

Wellbeing Strategy Actions Guide
[Strategy Plan](#)

PRIORITY One: The BCCS Wellbeing Program Will Work to Advance a Collective Justice-Centered Culture of Belonging, Healing, and Care in Alignment with the District Mission of Becoming a Justice-Centered School Community

Continue:

1. Developing and delivering annual justice-centered communal wellbeing training modules for all department staff.
 - a. Trauma trainings series
 - b. Nutrition Justice in Education; Building A Community of Care series
 - c. Collaborating with Equity and PD Committee for embedding theory, practice and tools into various PDs (EQ/SEL/self- and social-awareness; coherence theory into practices; Healing Org/ Culture of Care, Safety and Belonging)
 - i. RP groups
 - ii. LEAD team
 - d. Opt in sessions on First Fridays
 - e. Collaborating with L. Ringen on PD for BCE hourly staff
 - f. Collaborating with A. Aziz on content for PDs
 - g. Collaborating with A. Saunders on mini-PDs for ISMN and ECA staff
 - h. Offering Wellbeing mini-PDs for new licensed staff in November and February trainings
 - i. Providing Wellbeing PD to community ed staff in August and later dates, collaborating with J. Turner
2. Establishing regular reflection sessions to assess alignment with justice-centered practices with the educational equity, curriculum and instruction, employee experience, and community engagement teams.
 - a. Weekly team meeting with Employee Experience weekly team
 - b. Monthly status with
 - i. Comms
 - ii. Director of Educational Equity
 - iii. Healing organization team leaders
 - iv. Community schools manager
 - c. Quarterly check in with C & I team
 - d. As needed meetings with building administrators

Start:

1. 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.
 - a. Trauma trainings for all staff
 - i. Four 45-minute sessions
 1. Two 45-minute sessions, scope to align with A. Turner's two sessions
 - a. Boundaries vs. burdens (over care) and barriers

- b. Earth, nature, outdoors
 - b. High Structure / High Warmth + Healing Org trainings
 - i. Building culture of Safety, Care and Belonging
 - c. Alternative Programs: micro trainings on coherence for collaboration, practical application
 - d. BCE hourly staff cohort: monthly PD sessions
 - e. Clerical staff cohort PD: working with Elizabeth
 - f. R&D, create: Wellbeing and Equity (awareness, acknowledge, accountability for allyship, activism and appreciation)
- 2. Codifying leadership modeling by embedding wellbeing practices into administrator evaluation tools, site goals, and coaching cycles, supporting consistent leadership modeling of a culture of belonging, safety and care through reflection and equity-aligned decision-making.
 - a. Collaborating with Director of Educational Equity, Behavior and Mental Health Special Supervisor, Community Schools Manager, and others in developing the quadrant tool and aligning it to evals, coaching cycles, etc.
 - b. Considering utilizing the Employee Engagement Survey to gather feedback on leader performance
 - c. Offering site or team-specific PD, including leaders
- 3. Embedding restorative and healing-centered practices into culture initiatives, such as regular team reflection spaces, restorative conflict tools, cultural wellbeing spaces for staff, and district wide wellbeing (wellness activity) sampler
 - a. 1:1 and small group wellbeing service appointments
- 4. Partnering with educational equity, curriculum and instruction, employee experience, and community engagement teams to align efforts unifying the impact of these frameworks that reflects the lived experience of staff and students.
 - a. See above action steps
 - i. Utilizing formal reflection processes in collaborative meetings
 - ii. Capturing feedback following PD session delivery

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

Continue:

1. Developing staff focused initiatives centered on 1, 2, or 3 dimensions of wellbeing 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.
 - a. Embed each dimension of wellbeing into Wednesday Morning Mindfulness sessions
 - i. For increased access: share related resources and tools to support students to all staff following these sessions
2. Implementing regular feedback mechanisms for families and staff to share insights and suggestions to adjust communication strategies accordingly.
 - a. Bi-monthly Wellness Committee meetings, opportunities for feedback

- b. Full Service Community Schools Leadership Team meetings
- c. Explore alignment with additional, new family engagement feedback strategies

Start:

1. Annually evaluating 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.
 - a. Survey data and eval reports
2. 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.
 - a. Collaboration with leaders of Alternative Programs, BCE, BCS, Community Engagement, Communications, and Employee Experience
3. Clarify and address the accessibility imbalances between varied staff positions, and departmental and role authority in alignment with the Superintendent's SY25-26 directive to ensure all staff have access to the Serenity Spaces and schedules that incorporate the Monthly Moments of Wellness, as well as further guidelines across the organization to increase consistent communication and equitable utilization.
 - a. Continue to meet with department directors and program supervisors to identify best access points
 - b. Draft and seek feedback on universal language
 - c. Publish universal language
4. Explore how to capture testimonials and experiences of staff in order to inform storytelling, campaigns, and word of mouth sharing that elevates lived experiences and normalizes wellbeing engagement to advance informal communication channels.
 - a. Work with Communications Coordinator to develop and implement comms plan with the above components
5. 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.
 - a. Monthly status meetings with Communications Coordinator: complete

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

Continue:

1. Aligning with school climate efforts and integrating with wellbeing programming to maximize the effectiveness and sustainability of school and district culture.
 - a. See above, including PD facilitation, 1:1 and small group appointments, reflection sessions, tools for working with students, evaluation of leadership modeling, etc.
2. Collaborating within district departments to enhance staff / staff group(s) professional development and skills development training.

- a. See above, including 1:1 appointments, PD series, alignment with Educational Equity efforts, etc.

Start:

1. 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.
 - a. Gain district-leader ownership of wellbeing content and its implementation in PDs, building norms, language, etc.
 - i. Build in conversations in status meetings
 1. Who owns what? How will the work be carried on year after year? What’s expected? How do we infuse Wellbeing language
2. Establishing shared wellbeing focus areas 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.
 - a. *Such as: Operations team; space design, Employee Experience team; onboarding practices, or Curriculum and Instruction team; SEL integration; interdepartmental retreats*
 - i. Determining with BCE, Community Ed, Early Learning, DO staff
 1. For DO: collaborate with Carly to plan
 - ii. Meet with operations and community engagement team leaders to plan and explore focus areas
 - iii. Explore the concept of *inter/intra-departmental* experiences in status meetings with other leaders
3. 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.
 - a. Including training and education to support leadership modeling through focus areas like spheres of influence, psychological safety, and belonging.
 - i. Year 1:
 1. Explore adding content for leader use or application along with all staff
 2. Offer PD to leaders
 - ii. Year 2: explore common expectations for leaders
4. Developing a district-wide Wellbeing Action Guide (this form) that documents existing and planned partnerships, showing staff how wellbeing work is distributed across departments and teams.
 - a. Continue to expand the joint-initiatives and communicate throughout the organisation