

2025-2028 BCCS Wellbeing Program Plan

Draft revision July 23, 2025

Wellbeing Program Purpose:

To cultivate a systemwide culture of holistic wellbeing embedded in learning and leadership, so that every member of the Brooklyn Center Community Schools feels valued, supported, and empowered.

Wellbeing Program Results Statement: *(A description of the intended outcome or impact of the program)*

To build collective ownership of holistic wellbeing by embedding justice-centered practices, ensuring equitable access to resources, and fostering collaborative partnerships that span classrooms, departments, and the broader community.

Strategy Core Values:

1. *Justice-Centered Facilitation:* Within the scope of the wellbeing program, create systems and spaces where every voice is heard and valued, with a focus on dismantling oppressive structures and cultivating healing-centered practices across the district.
2. *Anti-Racism:* Through the wellbeing program lens, situate wellbeing as a catalyst to actively disrupt racism and its effects within our schools, policies, practices, and community relationships, recognizing the intersections of race, identity, and wellbeing.
3. *Intentionality:* Design, implement, and refine the district wellbeing program with purpose, transparency, and accountability, grounded in continuous learning, shared impact, and role-specific application.
4. *Collective Wellbeing:* As part of the wellbeing strategy, center the wellbeing of the collective with the individual by fostering trust, shared responsibility, and community care furthering wellbeing as a lived culture across roles, teams, and generations.
5. *Holistic Wellbeing:* Under the wellbeing program advance a comprehensive, inclusive vision using the 8 Dimensions of Wellness model (beliefs and values, cultural, emotional and mental health, environmental, intellectual/creative, physical, purpose, and relationships) so all members of the BCCS community have equitable access to thrive.
6. *Sustainability:* Within the scope of the wellbeing program, embed wellbeing into structures, ensuring that systems, leadership practices, and cultural norms support long-term wellbeing beyond individual champions.

Target Market:

Brooklyn Center Community School employees and students.

Key Language:

Language is strategy, the terms we use shape how our community understands, engages with, and participates in cultural change. At Brooklyn Center Community Schools, we are reframing our use of the term “wellness” to “wellbeing” to more accurately reflect the systemic, justice-centered, and collective nature of the work underway. The term wellness is often associated with individual self-care or optional programming; BCCS is engaged in broader and more transformative wellbeing, a whole-system effort to build a culture of care, healing, accountability, and equity.

2025-2028 Strategic Priorities:

1. **PRIORITY ONE: The BCCS Wellbeing Program Will Work to Advance a Collective Justice-Centered Culture of Belonging, Healing, and Wellbeing in Alignment with the District Mission of Becoming a Justice-Centered School Community**
 - Objective: Center wellbeing and belonging as essential to school and workplace climate by embedding justice-centered practices, restorative mindsets, and trauma-informed tools into the everyday systems, relationships, and leadership culture of BCCS.
 - Rationale: An identified need to shift from semi-episodic initiatives, training, and services to ongoing cultural integration. A focus on climate - how people feel, connect, and belong - transforms wellbeing into a system-level norm across classrooms, schools, and departments.
 - Action Items:
 - Within the scope of the wellbeing program continue:
 - Developing and delivering annual justice-centered communal wellbeing training modules for all department staff.
 - Establishing regular reflection sessions to assess alignment with justice-centered practices with the educational equity, curriculum and instruction, employee experience, and community engagement teams.
 - To advance the impact of the wellbeing program, start:
 - Developing layered professional learning cohorts, such as a *Justice-Centered Educator Community of Practice*, *Trauma-Informed Leadership Circles*, or *Culturally Responsive Conflict Resolution Series*, with sequenced learning over three years.
 - Codifying leadership modeling by embedding wellbeing practices into administrator evaluation tools, site goals, and coaching cycles, ensuring leaders consistently model care, reflection, and equity-aligned decision-making.
 - Embedding restorative and healing-centered practices into culture initiatives, such as regular team reflection spaces, restorative conflict tools, and cultural wellbeing spaces for staff.

- Partnering with educational equity, curriculum and instruction, employee experience, and community engagement teams to align efforts under one unified framework(s) that reflects the lived experience of staff and students.

2. PRIORITY TWO: Within the Scope of a Wellbeing Program Enhance Relational Trust and Transparent Communication

- Objective: Foster a culture of multi-way communication and emotionally safe dialogue by embedding transparent, consistent, and inclusive messaging practices across and within sites, departments, and leadership levels.
- Rationale: A recognized need to build relational trust through information delivery and communication practices that are emotionally safe, peer-connected, and transparently aligned with district values. Advancing communication as a climate-building strategy.
 - Within the scope of the wellbeing program continue:
 - Developing staff focused initiatives centered on 1, 2, or 3 dimensions of wellness at a time to increase skill-building professional developments available, in order to better supply staff with the tools and internal work to better support our students.
 - Implementing regular feedback mechanisms for families and staff to share insights and suggestions to adjust communication strategies accordingly.
 - To advance the impact of the wellbeing program start:
 - Annually evaluate the integration practices of wellbeing communication into existing site and team structures, such as huddles, leadership meetings, PLCs, and onboarding sessions, normalizing and embedding wellbeing conversations within daily routines.
 - Collaborating with department leaders to co-design communication strategies that reflect the unique needs and realities of different staff groups (support staff, online educators, hourly employees), promoting more equitable communication and advancing trust.
 - Launching peer-informed storytelling and testimonial campaigns that elevate real experiences and normalize wellbeing engagement.
 - Initiating monthly wellbeing–district communications status meetings to support leadership alignment and ensure wellbeing messaging is cohesive, de-siloed, and responsive to the diverse needs of staff across the district.

3. PRIORITY THREE: Systemic Alignment, Collaboration and Shared Responsibility to Advance Collective Wellbeing

- Objective: Deepen interdepartmental collaboration and shared leadership of wellbeing across systems and structures, making wellbeing services and departments a more visible, coordinated, and sustainable priority across roles, sites, and teams.
- Rationale: While partnerships exist, they are often informal, siloed, or invisible to staff. As a result, wellbeing efforts may be perceived as isolated or optional. To shift this perception and create sustainable culture change, wellbeing must be strategically aligned with district-wide initiatives. Shared ownership and distributed leadership are key to embedding wellbeing across operational systems, instructional practices, and leadership development efforts.
- Action Items:
 - Within the scope of the wellbeing program continue:
 - Aligning with school climate efforts and integrating with wellbeing programming to maximize the effectiveness and sustainability of school and district culture.
 - Collaborating within district departments to enhance staff / staff group(s) professional development and skills development training.
 - To advance the impact of the wellbeing program start:
 - Formalizing internal partnerships by co-branding joint initiatives (“Wellbeing x Curriculum and Instruction Series,” “Employee Experience + Wellbeing Staff Development Week”) to build staff recognition as part of the district’s wellbeing strategy.
 - Establishing shared wellbeing goals across departments (currently being done at the school level), encouraging each leadership team to define how they support staff and student wellbeing through their lens.
 - Codifying leadership modeling of wellbeing, with department and site leaders visibly participating in initiatives and naming wellbeing as a strategic priority in their own plans and communications.
 - Developing a district-wide Wellbeing Integration Map that documents existing and planned partnerships, showing staff how wellbeing work is distributed across departments and teams.

Wellbeing Program Impact:

To embed a sustainable culture of justice-centered, holistic wellbeing across Brooklyn Center Community Schools by aligning district systems, leadership practices, and communication structures. The wellbeing program in alignment with the district strategy, advances collective ownership of wellbeing through distributed leadership, interdepartmental coherence, and healing-centered practices, ensuring that all staff and students experience belonging, care, and thriving.

Wellbeing Program Objectives:

1. Create a space where students and staff have the opportunity to explore and further their wellbeing by aligning with multiple departments to expand and leverage for greater visibility and access to wellbeing services and shared visions.
2. Enhance student wellness, identified through Minnesota student survey responses and Social-Emotional Learning screener data.
3. Advance holistic wellbeing as a shared responsibility across leadership, departments, and school sites, ensuring it is integrated into decision-making, communication, and professional practice.
4. Build a climate of belonging, healing, and relational trust by centering wellbeing in daily school and workplace culture through restorative practices, identity-affirming learning spaces, and emotionally safe communication.

Wellbeing Program Outputs:

1. Wellbeing content, practices, and expectations are collaboratively embedded in department-level strategic plans, professional learning calendars, and team meeting structures across Curriculum and Instruction, Community Engagement, Educational Equity, Employee Experience, Operations, and site leadership.
2. Cross-departmental and co-branded wellbeing initiatives are established, recognizable, and consistently implemented across the district.
3. Justice-centered and trauma-informed learning tracks are active and sequenced across a three-year cycle, with ongoing participation from site and department leaders.
4. Restorative and healing-centered practices are visibly integrated into team meetings, staff retreats, onboarding processes, and school culture work.
5. District-wide communication structures include wellbeing messaging aligned across departments, through shared communication leadership and annual evaluation of communication practices.
6. Staff and student voice are embedded in wellbeing planning and feedback loops through advisory groups, testimonials, surveys, and co-design opportunities.

Key Performance Indicators (KPIs):

1. Advancing a Collective Justice-Centered Culture of Belonging, Healing, and Wellbeing
 - a. % of district leaders and staff participating in justice-centered or trauma-informed professional learning cohorts
 - b. # of restorative or healing-centered practices implemented in staff-facing spaces each school year
 - c. % of site and department goals that explicitly include wellbeing priorities or leadership modeling
 - d. # of district policies or procedures revised to reflect anti-oppressive and healing-centered frameworks
2. Enhanced Relational Trust and Transparent Communication

- a. % of departments and sites integrating wellbeing communication into standing structures
 - b. % increase in staff who report clarity and increased access to wellbeing supports through pulse surveys
 - c. # of peer-informed wellbeing stories/testimonials shared annually across internal platforms
 - d. # of communication barriers or feedback items elevated to senior leadership with a documented response or action plan
3. Systemic Alignment and Distributed Leadership
- a. # of co-branded or cross-department wellbeing initiatives provided annually
 - b. % of departments with defined, role-specific wellbeing goals
 - c. % increase in staff who recognize wellbeing as a shared, district-wide responsibility, measured via staff survey or focus group data
4. Outcome Indicators (District-Wide Culture Shift)
- a. % increase in staff and students who report a sense of belonging, care, and wellbeing at school/work, measured through annual survey tools (SEL screener, Minnesota Student Survey, staff climate survey)
 - b. Level of alignment between wellbeing efforts and broader district initiatives, measured via qualitative assessments (Integration Map, leadership reflections)
 - c. # of staff and students engaged in feedback, advisory, or co-design processes tied to wellbeing programming

The Future: As BCCS continues to mature its wellbeing strategy, the next phase will deepen systems-level alignment, build distributed leadership capacity, and further embed relational trust into everyday culture. Annual strategy reviews will serve as key checkpoints, allowing the district to assess implementation progress, elevate staff and student voice, and respond to emerging needs with agility and care. These cycles will ensure that wellbeing remains a dynamic, evolving priority that grows with the community.

By 2028, BCCS will be positioned to launch its second three-year strategy focused on scaling healing-centered, justice-aligned wellbeing practices districtwide, moving from an initiative to the identity of the district.

Brooklyn Center Wellness Logic Model 2025-2028

Brooklyn Center Community Schools Wellness Program is committed to build collective ownership of holistic wellbeing by embedding justice-centered practices, ensuring equitable access to resources, and fostering collaborative partnerships that span classrooms, departments, and the broader community.

PRIORITY	RESOURCES	ACTIVITIES	OUTPUTS	YEAR 1 OUTCOMES	YEAR 2 OUTCOMES	YEAR 3 OUTCOMES	IMPACT
<i>Areas of focus that guides actions within the scope of the wellbeing program:</i>	<i>In order to accomplish our activities, we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>Evidence of activity service delivery:</i>	<i>Activities will lead to the following changes in the first year:</i>	<i>Activities will lead to the following changes in the second year:</i>	<i>Activities will lead to the following changes in the third year:</i>	<i>Long-term transformation in systems, practices, programs, and culture:</i>
Advance Collective Justice-Centered Culture of Belonging, Healing, and Wellbeing	Staff training time, facilitation tools, educational equity team collaboration, restorative practice materials, leadership coaching support.	Deliver justice-centered wellbeing training modules; create professional learning cohorts; embed restorative practices into culture initiatives; align wellbeing practices across teams	Annual training sessions completed; cohort learning modules established; restorative practices integrated into staff spaces; aligned frameworks	Increased awareness and participation in justice-centered wellbeing practices; leaders begin modeling restorative tools in wellbeing conversations; framework co-design initiated	Wellbeing practices embedded in team routines; increased staff trust in leadership modeling; restorative spaces sustained across sites	Justice-centered wellbeing is normalized; restorative and healing practices visible across all staff teams; increased sense of belonging	A sustained district culture where justice-centered wellbeing is embedded in everyday practice, fostering healing, equity, and belonging
Enhance Relational Trust and Transparent Communication	Communications team support, staff feedback tools, Time and facilitation capacity for storytelling, listening sessions, and reflection spaces, Leadership engagement and alignment time	Evaluate communication practices; launch storytelling campaigns; co-design strategies with departments; host regular status meetings to support messaging alignment	Evaluate communication practices; launch storytelling campaigns; co-design strategies with departments; host regular status meetings to support messaging alignment.	Baseline data on communication barriers collected; first round of storytelling launched; cross-department meetings systematized	Staff report improved clarity and access to wellbeing messaging; communication norms adopted across departments	Communication culture reflects transparency and emotional safety; staff report increased engagement and trust	Systemwide trust and engagement strengthened through emotionally safe, transparent, and inclusive communication practices.
Systemic Alignment, Collaboration and Shared Responsibility to	Departmental leadership support, planning tools, integration map, cross-department	Co-brand initiatives; define wellbeing goals across departments; develop a	Wellbeing goals documented in department plans; initiatives co-branded and promoted;	Department leaders identify and document wellbeing priorities; first co-branded events	Cross-department partnerships formalized; Integration Map shared districtwide;	Wellbeing embedded into strategic and operational planning; shared	Wellbeing is an integral, visible part of how BCCS functions, co-owned by all departments and

Advance Collective Wellbeing	learning time, onboarding structures	Wellbeing Integration Map; host interdepartmental learning	Integration Map developed; interdepartmental retreats hosted	held; Integration Map development underway	retreats become routine practice	leadership model scaled districtwide	reflected in district identity and systems
<p><i>Assumptions: (Conditions expected to be in place for the program to succeed)</i></p> <ul style="list-style-type: none"> • District leadership is committed to modeling and supporting wellbeing practices. • Staff are willing to engage in wellbeing initiatives and provide feedback. • Departments will collaborate and align under a shared wellbeing framework. • Communication channels are accessible and feedback loops are functional. • Adequate capacity (time, staff, resources) exists to implement the plan. • Reliable data is available to inform decision-making. • Wellbeing is viewed as essential to district success, not optional. 				<p><i>External Factors: (Influences outside our control that may impact outcomes)</i></p> <ul style="list-style-type: none"> • Changes in state/federal education policy or mandates. • Broader sociopolitical climate affecting trust and participation. • Staffing shortages, burnout, or high turnover rates. • Technology or infrastructure limitations. • Budget constraints or shifting district priorities. • Union agreements or staff contract considerations impacting implementation. • Continued support from the school board for wellbeing priorities • Stability of external funding sources (grants, state aid, partnerships) 			
<p><i>Capacity - Internal departments or teams for the wellbeing program to partner with:</i></p> <ul style="list-style-type: none"> • Educational Equity team • Curriculum and Instruction department • Communications team • Employee Experience department • Community Engagement department - community schools team • School health team • Elementary school leadership team • Secondary school leadership team • Academy leadership team • Superintendents office • ?? 				<p><i>Capacity - Internal departments, teams, or programs that the wellbeing program provides funding or implementation oversight, insight, or technical assistance to:</i></p> <ul style="list-style-type: none"> • Safe Routes to School • Grow BC • Farm 2 School - Health Meals • ?? 			

SY 2025-2026 ACTION PLAN

Quarter	Month	Priority	Action Step Activity
Q3	July		
	August		
	September		
Q4	October		
	November		
	December		
Q1	January		
	February		
	March		
Q2	April		
	May		
	June		

