



TIERED APPROACH TO TEACHER WELL-BEING

November 2020

TABLE OF CONTENTS

INTRODUCTION 3

KEY FINDINGS..... 5

SECTION I: TIER 1 SUPPORTS..... 6

 Assessing Teacher Well-Being6

 Promoting Self-Care8

 Implementing Mindfulness-Based Interventions..... 10

 Designing Wellness Rooms 13

SECTION II: TIER 2 AND TIER 3 SUPPORTS 16

 Establishing Small Group Supports 16

 Connecting Through One-on-One Conversations 18

APPENDIX 20

INTRODUCTION

According to the “[2017 Educator Quality of Work Life Survey](#),” 61 percent of teachers and school staff “always” or “often” find work stressful.¹ This stress may stem from high-stakes testing, class sizes, workload, responsibility for others, student behavioral challenges, or other sources. Additionally, stress symptoms and outcomes may include loss of enjoyment or energy, aches, increased absences, trouble setting boundaries, and other effects.² Because of the detrimental impact that staff stress has on educators and students, districts must integrate effective wellness supports and programs.³

Districts aiming to develop teacher well-being supports should follow the six-step planning, implementation, and evaluation process shown in Figure ES 1 to integrate programs into district operations. This process enables districts to design staff-wide wellness programs or targeted initiatives.

Figure ES 1: Well-Being Program Implementation Process



Source: OEA Choice Trust⁴

To advance its member districts’ focus on teacher well-being, Hanover Research (Hanover) presents this report containing teacher well-being strategies through a multi-tiered system of supports (MTSS) lens. Using the MTSS construct, Hanover provides strategies for all teachers and school staff (i.e., Tier 1), followed by more targeted interventions for small groups and individuals (i.e., Tier 2 and Tier 3, respectively). Through this MTSS rationale and the implementation process above, districts can support staff with varying challenges and needs. This report contains three sections:

¹ “2017 Educator Quality of Work Life Survey.” American Federation of Teachers, 2017. p. 2. https://www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf

² Lever, N., E. Mathis, and A. Mayworm. “School Mental Health Is Not Just for Students: Why Teacher and School Staff Wellness Matters.” *Report on Emotional & Behavioral Disorders in Youth*, 17:1, 2017. pp. 2–3. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/>

³ Cox, A., B. Solomon, and D. Parris. “Teacher Well-Being Is a Critical and Often Overlooked Part of School Health.” *Child Trends*, May 8, 2018. <https://www.childtrends.org/blog/teacher-well-being-is-a-critical-and-often-overlooked-part-of-school-health>

⁴ Figure reproduced nearly verbatim from: “Blueprint For School Employee Wellness.” OEA Choice Trust, 2018. p. 6. <https://oeachoice.com/wp-content/uploads/2018/02/OEA-Blueprint-Guide-Revised-2-14-18.pdf>

- **Section I: Tier 1 Supports** presents strategies for the well-being of all teachers and staff. These strategies include supports found in the publicly available empirical literature, best practices articles, and exemplary anecdotes. This section also notes strategies to avoid and others proven ineffective;
- **Section II: Tier 2 and Tier 3 Supports** describes strategies for teachers and staff requiring more targeted and intensive mental health services. These well-being services include small-group meetings, small-group therapy, and one-on-one meetings; and
- **Appendix: Employee Wellness Program Implementation Checklist** provides a guide to establishing large-scale programs and services to support teacher and staff well-being.

KEY FINDINGS

-  **Mindfulness-based interventions and professional development (PD) effectively reduces stress and teacher burnout by developing staff members' mental health tools and practices.** Mindfulness practices learned during interventions may include breathing exercises, gentle yoga or stretching, reflection, and other activities. Three mindfulness-based interventions that demonstrate effectiveness in quantitative and qualitative studies include Cultivating Awareness and Resilience in Education (CARE), Community Approach to Learning Mindfully (CALM), and Stress Management and Relaxation Techniques (SMART) in Education. Additionally, teachers can improve communication, classroom management, and student learning by expanding and implementing mindfulness practice through these or other training programs.
-  **Leaders should practice and promote self-care and be responsible for ensuring that teachers understand and routinely incorporate self-care strategies.** Teachers and staff must learn about self-care strategies, assess and commit to practices, and maintain connections with supportive colleagues. Meanwhile, leaders must educate teachers about occupational stressors, monitor staff stress levels, encourage peer support, and foster a safe environment that encourages self-care and provides appropriate resources. Examples of self-care practices that leaders may remind teachers of—particularly during the COVID-19 pandemic—include maintaining work-life boundaries, limiting negative or excessive media consumption, and maintaining social connections.
-  **Teacher and staff well-being assessments provide initial and ongoing information on mental health experiences, needs, and progress, which guide district mental health supports and services.** These assessments may occur through surveys, focus groups, or one-on-one interviews and should ask specific questions to guide district leaders towards targeted planning and services. Additionally, districts should collect and record assessment information anonymously to the greatest extent possible and conduct assessments using clear goals and protocols. Furthermore, districts may adjust assessment questions to align with current contexts (e.g., COVID-19, returning from virtual learning, other current events stressors).
-  **Cohorts of wellness groups support teacher and staff mental health through peer consultation groups and group therapy interventions.** Districts may support wellness groups by matching each group with a third-party facilitator or having a staff member receive training to lead conversations, such as through Happy Teacher Revolution. During these optional group meetings, participants may practice mindfulness, eat healthy meals together, engage in physical activities or sports, or discuss successes, challenges, and experiences. Conversely, districts may provide group therapy opportunities for staff interested in more structured Tier 2 supports. Group therapy that targets emotion and stress management demonstrates success in international research settings, though this strategy lacks evidence of effectiveness in U.S.-based education environments.
-  **Wellness rooms provide a calming and restorative space for teachers and staff to practice mindfulness and self-care during breaks.** Ideally, these rooms remove office equipment or work-related supplies and foster community building, healthy eating, and relaxation. For example, wellness rooms may include a large table to encourage staff to eat together and converse or a wall of photos picturing staff engaging in group outings and healthy activities. It should be noted that some teachers disagree with creating wellness rooms and believe they send negative messages (e.g., teaching is so stressful and taxing that teachers need a therapeutic space to perform their job).

SECTION I: TIER 1 SUPPORTS

In this section, Hanover presents strategies to support the well-being of all teachers and staff. These strategies include supports found in the publicly available empirical literature, best practices articles, and exemplary anecdotes. These universal teacher well-being supports include well-being assessments, self-care practices promoted by school leaders, mindfulness PD, and wellness rooms. This section also notes strategies to avoid and those proven ineffective.

ASSESSING TEACHER WELL-BEING

Teacher well-being assessments provide districts with information on teachers' experiences, needs, and progress. Assessments may occur through scale-based surveys, focus groups, or one-on-one interviews and occur before or during program use, as shown in Figure 1.1.

Figure 1.1: Well-Being Assessment Timing



Source: Regional Educational Laboratory Pacific⁵

Satchel, an education technology software company, specifically recommends well-being surveys because they allow districts to pose targeted questions and identify clear improvement areas. Additionally, surveys with numerical responses produce data and benchmarks that districts can track and present to key stakeholders. Furthermore, surveys enable anonymity and objectivity.⁶ Examples and explanations of well-being surveys and assessments for teachers, students, administrators, and employees are available through the book [Assessing Wellbeing in Schools](#).⁷

When conducting well-being assessments, districts must consider the goal, scale, and length of the survey during the planning process. Additionally, the National Center for School Mental Health recommends the best practices shown in Figure 1.2.

Figure 1.2: Best Practices for Teacher Well-Being Assessments

	Establish a clear process and system for collecting, analyzing, and storing data
	Conduct well-being assessment with teachers and all school staff
	Assess staff well-being regularly and at least annually

⁵ Figure reproduced nearly verbatim from: "How to Grow Teacher Wellbeing in Your Schools." Regional Educational Laboratory Pacific. p. 2. https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf

⁶ Spencer, B. "Conducting a Teacher Wellbeing Survey." Satchel, December 13, 2018. <https://blog.teamsatchel.com/conducting-a-teacher-wellbeing-survey>

⁷ Bates, M. and D.M. Boren. *Assessing Wellbeing in Schools*. EdTech Books, 2019. <https://edtechbooks.org/wellbeing>

	Ensure privacy of information and anonymity when assessing staff well-being using surveys, interviews, focus groups, or other means
	Assess a range of well-being components (e.g., physical, occupational, emotional, environmental, social, and intellectual)
	Select assessment tools that are evidence-based with strong psychometrics

Source: National Center for School Mental Health⁸

Additionally, the Pennsylvania Department of Education (PDE) suggests schools begin supporting staff well-being by conducting a needs assessment to **identify key planning data before implementing a tiered approach to supports**. PDE recommends asking staff, and students and families, if they experienced the situations in Figure 1.3 to contextualize supports during the COVID-19 pandemic, recent social unrest, and this time of high stress.

Figure 1.3: Staff Well-Being Questions Referencing 2020 Experiences

Have you...	
	Witnessed serious illness/death of family member(s)?
	Witnessed emergency/life-saving events related to COVID-19 or other violence/trauma events during closure?
	Had family members or close friends die during closure?
	Experienced traumatic physical or emotional injury, medical trauma, or racial trauma?
	Been emotionally or socially impacted by national racial unrest?
	Been impacted by experiencing limited or disrupted access to basic needs (e.g., food, shelter, clothing, medical care)?
	Self-identified as feeling especially anxious about returning to work?

Source: Pennsylvania Department of Education⁹



Spotlight: Washoe County School District

Washoe County Schools District (WCSD) teachers participated in a day-long training on Election Day 2020 that included social and emotional learning (SEL). This training aimed to support staff well-being after district survey responses showed that 83 percent of teachers feel burned out—a 28 percent increase from 2019—and 80 percent feel stressed.¹⁰ WCSD’s decision to facilitate staff SEL training due to survey data illustrates how these surveys impact district supports and, potentially, future staff well-being.

⁸ Figure text reproduced verbatim from: “School Mental Health Quality Guide: Mental Health Promotion Services & Supports (Tier 1).” National Center for School Mental Health, University of Maryland School of Medicine, 2020. p. 6. <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Tier-1-Quality-Guide-1.29.20.pdf>

⁹ Figure text reproduced nearly verbatim from: “Staff and Student Wellness Guide.” Pennsylvania Department of Education, July 2020. p. 8. <https://www.education.pa.gov/Documents/K-12/Safe%20Schools/COVID/GuidanceDocuments/Staff%20and%20Student%20Wellness%20Guide.pdf>

¹⁰ “WCSD Teachers to Use Election Day for Mental Health Training.” Reno Gazette Journal, November 2, 2020. <https://www.rgj.com/story/news/2020/11/03/wcsd-teachers-use-election-day-mental-health-training/6131878002/>

PROMOTING SELF-CARE

Leaders who encourage consistent self-care support teachers and staff in reducing stress and recognizing additional needs. Self-care must be a consistent—ideally daily—practice to reduce stress, allow teachers to recognize feelings and needs, and plan for ongoing self-care exercises.¹¹ Self-care planning and reflection include the individual and school-driven actions shown in Figure 1.4.¹²

Figure 1.4: Self-Care Actions for Teachers and Schools

WHAT TEACHERS CAN DO	WHAT SCHOOLS CAN DO
Increase your knowledge and awareness of the effects of trauma and secondary traumatic stress (STS).	Educate staff about the effects of trauma, STS, and related conditions and provide regular opportunities for staff to address potential issues related to STS.
Assess your current level of burnout, STS, and vicarious trauma.	Identify and monitor STS and related conditions among staff.
Stay connected to other people and groups that are supportive and nourishing.	Encourage and develop formal strategies for peer support and mentorship.
Identify and incorporate specific self-care strategies for promoting resilience and maintaining a healthy work-life balance (e.g., exercise, good nutrition, supportive networks).	Create a culture that fosters staff resilience that includes fair leave policies, adequate benefits, a physically safe and secure working environment, sufficient supervision, support and resources to do the work, and processes for shared decision making.

Source: National Center on Safe Supportive Learning Environments¹³

Furthermore, when school and district leaders emphasize that teachers must engage in self-care practices, they remind teachers of their importance and help destigmatize mental health conversations in the workplace.¹⁴ Leaders must also engage in self-care and set clear boundaries to (1) lead by example, and (2) support their own mental health.¹⁵ The National Association of School Psychologists suggests leaders use and share with staff the following self-care practices:¹⁶

- Creating a structure and routine for the day;
- Reducing and limiting exposure to media coverage of the pandemic;
- Attending to your physical self-care;
- Caring for your emotional health; and
- Maintaining social connections and focusing on social care.

¹¹ Richards, R. "Improve Teacher Wellbeing with Self-Care Strategies and Formalized Peer Connections." EAB, May 21, 2020. <https://eab.com/insights/blogs/district-leadership/improve-teacher-wellbeing/>

¹² Bulleted text reproduced verbatim from: Ibid.

¹³ Figure reproduced nearly verbatim from: "Secondary Traumatic Stress and Self-Care Packet." National Center on Safe Supportive Learning Environments. p. 4. https://safesupportivelearning.ed.gov/sites/default/files/Building_TSS_Handout_3secondary_trauma.pdf

¹⁴ Richards, Op. cit.

¹⁵ [1] Boudreau, E. "Safeguarding the Mental Health of Teachers." Harvard Graduate School of Education, December 3, 2019. <https://www.gse.harvard.edu/news/uk/19/12/safeguarding-mental-health-teachers> [2] Mason, C. et al. "Stress, School, and Self-Care: COVID-19 Highlights Inequities, Mental Health Challenges, Systemic Needs, and Possible Solutions." Mental Health Technology Transfer Center Network, May 2020. p. 19. https://mhntcnetwork.org/sites/default/files/2020-06/Stress%20Report%20-%20Final%20Submission_0.pdf

¹⁶ Bulleted text reproduced verbatim from: "Coping With the COVID-19 Crisis: The Importance of Care for Caregivers: Tips for Administrators and Crisis Teams." National Association of School Psychologists, 2020. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/coping-with-the-covid-19-crisis-the-importance-of-care-for-caregivers>



Spotlight: Virtual Focus Groups on Stress in 2020

The Mental Health Technology Transfer Center Network's New England chapter conducted focus groups to understand teacher and staff self-efficacy and stress during the COVID-19 pandemic.¹⁷ These focus groups—which included members of the Childhood-Trauma Learning Collaborative, administrators, social workers, teachers, and school psychologists—responded to questions based on the following research questions:¹⁸

- How are teachers and other educators feeling about themselves, their contributions, and their own effectiveness?
- How is their own stress impacting their ability to be effective educators, and what are they doing to increase their own sense of well-being?

Regarding staff stress and associated supports, participants highlight two themes: collaboration and self-care. Although specific self-care strategies differed among participants, “everyone agreed that it was imperative to take time to take care.”¹⁹ Self-care practices frequently referenced include:²⁰

- Connecting with friends, family, and pets safely, which often meant virtually;
- Keeping routines and schedules, especially sticking to normal work hours;
- Practicing mindfulness through meditation, breathwork, and yoga;
- Getting outdoors for walks, hikes, and car rides;
- Exercising;
- Watching mindless TV;
- Engaging in fun projects like gardening, baking, and home improvement; and
- Therapy sessions.

Notably, participants found that as they discussed self-care during the focus groups, they felt re-energized to partake in such activities. One participant stated:²¹

“Thank you for this conversation. I have the tools to address my stress, but I haven’t been using them. This is the exact kind of reminder I need to practice self-care. And I’ve learned a lot of great ideas from each educator on this call.”

This response highlights school and district leaders’ need to promote self-care and prevent teachers and staff from forgetting these practices.



More Information

For tools that support staff self-care (e.g., self-care planning worksheet, self-care self-assessment, school-supported self-care checklist), please visit the following resource produced by the National Center on Safe Supportive Learning Environments. In addition to self-care tools, this document provides information and warning signs connected to STS.²²

https://safesupportivelearning.ed.gov/sites/default/files/Building_TSS_Handout_3secondary_trauma.pdf

¹⁷ Mason et al., Op. cit., p. 14.

¹⁸ Bulleted text reproduced verbatim from: Ibid.

¹⁹ Ibid., p. 19. Emphasis added by Hanover Research.

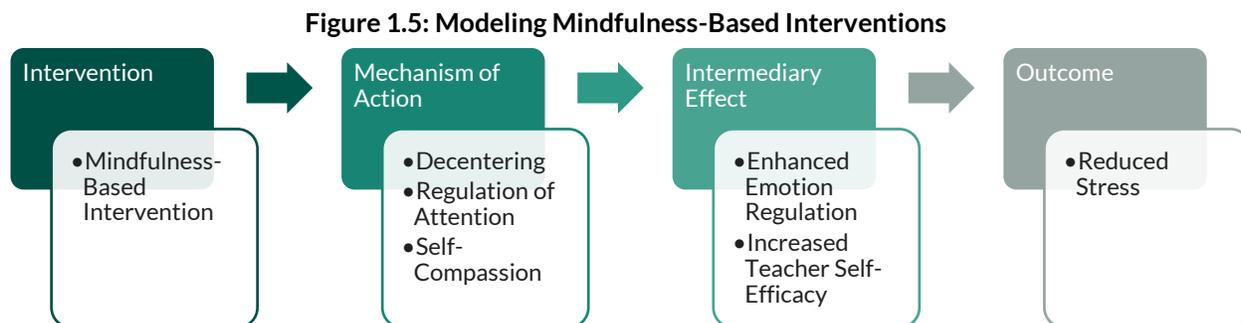
²⁰ Bulleted text reproduced verbatim from: Ibid.

²¹ Block quote reproduced verbatim from: Ibid., p. 18.

²² “Secondary Traumatic Stress and Self-Care Packet,” Op. cit.

IMPLEMENTING MINDFULNESS-BASED INTERVENTIONS

Mindfulness training and interventions consistently appear in stress management literature as effective strategies for supporting mental health. Notably, a 2017 study published in *Mindfulness* reviews 12 publications on mindfulness-based interventions to analyze how these supports affect elementary and secondary teachers' stress, emotion regulation, and self-efficacy.²³ Results show that mindfulness-based interventions positively impact emotion regulation and support researchers' theoretical model for how mindfulness-based interventions support teachers, which appears in Figure 1.5.²⁴



Source: *Mindfulness*²⁵

Additionally, Patricia Jennings—an educator, lead mindfulness researcher, and intervention developer—emphasizes that mindfulness supports teachers in becoming more present and effective as educators. Figure 1.6 illustrates Jennings' seven reasons why mindfulness helps teachers.

Figure 1.6: Mindfulness Benefits for Teachers

	Mindfulness helps teachers understand our own emotions better
	Mindfulness helps us communicate more effectively with students
	Mindfulness helps us manage students we find difficult
	Mindfulness helps us set up a positive learning environment
	Mindfulness helps strengthen our relationship with students
	Mindfulness helps us slow down when we need to
	Mindfulness helps us build community

Source: The Greater Good Science Center at the University of California, Berkeley²⁶

²³ Emerson, L.-M. et al. "Teaching Mindfulness to Teachers: A Systematic Review and Narrative Synthesis." *Mindfulness*, 8:5, 2017. sec. Abstract. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5605579/>

²⁴ *Ibid.*, pp. 1145–1146.

²⁵ Figure reproduced nearly verbatim from: *Ibid.*, p. 1145.

²⁶ Figure text reproduced verbatim from: Jennings, P. "Seven Ways Mindfulness Can Help Teachers." The Greater Good Science Center at the University of California, Berkeley, March 30, 2015. https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers

Therefore, districts should integrate mindfulness-based intervention programs into district offerings to ensure teachers and staff have opportunities to engage in and benefit from these programs. Common mindfulness-based interventions used by districts include those described in Figure 1.7. Additionally, districts may (1) encourage all teachers and staff to explore these programs, or (2) offer them on a smaller scale and select staff who demonstrate more significant mental health needs.

Figure 1.7: Research-Supported Mindfulness-Based Interventions

INTERVENTION	DETAILS	EVIDENCE OF EFFECTIVENESS	PROGRAM LINK
Cultivating Awareness and Resilience in Education (CARE)²⁷	<ul style="list-style-type: none"> ▪ Purpose: to reduce teacher, staff, and administrator stress and improve performance ▪ Length: typically, two sessions with mentoring in between and follow-up support ▪ Components: emotional skill training, mindfulness practices, empathy and compassion exercises 	<ul style="list-style-type: none"> ▪ 50-teacher study finds that CARE led to “significant improvements in teacher wellbeing, efficacy, burnout/time-related stress, and mindfulness compared with controls” (Jennings et al., 2013)²⁸ ▪ 224-teacher study finds that CARE led to “direct positive effects on adaptive emotion regulation, mindfulness, psychological distress, and time urgency” (Jennings et al., 2017)²⁹ ▪ 21-teacher follow-up qualitative study finds that CARE “may cultivate resilience by improving teachers’ awareness, emotional regulation, and collegiality,” which may reduce burnout when paired with efficacy and distress tolerance (Schussler et al., 2018)³⁰ 	
Community Approach to Learning Mindfully (CALM)³¹	<ul style="list-style-type: none"> ▪ Purpose: to equip school staff and caretakers with practices and tools to manage stress, emotions, and focus ▪ Length: ongoing, daily mindfulness practice, typically occurring for 20 minutes during a morning staff meeting ▪ Components: breathing exercises, gentle yoga, mindful awareness, intention setting 	<ul style="list-style-type: none"> ▪ 64-teacher study finds that CALM led to improved stress management and physical health, reduced burnout, and no impact on sleep, trust, or perceived stress. Furthermore, teachers find CALM “feasible and beneficial as a method for managing stress and promoting wellbeing” (Harris et al., 2015)³² 	

²⁷ [1] Lever, Mathis, and Mayworm, Op. cit., p. 10. [2] “CARE.” CREATE For Education. <https://createforeducation.org/care/care-program/> [3] “CARE: Cultivating Awareness and Resilience in Education.” Garrison Institute. https://acquia-prod.hhd.psu.edu/sites/default/files/media/prc/files/CARE_brochure.pdf [4] “CARE.” Garrison Institute. <https://www.garrisoninstitute.org/initiatives/programs/cultivating-awareness-and-resilience-in-education/> [5] Jennings, P.A., J.L. Brown, J. Frank, R. Tanler, et al. “Promoting Teachers’ Social and Emotional Competence: A Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program.” Society for Research on Educational Effectiveness, 2014. <https://files.eric.ed.gov/fulltext/ED562749.pdf>

²⁸ Jennings, P.A., J.L. Frank, K.E. Snowberg, M.A. Coccia, et al. “Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): Results of a Randomized Controlled Trial.” *School Psychology Quarterly*, 28:4, 2013. p. 374. <https://createforeducation.org/wp-content/uploads/2020/06/Jennings-et-al-SPQ-2013-CARE-Outcomes-Goal-2-Project-1.pdf>

²⁹ Jennings, P.A., J.L. Brown, J.L. Frank, S. Doyle, et al. “Impacts of the CARE for Teachers Program on Teachers’ Social and Emotional Competence and Classroom Interactions.” *Journal of Educational Psychology*, 109:7, October 2017. p. 1010. <http://doi.apa.org/getdoi.cfm?doi=10.1037/edu0000187>

³⁰ Schussler, D.L. et al. “Stress and Release: Case Studies of Teacher Resilience Following a Mindfulness-Based Intervention.” *American Journal of Education*, 125:1, November 2018. pp. 10, 23. <https://www.journals.uchicago.edu/doi/10.1086/699808>

³¹ “CALM.” CREATE For Education. <https://createforeducation.org/calm/>

³² Harris, A. et al. “Promoting Stress Management and Wellbeing in Educators: Feasibility and Efficacy of a School-Based Yoga and Mindfulness Intervention.” *Mindfulness*, 7, November 4, 2015. p. 4.

INTERVENTION	DETAILS	EVIDENCE OF EFFECTIVENESS	PROGRAM LINK
Stress Management and Relaxation Techniques (SMART) in Education³³	<ul style="list-style-type: none"> ▪ Purpose: to help teachers reconnect to personal and professional purpose and improve social-emotional, physical, and mental health ▪ Length: seven- to eight-week course for two hours per week with a one-day retreat ▪ Components: stretching and gentle exercises, visualizations, intension setting, breathing exercises, discussions, anger and awareness exercises, reflections, meditations 	<ul style="list-style-type: none"> ▪ 70-special education teacher/parent study finds that SMART in Education led to “significant reductions in stress and anxiety and increased mindfulness, self-compassion, and personal growth at program completion and at 2 months follow-up” and positive effects on being concerned, forgiving, and teaching. (Benn et al., 2012)³⁴ ▪ 113-teacher study finds that SMART in Education led to “greater mindfulness, focused attention and working memory capacity, and occupational self-compassion, as well as lower levels of occupational stress and burnout at post-program and follow-up” (Roeser et al., 2013)³⁵ ▪ 59-teacher study finds that SMART in Education led to positive changes in efficacy, ability to forgive, less stress, stress management, and positive views towards challenging students (Taylor et al., 2015)³⁶ 	

Source: Multiple sources cited within the figure.



Spotlight: Madison Metropolitan School District

Madison Metropolitan School District (MMSD) offers a range of [mindfulness interventions](#) and PD opportunities for any teacher or staff member who wishes to register and a list of [staff resources](#).³⁷ These opportunities offer training for staff who are new to or familiar with mindfulness interventions and vary in length and commitment level. MMSD mindfulness supports include:³⁸

- **Introduction to Mindfulness** (4-week course): The course intends to invite participants to experience mindfulness practices as a form of self-care.

https://www.researchgate.net/publication/284077608_Promoting_Stress_Management_and_Wellbeing_in_Educators_Feasibility_and_Efficacy_of_a_School-Based_Yoga_and_Mindfulness_Intervention

³³ [1] “SMART in Education.” PassageWorks Institute. <https://passageworks.org/ourcourses/smart-in-education/> [2] “Mindfulness: Upcoming Programs.” PassageWorks Institute. <https://passageworks.org/ourprograms/mindfulness/> [3] Stringer, K. “There’s Lots of Social-Emotional Support for Students, but Not for Teachers. Here Are Some Programs Looking to Change That.” The74Million, November 7, 2017. <https://www.the74million.org/article/theres-lots-of-social-emotional-support-for-students-but-not-for-teachers-here-are-some-programs-looking-to-change-that/>

³⁴ Benn, R. et al. “Mindfulness Training Effects for Parents and Educators of Children With Special Needs.” *Developmental Psychology*, 48, March 12, 2012. pp. 1-2. https://www.researchgate.net/publication/221695627_Mindfulness_Training_Effects_for_Parents_and_Educators_of_Children_With_Special_Needs

³⁵ Roeser, R.W. et al. “Mindfulness Training and Reductions in Teacher Stress and Burnout: Results From Two Randomized, Waitlist-Control Field Trials.” *Journal of Educational Psychology*, April 29, 2013. p. 1. http://www.amishi.com/lab/wp-content/uploads/Jha_MindfulnessTrainingAndReductionsInTeacherStress_Apr2013.pdf

³⁶ Taylor, C. et al. “Examining Ways That a Mindfulness-Based Intervention Reduces Stress in Public School Teachers: A Mixed-Methods Study.” *Mindfulness*, 7, July 17, 2015. p. 2. https://www.researchgate.net/publication/282543602_Examining_Ways_That_a_Mindfulness-Based_Intervention_Reduces_Stress_in_Public_School_Teachers_a_Mixed-Methods_Study

³⁷ [1] “Mindfulness Resources.” Madison Metropolitan School District. <https://studentservices.madison.k12.wi.us/mindfulness-resources> [2] “Mindfulness Professional Development.” Madison Metropolitan School District. <https://studentservices.madison.k12.wi.us/mindfulness-PD>

³⁸ Bulleted text reproduced verbatim with modifications from: “Mindfulness Professional Development,” Op. cit.

- **Foundations in Mindfulness for Beginners** (10-hour course): This course gives participants knowledge and skills in the practice of mindfulness. Time will be devoted to learning how to care for yourself and others through the many facets of mindfulness practice and its direct implication and impact in living a more sane life.
- **A Day of Mindfulness** (4-6 hours): This session is intended to create space to remember and renew our practice and is led by experienced teachers. Held largely in silence, time is devoted to a variety of gently guided stillness and movement practices and opportunities for personal space. Tea and snacks are provided. The day ends with supported conversation on applications in our work: how might our personal mindfulness practice manifest itself in the environment of education?
- **Classroom Action Research (CAR): Mindfulness in Education** (Year-Long): This course is offered annually on Mindfulness in Education.
- **Group Drop-In Practice** (Weekly): In these sessions, facilitators guide practice for the group and provide opportunities for short reflections. This offering is guided but informal, providing an opportunity to join with other practitioners.
- **MMSD Teacher Community of Care** (Monthly): This group is a monthly opportunity open to staff interested in practicing together and sharing school-based experiences of supporting peers and students in mindful awareness and well-being practices.

DESIGNING WELLNESS ROOMS

Wellness rooms, also called peace corners, provide teachers and staff with a designated space to promote and practice mindfulness, self-care, and reflection. Although certain schools create these spaces for students to collect their thoughts and practice social-emotional competencies, others create them for staff as well-being supports.³⁹ Wellness rooms also provide a space for staff to simply take a break and an opportunity for leaders to demonstrate staff appreciation. To create a wellness room, districts may follow the steps described by Thriving Schools, a branch of Kaiser Permanente, shown in Figure 1.8.

Figure 1.8: Steps for Creating Wellness Rooms

STEP	DETAILS
Initial Steps	<ul style="list-style-type: none"> ▪ Get approval from the principal and/or administrators. If your school doesn't have a break room, be creative with unused space that could be repurposed. ▪ Seek input from teachers, staff, and administrators about what they'd most like to see in their break room. ▪ Identify a point person to act as the break room champion for this project. They'll communicate with key individuals and groups to keep the project organized and moving forward. ▪ Begin by assessing what items the break room already has and identify any items that need to be replaced. ▪ Based on staff and teacher interests and the break room assessment, map out your plan for the staff room makeover. Remember: Work with facilities and maintenance staff and school administrators early in the planning of the project.
Improve Functionality	<ul style="list-style-type: none"> ▪ If possible, keep office equipment in a separate room from the lounge area to maintain a relaxing space. Utilize storage space to keep papers and supplies organized. ▪ Arrange tables and chairs in a way that encourages communal eating and interaction. ▪ Refresh outdated or worn cabinetry by sanding and painting or staining the surfaces and replacing the hardware.

³⁹ Williams, A. "Transform Your Staff Lounge to Support Teacher Wellbeing." ESchool News, March 25, 2019. <https://www.eschoolnews.com/2019/03/25/transform-staff-lounge-support-teacher-wellbeing/>

STEP	DETAILS
<p>Encourage Healthy Eating and Active Living</p>	<ul style="list-style-type: none"> ▪ Have a healthy potluck for teachers and staff. ▪ Hang a bulletin board to display upcoming staff wellness offerings and healthy activities in the community (5K race, cooking class, farmers market, etc.). ▪ Take photographs of teachers and staff “thriving” and hang them around the break room to give it a personal feeling and encourage healthy living. ▪ Put up posters showing instructions for basic exercises and how to use exercise equipment.
<p>Promote Relaxation</p>	<ul style="list-style-type: none"> ▪ Enlist parents and community partners to help design and paint murals on the walls. ▪ Provide comfortable seating beyond the dining chairs. ▪ Consider an iPod® dock, stereo, or sound machine to create a welcoming environment. ▪ Switch from overhead fluorescent lighting to softer light from table and floor lamps. ▪ Add a small room divider to separate the “active” parts of the room from areas that foster relaxation.

Source: Thriving Schools⁴⁰

Notably, not all teachers and staff agree with creating wellness rooms. In an article on the National Network of State Teachers of the Year website, the 2012 National Teacher of the Year emphasizes that these spaces send problematic messages. This teacher notes that aspiring teachers may worry about entering a profession so challenging that these rooms are necessary. Rather than spending time and resources on wellness rooms, this teacher suggests changes to daily operations that would leave wellness rooms obsolete (e.g., include collaboration time into the workday, increase compensation to align with hours and workload, foster a positive school climate).⁴¹



Spotlight: Buellton Union School District

At the start of the 2019-2020 academic year, Buellton Union School District’s Parent, Teacher, Student Association (PTSA) presented redesigned staff lounges at two school sites. Although teachers and staff knew that the PTSA planned to improve the break rooms, PTSA members and volunteers completely redesigned the spaces to provide wellness rooms, which include:⁴²

- A 12-person table;
- Couches;
- A massage chair;
- A tea and coffee bar; and
- Shelves for new kitchenware.

Furniture for both sites included new, locally purchased, or handmade pieces, and Grade 8 students at one school site contributed by repainting the room. According to one PTSA member, “We wanted to give [the teachers] a calm, welcoming space to decompress in more of like a hotel lobby, where you could just come and relax,” and once unveiled, a middle school teacher responded saying, “It was like an HGTV reveal show [...] We really appreciate the PTSA, they made us feel loved.”⁴³

⁴⁰ Figure text reproduced nearly verbatim from: “Staff Breakroom Makeovers.” Thriving Schools. <https://thrivingschools.kaiserpermanente.org/school-employees/breakroom/>

⁴¹ Mieliwocki, R. “How the Self-Care Narrative Hurts the Teaching Profession.” National Network of State Teachers of the Year, December 13, 2019. <http://www.nnstoy.org/stoyblog/how-the-self-care-narrative-hurts-the-teaching-profession/>

⁴² Bulleted and preceding text adapted from: Andre, L. “Buellton Teachers Enjoy Revamped Break Lounges Gifted by PTSA.” Lompoc Record, October 7, 2019. https://lompocrecord.com/news/local/education/buellton-teachers-enjoy-revamped-break-lounges-gifted-by-ptsa/article_6251a67c-eab6-5602-8c07-59cbab5c671a.html

⁴³ Ibid.



What to Avoid

In addition to the four key teacher well-being supports described in this section, best practices research highlights numerous insufficient and unsupportive strategies. Insufficient strategies lack actionable tasks, targeted resources, and long-term incentives.⁴⁴ The following bullet points highlight common well-being actions to avoid:⁴⁵

- Conducting health assessments without follow-up;
- Offering monetary incentives;
- Implementing short-term challenges;
- Outsourcing to solve problems independently;
- Directing employees to the insurer's health plan website;
- Sharing general self-care tips; and
- Hosting one-time social events.

Organizations, and districts specifically, must avoid these strategies for reasons including:⁴⁶

- They are isolated efforts;
- They lack ongoing support;
- They occur inconsistently;
- They fail to engage employees in the short- or long-term; and
- They do not solve systematic or institutional problems.



More Information

For additional information on supporting mental health and well-being for all school community members, please visit the following resource produced by the National Center for School Mental Health. This document provides Tier 1 well-being supports for students *and* staff and includes a section on teacher well-being.⁴⁷

<http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Tier-1-Quality-Guide-1.29.20.pdf>

⁴⁴ [1] De La Torre, H. and R. Goetzel. "How to Design a Corporate Wellness Plan That Actually Works." *Harvard Business Review*, March 31, 2016. <https://hbr.org/2016/03/how-to-design-a-corporate-wellness-plan-that-actually-works> [2] Richards, Op. cit.

⁴⁵ Bulleted text adapted from: [1] De La Torre and Goetzel, Op. cit. [2] Richards, Op. cit.

⁴⁶ Bulleted text adapted from: [1] De La Torre and Goetzel, Op. cit. [2] Richards, Op. cit.

⁴⁷ "School Mental Health Quality Guide: Mental Health Promotion Services & Supports (Tier 1)," Op. cit.

SECTION II: TIER 2 AND TIER 3 SUPPORTS

In this section, Hanover describes strategies to support teachers and staff requiring more targeted and intensive mental health services or those looking for additional supports. These well-being services are divided into Tier 2 activities (e.g., small-group meetings, small-group therapy) and Tier 3 activities (e.g., one-on-one meetings, Employee Assistance Programs (EAPs)).

ESTABLISHING SMALL GROUP SUPPORTS

This subsection describes Tier 2 teacher and staff support strategies and highlights the potential impact of small groups on mental health and well-being. The two more prevalent Tier 2 approaches in publicly available sources include wellness groups and more formal group therapy sessions.

WELLNESS GROUPS

Regularly meeting in-person or virtual staff wellness groups provide peer support and targeted well-being activities for small staff cohorts. For example, a Baltimore Public Schools counselor founded the [Happy Teacher Revolution](#), which trains staff to facilitate monthly group mental health meetings.⁴⁸ These support groups each focus on a different theme (e.g., burnout, stress) and give teachers a consistent space for reflection, mindfulness, and meditation as well as conversation and knowledge sharing. Such meetings also transition well to virtual platforms, which benefits teachers needing support during COVID-19 school closures.⁴⁹

Additionally, districts may support less structured wellness groups that focus on self-care practices and do not use external training or facilitation. Again, these groups offer small cohorts space to reflect and engage in knowledge sharing while fostering a sense of community through group activities, including those in Figure 2.1.⁵⁰

Figure 2.1: Wellness Group Activity Examples

	Mindfulness activities , such as yoga, meditation, and breath work, which can reduce stress in the moment and over the long term
	Exercise , such as walking, running, aerobics, weightlifting, or a team sport, which can benefit mental and physical health
	Healthy eating . Staff members can exchange healthy and easy-to-fix dishes and recipes to build a shared cookbook
	Space to share concerns and advice . Feeling safe to vent can allow staff the outlet they need to let go of some concerns and gain perspective on others

Source: Mental Health Technology Transfer Center Network⁵¹

⁴⁸ "Happy Teacher Revolution." Happy Teacher Revolution. <https://www.happyteacherrevolution.com/>

⁴⁹ Richards, Op. cit.

⁵⁰ Asby, D. et al. "Back to School After COVID-19: Supporting Student and Staff Mental Health: Childhood-Trauma Learning Collaborative Toolkit." Mental Health Technology Transfer Center Network, July 2020. p. 22.

<https://mhttcnetwork.org/sites/default/files/2020-07/B2S%20Toolkit%20-%20Print%20Ready3.pdf>

⁵¹ Figure text reproduced verbatim from: Ibid.

These groups also meet outside of the education sector, as shown by articles on peer consultation groups from medical and career development professions.⁵² As described in Figure 2.2, peer consultation groups may follow various formats to provide multiple benefits, including:⁵³

- Informing participants of modern professional practices;
- Empowering and activating growth in self and peers;
- Enhancing self-efficacy and professional identity; and
- Adhering to industry standards and regulations.

Figure 2.2: Peer Consultation Group Formats

FACTOR	DESCRIPTION
Membership	It is important for practitioners to feel comfortable with the members of the group, including the members' range of experience and theoretical orientation.
Structure	It is also important for practitioners to feel comfortable with a group's structure. Some groups have a more formal structure; they may, for example, devote each meeting to a prepared presentation of a case by one member of the group. Other groups are more informal, allowing group members to share information and anecdotes spontaneously. In addition, some groups have a recognized group leader, while others do not.
Content	Some groups invite members to discuss a range of issues, including personal issues or practice management issues, while others restrict discussions to clinical matters.
Size	The size of a peer consultation group can influence the dynamics of the group. Typically, in a small group, practitioners have more opportunities to contribute to discussions, while larger groups can offer participants more perspectives and feedback.
Schedule	Some groups meet regularly on an established schedule, while others convene on an "as needed" basis.

Source: American Psychological Association⁵⁴

Spotlight: Davis School District

Teachers and staff at Davis School District face increasing stress levels and frustration as the school board decides how to conduct learning during the COVID-19 pandemic. Differences in parents and staff opinions regarding in-person or hybrid learning models led to the district changing its model and teacher having to adjust teaching plans, which increased stress among already exhausted teachers. As a result, Davis School District formed teacher support groups, facilitated by clinicians, where teachers receive guidance and peer support over Microsoft Teams. Although not all teachers know about or use this resource, 30 teachers registered for the initial cohort, and the district plans to expand the service as more teachers demonstrate interest.⁵⁵

⁵² [1] "Not Going It Alone: Peer Consultation Groups." American Psychological Association, November 17, 2005. <https://www.apaservices.org/practice/ce/self-care/peer-consult> [2] Damon, L. and K. Meredith. "Peer Consultation: A Best Practice for Career Development Professionals." National Career Development Association, September 1, 2018. https://www.ncda.org/aws/NCDA/pt/sd/news_article/186722/_PARENT/CC_layout_details/false

⁵³ Bulleted text reproduced with modifications from: Damon and Meredith, Op. cit.

⁵⁴ Figure text reproduced verbatim from: "Not Going It Alone: Peer Consultation Groups," Op. cit.

⁵⁵ Anderson, E. "Davis School District Starts Support Group for Stressed Teachers." Standard-Examiner, October 16, 2020. https://www.standard.net/news/education/davis-school-district-starts-support-group-for-stressed-teachers/article_6650326a-4e9a-58a8-95f3-7365e709392c.html

GROUP THERAPY

Group therapy sessions provide emotional management and burnout prevention supports for professionals under high stress. Although this strategy lacks substantial evidence in the education sector, group therapy for employees in high-stress occupations (e.g., special education teachers, health care workers, business leaders) demonstrates success in international research and anecdotal accounts.⁵⁶ Notably, a 2020 review published in the *World Journal of Clinical Cases* analyzes the impact of “a rational-emotive stress management therapy program” on symptoms of distress and burnout in special education teachers, nurses, students, and other groups in nine recent studies.⁵⁷ These studies find that therapy intervention participants experience reduced dysfunctional distress, irrational beliefs, occupational burnout, and increased ability to work following intervention activities (e.g., problem-solving, visualizations, and coping techniques).⁵⁸ According to the researchers, “through different techniques, [a rational-emotive behavior therapy] intervention can help individuals in group therapy to counter their illogical beliefs and stay healthy and happy.”⁵⁹



Spotlight: Group Therapy for Software Startup Leaders

G2, a business software company, requires organization leaders to engage in quarterly group therapy. During these sessions, 10 company leaders participate in a full day of confidential conversations and teambuilding activities. G2 uses a third-party facilitator to guide activities and conversations about workplace stressors, challenges, fears, personal experiences, and feeling appreciated and underappreciated.⁶⁰

One company employee, Ryan Bonnici, explains that these periodic therapy sessions provide a platform for knowledge sharing, stress relief, mutual understanding, and trust. However, Bonnici notes potential risks in mandatory group therapy sessions that add to busy schedules and pressure individuals to share. Therefore, he describes how organizations must gather feedback from licensed professionals and potential participants before establishing groups.⁶¹ Importantly, Bonnici explains that:⁶²

To make our group therapy experiences successful at my company, we all agree that these events are a safe space. Anything we wish to share we may, and nothing personal will leave the room. Also, no one is pressured into sharing anything they don't want to.

CONNECTING THROUGH ONE-ON-ONE CONVERSATIONS

One-on-one connections and conversations offer staff members Tier 3 opportunities to process experiences, work through challenges, and share successes in a safe, supportive, and confidential space. Meetings may be pre-scheduled or occur through ongoing messages and exchanges.⁶³ These supports enable teachers and staff to receive targeted—Tier 3—interventions and assistance. Particularly during the COVID-19 pandemic, districts may leverage virtual conferencing platforms to connect mental health staff, administrators, or crisis team members with teachers or other staff struggling with their mental health.⁶⁴

⁵⁶ [1] Onuigbo, L.N., C.N. Onyishi, and C. Eseadi. “Clinical Benefits of Rational-Emotive Stress Management Therapy for Job Burnout and Dysfunctional Distress of Special Education Teachers.” *World Journal of Clinical Cases*, 8:12, June 26, 2020. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7322436/> [2] Seyyed Moharrami, I. et al. “The Efficiency of Stress Management Group Therapy in Job Stress and Self-Efficacy of Nurses.” *Journal of Health Chimes*, 5:1, April 10, 2017. <http://jms.thums.ac.ir/article-1-406-en.html> [3] Bonnici, R. “My Office Does Group Therapy, and It’s Amazing.” *Psychology Today*, June 14, 2019. <https://www.psychologytoday.com/blog/executive-s-open-journey/201906/my-office-does-group-therapy-and-it-s-amazing>

⁵⁷ Onuigbo, Onyishi, and Eseadi, Op. cit., p. 2438.

⁵⁸ Ibid., pp. 2440–2441.

⁵⁹ Ibid., p. 2443.

⁶⁰ Bonnici, Op. cit.

⁶¹ Ibid.

⁶² Block quote reproduced verbatim from: Ibid.

⁶³ “Coping With the COVID-19 Crisis: The Importance of Care for Caregivers: Tips for Administrators and Crisis Teams,” Op. cit.

⁶⁴ Ibid.

Whether conversations take place through video conferencing, email, phone, or another method, support staff can provide the following messages:⁶⁵

- A desire to check in and connect with others;
- Positive and uplifting messages such as quotes that convey hope, resilience, and thankfulness;
- Funny messages to allow for humor;
- Factual details about what information is known and specific actions that can be taken (i.e., Centers for Disease Control and Prevention updates or recommendations, strategies for staying safe);
- Strategies for coping;
- Sharing of videos such as movie clips, YouTube videos, TED Talks, etc.; and
- Re-emphasize care-for-caregiver culture (e.g., it is okay and expected [that] you will ask for assistance or breaks).

Additionally, the National Association of School Psychologists recommends maintaining one-one-one connections and meeting through an ongoing “buddy system,” specifically:⁶⁶

“Schools can use a virtual classroom buddy system. Giving teachers the option of having a school mental health professional assigned to their classroom to turn to for advice and support can help them get through this difficult time. The buddy could also help facilitate conversations about the crisis during virtual instruction times, offer mini breaks for the teacher, and identify those students—and teachers—who have significant coping challenges and connect them with more intensive support or interventions.”

Another potential support, though not prevalent in the literature, is a **staff helpline**. Staff at Arcadia High School in Arcadia Unified School District have the option to submit a Google Form-based request for support. This request connects them with a marriage and family therapist trainee counselor through phone, email, or virtual conference to discuss challenges and receive information on external mental health services that may provide further support.⁶⁷

The last line of defense for any school district employee with regard to their well-being should be access to their district’s EAP program. District and school leaders should ensure that all employees are aware of the program, its purpose, how to access it, and its confidentiality rules. EAP information should routinely appear in messages from superintendent on down in regular messages. Constant awareness helps to destigmatize employee access to EAP.

⁶⁵ Bulleted text reproduced nearly verbatim from: Ibid.

⁶⁶ Block quote reproduced verbatim from: Ibid.

⁶⁷ Law, M. “Creative Approaches to Supporting the Emotional Well-Being of Staff.” Edutopia, October 30, 2020. <https://www.edutopia.org/article/creative-approaches-supporting-emotional-well-being-staff>

APPENDIX

In this section, Hanover provides a guide to establishing large-scale programs to support teacher and staff well-being. Districts may use this Employee Wellness Program Implementation Checklist as a guide during the six-step implementation process detailed by [OEA Choice Trust](#).⁶⁸ While this checklist applies to a broad scope of employee wellness support and program options, district leaders may modify these items to meet their unique needs.

Figure A 1: Employee Wellness Program Implementation Checklist

1	GAIN LEADERSHIP AND BOARD SUPPORT
<input type="checkbox"/>	Establish top-down support from senior leaders, administration, union leaders, and school board members. <ul style="list-style-type: none"> ▪ What are common goals between you and district leadership? ▪ What are success cases that leadership may want to assess as examples of what the district could achieve? ▪ How may wellness initiatives and programs positively affect leadership directly? ▪ What will leadership want to see as evidence of program effectiveness?
<input type="checkbox"/>	Inform leadership of their role and the general plan for immediate next steps. <ul style="list-style-type: none"> ▪ What are upcoming next steps? ▪ What is the timeline for these upcoming next steps? ▪ How will leadership need to support and advocate for the program?
2	SELECT A WELLNESS COORDINATOR AND A WELLNESS TEAM
<input type="checkbox"/>	Advertise the wellness coordinator role and committee members roles throughout the district to gauge interest. <ul style="list-style-type: none"> ▪ What are all cross-sectional employee groups who could represent the committee? ▪ How can we best communicate the roles to these various groups?
<input type="checkbox"/>	Establish who will fill the wellness coordinator position and who will serve as wellness committee members. <ul style="list-style-type: none"> ▪ How will the district decide who serves each position? ▪ How long will the coordinator and members serve in their respective positions? ▪ What are the explicit duties of each of these roles?
3	GATHER AND USE DATA
<input type="checkbox"/>	Determine the data the wellness committee and/or district will use to assess the health and wellness needs of employees. <ul style="list-style-type: none"> ▪ What type of data can the district reliably collect? ▪ What type of data objectively demonstrates the current state and need of employee health and wellness? ▪ From where can the district source these data? ▪ How can the district use this data to establish a baseline to measure against?

⁶⁸“Blueprint For School Employee Wellness,” Op. cit., p. 6.

3	GATHER AND USE DATA
<input type="checkbox"/>	<p>Analyze the data to assess the highest priority employee health and wellness needs for the wellness program or initiatives to address.</p> <ul style="list-style-type: none"> ▪ Which wellness areas are of most concern and importance to employees? ▪ What is current demographic information of employees, including rates of sick leave and absenteeism, amount and frequency of workers' compensation, and medical claims? ▪ Which health factors indicate the greatest need in the health screenings and assessments? ▪ How do environmental factors in the workplace impact employee wellness?
4	PUT PRIORITIES INTO ACTION
<input type="checkbox"/>	<p>Establish concrete priority action steps based on the collected and analyzed employee wellness data.</p> <ul style="list-style-type: none"> ▪ What is the mission statement to support the wellness program or initiatives? ▪ What are the primary goals that the proposed initiatives or programs aim to achieve? ▪ What are the measurable objectives that the committee will use to measure success toward goals? ▪ What is the sequence of action steps that will take place to achieve each objective? ▪ What are the financial constraints that the committee and the district must consider? ▪ How will the committee and district gauge measurable success of the initiatives or program?
5	CREATE A SUPPORTIVE AND HEALTHY ENVIRONMENT
<input type="checkbox"/>	<p>Build a culture of health that promotes personal responsibility, a supportive environment, and an effectively designed health benefit program.</p> <ul style="list-style-type: none"> ▪ How will the district and/or committee promote personal responsibility as a core component of the wellness program or initiatives? ▪ How should health benefits be designed to promote a culture of health and incentivize health behaviors? ▪ How can the physical and social environment encourage healthy behaviors among employees?
<input type="checkbox"/>	<p>Establish a supportive system throughout that permeates the workplace.</p> <ul style="list-style-type: none"> ▪ Which environmental factors can the district and/or committee adapt to best support employee health and wellness? ▪ What are external factors that can reward and incent employees to pursue and maintain healthy behaviors? ▪ How can the district and/or committee support employees in making positive and appropriate health decisions?
6	EVALUATE AND CELEBRATE
<input type="checkbox"/>	<p>Conduct regular evaluations and assessments of the program and initiatives to measure objective, data-based success.</p> <ul style="list-style-type: none"> ▪ What is the established baseline against which to measure and compare? ▪ How has employee participation in the program and initiatives changed? ▪ What is employee satisfaction of the program and initiatives? ▪ How have health- and wellness-related employee attitudes, skills, and knowledge changed? ▪ How have employee health and wellness behaviors changed? ▪ How have sick leave rates, rates of absenteeism, workers' compensation, and medical claims changed? ▪ What has been the impact on employer healthcare costs?

6	EVALUATE AND CELEBRATE
<input type="checkbox"/>	<p>Communicate the success and progress with districtwide stakeholders.</p> <ul style="list-style-type: none">▪ How has the program positively impacted employee health and wellness?▪ Which areas of employee health and wellness require additional support?▪ How will the program adapt to address upcoming employee health and wellness needs?

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



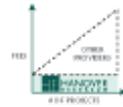
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



www.hanoverresearch.com