will also explain the importance of assuming personal responsibility for adopting behaviors that improve mental health. Essential question: how do goal-setting and practicing health enhancing behaviors impact mental health?
- K-5 grade curriculum: the focus is on skill development. Students describe healthy ways to express needs, wants and feelings; demonstrate listening skills; identify trusted adults; demonstrate ways to respond when in uncomfortable situations and practice telling a trusted adult when help is needed.
- High School curriculum: Analyzing influences. This unit examines the factors that influence the mental health of individuals, families and communities. Students will analyze how various factors, including family, peers, media and technology, influence their own perceptions, practices and behaviors and develop strategies for improving mental health outcomes. Essential question: who influences my mental health?
- HPE Staff Wellness:
 - Two years ago: February designated for Health and Wellness PD to focus on curriculum and staff wellness.
 - Last year: February designated for Health and Wellness PD to focus on curriculum and staff wellness. Choice sessions included for staff wellness throughout PD: yoga, mindfulness, and trauma informed care.
 - This year: February designated for Health and Wellness PD to focus on curriculum and staff wellness. Choice sessions included for staff wellness throughout PD: yoga, mindfulness, and trauma informed care. PLC Group and Choice Sessions.
- Chairman Jeff Travers asked how much of the mental health curriculum happens is used a normal school day. Danielle indicated that educators are being encouraged and trained to incorporate health components into curriculum throughout the day, not just during health or physical education class.

- Commissioner Taryn Morrissey asked whether the curriculum is developed locally or adapted from other cities and programs. Danielle responded that the Health Education Manager created this information after working with colleagues and researching skills based approaches.
- Chairman Jeff Travers asked how teachers are trained to spot problems that students may be having but are not expressing. Danielle indicated that teachers go through trauma informed trainings to help with identifying students and accessing proper resources. Commissioner Diana Bruce added that there has been a lot of training and work for physical education teachers regarding LGBT student needs. Commissioner Heidi Schumacher added that work being done by the District of Columbia Department of Behavioral Health for training teachers on trauma, mental health, and suicide prevention.
- Manairya Banks, Social Work Program Manager at DCPS, provided a presentation for the Commission on DCPS' work with staff wellness (for the full presentation, please refer to the deck provided on open-dc.gov).
 - Trauma Responsive Schools Pilot: Trauma Responsive Schools Implementation Plan addresses outcome efforts on three different levels:
 - School level, staff level (built in components of staff wellness to address secondary trauma), and student level
 - INOVA: DCPS offers the INOVA Employee Assistance benefit for employees (teachers and school staff) who may experience secondary traumatic stress or other mental health challenges. INOVA is a free and confidential service available 24 hours per day/ 365 days of the year to DCPS employees residing in DC, Maryland and Virginia.
 - Future Programming:
 - DCPS has mini-grants available through Kaiser Permanente for 10 DCPS schools.
 - Application is designed to bring teachers, staff and principals together to determine what they want to do in their school to support staff wellness.
 - Schools on the top 25 percent of highest needs schools list will be encouraged to apply, as well as schools with limited PTA funding available.
 - Kaiser piloted this mini-grant program in Prince George's County and saw a number of creative plans:
 - Meditation room, coffee makers, kitchens painted/renovated, and offerings of classes for staff afterschool, including yoga, measured mile walks, and Zumba.
- Megan Berkowitz, Positive Behavior Support Manager at AppleTree Early Learning Public Charter Schools, provided a presentation to the Commission on AppleTree's Mental Health and Social Emotional Supports (for the full presentation, please refer to the deck provided on open-dc.gov).
 - Every Child Ready (ECR) – comprehensive and multi-tiered curriculum developed by AppleTree Institute. Utilized at 11 AppleTree campus sites (2018-19: approximately 1,400 preschool and pre-kindergarten students).
 - Tier 1: Unit 1: Getting Ready to Learn (first 4 weeks of school)
 - Daily, whole group lessons focused on Social Emotional Development (SED).

- Preschool lesson examples: emotional expressions, identifying strong emotions, basic soothing strategies, and identifying emotions in others.
 - Pre-kindergarten lesson examples: helping others, calming strategies, and big/little deal.
 - After first four weeks of school: Continued, embedded SED lessons throughout the year for all students.
 - One SED lesson per week during small group time. Examples include: showing empathy, different feelings, and feeling left out.
 - Updates to entire ECR curriculum, including increased emphasis on SED, are underway to roll out in 2019-20.
 - Tier 2 and 3: Mental Health Supports
 - Tier 2 SED lessons through Every Child Ready (10-20 percent of students)
 - Topic examples include: resiliency, conflict resolution, and self-control.
 - Students with highest needs / trauma symptoms (3-10 percent of students)
 - Provide with Bounce Back online training, Incredible Years small group counseling curriculum pilot, and play therapy certification scholarships (two clinicians per year).
 - Challenges: Scaling down for youngest learners (three years old) and cost prohibitive kits for highest rated interventions.
 - Mental Health Supports for Staff
 - In 2016-17, AppleTree began piloting a partnership with Georgetown University through the Early Childhood Innovation Network (ECIN) at Georgetown University.
 - Two campus sites, included teacher wellness initiatives
 - In 2017-18 and 2018-19, the grant funded partnership with WISE Center (Wellness in School Environments) and ECIN.
 - Early Childhood Mental Health Consultation at 5 campus sites.
 - Principal-chosen offerings include: teacher wellness, trauma-informed teaching fellowship, and professional development in trauma-informed practices.
 - Approximately 80 teachers and staff participated.
 - Challenges: Five out of 11 campus sites reached. AppleTree clinicians (social workers/counselors) at non-partnership campuses facilitate professional development and workshops based on campus need and principal requests. There are current discussions regarding scaling and work after the grant cycle.
 - Partnership with RELAY/GSE
 - Beginning 2017-18, resident teachers receive monthly teacher wellness and trauma-informed psychoeducation from Georgetown University medical practitioners.
 - Approximately 45 teachers reached.
- Tia Brumsted, Deputy Assistant Superintendent for Health and Wellness at OSSE, provided a quick update from the School Social Work Association of DC. The association has school social workers that represent 15 charter schools in DC. For more information, please contact Tia.Brumsted@dc.gov.

Comments from Commissioners on Current Work

- Chairman Jeff Travers opened the floor to allow Commissioners to provide remarks on some of their current work and how it may overlap with the portfolio of the Healthy Youth and School Commission.
- Commissioner Beverley Wheeler spoke about work at DC Hunger Solutions. DC Hunger Solutions is putting a renewed emphasis on breakfast. The District is currently number three nationally in school breakfast participation. Only 67 percent in District public schools are eating breakfast and DC Hunger Solutions wants to focus on feeding the other children, particularly via breakfast after the bell. DC Hunger Solutions also has a focus on after school meals. Only 17 percent of students are eating after school, so DC Hunger Solutions is looking at after school programs and working with DPR to be a sponsor of after school meals. Some students eat school lunch as early as 11:30am, so if that's their last meal until breakfast the next day, it's too long of a gap.
- Chairman Jeff Travers spoke about his work at the Cancer Support Community. His organization works on wellness and emotional support for individuals experiencing cancer. Chairman Jeff Travers remarked that he brings his lens as a parent of children in both public and public charter schools to the commission. He also reiterated his commitment in seeing the Healthy Students Amendment Act of 2017 passed and working with the commission to advocate for it.
- Commissioner Bill Dietz reiterated the work of the Physical Activity Subcommittee's work on crafting language for the Healthy Students Amendment Act of 2017 and out-of-school time for District students. Commissioner Bill Dietz also mentioned an article, "The Power of Play" as being a reminder of the benefits that spontaneous play has for children. Spontaneous play is scaffolding for development and builds on social and emotional learning. Commissioner Bill Dietz raised the idea of considering play as a possible portfolio of the commission, due to its relation to mental and emotional development for children.
- Commissioner Heidi Schumacher provided an update on her work as a pediatrician and her work with the American Academy of Pediatrics. This work feeds into her excitement to build partnerships with Department of Health and Department of Behavioral Health and to learn how they can work with the commission to link governmental and non-governmental health partners across the District for allocating resources.
- Commissioner Diana Bruce provided an update on work DCPS has done for transgender students. Students at Duke Ellington School of the Arts made a "Know Your Rights" video for transgender and non-binary students so they know how to receive proper accommodations in school. Additionally, approximately 10,000 DCPS students have a chronic health condition, yet not all of these students have 504 plans. There is an initiative underway to share data and identify students in order to help reach them. Additionally, DCPS has received an additional five years of funding from CDC for HIV/STI prevention. This cycle, DCPS' HIV/STI work will reach more than 10,000 DCPS students each year.
- Commissioner Taryn Morrissey provided an update on her work at American University and echoed Commissioner Heidi Schumacher's words regarding finding ways to connect school health partners across the District, especially in an effort to tackle chronic absenteeism, food insecurity, and access to WIC.
- Commissioner Robin Diggs provided an update on her work at the Department of Health to expand efforts to address health behaviors of adults in places where they work, including teacher wellness. There will be opportunities to partner in this area. She also mentioned work regarding access to health across the lifespan, including how to engage

parents in securing health services for children and families. Commissioner Robin Diggs also announced that the online Administration of Medication (AOM) training has been released for school personnel. This new online training is a new effort to make the process more efficient for educators.

- Commissioner Audrey Williams provided an update on work by the Public Charter School Board to develop a policy for preventing child sex abuse in school. Two events were hosted this year with the plan to produce a policy that can be given to schools on how to address this issue.

Final Discussions, Closeout, and Priorities for Next Meeting

- Chairman Jeff Travers concluded the meeting at 4:50pm.