
Ohio School Wellness Initiative

School Staff Wellness Manual



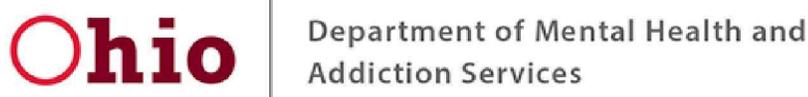
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The School Staff Wellness Manual is based on the employee wellness framework developed by Interpersonal Wellness Services Inc. founded by Joyce Odidison. Portions of this document were written or edited by Taylor Baker, Kristy Brann, Kyle Bush, Courtney Cain, Sharon Custer, Browyn Dishun, Catarina Gandara Clode, Glenna Edwards, Karina Karner, Suzanne Klatt, Eunice Laryea, Emily Liechty, Cricket Meehan, Tom Mullenix, Danielle Nehring, Amity Noltemeyer, Kathleen Oberlin, Cadie Reiff, Alyssa Rieman, Debora Robison, Elizabeth Rumford, Dan Seas, and Yu Zhong. Thank you to everyone who made it possible.

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Introduction

Staff wellness is an integral component tied to overall district success. Healthy and supported school employees are more resilient, maintain purpose in their work, and are less likely to seek outside employment opportunities.

Interpersonal Wellness Services, Inc.

The [Ohio School Wellness Initiative](#) is committed to supporting K-12 schools across the state and providing resources and guidance to promote well-being for school staff in all positions. Creating individualized, school-wide, and district-wide programming are key components to ensuring members of your team have the knowledge, skills, and resources needed to feel valued, energized, and supported in their roles.

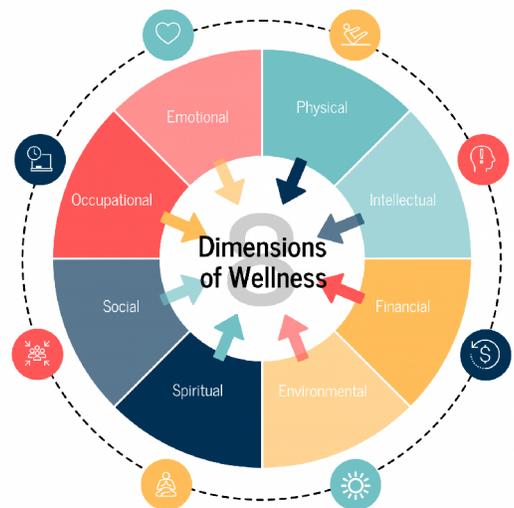
Research has shown that healthy and supported employees have:

- Decreased absenteeism
- Lower turnover rates
- Fewer work-related injuries
- Lower health care costs
- Improved morale
- Increased productivity
- Lower reports of stress
- Increased motivation

Employee wellness is one of the 10 components of the [Whole School, Whole Child, Whole Community model promoted by the CDC](#). Even though it benefits the child to have healthy staff engaged in their work, employee wellness is often over-shadowed by the day-to-day responsibilities of caring for the students.



This guide was developed in collaboration with Interpersonal Wellness Services, Inc., an international employee wellness company committed to designing inclusive wellness practices. Their model connects the eight components of wellness defined by the Substance Use and Mental Health Services Administration (2016) to critical competencies designed to support positive and resilient workplace cultures.



The following pages will provide assessments, planning tools, resources, and sample activities that can be incorporated throughout the school year to promote wellness for individual school staff members as well as thinking about wellness holistically for your school teams.

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Chapter 1: The Ohio School Staff Wellness Framework

Foundations of Staff Wellness Programming



Need Support Implementing a Staff Wellness Framework? Let us help!



Interpersonal Wellness Services, Inc. provided the staff training and certification in the WIS@Work Employee Wellness Framework to a number of Ohio Staff Wellness Facilitators. Based on your affiliation with OSWI and other grant-sponsored initiatives occurring throughout Ohio, facilitation services may be available to your school at little to no cost. Starting with wellness conversations, the facilitators can guide your teams through a planning and implementation process. Visit our website @ www.ohioschoolwellnessinitiative.com to connect with a staff wellness facilitator in your region and to learn more about resources available to you.



Ohio's School-Based Center of Excellence for Prevention & Early Intervention, housed within Miami University's Center for School-Based Mental Health Programs, will continue to support staff wellness framework training needs. Be sure to follow us on [social media](#) or join our newsletter for up-to-date information on community resources and staff wellness training opportunities. For more information, visit our website @ <https://miamioh.edu/cas/academics/centers/csbmhp/>.



Interpersonal Wellness Services, Inc. has many resources, training opportunities, webinars, and newsletters to support your staff wellness needs. Their organizational development leaders are also available for consultation with district leaders interested in policy reforms that support employee wellness. For more information, visit their website @ <https://interpersonalwellness.com/>.



4 STEPS FOR CREATING OR ENHANCING EFFECTIVE STAFF WELLNESS PROGRAMS



Getting Buy-In

Successful staff wellness programs include commitment and representation from all levels and types of employees. **Wellness conversations** provide space to learn more about the benefits of holistic and inclusive employee wellness programs. Share information with board members, administration, teaching staff, related services, transportation, food service, maintenance, athletics and more so that all employees know their health and wellbeing are valued. These discussions also allow staff to share their interest in being involved in future planning and implementation as part of a broader **staff wellness committee**.

1



Assessing Strengths and Needs

Various **assessment, audits, and preferences** surveys can be formally or informally conducted to better understand the **needs, goals, and existing resources** within the building or district. Connect with your human resources team to learn about what benefits already exist as part of this process. Be sure to consider all 8 of the wellness domains and competencies and solicit information from all types of employees throughout your school or district as part of your inquiry.

2



Developing and Implementing a Plan

Using the data and feedback from staff, wellness teams can map out activities that promote **awareness, motivation, and action** at both the **individual and building/district level**. Be sure your plans are **inclusive** and take into account the diverse interests, abilities, and values of your staff. Making the time to reflect and evaluate current policies and practices, and their impacts on staff wellness, should also be included in this ongoing process.

3



Evaluating and Maintaining Staff Wellness

Collect data formally and informally throughout the year to evaluate the effectiveness of your staff wellness plans for future modifications as needed. To promote **sustainable resources**, document and share your plans with the team rather than relying on one or two people. **Share your successes**, the reported benefits, and the positive impacts of your plan with staff, administrators, your governing board, and your community.

4

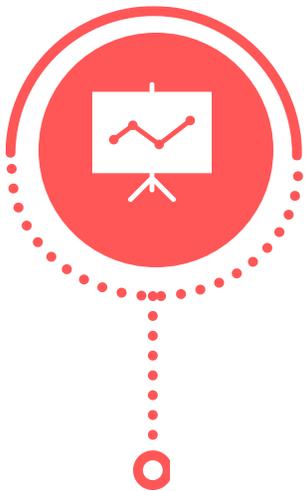
Core Guiding Principles as a Foundation for Staff Wellness Programs

Core Guiding Principles

The overall goal of the Ohio School Wellness Initiative is to ensure that all students and staff, especially the most vulnerable, will have access to mental health, behavioral health, substance abuse, and wellness services and supports.

We have identified four core guiding principles that we believe are essential “pillars” for all resources, tools, and training that are part of OSWI's programming 1) **Systematic**, 2) **Equitable**, 3) **Collaborative**, and 4) **Sustainable**.

We encourage all schools and districts to embed these principles into your own staff wellness programming policies and activities.



Systematic

- Structured
- Efficient
- Data-Driven



Equitable

- Objective
- Inclusive
- Intentional



Collaborative

- Mobilized
- Connected
- Integrated



Sustainable

- Maintainable
- Adaptable
- Flexible

Ohio School Wellness Initiative

Wellness Improvement System WIS@Work Roadmap for Employee Wellness



Wellness Conversations

- Meet with your leadership and share data from your needs assessment(s) outlining your staff wellness goals and needs.
- Provide an overview of OSWI-WIS employee wellness program, dimensions, competencies, tools, and resources available.
- Discuss programming options available to individuals as well with school-wide activities.
- Establish a school wellness committee to determine who will implement and support staff wellness programming.
- Provide your staff with an opportunity to learn about the different dimensions of wellness and associated competencies (e.g., presentation, video).
- Determine who will be doing the staff wellness assessments.



Assess Strengths and Needs

- Encourage staff to complete a personalized wellness assessment and set personal goals.
- Complete a school-wide wellness audit with your administration and/or wellness team.
- Review your assessment and audit data.
- Analyze the components that could be addressed across the building/district.
- Discuss the current strengths, needs, and barriers keeping sustainability in mind.
- Survey staff to gauge their preferences for staff wellness programming.



Develop and Implement a Wellness Plan

- Develop a long-term (3-5 years) detailed strategic plan/roadmap for wellness improvement.
- Create a model that is data-driven and reviewed regularly.
- Map out activities (individual and organizational) to host or sponsor.
- Infuse wellness competencies and dimension elements into staff meetings, newsletters, social media, etc. to help staff and administrators understand wellness improvement benefits.
- Showcase information about wellness benefits and resources to encourage participation.
- Consider building/district policy reforms that impact school staff wellness.
- Develop resources and plans for encouragement, competence, and sustainability.



Evaluation and Maintenance

- Determine ways to assess progress and effectiveness of your staff wellness programming across multiple levels.
- Plan for changes in leadership, resources, and staffing needs.
- Look for roadblocks and opportunities and adjust your plans accordingly.
- Create reports to share successes and recommendations.



The Ohio School Wellness Initiative is a collaborative project between Miami University and the Ohio Mental Health Network for School Success. The program is supported by the Ohio Department of Education and the Ohio Department of Mental Health and Addiction Services.

Chapter 2: Wellness Conversation Resources:

**Developing a Shared
Understanding of the
Importance and Benefits of
a Staff Wellness Framework**



Wellness Conversations



Wellness conversations are designed to initiate dialogue with administrators, staff wellness committees, and other staff members interested in developing meaningful employee wellness practices. They can be completed in stages starting with a smaller planning team, or they can be offered school-wide to support individual and building planning and implementation. The resources and graphics on the following pages can be used by staff wellness teams to describe and define the different components of successful staff wellness plans.

Wellness Conversations Include:



Providing school staff with an opportunity to learn about the different domains and competencies of staff wellness.



Discussing goals for resource sharing and staff wellness program development for implementation at the individual and building levels.



Determining next steps for establishing a staff wellness committee and determining the most effective ways to assess and address staff wellness needs and preferences.

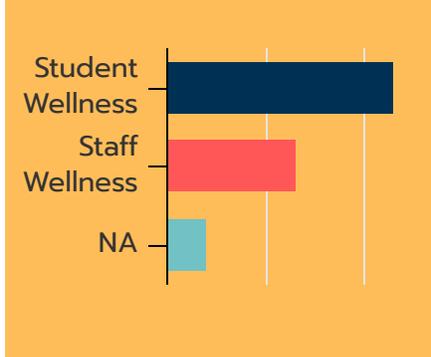


Ohio Staff Wellness Data

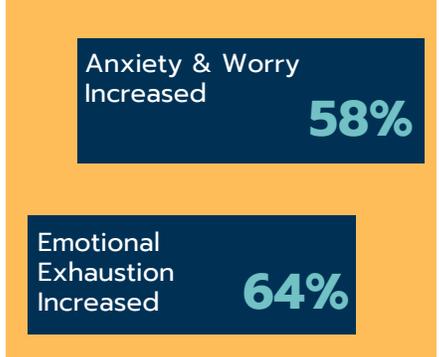
May 2021 - August 2021
938 Ohio school staff members completed the assessment



Percentage of participants indicating having a mental or emotional health challenge during their lifetime



Respondents shared that their school focused almost twice as much on student wellness compared to staff wellness

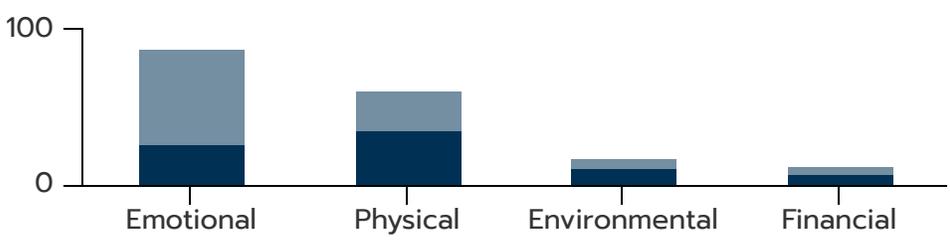
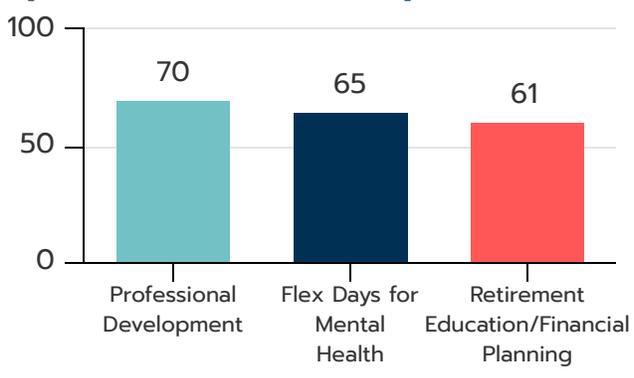


Percentage of participants indicating changes in levels of concern for themselves since COVID-19 pandemic

Access to Meaningful Support

% concerned about the cost of mental health care services	52%
% who did not know if their school has an Employee Assistance Program (EAP)	64%
% who agreed that counseling supports for staff are important	54%

Top ranked items for "Important for Staff"



Staff Priority Areas for Wellness

■ Minor Concerns ■ Major Concerns



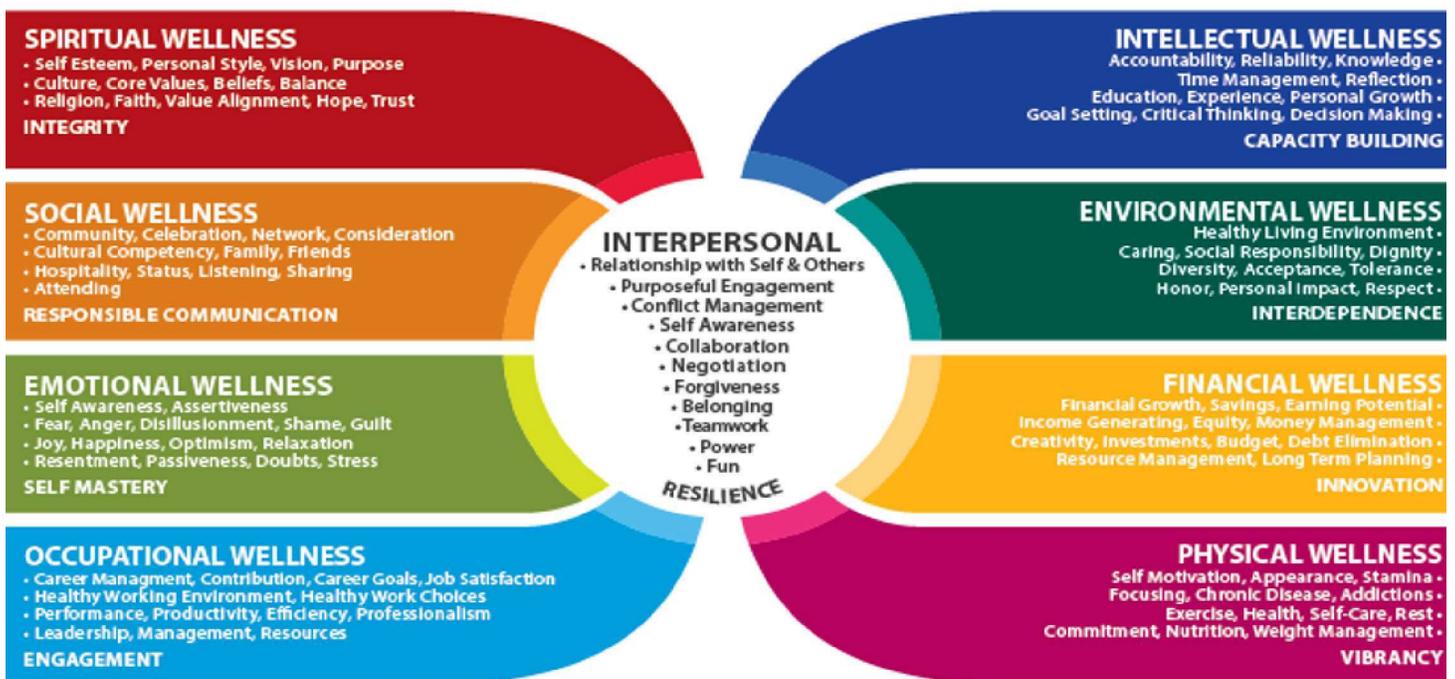


Wellness Improvement System

The Wellness Improvement System (WIS) model was designed to help individuals, agencies, districts, and corporations understand the interplay between the 8 dimensions of wellness. Each dimension encompasses a variety of behaviors, values, and ideals that support overall well-being. Staff have different priorities with these dimensions, and some components may or may not be as applicable as others or could be defined differently based on individuals' preferences.

The WIS model also includes a corresponding competency that supports the development of the interpersonal skills and promotes healthy relationships in and out of the workplace. For example, in Intellectual Wellness, employees can assess their skills and behaviors connected to accountability, time management, goal setting, and critical thinking. These activities and values correspond with the competency of *Capacity Building*.

Wellness Improvement System Model



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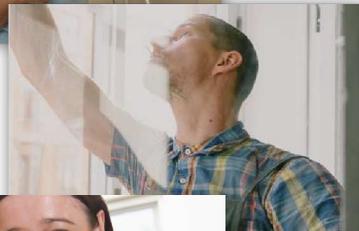
Assessing needs at the individual level across the dimensions and competencies allows staff to better recognize and reflect upon areas in which they wish to improve. These components can also help staff wellness teams and administrators develop programming, professional development, and policies that support overall staff wellbeing, improved communication, collaboration, and overall positive building culture.

Wellness Competencies at Work



Responsible Communication

Collaborative Management and Cultural Competency



Integrity



Organization and Employee Reputation, Purpose, and Vision



Self Mastery

Psychological Well-Being and Fostering Mental Wellness



Capacity Building



Continuous Learning and Culture of Accountability



Engagement

Leadership Strategies, Job Satisfaction, and Knowledge Sharing



Innovation



Organization Financial Strength, Transformation, and Change Management



Interdependence

Organization and Employee Respectful Workplace, Diversity, and Social Responsibility

Vibrancy



Physical Activity and Nutrition, Labor Legislation Compliance, and Physical Safety



Resilience

Interpersonal and Relational Well-Being, Positive Vibrations, Belonging, Empowering, and Employee Assistance Programs (EAP)



Key Considerations For Developing a School Staff Wellness Program

Prioritizing Staff Wellness

Quality wellness programs require a paradigm shift from a "self-care" approach to "community care" model (Curtis, 2022). Supporting staff in enhancing their own personal wellness improves building culture, demonstrates the value of their work, minimizes attendance and turnover, and promotes healthy educational practices for the students (NACDD, 2020; CDC, 2021). Staff who engage in wellness activities are less likely to over-react or under-react in stressful situations, including those connected to seclusion and restraints (Singh, 2009).

The following tips can help your staff wellness teams develop meaningful activities that promote awareness, motivation for change, and action steps that lead to higher levels of being or becoming well.

Build a Team

Creating or enhancing staff wellness teams allows for diverse and creative ideas for programming. Dividing responsibilities and tasks supports buy-in from the team, prevents over-burdening one or two individuals, and allows the team to keep making progress if staffing or resources changes.

Build a Strategy

Develop goals and priority needs for your staff wellness program based on data from staff and other vested partners. The wellness dimensions and competencies should guide your work and can serve as an outline for your program. You may choose to focus on a different dimension or competency each month or quarter depending your team's objectives.

Build Upon What Exists

Ohio schools often have documented staff wellness plans, human resources information, and employee assistance programs. Mapping out what already exists will help your staff wellness team determine how to best fill in the gaps. You may find that you have untapped expertise within your buildings and among your community partners.

Build Beyond Physical

All too often, staff wellness programs are built around health care, diet, or exercise. While these are important components, ensure that your plan includes all 8 dimensions of wellness AND their corresponding competencies. When staff fully understand how they all impact one another, they are more likely to engage in diverse programming and your buildings will see positive changes.

Build Activities for ALL Staff

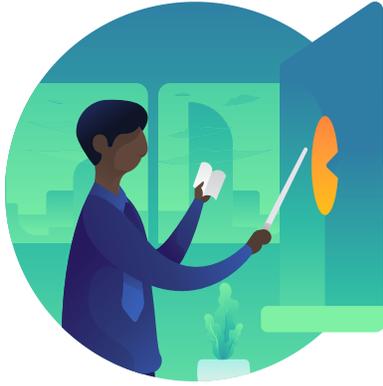
When developing school- or district-wide events or activities, think about the different roles, abilities, and preferences for all staff. For example, counting steps throughout the day may not work as easily for a bus driver as it would for someone in the maintenance department. It is okay to start a softball team but consider promoting a book club as an alternative activity to accommodate all preferences. Be sure to ask your staff for their ideas and preferences too.

Chapter 3: Assessing Strengths, Needs, and Preferences:

Using Data and Feedback to Guide the Work



Assessing Strengths, Needs, and Preferences

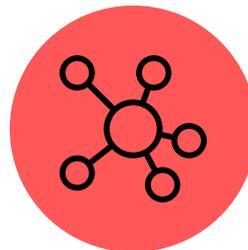


Wellness plans should be data-driven and based on the employee, school and district strengths and resources as well as identified needs and goals. Plans should include a combination of what individuals feel is important for their personal growth as well how the school or district can also achieve goals connected to the wellness competencies. Be sure to include existing resources and feedback from Human Resources and your Employee Assistance Program (EAP) where applicable.

Sample Resources for Assessing Staff Needs:



Interpersonal Wellness Services, Inc. offers free, individualized assessments. An online version is located at <https://interpersonalwellness.com/wisassessment> or you can use the printed version located on the next 2 pages.

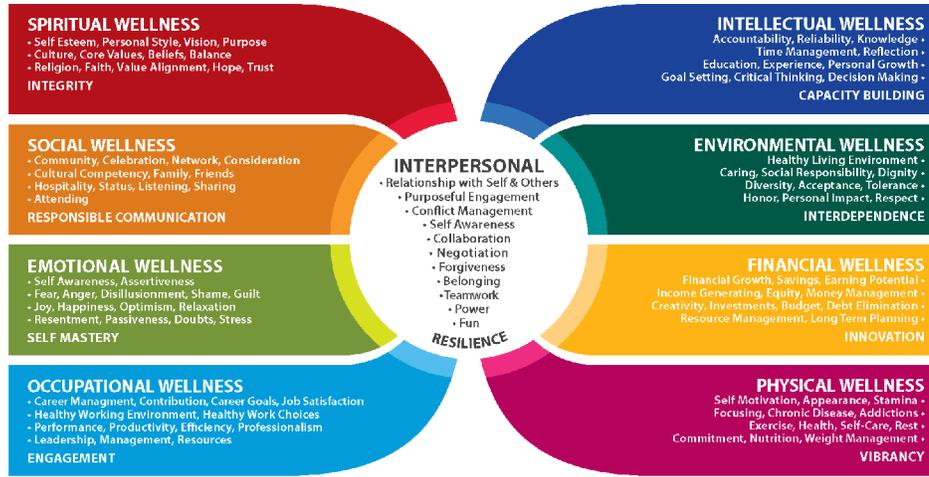


Additional sample surveys and preferences questionnaires are included on pages 21-25 for your staff wellness team to adopt and adapt as needed.



Wellness Assessment, Goal Setting, and Accountability

Wellness Improvement System Model



© Joyce Odidison

The Wellness Improvement System, developed by Joyce Odidison through Interpersonal Wellness, Inc., looks at the 8 Dimensions of Wellness and how they affect a ninth interpersonal dimension of resilience. When used at the individual level, this tool can help a person reflect on their own wellness needs. When aggregated, the tool helps schools decide where staff wellness improvements should be directed. Each dimension of wellness has components associated which are very personalized. Some will more more applicable than others for each employee.

- Using the graphic above, pick five descriptors in each dimension that you feel are most important to you and list them in the table below. For example, in Spiritual, you may choose Purpose, Balance, Trust, Personal Style, and Vision.
- For each descriptor, assess yourself using a scale of 1 - 10 (with 1 = Poor to 10 = Excellent). *Some categories in emotional wellness should be reversed scored (e.g., if you experience anger frequently, you would score yourself lower).

Remember there are no right or wrong scores. Your score reflects where you are in the current moment and will change as your life changes. Wellness is both a destination and a journey!

Spiritual	Social	Emotional*	Occupational	Intellectual	Environmental	Financial	Physical
Total =	Total =	Total =	Total =	Total =	Total =	Total =	Total =
Total/5 =	Total/5 =	Total/5 =	Total/5 =	Total/5 =	Total/5 =	Total/5 =	Total/5 =

Wellness Improvement Model Sample Scoring

Spiritual	Social	Emotional	Occupational	Intellectual	Environmental	Financial	Physical
Culture - 7	Family - 9	Assertiveness - 6	Career Mgt -3	Knowledge - 7	Diversity - 8	Savings - 7	Appearance - 7
Belief - 6	Celebration - 4	Fear - 2	Healthy Work Choices - 7	Reliability - 9	Caring - 8	Investments - 3	Rest - 5
Balance - 4	Listening - 7	Joy - 8	Productivity - 3	Education - 9	Tolerance - 9	Budget - 2	Commitment - 7
Trust - 5	Friends - 3	Stress - 8	Career Goals - 3	Goal Setting - 8	Respect - 8	Equity - 3	Nutrition - 8
Hope - 7	Sharing - 4	Optimism - 8	Contribution - 6	Reflection - 7	Dignity - 7	Debt - 6	Exercise - 7
Total = 29	Total = 27	Total = 32	Total = 22	Total = 40	Total = 40	Total = 21	Total = 34
Total / 5 = 5.8	Total / 5 = 5.4	Total / 5 = 6.4	Total / 5 = 4.4	Total / 5 = 8	Total / 5 = 8	Total / 5 = 4.2	Total / 5 = 6.8

Wellness Dimension Profile Score Ranges:

*Borderline scores may fall across multiple ranges in the continuum





Sample Questions for Wellness Program Interest Assessments

Our school is in the process of enhancing our staff wellness program to ensure all staff serving our students and families are included, as well as being intentional about adding activities connected to the eight dimensions of wellness. It is important to us that your opinions and requests are included. Please answer the following questions to help our staff wellness team in the planning process. Read the following wellness areas and rank order them from **most important** for our team to develop programming **(1)** to **least important** **(8)**.

- Emotional wellness (how you mentally feel)
- Environmental wellness (feeling safe, productive, and happy in your surroundings)
- Financial wellness (balancing expenses, savings, and income)
- Intellectual wellness (expanding knowledge and creativity)
- Occupational wellness (building talents and skills in the workplace)
- Physical wellness (taking care of your body)
- Social wellness (your relationships with others)
- Spiritual wellness (finding purpose and meaning)

How would you prefer to receive information regarding wellness activities, events and updates? (Check all that apply):

- Hard copy materials (newsletters, flyers, memos)
- Email messages from wellness coordinator/team
- Superintendent or principal's announcements
- Wellness website
- Wellness champions at my school/district site
- Staff meetings
- Staff room bulletin boards
- Social media, such as Facebook, Twitter
- Other, please specify: _____

The following are samples of wellness activities offered in other schools or companies that we could consider offering as part of our program. Please let us know your interest level for each of the following:

	Very Interested	Somewhat Interested	Not Interested
Onsite fitness, stretching, or balancing classes			
Access to employee workout room			
Incentives to bike or walk to work			
Employee challenges (walking or drinking water)			
On site health screenings			
Improved facility for breastfeeding/pumping			
Mindfulness classes			
Financial management speakers			
Weight management programs			
Individualized wellness coaching			

*Questions adapted from oeachoice.com





Sample Questions for Wellness Program Interest Assessments

Which of the following best describes your level of readiness for making health and wellbeing lifestyle and behavior changes? (Check only one answer.)

- I do not feel the need for help with my lifestyle or health
- I have been thinking about changing some of my health behaviors
- I am planning on making behavior changes in the next 30 days
- I have made some behavior changes but I still have trouble following through
- I maintain a healthy lifestyle

If our team develops different types of wellness programming available to staff, what time of day would be most convenient for you to take part in wellness program activities? (check all that apply)

- Before school/work
- During the school/work day
- Right after school/work
- During week day evenings
- Weekends

How would you prefer to engage in wellness programs and activities (check all that apply).

- Computer/virtual seminars
- In-person activities
- Competitions or team challenges
- Smartphone or mobile app
- During staff meetings
- Community classes
- Other (specify) _____
- I don't plan to participate in wellness programs at work (please tell us why): _____

Which, if any, of the following factors would motivate you to be involved in wellness programs? (Check all that apply.)

- Childcare at wellness meetings and activities
- Incentives (gift cards, food, prizes, etc.)
- Support from district and building leadership
- Encouragement from coworkers
- Employee personal health and well-being success stories
- Dedicated time during the work day for activities
- The program activities and events are relevant to my personal health needs
- Learning more about the employee wellness program
- Other, please specify: _____

Would you be interested in joining a staff wellness committee to help plan and implement a staff wellness program for your school/district?

- Yes
- No thanks

If you are interested in serving on the school/district staff wellness committee, please contact our Wellness Coordinator at _____.

If at any time, you feel you need additional support, contact 988 or your local crisis team for assistance.

*Questions adapted from oeachoice.com





Sample Wellness Audit (A)

These sample questions can be used by wellness facilitators or team members to better understand current programming offered in a district.

What ongoing wellness service offerings do you currently offer (check all that apply):

- Wellness Assessments
- Biometric Health Screening
- On-site medical clinic
- Worksite gym or gym membership discount/reimbursement
- Nutrition counseling
- Health Portal or Mobile App with wellness tools
- Annual Flu shots
- Ongoing live wellness programming
- Health education
- Employee Assistance Programs (EAP)
- Employee lounge or break room
- Opportunities for employee social events
- Diversity initiatives
- Staff appreciation events
- Retirement consultation
- Tax-deferred programs (healthcare, education, retirement)
- Tuition reimbursement
- Professional Development Leave for trainings
- Other (please specify)

Wellness offerings are available to (select one that applies best):

- All employees
- Benefit insured employees only
- All employees and spouses
- Benefit insured employees and spouses only
- All employees, spouses, retirees and/or other
- Other (please specify)

Our organization has policies that promote wellness, including (select all that apply):

- Non smoker earns benefits or rewards
- Participation in wellness programs earns benefits rewards
- Healthy outcomes (measured by annual screenings or data submitted by physician) earns benefits or rewards
- Mental Health/Wellness Days
- Diversity, Equity, and Inclusion expectations and resources
- Other (please specify)

Wellness outcomes are presented at least annually to district.

- True
- False
- Other (please specify)

Administration plays a role in wellness communications to employees.

- True
- False
- Other (please specify)

At least one individual is designated as the Wellness leader within the organization and has some control over wellness decision making and communication:

- True
- False
- Other (please specify)

Wellness program details are available for employees to access at anytime on a central employee resource (health portal, Intranet, HR/Wellness designee, printed materials):

- True
- False
- Other (please specify)

Proactive wellness communications are shared with employees:

- Never
- Quarterly
- Monthly
- Weekly
- Other (please specify)

Average annual participation in health screening among eligible employees is:

- 0%
- 1-25%
- 25-50%
- 50-75%
- 75-100%
- Other (please specify)

Average participation in online or live workshops (if applicable) is:

- 0%
- 1-25%
- 25-50%
- 50-75%
- 75-100%
- Other (please specify)

Average participation in health or life coaching services (if applicable) is: (select one most applicable option):

- 0%
- 1-25%
- 25-50%
- 50-75%
- 75-100%
- Other (please specify)

Wellness program performance success is based on (select all that apply):

- Participation among eligible staff
- Absenteeism rates
- Turnover rates
- Health insurance claims data
- Self-report
- Other (please specify)



Sample Wellness Audit (B)

Adapt this survey to assess your district or building's culture, identify needs and priorities, and begin the journey to a healthier workplace.

-Adapted from: UCR Healthy Culture Audit, University of California- Riverside

	NO	SOME-WHAT	MOSTLY	YES
Does our leadership team promote and support the health and well-being of faculty/staff in the department through participation, communication, and/or policies?				
Does our district culture encourage participation in health improvement/wellness programs on campus, online, or in the community?				
Does leadership send out at least one department-wide communication each semester about the importance of health and wellness and encouraging use of district programs and/or resources?				
Does our district communication include wellness messages or program announcements at least once a month (email, newsletter, and staff meeting)?				
Do our district bulletin boards include postings of wellness flyers and brochures?				
Does our district ensure that healthy food and beverage options (fruits, vegetables, whole grains, water) are included in all department sponsored meetings or events?				
Does our department promote that healthy food, snacks, and beverage choices be included in all celebrations, potlucks, and office activities?				
Do faculty and staff have access to a refrigerator, microwave, and hot water for storing/preparing food and beverages they bring to work?				
Are healthy snacks such as fresh fruit, vegetables, and whole grains the norm when food is shared throughout the department?				
Do most of your faculty and staff pack a healthy lunch?				
Is leadership supportive of flex work arrangements to allow faculty and staff to be physically active before, after, or during the workday?				
Is leadership supportive of allowing employees to use school facilities during non-traditional hours to promote wellness activities?				
Does our district encourage faculty and staff to participate in alternative transportation to and from campus such as walking or biking to work?				
Does our department culture encourage and support staff to be more active at work: walk during morning or afternoon breaks, take the stairs throughout the day, and get up from workstations to stretch and move around?				
Are there signs posted near elevators encouraging stair use?				
Does the district support flex time for physical activity or participating in a health improvement activity?				
Does the district orient new faculty and staff to wellness resources?				
Do managers/leadership support and promote attendance at wellness workshops and programs?				
Does our district provide social/ peer support groups around health and well-being?				



Sample Wellness Audit (C)

Some facilitators prefer to use open-ended questions with administrators to better understand the district's wellness programming strengths and needs.

What kinds of staff wellness activities are already happening at your school and through the district?

- Which have been successful (and not) and why?
- How and how often are wellness resources communicated to staff?
- Are all staff included (teaching, administrators, transportation, food service, etc.), or are certain groups given priority?

What would the staff say about employee morale? Is it better or worse since last year and why?

Are you concerned about employee turnover? Why or why not?

How would you describe and rate the communication between the following groups? Does it benefit all parties or just one side?

- District leadership and staff
- District leadership and school leadership
- School leadership and staff
- Staff collectively

In what ways does your school culture promote trust between:

- Leadership and staff?
- Between staff?

How are successful teamwork activities promoted or recognized?

- When issues arise, how successful are staff in addressing the conflicts without leadership involvement?

What activities are currently in place to promote staff safety (violence, environment, health, inclusive and anti-oppressive practices, etc.)?

- What could be improved?

How does the school currently support staff in achieving and reflecting upon their purpose?

- What ways are staff recognized for their achievements and service?
- What else could be considered?

What opportunities are available to staff to support their ongoing growth and professional development?

- Are these available to all staff or just certain groups?
- What else could be considered?

Chapter 4: Developing and Implementing a Plan:

Being Intentional in Creating Staff Wellness Activities

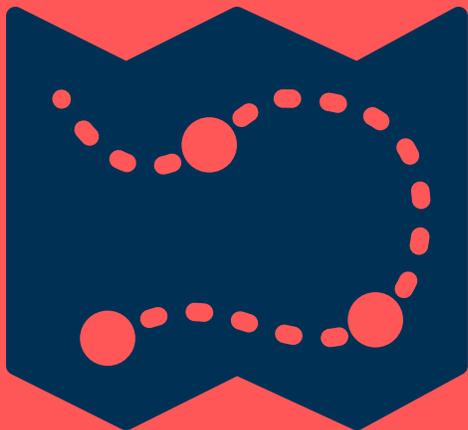


Developing and Implementing a Plan

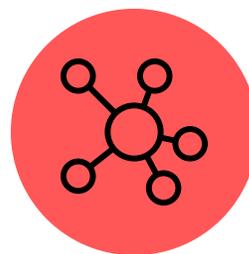


After obtaining feedback and data from your staff, human resources, and district administration, staff wellness teams should be intentional about creating activities that align with the vision and needs of your staff. Programming should include resources and information for individuals to utilize on a personal level as well as activities, policies, and supports to integrate school-wide. Additional resources are included in this manual to support individual goal setting, team planning, and outlining your plans. Wellness plans can be developed annually, quarterly, or monthly. Some schools prioritize activities associated with a different wellness domain each month and others choose to focus on one each quarter.

PLANNING TIPS:



Consider both short-term and long-term goals. Activities and resources should be meaningful and sustainable.



Integrate diversity and inclusion when planning activities. Staff across your school have different abilities, interests, and preferences.



Communicate your plan and resources in multiples ways and often. Use flyers, emails, announcements, and social media to connect with staff.

Staff Wellness Planning Worksheet



Members Present:

Team Vision for Staff Wellness:

What will look different/how will you know your vision is being met?

Based on survey and audit details, outline at least three goals you plan to accomplish as a team on the pages below.

- 1.
- 2.
- 3.

Goal:

When do you hope to accomplish this goal?

How will you know this is successful?

Which of the 8 dimensions or competencies align with this goal?

- Spiritual/Integrity
- Social/Responsible Communication
- Emotional/Self-Mastery
- Financial/Innovation
- Occupational/Engagement
- Intellectual/Capacity Building
- Environmental/Interdependence
- Physical/Vibrancy

Brainstorm a variety of options to meet this goal:

-
-
-
-
-
-

Of these:

Which align best with the employees' needs?

Which makes sense based on school/district culture?

Which are sustainable?

Which will make the greatest impact?

Action Steps:

Who	What	By When



Sample School Staff Wellness Annual Plan

Wellness Team: Principal, HR Director, Wellness Coordinator, Social Worker, Art Teacher, Cafeteria Manager, Intervention Specialist, Speech Therapist, Class Para

Month	Dimension/ Competency	Scheduled Activities	Staff Lead
Aug	Occupational & Engagement	<ul style="list-style-type: none"> Staff Wellness 101 Professional Development Day Wellness Screenings/WIS Individual Goal Setting (will collect cards and put in mailbox in 6 weeks) 	HR Director/ Wellness Coordinator
Sept	Wellness 101	<ul style="list-style-type: none"> Student/Staff Wellness Overview in 1st period classes to learn self-regulating tips and district resources PTO Appreciation Dinner for staff during open house Recovery Month IT Professional Day (21st) 	Wellness Coordinator PTO President
Oct	Financial & Innovation	<ul style="list-style-type: none"> Open enrollment Staff Wellness Fair (morning of PD Day) to learn about EAP, insurance options, retirement planning providers, community resources, HSA, etc NAMI Walk/Run School Custodian Appreciation Day (2nd) 	Benefits Coordinator EAP Director
Nov	Spiritual & Integrity	<ul style="list-style-type: none"> 30 Days of Gratitude Bulletin Board Veteran's Day, Staff and Family Recognition School Psychologist Week (7th-11th) 	Art Teacher
Dec	Spiritual & Integrity	<ul style="list-style-type: none"> Door Decorating Contest Cookie Exchange What's Your Purpose Activity in staff meeting Special Education Day (2nd) 	Cafeteria Manager Principal



Sample School Staff Wellness Annual Plan

Wellness Team: Principal, HR Director, Wellness Coordinator, Social Worker, Art Teacher, Cafeteria Manager, Intervention Specialist, Speech Therapist, Class Para

Month	Dimension/ Competency	Scheduled Activities	Staff Lead
Jan	Physical & Vibrancy	<ul style="list-style-type: none"> Announce discounts at local businesses (YMCA, Planet Fitness, etc). Accountability Challenge (set your own goal with your team) Law Enforcement (SRO) Appreciation Day (9th) Board Appreciation Month 	Wellness Coordinator
Feb	Social & Responsible Communication	<ul style="list-style-type: none"> Random Acts of Kindness Month Activities Black History in Education Activities PTO/Community Foundation Staff Appreciation Breakfast School Bus Driver Appreciation Day (22nd) School Counseling Week (7th-11th) 	Speech Therapist
Mar	Intellectual & Capacity Building	<ul style="list-style-type: none"> Book Club Groups Group Discount to Local Theater Production Maintenance Worker Day (4th) School Social Worker Week (8th-12th) 	Wellness Coordinator
April	Environmental & Inter-dependence	<ul style="list-style-type: none"> Spring Cleaning Day School Librarian Appreciation Day (4th) Paraprofessional Appreciation Day (6th) Administrative Professionals Day (27th) National Asst Principal Week (4th-8th) Volunteer Appreciation Week (18th-22nd) 	Intervention Specialist
May	Emotional & Self Mastery	<ul style="list-style-type: none"> Mental Health Month - Activities every Friday Spring Cleaning Day Principal's Day (1st) Teacher Appreciation Week (2nd-6th) School Lunch Hero Day (6th) Speech Pathologist Day (18th) 	Social Worker



Sample School Staff Wellness Monthly Plan Month _____

Wellness Team: Vicki (Assistant Principal), Mitch (HR Admin Assistant), Hope (Wellness Coordinator), Jamal (Counselor), Annette (Crossing Guard Lead), Holly (Bus Driver), Will (English Teacher), Skip (Occupational Therapist), Ed (PTO VP)

Activity	Dimension/ Competency	Action Steps/ Team Member	Time Frame	Resources Needed
Wellness Accountability Challenge	Individual's Choice	<ul style="list-style-type: none"> • Create flyer and challenge rules (Will) • Coordinate accountability teams and track progress (Mitch) • Send weekly email updates (Mitch) • Purchase trophies from local dollar store (Vicki) • Announce winners during end of quarter staff meeting (Skip) 	<ul style="list-style-type: none"> • Announce activity end of second quarter. • Challenge will take place for 9 weeks 	<ul style="list-style-type: none"> • Flyers to hang in lounge and restrooms. • Mini trophies
Staff Bulletin Boards	Social & Responsible Communication Spiritual & Integrity	<ul style="list-style-type: none"> • Update staff lounge bulletin board to share gratitude announcements (Annette) • Update birthday and work anniversary announcements (Jamal) • Update joke of the week on Mondays (Hope) 	<ul style="list-style-type: none"> • Monthly updates to be completed by the 1st of the month. • Jokes to be posted by 8am on Monday 	<ul style="list-style-type: none"> • Cut outs for staff to share message of gratitude toward one another.
School Bus Driver Appreciation Week	Social & Responsible Communication Spiritual & Integrity	<ul style="list-style-type: none"> • Arrange for donuts on Monday (Ed) • Student appreciation chants on Friday at dismissal (Hope) • Highlight a bus driver each day in the morning announcements and family email (Mitch) 	<ul style="list-style-type: none"> • Activities will take place during the week of Feb 22nd 	<ul style="list-style-type: none"> • Donuts in the driver's break room
Staff Appreciation Day UT Basketball Game	Social & Responsible Communication Spiritual & Integrity	<ul style="list-style-type: none"> • Reach out to box office for bulk ticket pricing (Annette) • Organize ticket sign up (Vicki) • Purchase and distribute tickets (Vicki) • Arrange for announcement at the game (Annette) 	<ul style="list-style-type: none"> • Announce event at least four weeks in advance. • Cut of ticket requests 1 week before event. 	<ul style="list-style-type: none"> • Discounted bulk ticket package



Have all appropriate levels of administration approved the plan?



Did you plan for buy-in from all roles of staff?



Do activities represent staff preferences, goals, and needs?



Do you offer diverse activities to ensure all groups feel welcomed to participate?



Have you considered other partners to make your event more successful (EAP, PTO, Community Orgs, etc.)?



What resources are needed for successful implementation?



What communication strategies will be used to promote your plan?



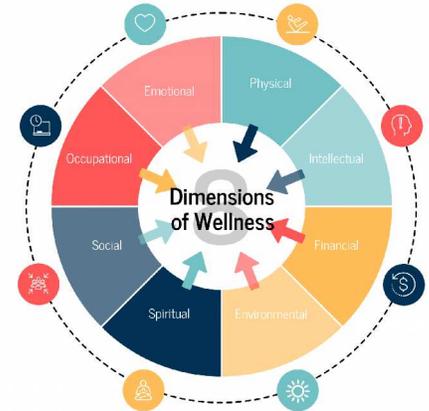
How will you obtain feedback and measure success?

Staff Wellness Planning Considerations

Individual Goal Setting and Accountability Guide

Goal Setting

Whether you want to learn a new skill or end a bad habit, a good goal should be SMART: Specific, Measurable, Attainable, Relevant, and Time-bound. For example, don't set "lose weight" as a goal, instead focus on specific components like "eat one healthy meal every day" or "join a gym and attend 3 times a week." Once you have set a SMART goal, you can plan the steps you need to take to reach it. Make a list and cross off the accomplishment as you achieve them!



SMART Goals



S- Specific

Are your goals sharply focused and specific?



M- Measurable

How will you know that you are making progress?



A- Attainable

Is it possible for you to achieve your goals in a reasonable timeframe?



R- Relevant

Does your goal mean something to you? Does it align with your values?



T- Time-based

What's your deadline for completing your goal? Set a date!

SMART Goal examples

- Increase your **Physical Wellness**- Walk 30 minutes a day, 5 days a week for the next three months.
- Focus on **Occupational Wellness**- increase your professional visibility by sharing one suggestion or idea in staff meetings.
- Improve your **Emotional Wellness**- start a gratitude journal and write down one thing you are grateful for each day for a month.
- Sharpen your **Intellectual Wellness**- Learn a new language. By committing to study for one hour every day and you might have conversational fluency in a year!
- Work on **Financial Wellness**- Commit to setting aside money every pay period, either for savings or to pay down a debt.
- Consider your **Environmental Wellness**- make a plan to deep-clean one room of your house each week.
- Think about **Spiritual Wellness**- Commit to taking 30 minutes everyday to practice mindfulness, reflect on your beliefs, or your purpose and priorities.
- Turn up your **Social Wellness**- Resolve to turn off social media after 5pm one day a week and instead connect with family or friends in real life.



Goal Setting and Accountability Guide

Find an Accountability Buddy!

Are you hoping to start something new or get rid of a bad habit? Having an accountability buddy will help you stay focused on your goal and succeed. There's even a 2018 study from North Carolina State University that found that people who participated in a weight-loss program with a buddy lost more weight and waist inches than those who did it alone (Dailey et al., 2018).

An accountability buddy could be a friend, family member, or colleague who has a similar goal. Work with them to develop a plan to meet regularly. Your accountability buddy can join you in accomplishing the steps toward your goal or be a cheerleader on the sidelines.

A good accountability buddy is all about positive "peer pressure" and focusing on behavior, not successes or failures. So instead of nagging about a missed workout class, a good accountability buddy will help you figure out ways to make sure you make it to the next one!

Not interested in finding an accountability buddy? Be your own! Make a public commitment to your goal on social media and track your progress there. Use apps and calendar reminders to help you with accountability and encouragement. Using your bathroom mirror and dry erase markers can also allow you to leave yourself messages and weekly goals for success.



Pivot!!!

Sometimes plans don't work out and goals need to be reset. Maybe it's because your situation has changed and you need to focus on an unexpected challenge at work, or maybe reaching your goal has turned out to be harder than you expected, or maybe you've realized that your goal isn't as important as you thought it was. Whatever the reason, it's ok to change your plans.

Rethink your goal

- Do you need to change your goal so it's better aligned with your values?
- Is your goal too ambitious? Can you break it down in to smaller parts and focus on achieving one of those?
- Did you discover a new goal while working on this one?
- It's ok to make a change!

Change your outlook!

- If you don't make it to your goal, focus on what you have achieved!
- What steps toward your goal have you accomplished?
- What new skills have you gained?
- What strengths have you discovered?
- These are all things to celebrate!

Revise your timeline

- Were you too ambitious? Do you need more time to get to your goal?
- Would it help to take a break and restart working toward your goal in a few days or weeks?
- Are there skills you need to gain before you can achieve your goal? Make a new plan to focus on gaining them.

Celebrate Success!

1 CELEBRATING, NOT REWARDING

Celebrating a success and giving yourself a reward are different things.

A reward means that you have reached the end of a journey, a celebration is about appreciating the journey!

Rewards are fun, but celebrations encourage you to keep going!

2 FIND A HEALTHY WAY TO CELEBRATE

Celebrate your success with something that nurtures you.

Look at the process, not just the goal, and acknowledge all that you've achieved!

Celebrate with others, especially your accountability buddy!

Did someone help you along the way to success? Remember to thank them!

3 BE IN THE MOMENT

Take some time to reflect on your accomplishment and recharge.

Think about what this journey has taught you.

What skills did you gain, what strengths did you use, what growth edges did you find?

4 PLAN YOUR NEXT GOAL

Think about what you have learned from meeting this goal. How will that inform your next goal?

What will you do differently next time?

Where have you gained confidence?

Get working on your next goal!



Wellness Assessment, Goal Setting, and Accountability

Now that you have assessed your wellness across all of the areas, what stood out to you? Was there something you would want and are ready to change? Take some time to set a **SMART** goal, one that is **Specific, Measurable, Attainable, Relevant, and Time-bound**.

Be sure to:

- Develop small and manageable steps
- Celebrate the successes along the way
- Pivot if progress isn't working as you had hoped
- Ask for help and support from those around you.

My goal is:

The steps I need to take to accomplish my goal are:

Step:	Complete By:

People or groups that can support me are:

I will know I have reached my goal when:

Chapter 5: Wellness Dimensions & Competencies Tip Sheets

Resources for Individual and School-Wide Activities





VIBRANCY

Physical Wellness is more than eating better and working out, it is anything that makes your body work and feel better. For some people, that might mean attending weekly yoga classes and eating plant-based diets. For others, scheduling an overdue dentist appointment, creating a bedtime routine that helps them get better sleep, or reducing alcohol consumption each week supports their goals. Making choices that help your body feel good and reducing the things that wear it out are the best first steps toward achieving optimal physical wellness and improving your quality of life. This resource will provide recommendations for physical wellness, but all employees should consult with a medical professional prior to engaging in any new behaviors or programs.

Elements of Physical Wellness

- Self Motivation, Appearance, Stamina
- Focusing, Chronic Disease, Addictions
- Exercise, Health, Self-Care, Rest
- Commitment, Nutrition

Connections to Vibrancy

- Enthusiasm and Excitement
- Contagious Positive Energy
- Activity
- Rejuvenation



What Employees Can Do:

Nutrition

Do you have access to fresh, healthy food? If not, there might be local food pantries or farmers markets that can help you round out your grocery shopping.

Do you try to vary your diet and make sure fruits and vegetables are a part of every meal? Look online for new recipes or nutrition apps or share recipes with family or friends.

Physical Activity

Increasing your physical activity can be as simple as parking further from the building or taking the stairs. Use an activity tracker or step counter to see how much you move in a day. See if you can increase your movement or steps every week! Find an accountability partner to keep you motivated.

Sleep

Try to go to sleep and wake up at the same time; regular habits lead to better sleep. Late night thoughts keeping you up? Try journaling before going to bed. Writing in a night journal can help you put your day to bed by resolving feelings, helping you to make plans, and reminding yourself of successes.

Alcohol, Tobacco, and Other Drugs

If you are struggling with alcohol, tobacco, or other substances, find a support group as others can help. Ask if your district has an EAP (Employee Assistance Program), as it might offer programs and resources for reducing alcohol, tobacco or other substance use.

SAMHSA's National Helpline – 1-800-662-HELP (4357) (also known as the Treatment Referral Routing Service) or TTY: 1-800-487-4889 is a confidential, free, 24-hour-a-day, 365-day-a-year, information service, in English and Spanish, for individuals and family members facing mental and/or substance use disorders. This service provides referrals to local treatment facilities, support groups, and community-based organizations. Callers can also order free publications and other information.

Prevention

Remember to have yearly checkups, both with your doctors and dentist. Seatbelts, bike helmets, smoke detectors, and carbon monoxide detectors are all ways to practice prevention. Be sure to check batteries and update based on the manufacturer's recommendations.

PHYSICAL WELLNESS

What Districts Can Do

Physical Wellness has many aspects including nutrition, activity, sleep, alcohol, tobacco, or other substance use, medication safety, and prevention. While some people might focus on their Physical Wellness by signing up for a weight loss program or training for a 5K, others might find those activities off-putting or physically impossible. When designing Physical Wellness programs, it is important to include varied and inclusive options for people of all physical abilities and preferences.

Resources for the district

- Provide ideas for being physically active throughout the school day based on role and duties
- Schedule physical activity breaks during staff meetings
- Encourage scheduled physical breaks throughout the day (stretching, standing, etc.) that can be completed with or without students
- Develop a map with distance markers for safe indoor and outdoor walking routes for staff and students
- Offer health education and awareness or activities tailored to the needs and interests of staff
- Conduct free or low-cost on-site health risk assessments and health screenings
- Coordinate First Aid/CPR/AED training, annual flu shots, and/or tobacco cessation efforts
- Offer healthy food and beverage choices at staff meetings and in vending machines
- Present “lunch and learn” sessions on wellness topics that can be watched anytime
- Partner with school staff to host fitness-related community events
- Consider offering reimbursement for all or part of employee gym memberships
- Offer an EAP (Employee Assistance Program) and share information about the program on a regular basis so employees are aware of the benefit

Helpful Links:



- This resource from the USDA can help you pick a healthy dinner, figure out if something in your fridge has expired, whether a supplement is safe for you, and lots more: <https://www.nutrition.gov/topics/basic-nutrition/online-tools/food-and-nutrition-apps-and-blogs>
- Need a nutrition app? This list from Kaiser Permanente helps you find one that will meet your needs: <https://wa-health.kaiserpermanente.org/best-diet-apps/>
- National Institutes of Health Physical Wellness Toolkit: <https://www.nih.gov/health-information/physical-wellness-toolkit-more-resources>
- National Institutes of Health Disease Prevention Toolkit: <https://www.nih.gov/health-information/disease-prevention-toolkit>
- 10 Best Sleep Apps Of 2020 For iPhone And Android: <https://www.womenshealthmag.com/health/g27045304/best-sleep-apps/>
- Three Bedtime Reflection Routines that Will Help You Sleep: <https://www.psychologytoday.com/us/blog/confessions-techie/201409/three-bedtime-reflection-routines-will-help-you-sleep>



CAPACITY BUILDING

Intellectual Wellness is most often framed as being open to new ideas, thinking critically, and finding ways to learn and be creative. Intellectual Wellness is important because expanding skills and knowledge can help people live a stimulating and successful life and can also help create a work-life balance. Staff who have focused on developing their Intellectual Wellness might be better positioned for advancement or new careers in the event of job changes or restructuring. Intellectual wellness can create connections between people, encourages a balanced and fulfilling life, and helps us all become more well-rounded. People are naturally pursuing Intellectual Wellness when they value creativity, curiosity, and lifelong learning! Ask yourself:

- Are you open to new ideas?
- Do you seek personal growth by learning new skills?
- Do you look for ways to use creativity?
- Do you search for learning opportunities?
- Do you look for opportunities to share your knowledge with others?

Elements of Intellectual Wellness

- Accountability, Reliability, Knowledge
- Time Management, Reflection
- Education, Experience, Personal Growth
- Goal Setting, Critical Thinking, Decision Making

Connections to Capacity Building

- Life-long learning
- Openness to try new skills or approaches
- Striving to meet full potential
- Learning with and from colleagues



What Employees Can Do:

Education

Explore technical schools, colleges or universities (including online options) that offer classes or training in areas of interest. Consider courses that will help you with a current or future job, as well as courses to take for a personal goal or hobby. Public libraries, community centers, and congregations may offer skills training courses such as writing, sign language, conversational Spanish, or blogging.

Libraries not only give you free access to books, magazines, movies, and games, they also are often great resources for free community events, book groups, educational workshops, and makerspace opportunities.

Brain Exercises

Keep your mind sharp by playing brain games, mind teasers, or other memory-enhancing games. Subscribe to your local newspaper or read it free online.

Have a conversation! Befriend people who can stimulate your mind, help you think critically, and engage in discussion on topics that interest you.

Personal Interests

Consider teaching a class or leading a workshop based on your own skills, knowledge, or experience. If you are interested in family history, start a genealogy project to discover your roots and create stronger connections to your family.

INTELLECTUAL WELLNESS

What Districts Can Do

Intellectual Wellness programs offer staff the opportunity to pursue their personal and professional interests. Varied activities can help grow employees' knowledge, skills, and confidence. Intellectually healthy employees bring innovation, diversity of ideas, cross disciplinary skills, and intellectual depth to their work. Intellectual Wellness programs can include opportunities for continuing education, cross-training, crafting, trivia nights, book clubs, or attending community performances. Internal capacity is also enhanced when staff have opportunities to learn from their own colleagues.

Resources for the District

When considering Intellectual Wellness programs, it is important to keep equity and diversity in mind as individual preferences for what is considered stimulating or engaging will vary amongst your staff.

As a district, you can encourage intellectual wellness by:

- Encouraging and rewarding cross-training
- Offering tuition reimbursement options
- Promoting information about conferences, trainings, and other enrichment activities
- Offering incentives for completion of certifications and college degrees
- Providing a community events link on your website or employee newsletter
- Offering trainings in time management and organization
- Providing space for hobby and social groups to meet

Helpful Links:



Activity Ideas

- The Best Free Language-Learning Apps for 2021: [pcmag.com/picks/the-best-free-language-learning-apps](https://www.pcmag.com/picks/the-best-free-language-learning-apps)
- Brain Games: www.alzheimers.net/11-5-14-brain-training-games
- Try StoryCorps, where you can listen to people's stories and record your own: www.storycorps.org
- Deepen your conversations and connect with others: www.nytimes.com/2020/11/19/opinion/nine-nonobvious-ways-to-have-deeper-conversations.html
- Find a new book to read: www.thegreatestbooks.org, www.whatshouldireadnext.com
- Become a Citizen Scientist and help make new discoveries: www.citizen-science.org, www.zooniverse.org
- Help with genealogy projects from around the world: www.familysearch.org/indexing
- Share your specialized knowledge with the world by becoming a Wikipedia editor: [wikipedia.com](https://www.wikipedia.com)
- Teach others how to do things by creating online How-To's: www.instructables.com
- How to Learn Something New Every Day and Stay Smart: <https://www.lifehack.org/articles/featured/learn-something-new-every-day.html>

Further Reading

- Tips on Improving Intellectual Wellness: www.utoledo.edu/offices/rocketwellness/docs/Tips%20on%20Improving%20Intellectual%20Wellness.pdf
- Washington State University Health Sciences Spokane: www.spokane.wsu.edu
- 12 Proven Ways To Increase Your Intellectual Wellness: www.lifehack.org/901865/boost-intellectual-wellness
- Join the Fresh Start Challenge! 10 ideas from the New York Times to create a fresh start in your life: www.nytimes.com/live/2021/well-fresh-start-challenge



INNOVATION

Financial Wellness is more than making sure there is money in your bank account. It is making sure that the ratios between your income, debt, and savings are appropriate for your long-term goals, while also allowing you to be satisfied with your current financial situation. It also means working to make sure you are financially literate and connecting with professionals that can help you make the right financial decisions. This includes understanding options for paying off debt, including school loans, saving for the future, and budgeting on a weekly or monthly level.

Elements of Financial Wellness

- Financial Growth, Savings, Earning Potential
- Income Generating, Equity, Money Management
- Creativity, Investments, Budget, Debt Elimination
- Resource Management, Long Term Planning

Connections to Innovation

- Planning
- Thinking Expansively
- Financial Strength, Independence
- Transformation



What Employees Can Do:

Increase your opportunities to earn

- Talk with the district about tuition reimbursement programs so you can go back to school or enroll in a training program that can expand your skill sets and increase your earning potential
- Automate your savings- set up an automatic deposit or transfer into your savings account, or look into apps that round up purchases and put the extra into savings
- Take advantage of tax credits and employee programs for retirement, dependent education, and healthcare

Start thinking about retirement early

- Automate retirement savings- even a small monthly amount will add up
- Ask for advice- many district offer financial advisors and other resources for retirement planning

Be aware of how you spend your money

- Create and follow a budget
- Set up alerts for checking account usage and withdrawals
- Plan and save for major purchases
- Start saving for an emergency fund
- Work with a non-profit that specializes in debt consolidation and budgeting classes to improve your financial ratios
- Check your credit report annually for errors
- Consider setting up a credit freeze to stop others from opening credit cards in your name

FINANCIAL WELLNESS

What Districts Can Do

Financial Wellness is a fundamental part of overall wellness. When employees are financially healthy, they feel that they are valued and better able to focus on work and achievement. Financially healthy employees have long-term goals that can bring stability, expertise, and far-sited innovation to their jobs. Research studies have concluded that financial stress of employees impacts absenteeism, tardiness, and long-term health issues (Sanchez-Gomez M., et al, 2021). The following recommendations are for informational purposes and are not intended to serve as an employment contract, employee benefit, or condition of employment.

Resources for the District:

As a district, you can encourage Financial Wellness by:

- Offering a range of tax-saving benefits including Health Savings Accounts, College Savings Accounts, disability and life insurance
- Creating and managing a Sick Leave Bank for employee use and share
- Working with local banks, credit unions, and community agencies to conduct financial literacy programming
- Reviewing options for various retirement plans and group supplemental options, and advocating for tax-deferred options for retirement, healthcare, and education expenses
- Expanding EAP services to include financial literacy programming and support
- Sending out annual reminders to employees to check their credit reports
- Being transparent about the financial health of the district
- Partnering with local business and organizations to offer employee discounts for goods and services

Helpful Links:

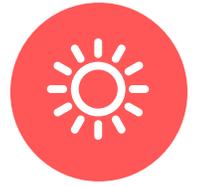
Explore the basics here:

- Financial Wellness Is Critical To Your Overall Health - And Financial Literacy Is The Key: www.forbes.com/sites/lizfrazierpeck/2022/01/19/financial-wellness-is-critical-to-your-overall-health-and-financial-literacy-is-the-key/?sh=3e63579b2cdc
- www.financialhealthinstitute.org/learn/financial-health/
- A female-focused perspective can be found here: www.ellevest.com/magazine/personal-finance/financial-wellness-guide
- How Employers Can Support the Financial Wellness of Their Employees: www.forbes.com/sites/forbesbusinesscouncil/2021/08/16/how-employers-can-support-the-financial-wellness-of-their-employees/?sh=2f3fa5307674

Additional Resources:

- If you are member of a public retirement system (PERS, SERS, STRS), be sure to check their websites for resources, webinars, and support
- NerdWallet for objective financial advice and helpful tools: www.nerdwallet.com
- Annual Credit Reports: www.annualcreditreport.com
- Credit Report information from the US Government: www.usa.gov/credit-reports
- 12 Things You Need to Know About Financial Statements from Investopedia: www.investopedia.com/articles/basics/06/financialreporting.asp





INTERDEPENDENCE

Environmental Wellness in school settings is often thought of as occupying spaces that stimulate your wellbeing and promote learning, growth, and relaxation. Fundamentally, it starts with having access to clean air, food, and water, and then builds into thinking of ways to preserve, protect, and enhance the resources around you. When you are environmentally well, you are finding balance with the living world, your local community, and yourself. Goals in Environmental Wellness could include using less paper, decluttering your workspace, recycling more, eating plant-based foods, installing geothermal heating, or biking or carpooling to work. Small details such as adding plants to your living and work spaces, spending more time outside, and being conscious of energy use can also make a difference. Recognizing your connection to the environment you live and work in allows you to find ways to create positive differences in your community and yourself.

Elements of Environmental Wellness

- Healthy Living Environment
- Caring, Social Responsibility, Dignity
- Diversity, Acceptance, Tolerance
- Personal Impact, Respect

Connections to Interdependence

- Harmony with all living things
- Giving more than taking
- Building beneficial relationships



What Employees Can Do:

- Turn off the lights, reduce water usage and food waste, conserve resources where you can
- Consolidate trips and minimize the amount you have to drive, especially in areas with bike paths, public transportation and good car-pooling resources
- Reuse and recycle
- Don't wait to move classrooms before deciding to declutter, consider checking out some of the bestselling book and blogs for ideas of where to start
- Get outside when you can
- Make sure that your home is welcoming and calming by decluttering, cleaning, and opening windows and curtains to improve light and air-flow
- Contact your utility company about an energy audit which is a free assesment of your current home energy usage and suggestions to improve it

ENVIROMENTAL WELLNESS

What Districts Can Do

Environmental Wellness encourages looking at how students, staff, buildings, and districts connect with, and impact, the larger world. Districts should consider Environmental Wellness as a way to make informed and sustainable purchasing decisions, focus on reducing waste, and increase the longevity of equipment. Environmental Wellness encourages the creation of welcoming and usable spaces and should be one of the guiding goals of facilities, maintenance, and food service teams. By connecting district's choices to their larger community and environmental impact, their true costs and benefits can be seen.

Resources for the District

- Conduct regular environmental surveys of buildings to assess what repairs need to be made, where cleanups need to happen, and where outside spaces can be made usable for staff and students
- Replace inefficient appliances with Energy Star rated options
- Maintain a safe environment (inside and out) by ensuring areas are properly cleaned, maintained, and ventilated
- Assess all employees' needs for their workspace. In older buildings, make sure to budget for fans, heaters, air purifiers, etc.
- Provide recycling tools, resources, and processes to share unwanted items
- Engage in composting for food waste on site or by partnering with a local organization
- Create spaces designed to promote focus or calming based on the needs of the room, students, and staff
- Ensure ample budgets for organization systems to minimize clutter
- Place tables outdoors for staff lunches where appropriate
- Encourage walking field trips and classroom activities that take staff and students outdoors
- Explore LEED (Leadership in Energy and Environmental Design) Certification when planning new buildings

Helpful Links:

- National Institutes of Health Environmental Wellness Toolkit: www.nih.gov/health-information/environmental-wellness-toolkit
- The US Department of Energy has lots of resources for reducing energy consumption: www.energy.gov
- Find Energy Star information here: www.energystar.gov
- 30 Remarkable Ways to Go Green at Workplace: www.conserve-energy-future.com/remarkable-ways-to-go-green-at-workplace.php
- Information on LEED Certification: www.usgbc.org/leed





INTEGRITY

Spiritual Wellness is often one of the most misunderstood components of the wellness framework as the work encompasses more than traditional definitions connected to faith groups or religion. Spiritual wellness is purposely broad to ensure inclusivity of everyone's values and beliefs. The goal is to allow for you to find purpose, have meaning, and develop an appreciation for life and natural forces. Spiritually healthy individuals find meaning in their lives and work to live in a way consistent with their values. When staff are spiritually healthy, they are resilient and better able to recover from work and personal challenges. They also learn to appreciate differences and gain tolerance and respect for others. Spiritual wellness often incorporates activities that allow for deep reflection, grounding and balance, and self-regulation.

Elements of Spiritual Wellness

- Self Esteem, Personal Style, Vision, Purpose
- Culture, Core Values, Beliefs, Balance
- Religion, Faith, Value Alignment, Hope, Trust

Connections to Integrity

- Reputation, Responsibility
- Accountability
- Honesty with self and others



What Employees Can Do:

- Engage in self-reflection practices- gritudes, affirmations, journaling, etc.
- Connect with nature by getting outside
- Find a spiritual community
- Engage in self-compassion and forgiveness
- Volunteer
- Make reflection time a regular part of your day as it have been found to combat depression, anxiety, and fatigue
- Learn about others' religious or spiritual practices by attending events, festivals, conferences, and places of worship
- Do grounding activities as you transition throughout your day, such as focusing on your breath or the way your feet feel in your shoes

SPIRITUAL WELLNESS

What Districts Can Do

Spiritual Wellness allows school staff to find and reflect on their purpose for working in their respective professions and environments. Districts can create opportunities for individuals and groups to be reminded of this by highlighting the work of each other and devoting space and time for moments of gratitude and reflection. Being intentional with recognition systems, modeling grounding activities with students, and being conscientious to take the time to learn about others' beliefs and values all contribute to a healthy and resilient workplace.

Resources for the District:

- Start your staff meetings with activities that regulate emotions and help staff focus on the present
- Review policies to ensure that those who identify as religious minorities are not penalized for taking religiously significant days off
- Build a recognition system into your workspaces that highlights the many successes of your staff and reminds others of their purpose
- Create opportunities in staff meetings, newsletters, and other media forms to educate and highlight cultural, religious, and spiritual norms across diverse populations
- Organize an optional district-wide day of service
- Integrate a purpose challenge for students and/or staff (link below)

Helpful Links:



- How Spiritual Wellness Unlocks Creativity and Resourcefulness: <https://www.betterup.com/blog/what-is-spiritual-wellness-and-why-is-it-so-important>
- World Day for Cultural Diversity for Dialogue and Development: <https://www.un.org/en/observances/cultural-diversity-day>
- Spiritual Wellness: The Importance of Hope, Connection and Purpose: www.militaryonesource.mil/national-guard/psychological-health-program/spiritual-wellness/
- Self-Care: Connecting with Teachers Through Spiritual Wellness: www.participatelearning.com/blog/self-care-spiritual-well-being/
- The Purpose Challenge: https://purposechallenge.org/?_ga=2.209180950.589480422.1661883281-1266980874.1661883281



RESPONSIBLE COMMUNICATION

Social Wellness includes having healthy, nurturing, and supportive relationships with friends, coworkers, family, and in the community as well as taking a general interest in the well-being of others. A strong support systems can boost one's sense of purpose both in and out of the workplace. Socially healthy individuals enjoy caring for others and are usually open to allowing others to care for them. People who have healthy relationships and strong social networks tend to live longer and respond better to stress, they are also able to balance social, employment, and personal responsibilities and create positive boundaries in friendships and relationships (Southwick et al.,2005).

Social wellness in the workplace promotes team building, knowing how and when to best ask for help, trust, and camaraderie. It allows staff to get to know each other above and beyond their workplace duties which also promotes an appreciation for different values, backgrounds, and experiences.

Elements of Social Wellness

- Community, Celebration, Network, Consideration
- Cultural Competency, Family, Friends
- Hospitality, Status, Listening, Sharing, Attending

Connections to Responsible Communication

- Listening to understand, not respond
- Asking for what you need and setting boundaries
- Supporting others and knowing when to intervene and help



What Employees Can Do:

- Are you an introvert, extrovert, or a mixture of the two? Think about what level of social interaction feels right to you and don't be afraid to say no (or yes) to things!
- Pick up the phone and call or video chat with a friend or family member. Make the effort to stay connected with the people who support you
- Engage in group hobbies or activities
- Invite a team member to eat lunch with you or go to a staff lounge instead of staying at your desk
- Create an after-school team for a favorite activity such as softball, trivia, or a walking club
- Build social time into your schedule and budget
- Be open to meeting new people
- Join a new group, either face-to-face or online
- Always remember that there is a difference between being lonely and being alone

SOCIAL WELLNESS

What Districts Can Do

Social Wellness helps staff feel connected to peers and leaders and creates an overall sense of belonging to, and investment in, the workplace. Social Wellness increases employee engagement and satisfaction and helps with employee retention. When people feel connected to the people they work with they are happier. Socially well employees have a sincere interest in the people they work with and are motivated to help them succeed. Social Wellness doesn't mean that employees have to spend all their free time together or even form close friendships, but it does mean creating a workplace where people are caring and treat each other with respect, kindness, and dignity.

Resources for the District:

- Ask employees what they want! Survey your staff to see what kinds of social events they are interested in
- Organize staff events for individuals and their families to get together for a common interest
- Arrange for staff to get to know each other during meetings to build trust and appreciation for each others' differences and strengths
- Create events that happen both during, and after, the school day
- Create an internal online staff directory with pictures and interesting information
- Recruit diverse staff
- Celebrate birthdays, discipline-specific awareness weeks, employment milestones, and workplace achievements
- Create gathering places and social spots in your buildings, semi-private places where staff can come together to talk, connect, and share

Helpful Links:

- National Institutes of Health Social Wellness Toolkit: www.nih.gov/health-information/social-wellness-toolkit
- What is Social Health? A Pillar of Wellness Workers Need Now: <https://info.totalwellnesshealth.com/blog/what-is-social-health>
- Why is social wellness so important?: <https://bioneurix.com/blogs/blog/what-is-social-wellness-and-why-does-it-matter>
- What Is Social Wellbeing? 12 Activities for Positive Relationships: <https://positivepsychology.com/social-wellbeing/>
- 20 Fun Social Wellness Activities for the Workplace: <https://blog.vantagefit.io/social-wellness-activities/>





ENGAGEMENT

Occupational Wellness connects to purpose and meaning in the work that you do, your relationships with your coworkers, and the work-life balance (or blending) that results. Occupational Wellness happens when you are excited and involved with tasks that allow you to flourish. It includes feeling supported in your short-term and long-term goals. We often spend 40 hours (or more) working every week, so it is important that this time is engaging, sustaining, and financially rewarding. Work should give you the support and motivation you need to achieve your goals, not leave you too burnt-out to even think about them!

Elements of Occupational Wellness

- Career Management, Contribution, Career Goals, Job Satisfaction
- Healthy Working Environment, Healthy Work Choices
- Performance, Productivity, Efficiency, Professionalism
- Leadership, Management, Resources

Connections to Engagement

- Teamwork, Collaboration
- Passion, Motivation, Affirmation
- Positive Communication
- Being Present, Mindful



What Employees Can Do:

- Engage in affirmations or reflections on why you went into this work in the first place and incorporate these inspirations into your routine
- Surround yourself with positive coworkers and avoid those who are only interested in complaining or gossiping
- Work with your supervisor to establish reasonable goals and expectations within the scope of your job and the hours you are expected to work
- Set personal goals each year (individually or with your supervisor) for activities you plan to accomplish (could be professional development, skill development, trying a new project, etc.)
- Explore new ideas and discoveries in your field
- Make a list of your strengths and determine what kind of work will allow you to use them?
- Keep track of the good stuff! Have a file or scrapbook of any awards, thank-yous, or other praise you've received, to remind you why you do what you do

OCCUPATIONAL WELLNESS

What Districts Can Do

When employees are high on Occupational Wellness, they are motivated, productive, happy, and engaged. They feel purposeful and connected with their work. By focusing on Occupational Wellness you can reignite and sustain the passion that led employees to their respective positions. Building on employees' strengths and providing meaningful opportunities for growth supports retention and prevents stagnation. Other areas districts should regularly review included assessing safe work environments, competitive compensation and benefits, and equitable schedules and workload.

Resources for the District:

- Encourage cross-training, new skill development, and a wide range of professional development opportunities
- Hold staff to the same standards within your PBIS framework to promote a positive work culture
- Staff evaluations and goal setting should be done regularly to promote and inspire new skill development and advancement
- Work with local colleges on scholarships for school staff interested in advancing their skills and knowledge
- Audit and adjust job expectations to ensure employees can be successful in their role during their contracted hours
- Set standards and policies for weekend and evening communications so that staff can be "off"
- Recognize staff accomplishments and work anniversaries
- Promote and celebrate appreciation days or weeks for all school professionals

Helpful Links:

- Explore Professional Quality of Life assessments, tools, and presentations that have been developed specifically for helper professions here: www.proqol.org
- 8 Ways To Achieve Optimal Occupational Wellness: www.medium.com/change-becomes-you/8-ways-to-achieve-optimal-occupational-wellness-9504e8d64ead
- Healthy Ways to Celebrate Success: <https://www.verywellmind.com/healthy-ways-to-celebrate-success-4163887>
- 10 Free Printable Goal-Setting Worksheets That'll Help You Achieve Anything: <https://parade.com/993372/marynliles/goal-setting-worksheet/>
- Health Business Council of Ohio: <https://healthactioncouncil.org/HBCO/Healthy-Business-Council-of-Ohio>
- Ohio Department of Education Student and Staff Well-Being: <https://education.ohio.gov/Topics/Student-Supports/Creating-Caring-Communities/Student-and-Staff-Well-Being>





SELF MASTERY

Emotional Wellness refers to how a person relates to their own feelings. When someone is emotionally well, they have an understanding and acceptance of their emotions and they can use that insight to work through challenging situations. Emotional Wellness can be supported by mindfulness practices that help people understand how their emotions can affect their physical sensations. Emotionally well people are not always happy or content, but they are better able to cope with stress and change and are resilient in the face of difficulties and setbacks. Emotional Wellness includes everything from your feelings, emotions, general mood, and how you handle stress, to your ability to be resilient and adaptable when facing loss or other difficulties.

Elements of Emotional Wellness

- Self Awareness, Assertiveness
- The Absence of Fear, Anger, Disillusionment, Shame, Guilt
- Joy, Happiness, Optimism, Relaxation
- The Absence of Resentment, Passiveness, Doubts, Stress

Connections to Self Mastery

- Coping, Resilient
- Mindful without judgement
- Appreciative
- Self-restraint



What Employees Can Do:

Change Your Outlook- instead of focusing on what is going wrong, ask yourself:

- What is going right?
- Where have I had successes? Remember even tiny successes count!
- What am I grateful for?
- What is important to me? What is my "why"?

Ask for Help

- If you have an endless to-do list, are there some tasks or responsibilities that can be shared with others?
- Reach out to your social support network- connecting with friends and family can give you new perspectives
- If you feel like you are unable to cope, talk to a mental health professional, especially if you are using drugs or alcohol to manage your mood or having suicidal thoughts. The Ohio CARELINE (1-800-720-9616) and 988 are staffed 24/7

Manage Your Stress- often the things causing stress are out of our control, but how we respond to the stress isn't!

- Make a prioritized list- what has to be done right now? What can wait? What can you ask someone else to do?
- Find a few seconds to breathe deeply, drink a glass of water, look out a window, or roll your shoulders back and down. Sometimes it takes just a moment to reset and interrupt your stress response
- Would a walk help? What about a snack? A nap? Self-care and stress reduction can be as simple as moving, feeding, or resting your body!

EMOTIONAL WELLNESS

What Districts Can Do

Emotionally well employees can express their feelings appropriately and adjust to challenges. They also know and appreciate their strengths and balance being independent while also knowing when to ask for help. Emotionally well employees can be examples of resilience and and emotionally intelligent behavior for students. When workplaces are emotionally well, there is reduced conflict, burn-out, and pessimism.

Resources for the District:

- Do you offer your employees an EAP (Employee Assistance Program)? Make sure it's well-publicized! Consider expanding EAP services for different types of mental health and emotional needs
- Consider offering mental health days as part of your benefits package
- As much as possible, allow employees to have flexibility in their schedules
- Encourage employees to use their vacation time
- Train administrators so they can identify the signs of emotional distress and respond in supportive ways
- Make sure that mental health coverage is a part of your healthcare plan. It's important to remember that federal law requires insurance coverage for mental health and substance use conditions that parallels other medical needs
- Offer Emotional Wellness-focused professional development so employees can learn more about mental health and resilience
- Consider offering meditation, mindfulness, or yoga classes
- Create opportunities for employees to build connections with each other
- When employees return to work after a mental-health-related absence, discuss any accommodations and offer consistent support
- Begin meetings or trainings with grounding or mindfulness activities
- Encourage staff to develop self-care plans
- Assess the culture connected to mental health stigma in your departments or buildings
- Review and advocate for policy changes connected to mental health needs, services, and appropriate time off
- Utilize emotional support animals for your buildings or partner with groups that can bring in emotional support animals during stressful times like finals

Useful Links:

- SAMHSA's Behavioral Health Treatment Services Locator: <https://findtreatment.samhsa.gov/>
- Need ideas for creative ways to support Emotional Wellness? Find some here: www.edutopia.org/article/creative-approaches-supporting-emotional-well-being-staff
- Use surveys to identify the emotional wellness and needs of the district. One option is the NIOSH Generic Job Stress Questionnaire: www.cdc.gov/niosh/topics/workorg/tools/pdfs/niosh-generic-job-stress-questionnaire.pdf
- TeacherWise- Well-being in school environments: <https://www.teacherwise.org/>
- Mental Health America: www.mhanational.org
- Bring Change to Mind - Let's Talk Mental Health: www.bringchange2mind.org
- National Institutes of Health Emotional Wellness Toolkit: www.nih.gov/health-information/emotional-wellness-toolkit

Chapter 6: Evaluating and Maintaining Wellness Plans

Sustainability Planning for Long Term Outcomes



Evaluating and Maintaining Wellness Plans

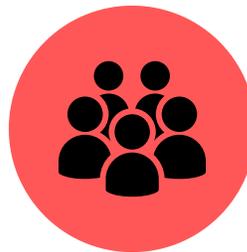


Both outputs and outcomes are important in wellness plan evaluation. Create opportunities to document how many people participated AND the effectiveness of the activities. Survey data can be used as well as employee attendance, turnover, disciplinary action, and other school climate factors. Sustainability planning should be considered in your planning. Projects should be based on the tasks and skills needed, not just one person being responsible for them. Documentation and cross-training minimizes the risk that activities could get lost when employees choose to pursue other interests or retire.

Evaluation and Maintenance Tips:



Solicit feedback, formally and informally, throughout the year and make adjustments to ensure opportunities meet needs and enhance participation.



Create programming as a team so that as team members change, the knowledge, skills and resources are sustained.



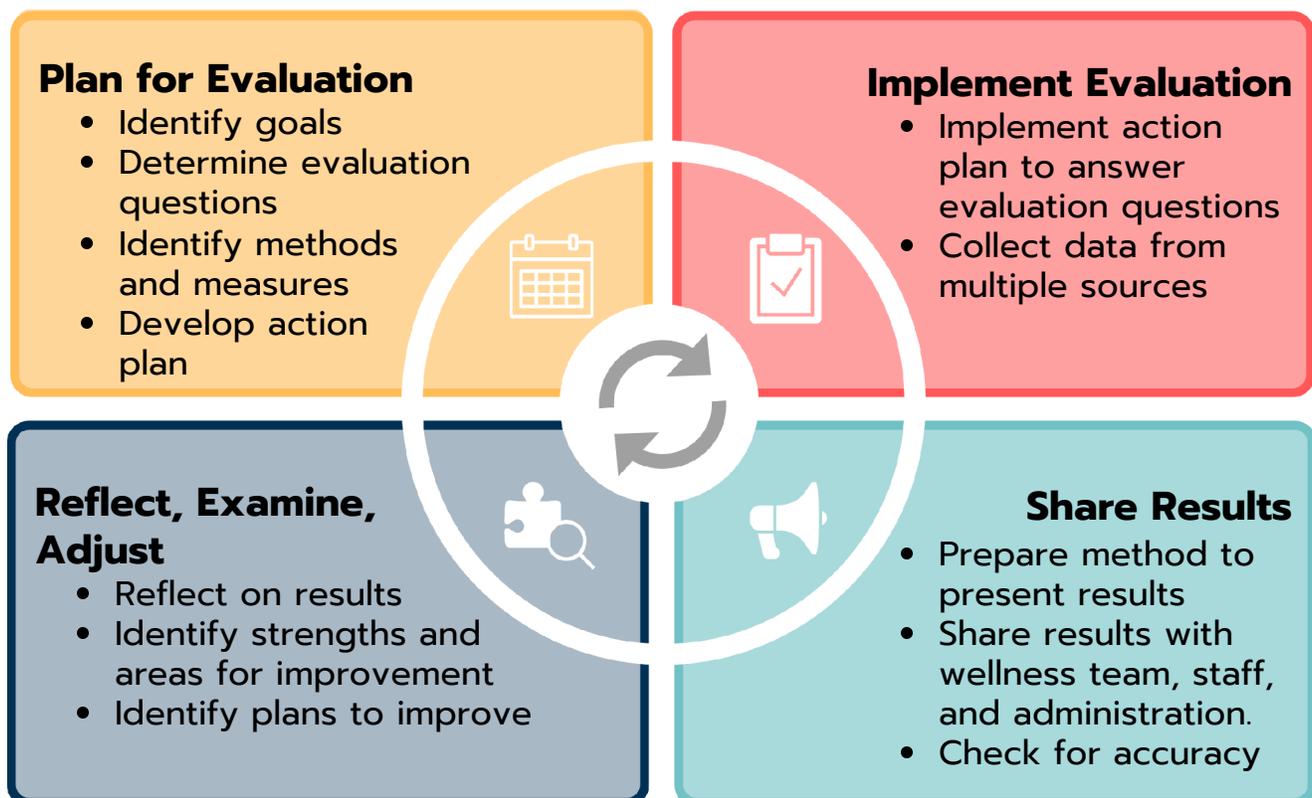
Document and record your planning meetings, lessons learned, and outcome data. The history of resources will help future teams with their planning.

Evaluation Overview

Program evaluation is a systematic process that involves assessing the implementation and outcomes of a program or initiative, in order to determine the degree to which it is effective and how it can be improved (Stewart et al., 2021).

When adopting and implementing a staff wellness framework, it is important to plan for and engage in program evaluation processes in order to learn from ideas that work and identify changes needed.

There are many models and frameworks for program evaluation (e.g., CDC, 1999; IES, 2001). To align with recommended processes in the OSWI Student Assistance Program (SAP) evaluation toolkit, we suggest one framework adapted from the Ohio Improvement Process. As shown below, the four-phase process includes: (1) plan for evaluation, (2) implement the evaluation, (3) share the results, and (4) reflect, examine and adjust.



Plan For Evaluation

Prepare for program evaluation proactively, ideally before implementation begins. Be intentional and consider the following steps:

1 Identify Staff Wellness Goals

- What is it that you hope will be achieved, accomplished, or changed as a result of the Staff Wellness Plan implementation?

2 Determine Evaluation Questions

- Questions should be considered in order to meet the needs of ALL staff.
- Questions often address one or more of these areas: reach, process, capacity, fidelity, outcomes, and satisfaction.

3 Identify methods and measures

- What information do you need to answer the questions, and how can you gather or access it?
- Determine process indicators and measures (i.e., what was done).
- Determine output indicators and measures (i.e., how many people participated or how many events were held).
- Determine outcome indicators and measures (i.e., were your goals achieved).

4 Develop evaluation action plan

- What is the best way to obtain the data and feedback?
- Create a list of steps that includes who, where, when, and how the information will be collected/accessed.

Common Evaluation Questions

The Center of Positive Behavioral Interventions and Supports (2020) recommends different categories for Student Assistance Programming evaluation that can be tailored for Staff Wellness Evaluation. The Staff Wellness team involved in planning efforts should be a diverse and representative team, and should seek outside input or feedback from diverse stakeholders and partners as appropriate.

Reach → Who is participating in staff wellness?

- How many staff utilize different programs or services?
- Are different roles, departments, buildings engaging more than others?
- What are reasons for declining participation?

Capacity → What is the ability of the organization to implement and sustain Staff Wellness Programs?

- What is the organization's capacity to implement and sustain each type of wellness activity?
- What resources are available to support staff wellness adoption, installation, and sustained implementation?
- To what extent has staff wellness implementation improved capacity for the organization to replicate, sustain, or scale up?

Outcomes → Are Staff Wellness Programs achieving valued outcomes and worth sustaining?

- To what extent do schools implementing a Staff Wellness Plan show desired changes (e.g., staff attendance, turnover, improved communication, perceptions of improved emotional wellness, health insurance data points)?

Process → What is being implemented?

- What Staff Wellness activities have been completed?
- What assessments or data points were collected?
- How many staff participated in training related to staff wellness?
- Who participated in staff planning?
- How was the plan communicated with staff?

Fidelity → Are the core features of Staff Wellness being implemented?

- Were all school staff invited to attend?
- Were multiple activities offered to meet the needs and preferences of all staff?
- Did the team utilize multiple forms of communication to ensure staff were aware of program options?
- Did the plan include components to support the 8 different wellness dimensions?
- Was administration informed throughout to support and promote?

Staff Wellness Evaluation Planning Form



Activity or Event:

Date(s):

Lead Wellness Team Member:

How did this activity connect with your wellness goals?

Which of the 8 dimensions or competencies were supported?

- | | |
|---|---|
| <input type="checkbox"/> Spiritual/Integrity | <input type="checkbox"/> Occupational/Engagement |
| <input type="checkbox"/> Social/Responsible Communication | <input type="checkbox"/> Intellectual/Capacity Building |
| <input type="checkbox"/> Emotional/Self-Mastery | <input type="checkbox"/> Environmental/Interdependence |
| <input type="checkbox"/> Financial/Innovation | <input type="checkbox"/> Physical/Vibrancy |

Briefly describes the steps and actions taken to implement this activity or event:

What resources were needed to implement?

How was the event communicated?

How many people participated:

Of those who participated, how many represent (list out different staff roles, demographics, departments, etc.):

Plan to obtain feedback/measure outcomes:

Comments/Notes

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