The Way to Staff Well-being in Schools: Creating a Culture of Well-being
Making school health a priority

- 1 in 5 Kaiser Permanente members spends the majority of each weekday on a school campus.
- Health interventions in and around school settings can make significant impacts on health behaviors.
- Health impacts educational attainment and education impacts life-long health.
The Vision for Resilient Schools

“If we want students to arrive to school ready to learn...
Then we need to want teachers to arrive to school ready to teach...
And school leaders to arrive to school ready to lead.”
Agenda

Welcome

Creating a Culture of Well-being

THRVIE BREAK

RISE Index: A framework for resilience
At the end of today, you will be able to:

- Explain five domains to assess resiliency in the school environment (used in the Kaiser Permanente RISE Index).
- Identify at least three resources and/or activities to strengthen staff well-being in schools.
Why is Educator self and collective care important?

- Staff retention and student outcomes
- Perpetuating fear-based responses around school/community violence being caused by individuals in distress
- Grappling with ambiguous loss: attachment, de-attachment, inconsistent relationships
- Educators are often the frontline leaders, but not given the societal acknowledgement of their role
- Staff are not trained nor prepared to interact or secondarily experience their students’ trauma
- Reinforces negative, often unspoken, societal messages about relationships
What is well-being?

Well-being is about the combination of our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in what we have contributed to our communities. Most importantly, it’s about how these five elements interact.

- Gallup

Gallup’s 5 Dimensions of Well-being

CAREER: (Purpose) Liking what you do each day and being motivated to achieve your goals

SOCIAL: Having supportive relationships and love in your life

FINANCIAL: Managing your economic life to reduce stress and increase security

PHYSICAL: Having good health and enough energy to get things done daily

COMMUNITY: Liking where you live, feeling safe, and having pride in your community

The impact and causes of teacher and staff stress
Compassion fatigue, vicarious trauma & burnout can have a strong impact on organizations:

- Unkindness
- Lack of cohesiveness
- Scapegoating
- Bullying
- Sabotage
- Infighting
- Horizontal violence

The Impact of Stress on School Employees

“Education is the only social service that doesn’t require some sort of way to process stress and trauma.”

Itoko Davenport-Garcia, Principal, Hayward, USD, CA

“What is teacher burnout?”

Video [www.niroga.org](http://www.niroga.org)
The Impact of Stress on School Employees

Nationally,

- 46% of teachers report high daily stress, which compromises their health, sleep, quality of life, and teaching performance

- 42% of educators leave the profession within 5 years; this rate has increased 50% over the past 15 years
The Impact of Stress on School Employees

- High Job Demand
- Limited Resources
- Vicarious Trauma

BURNOUT
What are Adverse Childhood Experiences (ACEs)?

Adverse Childhood Experiences (ACEs) look at abuse and household dysfunction in childhood that impact adult outcomes of disease, life quality, care utilization and mortality.

Nationally,
- 64% of children experience at least one ACE
- 13% of children experience four or more ACEs

Children with three or more ACEs are five times more likely to have attendance issues, six times more likely to have behavior problems and three times more likely to experience academic failure.

Felitti et al., 1998

Hall, Pete and Souers, Krisitin. Address Trauma With Calm, Consistent Care 2015

Image from wypr.org
Behavioral, Physical & Mental Health Impacts of ACEs

ACES can have lasting effects on....

- Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)
- Behaviors (smoking, alcoholism, drug use)
- Life Potential (graduation rates, academic achievement, lost time from work)

ACEs have been found to have a graded dose-response relationship with 40+ outcomes to date.

Risk for Negative Health and Well-being Outcomes

*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.
ACEs Contribute to Toxic Stress & Vicarious Trauma

Signs and Symptoms

*Emotional Response*
- Feeling on edge
- Hyper-alert for potential threats
- Numb
- Isolated

*Physical Response*
- Weaken immune system
- Serious illness
- Exhausted

How to Support Stressed-Out Teachers, Greater Good Magazine Science-based Insights for a Meaningful Life 2013

Image from wypr.org
THRIVE BREAK
Rules

- Read slides of TRUE/FALSE questions
- Respond to each question with the corresponding movement
- Keep going until the answer is read!
To meet your daily exercise goal, you must do all 30 min at once

TRUE  FALSE
Frozen fruits and veggies can be as nutritious as fresh
Adults who walk at least 75 min/week live up to 1 year longer.
A model for building school resilience for teachers, staff & students
Creating Resilience is Possible!
What is RISE?

**Resiliency in School Environments (RISE)** supports social and emotional well-being and resilience to create a positive school environment for students, staff and teachers. The initiative aims to create and integrate a complementary whole school focus on increasing student and staff resilience through implementation of evidence-based policies, custom interventions informed by artificial intelligence and community engagement.

- **School-Based Interventions**
- **Content that Connects Communities**
- **Artificial Intelligence**
Goals of the RISE

- Increase mental health supports
- Increase job satisfaction among teachers and staff
- Increase skills related to social and emotional learning
- Improve connectedness, engagement and relationships within the school community
## RISE Index

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Total Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Well-Being (SWB)</strong></td>
<td>Questions pertaining to building the resilience of staff with focus on physical environments for staff, personal wellness and collective care.</td>
<td>10</td>
</tr>
<tr>
<td><strong>School Systems (SYS)</strong></td>
<td>Questions pertaining to factors that support implementation and sustainability of social-emotional health policies and practices.</td>
<td>8</td>
</tr>
<tr>
<td><strong>Universal Prevention Strategies (UPS)</strong></td>
<td>Questions pertaining to evidence-based universal strategies available to all students.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Targeted Intervention Strategies (TIS)</strong></td>
<td>Questions pertaining to evidence-based interventions used with a selected population of students.</td>
<td>6</td>
</tr>
<tr>
<td><strong>Collaboration (COL)</strong></td>
<td>Questions pertaining to the development of dynamic and collaborative relationships among students, caregivers and community providers.</td>
<td>8</td>
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</tbody>
</table>
WHAT ARE THE CHANGES SCHOOLS WILL MAKE?

TRAUMA AWARENESS

School staff are trained on:
- impact of trauma on the brain
- how to identify symptoms of trauma
- respond in a way that avoids re-traumatization

SYSTEM & POLICY SUPPORT

Social Emotional Learning (SEL) curriculum implemented for all students and restorative practices and policies are mandatory when there is an incident requiring student discipline

CLASSROOM MANAGEMENT

Each classroom has a designated space where a student can have a quiet moment to collect themselves and calm down

STAFF SELF CARE

School staff are provided time and support to develop and then practice self-care plans; breakroom makeovers to support rejuvenation

STAFF COLLECTIVE CARE

Educators can call for someone to cover their class briefly if they need a break
Staff Well-being: A deep dive
**Staff Well-Being:** Building the resilience of staff with a focus on physical environments for staff, personal wellness and collective care.

Individual focus:
1. Self-care plans
2. Strong relationships among staff

Collective Focus
1. Sharing kudos, recognizing accomplishments and displaying
2. Relaxation and wellness break spaces

Knowledge and Skills
1. Staff training on chronic stress and burnout
2. Training on social and emotional learning competencies

Policy and Procedure
1. Staff involvement in decision-making
2. Clear and reasonable work-related expectations and boundaries
3. Staff break procedures
4. Conflict resolution process
Well-being is about the combination of our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in what we have contributed to our communities. Most importantly, it’s about how these five elements interact.

- Well-being: The five essential elements

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<thead>
<tr>
<th>RISE Index: Staff Well-Being indicators</th>
<th>Safe</th>
<th>Supported</th>
<th>Engaged</th>
<th>Challenged</th>
<th>Healthy</th>
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<tr>
<td>Staff involvement in decision-making</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Relaxation and wellness break spaces</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>Self-care plans</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Strong relationships among staff</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Sharing kudos, recognizing accomplishments and displaying gratitude</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RISE Index: Staff Well-Being indicators (cont.)</td>
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<td>---------</td>
</tr>
<tr>
<td>Clear and reasonable work-related expectations and boundaries</td>
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<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Staff training on chronic stress and burnout</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Staff break procedures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Training on social and emotional learning competencies</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Conflict resolution process</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Staff wellbeing: Individual
## Self-care plans

<table>
<thead>
<tr>
<th>Do all staff have an allotted time during work hours to develop and reflect on self-care plans?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Few of our staff are given an allotted time during work hours to develop and reflect on self-care plans.</td>
<td>Some of our staff are given an allotted time during work hours to develop and reflect on self-care plans.</td>
<td>Most to all of our staff are given an allotted time during work hours to develop and reflect on self-care plans.</td>
<td></td>
</tr>
</tbody>
</table>
## Strong relationships among staff

<table>
<thead>
<tr>
<th>Does your school provide opportunities for all staff to build strong relationships with each other through community-building activities (e.g., activities during staff meetings, potlucks, staff outings, etc.)?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Few of our staff are provided with opportunities to build strong relationships with each other through community-building activities.</td>
<td>Some of our staff are provided with opportunities to build strong relationships with each other through community-building activities.</td>
<td>Most to all of our staff are provided with opportunities to build strong relationships with each other through community-building activities.</td>
<td></td>
</tr>
</tbody>
</table>
Staff wellbeing: Collective
Sharing kudos, recognizing accomplishments and displaying gratitude

<table>
<thead>
<tr>
<th>Does your school have a consistent process for <strong>all staff</strong> to share kudos, recognize accomplishments and provide opportunities to display gratitude toward each other?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>An informal process exists for staff to share kudos, recognize accomplishments and provide opportunities to display gratitude toward each other.</td>
<td>A formal process exists for staff to share kudos, recognize accomplishments, and provide opportunities to display gratitude among staff, but it is not applied consistently.</td>
<td>A formal process exists for staff to share kudos, recognize accomplishments and provide opportunities to display gratitude toward each other, and it is applied consistently.</td>
<td></td>
</tr>
</tbody>
</table>
## Relaxation and wellness break spaces

<table>
<thead>
<tr>
<th>Does your school have a space available to <strong>all</strong> staff for relaxation or wellness breaks?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>A space exists and is only accessible to a few staff.</td>
<td>A space exists and is accessible to some staff.</td>
<td>A space exists and is accessible to most to all staff.</td>
<td></td>
</tr>
</tbody>
</table>
Staff breakroom makeover ideas

- Encourage healthy eating and active living
- Promote relaxation
- Improve functionality
Staff wellbeing: Knowledge and skills
## Staff training on chronic stress and burnout

<table>
<thead>
<tr>
<th>Do all staff receive training on recognizing the signs of chronic stress, burnout and secondary traumatic stress in themselves and colleagues?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Few of our staff receive training on these topics.</td>
<td>Some of our staff receive trainings on these topics.</td>
<td>Most to all of our staff receive trainings on these topics.</td>
<td></td>
</tr>
</tbody>
</table>
## Training on social and emotional learning competencies

<table>
<thead>
<tr>
<th>Do all staff receive training on how to model and use social and emotional learning (SEL) competencies throughout the day, both with students and each other?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td></td>
</tr>
</tbody>
</table>
Staff wellbeing: Policies and procedures
### Staff involvement in decision-making

<table>
<thead>
<tr>
<th>Does your school have a feedback process that involves all staff in decision-making regarding social-emotional health policies and practices?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
<td>An informal feedback process exists for involving staff in decision-making regarding social-emotional health policies and practices.</td>
<td>A formal feedback process exists for involving few to some staff in decision-making regarding social-emotional health policies and practices.</td>
<td>A formal feedback process exists for involving most to all staff in decision-making regarding social-emotional health policies and practices.</td>
<td></td>
</tr>
</tbody>
</table>
Clear and reasonable work-related expectations and boundaries

<table>
<thead>
<tr>
<th>Does your school’s administration have a formal process to communicate and reinforce clear and reasonable work-related expectations and boundaries (e.g., clearly defined start and end working times, email response times) for <strong>all</strong> staff?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Our school’s administration has an informal process to communicate and reinforce clear and reasonable work-related expectations and boundaries for staff.</td>
<td>Our school’s administration has a formal process to communicate and reinforce clear and reasonable work-related expectations and boundaries for few to some staff.</td>
<td>Our school’s administration has a formal process to communicate and reinforce clear and reasonable work-related expectations and boundaries for most to all staff.</td>
<td></td>
</tr>
</tbody>
</table>
## Staff break procedures

<table>
<thead>
<tr>
<th>Does your school have a procedure allowing staff to take a break when they are feeling overwhelmed in the school environment?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>An informal procedure exists for staff to take a break when they are feeling overwhelmed in the school environment.</td>
<td>Our school has a formal procedure allowing all staff to take a break when they are feeling overwhelmed in the school environment, but it is not consistently utilized by staff.</td>
<td>Our school has a formal procedure allowing all staff to take a break when they are feeling overwhelmed in the school environment, and it is consistently utilized by staff.</td>
<td></td>
</tr>
</tbody>
</table>
## Conflict resolution process

<table>
<thead>
<tr>
<th>Does your school have a formal process to positively resolve conflicts that arise among staff?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>An informal process exists to positively resolve conflicts that arise among staff.</td>
<td>A formal process to positively resolve conflicts that arise among staff exists, but it is not consistently utilized by staff.</td>
<td>A formal process to positively resolve conflicts that arise among staff exists, and it is consistently utilized by staff.</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Our school is exploring options for formalizing a process to positively resolve conflicts that arise among staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Employee Wellness Committee
Seven steps to building your team

1. Identify your wellness sponsor
   Choose someone from senior management who can make certain you have the financial and organizational support you’ll need.

2. Choose a wellness committee lead
   This is the person who will chair your wellness committee. This person should have a passion for wellness.

3. Determine the size of your committee
   Position involvement in your committee as an opportunity for employees to develop professional skills.

<table>
<thead>
<tr>
<th>Employees</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>3-8</td>
</tr>
<tr>
<td>300-999</td>
<td>8-12</td>
</tr>
<tr>
<td>&gt;1,000</td>
<td>12+</td>
</tr>
</tbody>
</table>

4. Get approval for participation
   Be sure to get supervisor buy-in before inviting candidates to join your committee.

5. Recruit committee members
   Members can be invited to volunteer or appointed by management. Use our wellness team recruitment email to invite participants.

6. Ask for a minimum one-year commitment
   Getting buy-in from senior management will ensure that team activities are integrated with normal work responsibilities.

7. Set a wellness budget
   Have committee members sign the wellness team member pledge on the last page of this document. Be clear about commitment expectations.

Congratulations! You’re ready to schedule your first meeting.
You don’t have to do it alone.

Name someone who...

1. Has their finger on the pulse of your school
2. Someone you see bringing healthy lunches
3. A key decision maker
4. Someone who walks before/during/after work
5. Someone who takes care of the whole person
6. Someone who can rally others
7. A local business org or leader in health
8. Is a student leader

Congrats, you are on your way to building your wellness committee!
Keep it going

- Keep it accountable - members formally accept roles and responsibilities.

- Keep a schedule - establish a recurring meeting time.

- Keep it fun - try a walking meeting.
Resources

- Kaiser Permanente Thriving Schools website: 
  https://thrivingschools.kaiserpermanente.org/

- Kaiser Permanente Workforce Health tools & resources: 
  www.kp.org/workforcehealth

- Healthier Generations: 
  https://www.healthiergeneration.org/

- Kaiser Permanente Way to Staff Well-being in Schools workshops
  - 2018-19 Series
    - May 29 8:30-12:00 (Olympic ESD in Bremerton): Creating a Culture of Wellbeing
    - 2019-20 Workshops and Speakers Series

WE NEED YOUR INPUT!
Contacts

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Cell: 206-422-2105