

When Leaders Follow: A Journey to Grassroots Staff Wellness

Building the NGPS 3 Year Strategic Plan from the ground up



Northern Gateway
Public Schools

Strategic Workplace Wellness Plan
2025-26

Learning for life. Together

Session Connection to the SLQS

- **Building Effective Relationships**
- **Modeling Commitment to Professional Learning**
- **Leading Learning**
- **Visionary Leadership**

✓ Building Effective Relationships

✓ Modeling Commitment to Professional Learning

✓ Visionary Leadership

✓ Leading Learning

✓ Ensuring First Nations, Métis and Inuit Education for All Students

✓ School Authority Operations and Resources

✓ Supporting Effective Governance

Session Connection to the LQS

- **Fostering Effective Relationships**
- **Modeling Commitment to Professional Learning**
- **Leading a Learning Community**
- **Embodying Visionary Leadership**

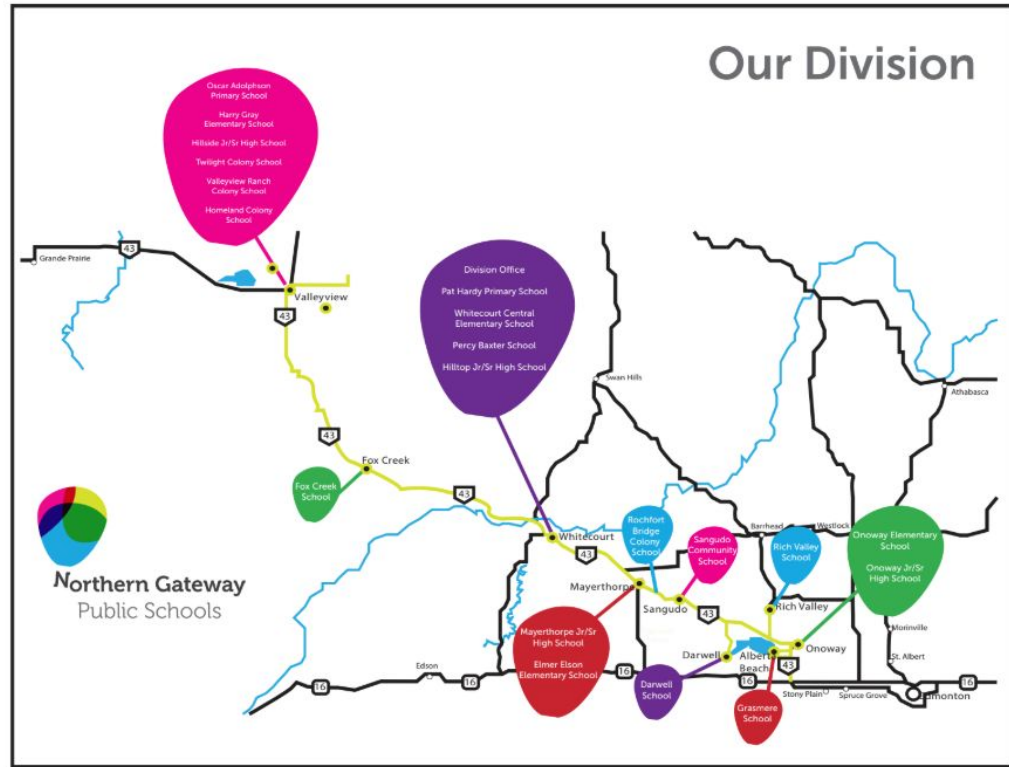


Our Time Together

- NGPS journey
- Culture of Collaboration
- Data Collection
- Data analysis
- Intentional planning
- Leadership and Capacity Building
- Overall impact



- 300 km
- 20 Schools
- 4800 students



Workplace Wellness for Alberta School Authorities

A Planning and Implementation Guide



October 2020

- Workplace Wellness Framework, Planning, and Implementation Guide
 - Learning Services began their research
 - Attended session held by CASS
 - Had several discussions about what needed to happen
 - Started with Teacher Wellness group

Ready, FIRE, Aim!!!





Workplace Wellness for Alberta School Authorities

A Planning and Implementation Guide



October 2020

NGPS Wellness Journey



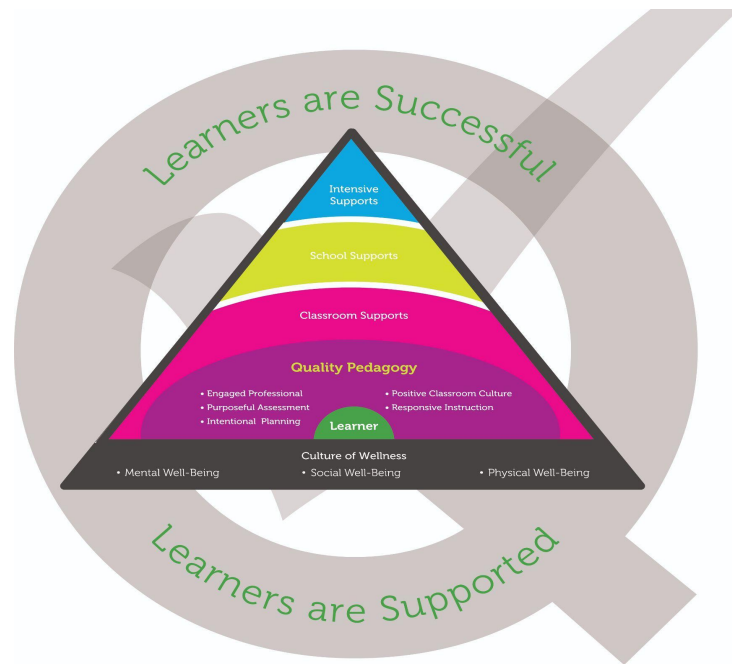
Northern Gateway
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How do you know?

- As leaders we have to be
 - Vulnerable to ask the hard questions
 - Willing to hear the reality
- As leaders we have to
 - Trust the process and our people

In the beginning ...





QUALITY LEARNING ENVIRONMENT OVERVIEW

Clearly articulating the dimensions of quality learning environments is essential to ensuring strong instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful and effective instruction.

Quality Pedagogy Domains

Culture of Wellness Domains

Physical Well-Being - All staff are supported to learn and engage in positive choices for physical well-being in a healthy environment. A culture focused on physical well-being requires adaptive and flexible programs and opportunities, as well as supportive leadership, and has shown to have a positive impact on staff productivity, job satisfaction, stress management, morale, and a reduction in staff absenteeism and illness (Birdee et al., 2013; Herbert & Lohmann, 2011).

Self-Care - Staff are aware of the connection between physical activity and mental health (Birdee et al., 2013) and assume ownership of their own physical well-being. Regular physical activity (Barr-Anderson et al., 2011), nutrition and sleep are understood as important components (LeCheminant, Merrill, & Masterson, 2015).

Physical Environment - Staff are cognizant of, and responsive to, opportunities and hazards the physical environment presents. Opportunities for creation and use of positive physical spaces to bolster self-care exist (Langley & Kulinna, 2018). Staff advocates for positive physical spaces by reporting hazards and/or concerns about the physical environment.

Awareness, Application and Growth - Staff are supported to make healthy choices related to their physical well-being, with opportunities available for continued learning. Collaboration occurs to share ideas and expertise. Staff are encouraged to make informed decisions about physical well-being.

Mental Well-Being - Staff are supported to learn about efforts they can take collectively and individually to positively impact their own mental well-being. Ensuring a specific focus on mental well-being has shown to decrease stress, burnout and other negative factors (Cezar-Vaz et al., 2015). Understanding and intentionally tending to a culture of mental well-being ultimately ensures healthy academic environments for all school community members (Gray, Wilcox, & Nordstokke, 2017).

Advocacy for Mental Health - Awareness and promotion of mental health exists within the workplace but "is not the sole responsibility of an organization or its leaders" (Burns & Machin, 2013, p. 321). Staff are aware of opportunities and are able to engage in professional and personal conversations and activities regarding mental health and mental health support within and outside of the school. Staff understand the value of self care in creating healthy balance in all aspects of life.

Strive for Balance - Staff engage in positive practices and self reflections that promote a balanced lifestyle. Staff are aware of and able to identify and understand stress management strategies in order to cope effectively with stressful situations. Staff understand and practice personal strategies that positively impact mental well-being in all aspects of life, which are shown to lead to higher levels of happiness at work (Benevene et al., 2019).

Awareness and Application - Staff engage in continuous learning about mental health research and practice to increase their awareness and understanding of the impacts of mental well-being. Staff apply this learning through self-reflection related to their personal mental well-being, to help build organizational resources and capacities that support and nurture staff morale and well-being (Wilson et al., 2004).

Social Well-Being - Staff engage and develop professional relationships to build a cohesive climate of trust, considered to be a foundation for school effectiveness (Huang, Yin & Lv, 2019). Recognizing that social support has a powerful impact on overall well-being (Li & Zhang, 2019; Chi, Yeh & Wu, 2014), staff establish and maintain meaningful connections.

Professionally Engaged Participant - Staff participate and contribute to a collaborative school culture, which positively impacts job satisfaction, staff enthusiasm and relationships with students (Edinger & Edinger, 2018). Staff seek out opportunities to engage with peers, through school and district-wide structures and processes that provide working conditions to support meaningful interactions.

Connections and Relationship Building - Staff develop positive connections and relationships with others. Opportunities exist in schools to establish and maintain connections, creating a sense of community. When necessary, reaching out for assistance is encouraged and supported.

Growth for Learning - Staff engage in ongoing reflection to enhance social well-being to cultivate a quality learning environment. Staff engage in collaborative professional learning that lead to high levels of self-efficacy and individual job satisfaction (Podzinski, 2013), as well as higher levels of shared professional capital (Hargreaves & Fullan, 2012).

Mission:
NGPS strives to have highly effective, healthy, resilient employees who embrace the Quality Learning Environment (QLE) Culture of Wellness Domains as they positively impact student success.

Vision:
NGPS provides opportunities to engage, and empower employees well-being through focused/intentional support for their physical, mental and social well-being, and ensuring a positive and inclusive working environment.

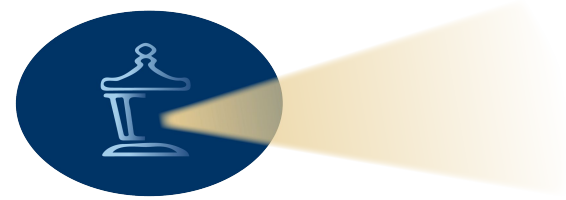


Culture of Wellness - Sitel-based facilitators

System Workplace Wellness Advisory Team

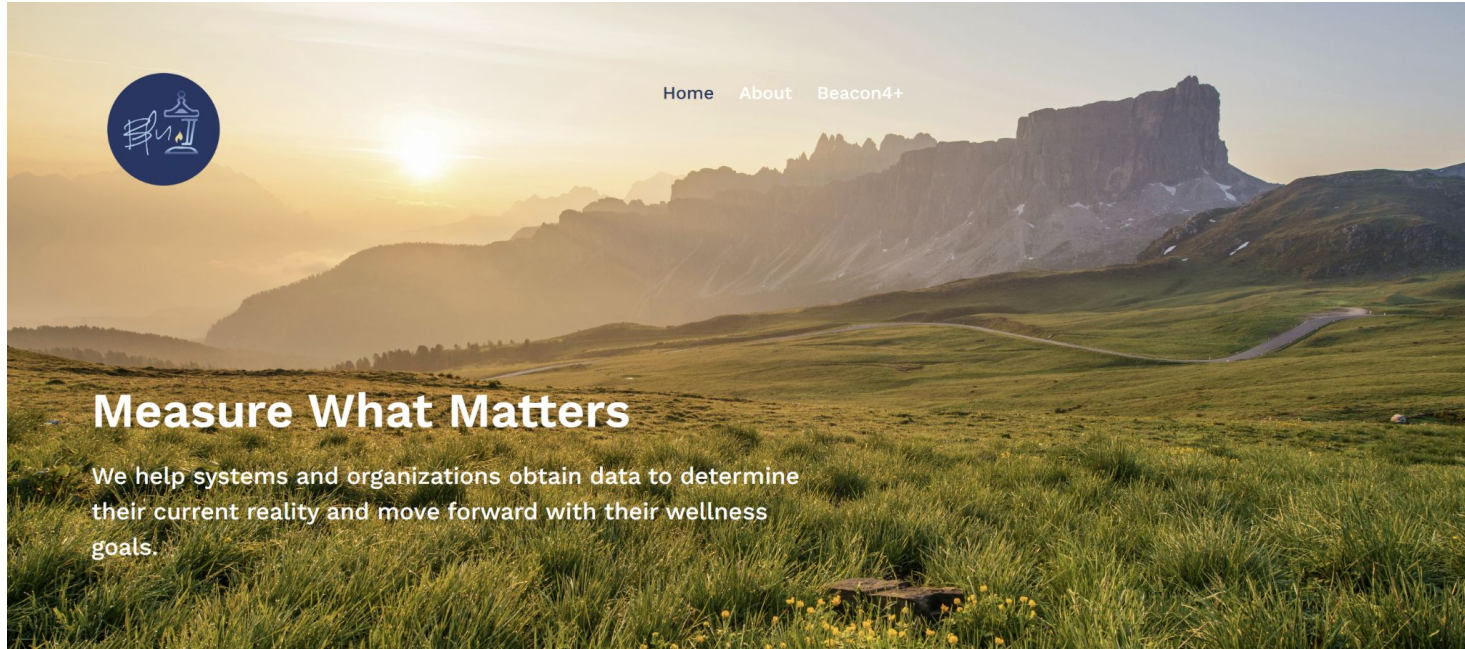
Student Wellness K-12

Data Collection



Goals of Data Collection:

- Create the 3 Year Plan for Wellness
- Have the most current data possible with a wellness focus
- Opportunity for voice and engagement of staff
- Ensure data will be used to inform a system wide wellness plan/strategy
- Have information to determine where to align our supports and resources
- Celebrate what is working well with our wellness focus thus far





Wellness Data Matters

Illuminate Your School's Wellness Journey with BluLantern!

We specialize in data collection for schools and systems, focusing on safety, caring, welcoming, and respectful environments, along with mental health, pandemic impacts, grief and loss, and overall personal wellness of students and staff.



Why Beacon4+ ?



Data Collection

The Beacon 4+ Data Collection Tool is an innovative wellness and diversity resource that captures perceptions and experiences of staff, students, and parents. It provides valuable insights into essential areas such as safe, caring, respectful, and welcoming environments, inclusivity, mental health, wellness, impact of the pandemic and grief and loss.



Customization

The Beacon 4+ Tool is fully customizable to fit the specific needs of any school or school system. Our dedicated team collaborates closely with you to ensure that the Beacon 4+ Tool is tailored to your unique requirements, offering personalized categories that align with your organization's goals.



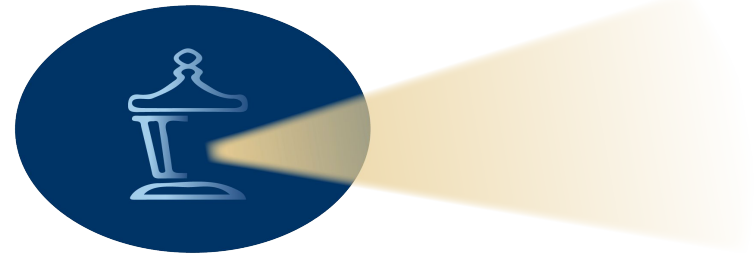
Confidentiality

Beacon 4+ offers a variety of confidential surveys that include an optional interview process. An external data collection company reinforces to participants that the data is collected in a confidential manner. This approach ensures comprehensive insights while maintaining privacy, fostering open communication, and ensuring all voices are heard.

Data Collection in the areas of:

- safe
- respectful
- caring
- welcoming
- Covid 19 Impact
- mental health
- wellness
- system wellness
- demographics

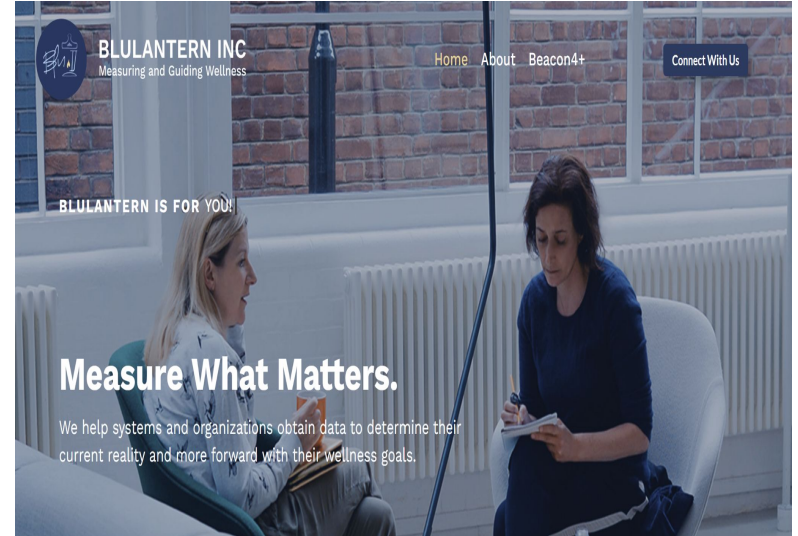
BluLantern administers an assessment process that will provide your organization with a baseline of analysis of the overall internal climate and any underlying matters potentially affecting the objectives of the whole both positively and adversely.





Completion Rate

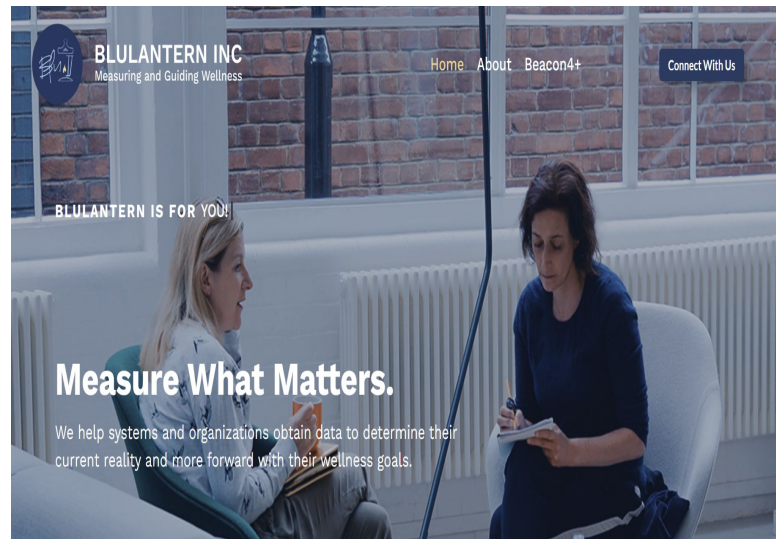
- BluLantern - External Company
- First round of surveys conducted during the pandemic (2022)
 - 70% of All Staff
 - 370 of possible 529
 - Staff Surveys - 60 staff
- Second round (2024)
 - 80% of ALL Staff
 - 423 of possible 531





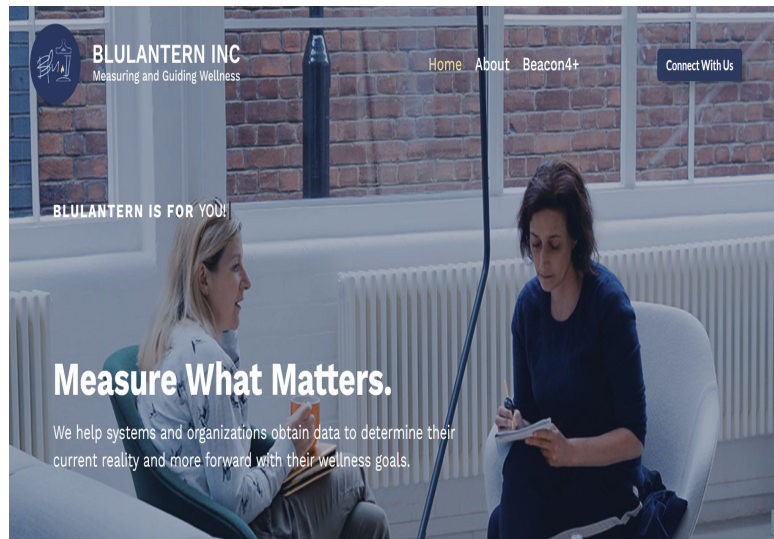
Customization

- System workplace wellness team went through the staff survey
- 1 teacher and 1 admin from 4-7
- 1 teacher and 1 admin from 8-12 went through student surveys to make suggestions:
 - Rewording
 - Changing the response criteria





Strategic Planning Services



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Beacon 4 + Data Collection STAFF



Disaggregated in the following groups:

- Comprehensive Report
- Employee Groups
- School Reports
- QLE Alignment



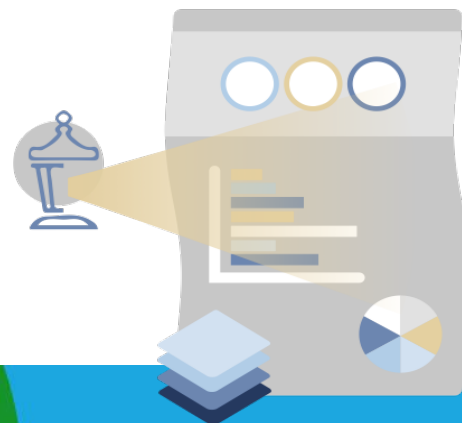
Comprehensive Report

DATA REPORT

Northern Gateway Public Schools
Box 840, 4816 - 49 Avenue
Whitecourt, Alberta T7S 1N8




NGPS Staff Comprehensive Report
(423 Responses of a possible 531)
Report Generated April 2024





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Employee Groups - Data for each employee group





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Northern Gateway Public Schools
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 **NGPS - Educational Assistants...**



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 **NGPS - SCHOOL LEADERSHIP...**



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 **NGPS - School Support Staff.p...**



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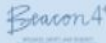
 **NGPS - SYSTEM LEADERSHIP...**



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 **NGPS - System Support Staff...**


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 **NGPS - Teachers.pdf**



























Northern Gateway
Public Schools

School Reports: Data for each school



Northern Gateway
Public Schools

 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Colony Schools.pdf</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Darwell School.pdf</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Elmer Elson Elementary Schoo...</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Fox Creek School.pdf</p>
 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Grasmere School.pdf</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Harry Gray Elementary.pdf</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Hillside Jr:Sr High.pdf</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Hilltop High School.pdf</p>
 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Mayerthorpe Jr-Sr High School...</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Onoway Elementary.pdf</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Onoway Jr:Sr High School.pdf</p>	 <p>DATA REPORT Northern Gateway Public Schools Box 843, 4819 - 49 Avenue Whitman, Alberta T7S 1A8</p>  <p>PDF Oscar Adolphson Primary.pdf</p>

System Workplace Wellness Team: Data Analysis

- Process for data review for the System Workplace Wellness Team
 - Reviewed each category
 - Looked for themes
 - Brainstormed what the current practices are in each themed area
 - Discussed how do we improve what we are already doing
 - Brainstormed and researched additional strategies

Safe Strategies

Site Based Protocols	Maintenance	Training	Communication	Support	Disclosure/ Reporting
Group 1	Group 1	Group 1	Group 1	Group 1	Group 1
Group 2	Group 2	Group 2	Group 2	Group 2	Group 2
Group 3	Group 3	Group 3	Group 3	Group 3	Group 3
Group 4	Group 4	Group 4	Group 4	Group 4	Group 4
Group 5	Group 5	Group 5	Group 5	Group 5	Group 5
Group 6	Group 6	Group 6	Group 6	Group 6	Group 6

Mental Health

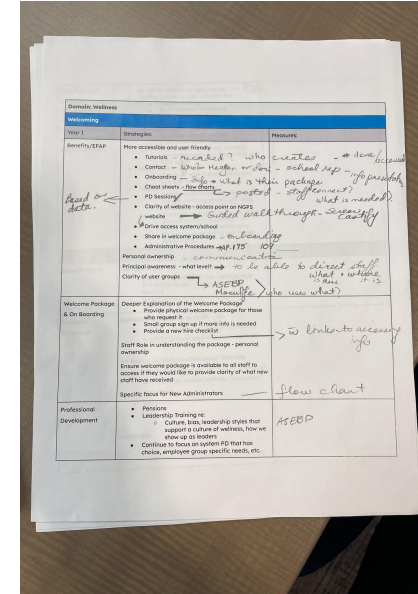
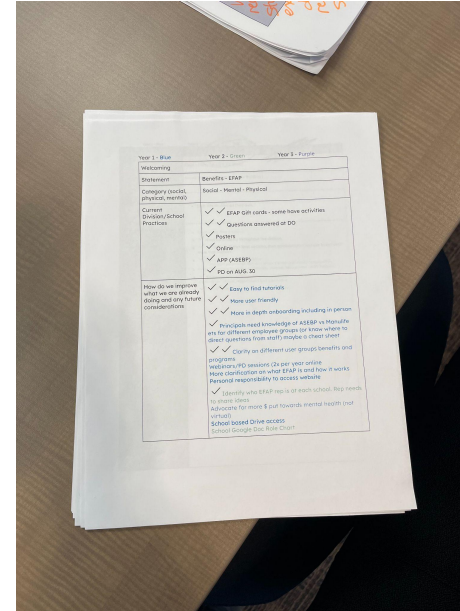
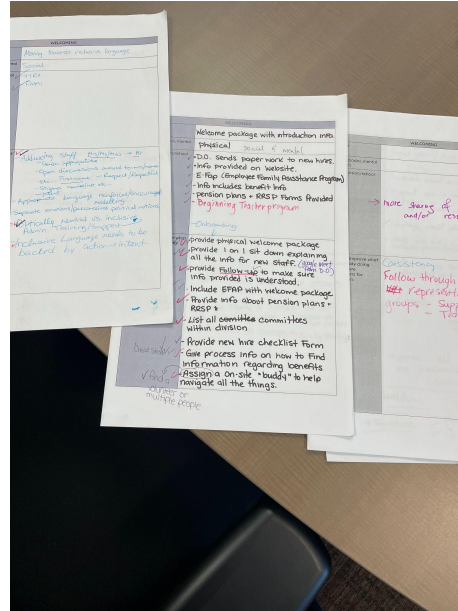
Yearly Staff Surveys	Mental Health in NGPS	Retention of Staff	Stress in the Workplace
Group 1	Group 1	Group 1	Group 1
Group 2	Group 2	Group 2	Group 2
Group 3	Group 3	Group 3	Group 3
Group 4	Group 4	Group 4	Group 4

Safe	
<p>Please add current Division/School Practices that you are aware of. Next add ideas on how we can improve what we are already doing. In the second and subsequent rounds if there are ideas that resonate with you and that you agree with, please put a @ sign beside that bullet.</p>	
Statement	Training
Category (social, mental or physical)	<ul style="list-style-type: none"> • ALL
Current Division/school Practices @	<ul style="list-style-type: none"> • VTRA (admin/counseling) • First Aid (ensuring we have someone at each site) • Mental Health First Aid (in collaboration w/ MHCB) • Hour Zero (lack of understanding from some staff?) • Public School Works • Safety Committee at local sites (rep from each site) • RCMP-- start of each year, emergency action plan • ASEBP (training provided to learn how to access) • Manulife (training provided to learn how to access) • VOIP (training required) • ATRIEVE (internal training) • POWERSCHOOL (internal training) • Key scan system • PPE (determined at school level) • Non- Violent Crisis Training (we have instructors in division) • ASSIST training • SIVA (supporting individuals through valued attachments) training required • EA PD Day • Parabytes • ERLC - online classes
How do we improve what we are already doing and any future considerations?	<ul style="list-style-type: none"> • Outreach (do they have all the same info) • More staff trained as First Aid instructors (and support coordinating this) -possibly an in division instructor @ - There is a number ratio that sites must have. • More than one staff per site (secretary leaving can disrupt...) • VTRA (admin/counseling--- re-training required) - On rotation as required • ASSIST training (middle school and up should have access to training) • Hour Zero- not always small school friendly, seems more for American school setting @ <ul style="list-style-type: none"> ◦ Complexity of it is not actually useful in an emergency situation ◦ Standard protocol for lockdowns - do you report when missing a kid or not? ◦ Too much information in emergency situation <ul style="list-style-type: none"> ▪ If using this system - training required • Naloxone kit training <ul style="list-style-type: none"> ◦ Should have them at all schools (could bring from home, on playground, on bus) • SIVA (supporting individuals through valued attachments) should be training in all schools • More EA training in learning supports/asking EA's what they feel they need training in (special needs, mental health, academics) • Consistent internal training for Powerschool, making sure everyone knows where to find documents explaining • Quick Reference Document for training manuals (Powerschool, finding documents, etc) • Time during PD day to choose relevant courses for you and who you work with

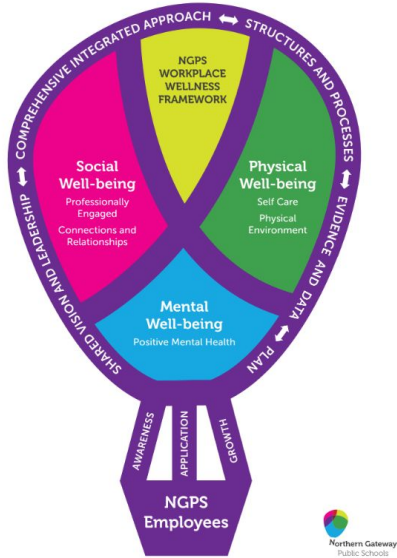
Compilation of Data Analysis

Welcoming Strategies - Priority List

- Moving towards inclusive language
- Welcome package with introduction information
- Leadership development
- Formal email staff introductions
- Checking in with staff regarding how things are in their environment every year
Checking to ensure admin are facilitating fair, inclusive, welcoming, caring, and equitable work environments. **Moved to Mental Health**
- Benefits/EFAP (HomeWood Health) - some have unhealthy experiences with assigned therapists - coaching through options or ways to access supports prior to a crisis
- Flags - pride flag, treaty 6, treaty 8, Metis
- Signs on buses - help kids identify their bus
- Discrepancy in division promptness of school/workplace repairs (graffiti, cleanliness etc) → **Moved to Safety**
- Maintenance of outdoors - winter de-icing, summer weed wacking, garbage emptying, community → **Moved to Safety**
- Discover new strategies to try and increase safety regarding sharing personal Mental Health struggles (open dialogue, confidentiality - rural communities) → **Moved to Mental Health**
- Taking mental health days - many will not feel safe to do so/will not be truthful → **Moved to Mental Health**



Supports in place



- Traumatic Events Systems Training
- Mental Health First Aid
- Psychological First Aid
- Applied Suicide Intervention Skills Training
- Wellness Coach in all schools
- The Third Path Resource available in all schools

Process

- Comparative Analysis between 2022 & 2024
 - What has stayed the same
 - What has changed
- Differences
 - Improvements
 - Areas of decline
- CELEBRATIONS
- What are the prioritized Wellness Needs

DOMAIN: Mental Health

Data Set 1 2022	Data Set 2 2024
Comparative Analysis	
What has stayed consistently positive	What has stayed as an area of concern
1. More participants, fewer noted life is "always" stressful	1. Frequency of those noting life is "sometimes" stressful is up 11%
2. 35% of staff are connected to external supports (in a professional context)	2. Depression and anxiety (while not increasing, has not seen a decrease)
<i>**Surprising- we thought more may be accessing with the increase in sharing of available supports</i>	35% of staff note feeling overwhelmed sometimes
	*20% of our staff report missing work on occasion due to feeling overwhelmed or stressed



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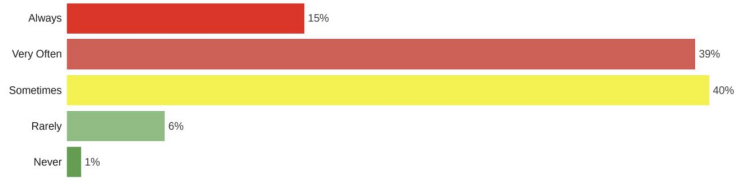
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2022

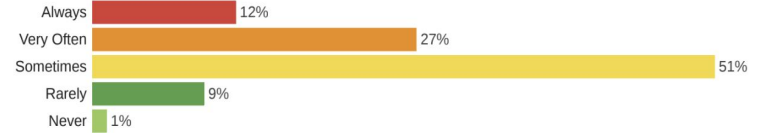
Mental Health Data

2024

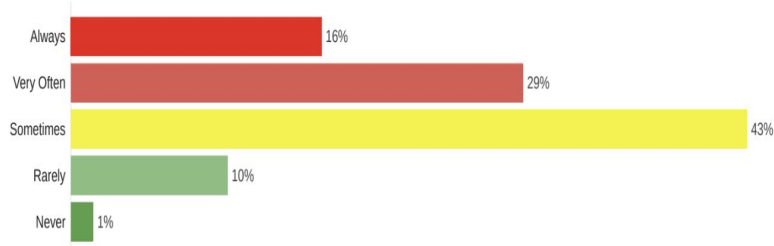
Is your life stressful?



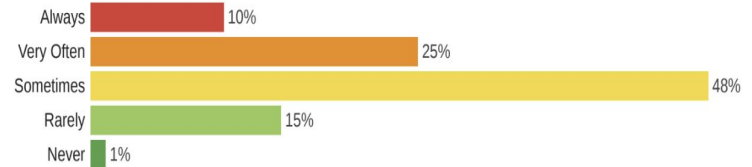
I find my life is stressful.



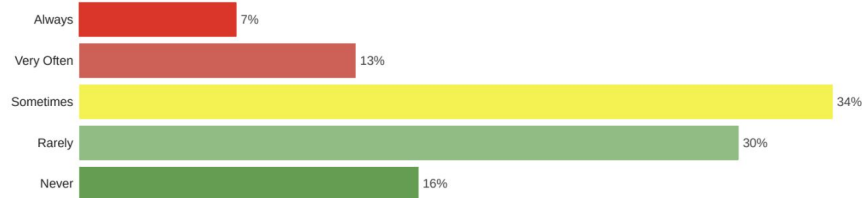
Do you find work stressful?



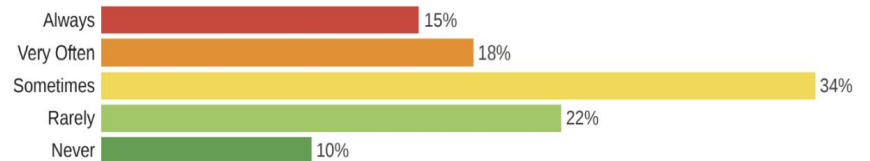
I find work stressful.



I am worried about money and being able to afford what I need.



I worry about finances and being able to afford what I need.

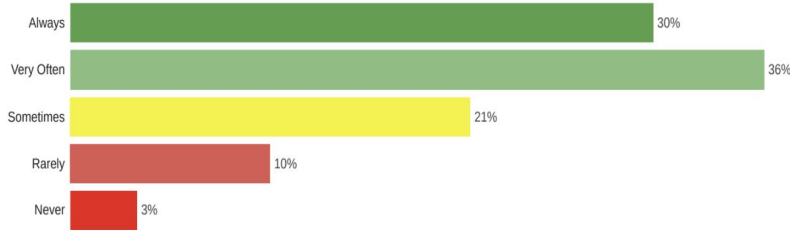


2022

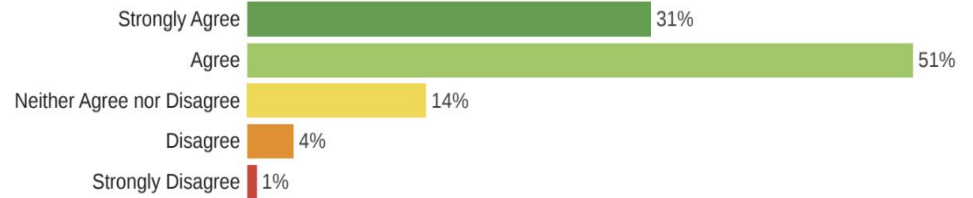
Wellness

2024

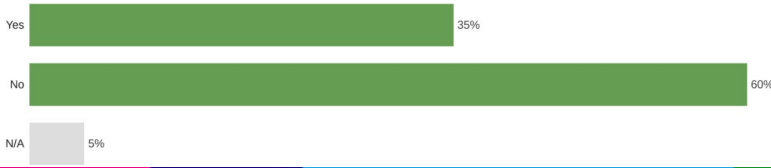
Has your work place made you aware of your benefit program and coverage?



My work place has made me aware of my benefit program and coverage.



Have you accessed your benefit plan to support your mental health and/or wellness?



Have you accessed your benefit plan to support your mental health and/or wellness?

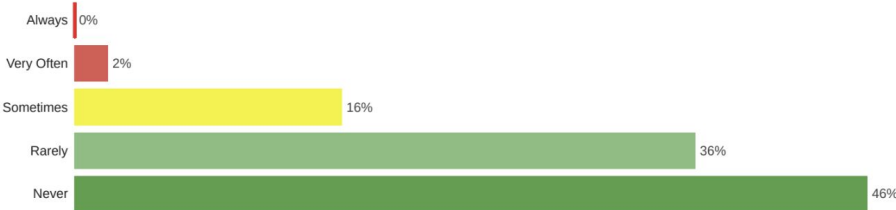


Caring

2022

2024

People are discriminated against at my school.



People are discriminated against at my workplace.



Data Analysis Teams

- Lead Team
- System Workplace Wellness Team
- All Principals
- All Departments
- Senior Leadership Team

Employee Groups



The Collaborative Learning Cycle

TEAM DISCUSSION

Action plans need to be shared with District Office to inform the Three-Year Education Plan

Celebrations:	
Areas of Growth:	
Actions:	

Wellness Action Plan - [Division Office](#) (Schools/Department)

Action #1	
Strategies	
Timeline	
Evidence/Data	
Notes	

Shared Ownership

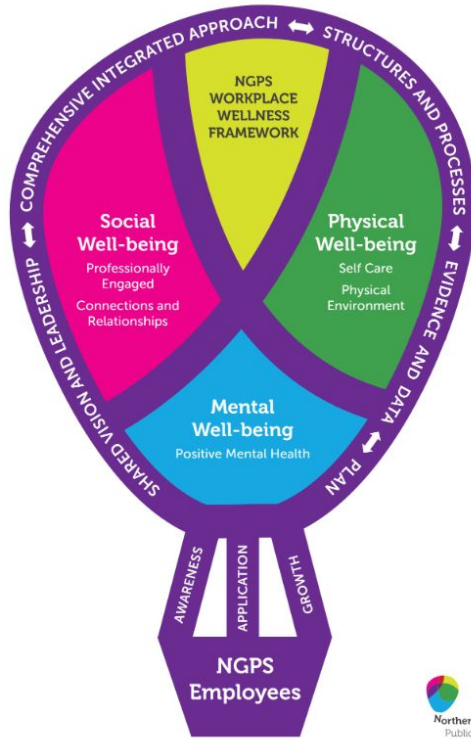
- Working to publish a systemic workplace wellness plan
- Action Plans from all employee groups
 - Engagement and voice
 - Aligns with and is embedded in our Education Plan
- Wellness Committees
 - Maintaining the Wellness Hub
 - Communication
 - Consistent messaging to all employee groups
 - Celebrate - Celebrate - Celebrate

Questions to Ponder

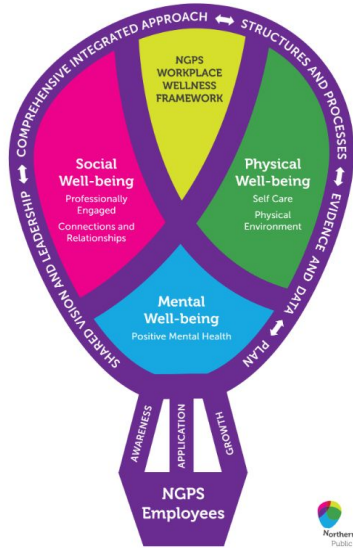


- How are you currently collecting data?
- Do you have a workplace wellness plan? Process?
- Importance of voice and connection - What staff engagement activities does your system undertake in the area of wellness?

Visual



Interactive Web Page



Physical Well-being

Domain Overview

Tools

[Physical Well-Being Essential Resources](#)



Physical Well-Being Essential Resources

Teachers	CUPE Support Staff	Non CUPE Support Staff
<ul style="list-style-type: none"> ASEBP Wellness - It Takes A Village (teachers and CUPE support staff only) ATA - Teacher wellness and well-being Teachers wellness spending account and what it can be used for (PDF) Travel Insurance coverage - ASEBP? 	<ul style="list-style-type: none"> Blue Cross - CUPE Support Staff MyHSA (a welcome email will be sent upon enrolment) PDF of what can be purchased Travel Insurance coverage - Blue Cross? 	<ul style="list-style-type: none"> ASEBP Wellness - It Takes A Village (teachers and CUPE support staff only) Homewood Health - Non CUPE Support Staff Manulife - Non CUPE Support Staff PDF of what can be purchased LSA Eligible List Travel Insurance coverage - Manulife?
All Staff		
<ul style="list-style-type: none"> Rocket Doctor Tips to take care of yourself School Mental Health Ontario 		

Alignment with NGPS Priorities



Provincial Domain: Learning Supports

Domain: Learning Supports

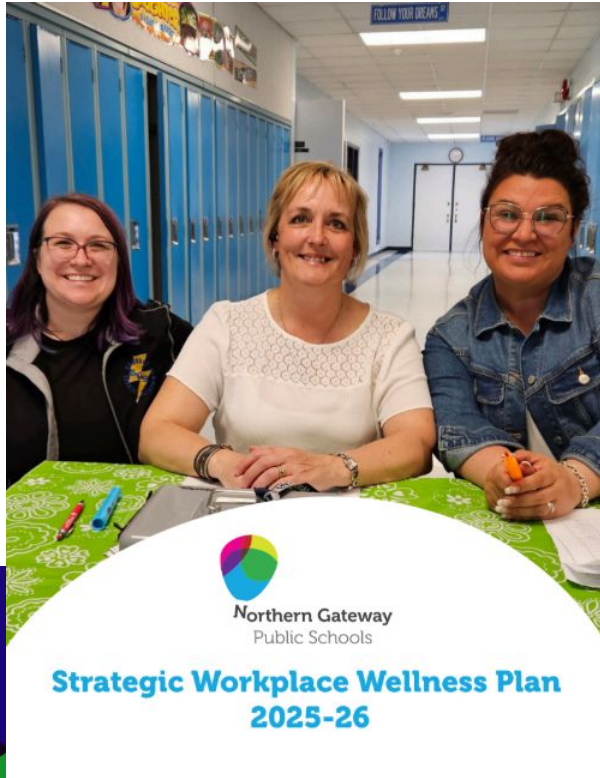
Learners are Supported

OUTCOME 2: Learners are educated in a system that respects diversity and is inclusive.

- MHCB Operational Teams - are used to support universal and some targeted programming in the area of Mental Health.
 - CREW
 - CHAMP
 - SUCCESS Team
- Mental Health Wellness Coaches continue to be part of each school.
- School Action Plans include a wellness goal.
- Enhancing relationships with First Nations, Métis, and Inuit communities.
- Wellness Advisory Team are representatives of all employee groups and are used as a conduit to promote wellness and mental health across our division.
- Violent Threat Risk Assessment (VTRA) training levels 1 and 2 will be offered.
- Update the commitment to the Community VTRA protocol.

THREE-YEAR
**EDUCATION
PLAN**


Strategic Wellness Plan



Provincial Domain:
Student Growth and Achievement
Learners are Successful

Domain: Student Growth and Achievement	
Outcome 1: Learners achieve acceptable and excellence standards in curricular outcomes.	
Staff Wellness Goal: To enhance staff capacity, knowledge, and confidence in delivering the curriculum, which will strengthen professional efficacy and foster overall staff wellness, ultimately leading to improved student achievement.	
Strategies:	Measures:
<ul style="list-style-type: none">Utilize collaborative structures to ensure the ongoing embedding and refinement of instructional practices aligned with curriculum standards.Provide opportunities for cross divisional collaborationExplore Piloting Grades 7-9 Curriculum: Investigate and potentially pilot new curricula for	<ul style="list-style-type: none">Attendance at PDSuccessful implementation

Overall Celebrations

<ul style="list-style-type: none"> ● Data collection: <ul style="list-style-type: none"> ○ 2 surveys ○ Data reviews with each site ○ Comparisons between surveys 	
<ul style="list-style-type: none"> ● 70% staff participation on the first survey ● 80% participation on the second survey 	
<ul style="list-style-type: none"> ● Sub committee structures to support wellness at all levels <ul style="list-style-type: none"> ○ Lead team ○ Site Based team ○ Student team ○ System Advisory team ○ Directors 	
<ul style="list-style-type: none"> ● Each site has established a wellness goal 	<ul style="list-style-type: none"> ● System Workplace Wellness Historical Scan
<ul style="list-style-type: none"> ● Wellness Framework created (interactive balloon) 	<ul style="list-style-type: none"> ● Wellness curriculum connections
<ul style="list-style-type: none"> ● Creation of an NGPS Workplace Wellness Strategic Plan 	<ul style="list-style-type: none"> ● MHCB/wellness coaches
<ul style="list-style-type: none"> ● Communication Plan 	<ul style="list-style-type: none"> ● The Third Path
	<ul style="list-style-type: none"> ● Wellness icon with email 

What's Next

- Monitor progress

Focus Area	Details	Priority Level	Department	Sept. 2024	June 2025	Sept. 2025	June 2026	Sept. 2026	June 2027	Link to Data
Student Growth and Achievement	Create a landing page for Wellness Resources available for all staff		Wellness Advisory Team	In Progress	Completed					Wellness Hub Balloon
	The Workplace Wellness Advisory Team will create a communication plan, which includes celebrations		Wellness Advisory Team	In Progress						Communication Plan
	Each site will develop a wellness goal or action plan	High	All	In Progress	In Progress	In Progr...				See Action Plans
	Each site will have an established wellness team	High	All	In Progress	Completed	Comple...				link to teams
	System Staff Wellness PD Plan 2025-26		Learning Services	In Progress		In Progr...				System Workplace Wellness PD Plan 2025-2026
	PEW curriculum review (Beth and Tammy)		Learning Services							
	Third Path (Lorna)		Learning Services	In Progress						
	Develop Staff Wellness Plans at all school and sites (Lorna & Tammy)		Learning Services			In Progr...				
	Site Wellness Teams (Lorna)		Learning Services	In Progress	In Progress	In Progr...				
	Sharing strategies to populate balloon (Lead - Lorna & Tammy)		Wellness Advisory Team	In Progress	In Progress	In Progr...				
Regular meetings to review site plans (Lorna & Tammy)		Learning Services	In Progress	In Progress	In Progr...					

Iterative Cycle



Collected Data
Identified strengths
and areas of need

Identified actions
and strategies to
meet the needs.
Built the Wellness
Hub
Collected Data

Analyzed Data
Recognized
celebrations
Prioritized Needs and
Actions
Created the Strategic
Plan

Collect Data

The goal is not to be perfect by the end.

The goal is to be better today.



~ Simon Sinek



Reflection & Connection



- Have you considered a system wellness team that has employees from all employee groups represented?
- Leaders working with data..... Wellness data is different than traditional data sets with different comfort levels. How do you support leaders as they undertake an area that may not be “natural” or “comfortable” for them.
- There is a real connection between staff wellness and student outcomes. Think about and share what you see in your system.
- What are your systems strengths and gaps as you are planning for wellness at a system level?



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