



SCHOOL EMPLOYEE WELLNESS

A Toolkit for Supporting the Implementation of School Employee Wellness in Districts/Schools



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About the Toolkit

The COVID-19 pandemic ignited an ongoing problem within the U.S. educational system, which has included a declining labor force, increased stress and anxiety among school staff, and low morale among employees within K-12 public school settings. As a result, school districts are struggling to attract and retain employees, and many employees have health concerns that impact their work life. An evidence-based employee wellness initiative can improve employee health, increase productivity and performance, reduce absences, increase employee retention, reduce turnover, enhance recruitment of prospective employees, lower health care costs, and benefit students.

This quick-start toolkit is provided as a supplement to Healthy School, Healthy Staff, Healthy Students: A Guide to Improving School Employee Wellness, designed to increase the capacity of district and school staff in addressing school employee wellness, to improve the health of all school employees, and to improve student health and academic outcomes.

The toolkit comprises the following fact sheets:

Establishing Support for School Employee Wellness

This fact sheet provides information and tools to help establish support for school employee wellness. It highlights the potential benefits of investing in school employee wellness, as well as the impact COVID-19 has had on schools and school employees, and provides three tools to use when establishing support with school leaders and administrators:

- [A Stairway Speech: Investing in School Employee Wellness](#)
- [A PowerPoint: Investing in School Employee Wellness](#)
- [Wellsteps Return on Investment \(ROI\) Calculator](#)

Engaging Key Partners for School Employee Wellness

This resource discusses why partners are key to successful and sustainable school employee wellness efforts and contains three tables listing key partners—district-level, school-level, and community-based partners—suggested for engagement in employee wellness efforts. The tables include *why* each partner is important, *what* they can provide/*how* they can help, and *ways* to engage each partner, and links to helpful tools.



Taking Action for School Employee Wellness

This fact sheet provides a variety of low-cost, easy-to-implement activities for employee wellness that include a variety of partners, appeal to a range of interests/needs, and seek to be inclusive. Activities are divided into these areas:

- Employee Wellness Policies
- Communication
- Preventive
- Services/Health Care/Benefits
- Emotional Well-Being and Stress
- Nutrition and Healthy Eating
- Physical Activity/Movement
- Financial Wellness
- Built Environment
- Employee Recognition
- Other

For each activity listed, partners are suggested for engagement, and links are provided for where you can learn more.

Creating a Culture and Climate of Wellness for School Employees

This resource defines characteristics of a wellness culture and climate and discusses why they are both important. It also provides a checklist to assess your school's or district's progress toward creating a culture and climate of wellness, a discussion of the research and importance of addressing emotional well-being for school employees, and a list of resources for developing an employee wellness policy.

Why It Was Developed

The Society for Public Health Education aims to increase the capacity of districts and school staff to implement school employee wellness policies and programs to address health equity, emotional well-being, and risk factors that contribute to chronic disease. School employee wellness is an essential component of the Whole School, Whole Community, Whole Child (WSCC) model and is a critical contributor to students' health and academic success.

Addressing the physical, mental, social, emotional, and professional health of all school employees (e.g., teachers, administrators, classified staff) can improve workforce retention, reduce stress, reduce absenteeism, and boost job satisfaction.

Employee wellness can be extremely valuable in underserved school districts, where opportunities for promoting healthy behaviors (e.g., safe, accessible bike and walking paths; access to healthy foods) for students and employees are often limited and health disparities are prevalent.¹



The Centers for Disease Control and Prevention (CDC) defines employee wellness as “a coordinated set of programs, policies, benefits, and environmental supports designed to address multiple risk factors and health conditions to meet the health and safety needs of all employees.”² A school employee wellness initiative can also address health equity, defined by the CDC as “when every person has the opportunity to attain his or her full health potential and no one is disadvantaged from achieving this potential because of social position or other socially determined circumstances.”³ (Learn more about health equity at [Health Equity | CDC](#))



¹UCLA Center to Eliminate Health Disparities and Samuels & Associates, *Failing Fitness: Physical Activity and Physical Education in Schools* (Los Angeles, CA: The California Endowment, January 2007), https://drjimallis.org/Documents/Measures_documents/ASAP_Failing%20Fitness%20w-refs%200207.pdf.

²“Workplace Health Model,” Workplace Health Promotion, Centers for Disease Control and Prevention, May 13, 2016, <https://www.cdc.gov/workplacehealthpromotion/model/index.html>.

³“What Is Health Equity?,” Health Equity, Centers for Disease Control and Prevention, July 1, 2022, <https://www.cdc.gov/healthequity/whatis/index.html>.

ESTABLISHING SUPPORT

Establishing Support for School Employee Wellness Programs



For a school employee wellness program to be successful and sustainable, it needs the support of the:

- District superintendent.
- Local school board.
- School principal.
- Assistant/Vice principals.
- Finance director.
- Human resources administrator.
- Staff who represent the interests of various employee groups (i.e., union leaders, employee assistance programs, PTA, etc.).

These leaders are important decision-makers and need to see the value of investing in school employee wellness programs. To establish support for school employee wellness with leaders,

- Explain the benefits.
- Share actual data, including the return on investment (ROI)* and available employee data that demonstrates need (Engaging Key Partners for School Employee Wellness).
- Show how school employee wellness aligns with district goals, mission, values, and initiatives.
- Tell success stories.
- Invite leaders (e.g., PTA president, superintendents, principals) to be part of the wellness team.

This fact sheet contains information and tools to help establish support for school employee wellness programs. It highlights both the benefits of investing in school employee wellness and the impact COVID-19 has had on schools and school employees. It also provides three tools to use to establish support with school leaders and administrators:

- A Stairway Speech: Investing in School Employee Wellness
- A PowerPoint: Investing in School Employee Wellness
- The Wellsteps ROI Calculator



*Wellsteps has created a calculator to help you estimate the effect of well-designed wellness programs on health care costs, absenteeism, and presenteeism.

The Benefits of School Employee Wellness

School districts must pay for employee absenteeism, health care costs, workers' compensation, lost productivity, and disability. School districts are also struggling to attract and retain employees. Employee wellness programs can directly affect each of these employee-related costs.

Benefits of investing in school employee wellness include:

- Improved student health and academic outcomes.
- Decreased employee absenteeism, presenteeism,^{*} and the cost of substitutes.
- Increased employee retention/reduced employee turnover.
- Enhanced recruitment of prospective employees.
- Lower health care costs, insurance premiums, and worker compensation and disability claims.
- Improved employee health, including reduced stress and substance use.
- Improved employee engagement, morale, and resilience.
- Increased employee energy, productivity, and performance.

Employee wellness efforts have clear benefits for school employees, students, the school climate, the school budget, and the health care system.

THE COST OF SCHOOL EMPLOYEE ABSENTEEISM



The cost of having an absent employee in schools is often double the cost of absenteeism experienced in other workplaces. When a school employee is absent, a replacement or substitute must be hired—someone must drive the buses, and someone must teach the students. The responsibilities cannot be postponed as in other workplaces. Schools must pay both the salary of the absent employee *and* the substitute or replacement. Surveys show that one in four teachers miss 10 or more school days per year.²

Researchers at Harvard University looked at the ROI of 22 employee wellness programs related to absenteeism

and demonstrated that for every dollar spent on employee wellness, an employer can save \$2.73 and reduce absenteeism.³

Calculate your school or district's ROI on absenteeism, presenteeism, and/or health care costs [here](#).

^{*}Employees' being on the job but not fully functioning due to illness or other medical conditions.

A Stairway Speech: Investing in School Employee Wellness

A stairway speech or pitch is a summary statement used to quickly and simply explain an important idea in the time span of an elevator ride, a few flights of stairs, or about 30 to 90 seconds. This statement typically explains the idea, shows why it is important (including its benefits), and closes with an ask.

Below is a sample stairway speech that can be used with your school's or district's leadership, board members, community partners, etc. (See [Engaging Key Partners for School Employee Wellness](#)). Though most often a stairway speech[•] is delivered verbally, it can be used in a presentation (See [A PowerPoint: Investing in School Employee Wellness](#)) or an e-mail.

STAIRWAY SPEECH: SCHOOL EMPLOYEE WELLNESS

The health and well-being of our school employees is *important*, and not just because they nurture and shape every generation of children in our community.

National studies tell us that half of our employees have one or more chronic diseases, and many report health risk behaviors such as substance use, depression, stress, poor nutrition, and inadequate exercise. In our school district, **{insert district-specific info about employee health conditions and behaviors, absences, health care costs, and other relevant data, if available}**. (See [Engaging Key Partners for School Employee Wellness Programs](#) to learn where to access this data.) And we know that COVID-19 has not only exacerbated the health conditions of our employees with lower morale and increased stress and anxiety but also has played a role in the declining school employee workforce.

These health conditions and behaviors are linked with higher rates of staff absences as well as reduced productivity and performance. In fact, the health-related lost productive time costs districts an estimated \$1,685 per employee each year.

Our school employees can only *give their best* if they are *feeling their best*.

A school employee wellness initiative is an effective strategy to address the health of our employees. It can **{pick those that will resonate most with your audience; suggest three}**

- Improve student health and academic outcomes.
- Decrease employee absenteeism and the cost of substitutes.
- Increase employee retention and reduce employee turnover.
- Lower health care costs, insurance premiums, and worker compensation and disability claims.
- Improve employee engagement and morale.
- Increase employee energy, productivity, and performance.

To continue to improve the quality and academic achievement of our students, our school/district must also improve the quality of life, health, and productivity of our school employees.

{End with your ask. What would you like the recipient to do? Gather a group to discuss, appoint someone to spearhead employee wellness, etc.}

Thank you for your time!

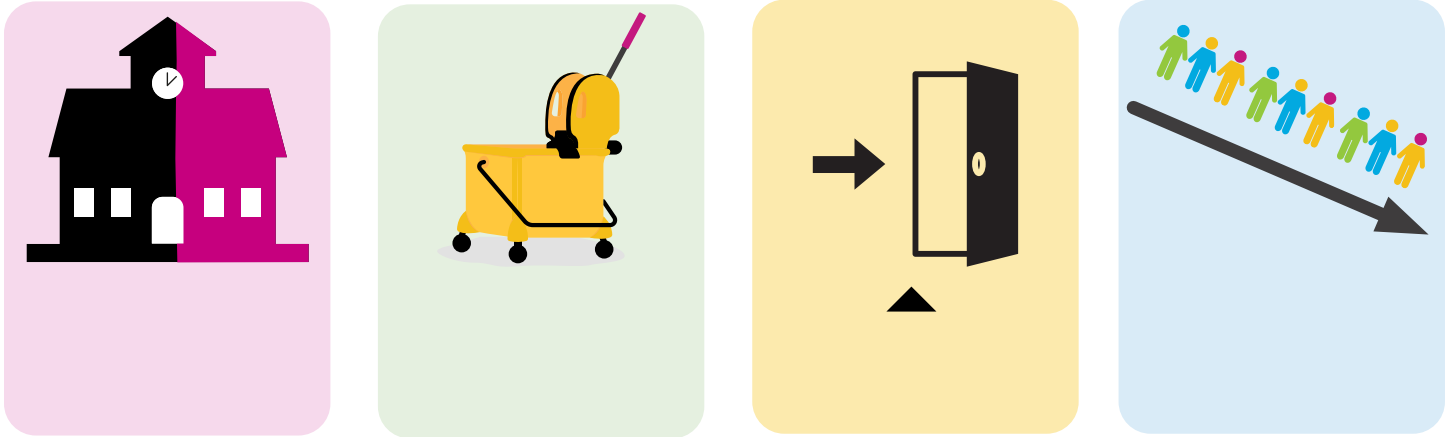


[•]Engage your district's interpreter to ensure equitable access (culturally and linguistically) to this stairway speech, whether in written or verbal form.

The Impact of COVID-19 on Schools

The COVID-19 pandemic ignited an ongoing problem within the U.S. educational system, which has included a declining labor force, increased stress and anxiety among school staff, and low morale among employees within K-12 public school settings.

A Declining Workforce



Stress and Burnout

- In fall 2020, 80% of teachers reported feeling burned out and identified it as a moderate or major concern during the school year, and about one quarter of teachers indicated they were likely to leave the profession.⁹
- RAND corporation surveyed 1,000 teachers who left during the first year of the pandemic. The most common reason teachers cited for leaving was stress.¹⁰
- A survey in February 2022 found that 55% of educators are thinking of leaving the profession earlier than planned. This represents a significant increase from 37% in August 2021 and is true for all school employees despite age or years teaching, driving buses, or serving meals to students.¹¹
- In a survey of K-12 teachers across the United States in October 2020, teachers reported lack of administrative support as one of the top four variables that significantly predicted teacher burnout.¹² Other sources of teacher stress and burnout include a lack of strong leadership, healthy school climate, and collegial, supportive systems; job demands; a limited sense of autonomy and decision-making power; and a lack of social and emotional competencies to manage stress and nurture a healthy classroom.¹³
- Studies have also found that teacher stress and burnout can contribute to lower-quality instruction, lower student achievement, and lower levels of student motivation, and it appears to affect the stress levels of the students they teach.¹⁴

Several interventions can help reduce school employee stress. In addition to employee wellness programs, other interventions include changing the school culture (See [Creating a Culture and Climate of Wellness for School Employees](#)), cultivating supportive workplace relationships, mentoring programs for new teachers, social-emotional skill building, and mindfulness and stress management programs. (See [Taking Action to Improve School Employee Wellness](#)).

A PowerPoint Presentation: Investing in School Employee Wellness

This presentation can be used with school leaders and administrators to help establish support for school employee wellness. This presentation provides

- A brief introduction to the Whole School, Whole Community, Whole Child (WSCC) model.
- An overview of the benefits of school employee wellness.
- The ROI of an employee wellness program on employee absenteeism.
- An opportunity for each school/district to share their own ROI or cost savings related to obesity, smoking, and wellness programs using the Wellsteps ROI Calculator.
- An opportunity for each school/district to share data about the health of their school employees, including employee-absence data, health care costs, workers' compensation, and employee health conditions/ behaviors. (See Engaging Key Partners for School Employee Wellness to learn where to access this data.)
- Data about the impact of the COVID-19 pandemic on the school workforce.
- An opportunity to engage in a conversation about employee wellness at your school/district.

Talking points are included with the PowerPoint, accessed here.

¹Employees' National Association of Chronic Disease Directors, *Healthy School, Healthy Staff, Healthy Students: A Guide to Improving School Employee Wellness* (Decatur, GA: National Association of Chronic Disease Directors, 2018), https://www.chronicdisease.org/resource/resmgr/school_health/school_employee_wellness/nacdd_schoolemployeewellness.pdf.

²Sarah D. Sparks, "1 in 4 Teachers Miss 10 or More School Days, Analysis Finds," *Education Week*, June 27, 2016, <https://www.edweek.org/leadership/1-in-4-teachers-miss-10-or-more-school-days-analysis-finds/2016/06>.

³Katherine Baicker, David Cutler, and Zirui Song, "Workplace Wellness Programs Can Generate Savings," *Health Affairs* 29, no. 2 (February 2010): 304–11, <https://doi.org/10.1377/hlthaff.2009.0626>.

⁴Unpublished thesis survey with anonymous responses, Wayne State University, August 2022.

⁵National Center for Education Statistics, "U.S. Schools Report Increased Teacher Vacancies Due to COVID-19 Pandemic, New NCES Data Show," March 3, 2022, https://nces.ed.gov/whatsnew/press_releases/3_3_2022.asp.

⁶National Center for Education Statistics, "U.S. Schools Report Increased Teacher Vacancies."

⁷National Center for Education Statistics, "U.S. Schools Report Increased Teacher Vacancies."

⁸"Job Openings and Labor Turnover Survey," U.S. Bureau of Labor Statistics, September 8, 2022, <https://www.bls.gov/jlt/>.

⁹Joseph Hedger and the National Association of State Boards of Education, "Five Questions to Ask about School Staff Wellness in the Wake of COVID-19," *Power of the Question* 5, no. 2 (June 2021), <https://www.nasbe.org/five-questions-to-ask-about-school-staff-wellness-in-the-wake-of-covid-19/>.

¹⁰GBAO and the National Education Association, *Poll Results: Stress and Burnout Pose Threat of Education Shortage* (Washington, DC: National Education Association, January 31, 2022), <https://www.nea.org/sites/default/files/2022-02/NEA%20Member%20COVID-19%20Survey%20Summary.pdf>.

¹¹GBAO and the National Education Association, *Poll Results: Stress and Burnout Pose Threat of Education Shortage*.

¹²Doris A. Santoro and Olga Acosta Price, *Structural Supports to Promote Teacher Well-Being* (Providence, RI: EdResearch for Recovery, October 2021), https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_19.pdf.

¹³Mark T. Greenberg, Joshua L. Brown, and Rachel Abenavoli, *Teacher Stress and Health: Effects on Teachers, Students, and Schools*, Edna Bennett Pierce Prevention Research Center, Pennsylvania State University, September 2016, <https://www.prevention.psu.edu/uploads/files/rwjf430428->

ENGAGING KEY PARTNERS

Engaging Key Partners for School Employee Wellness



Gaining buy-in and collaboration from district and school leadership, employees, and other key partners in the community for school employee wellness efforts is an important part of building a sustainable employee wellness initiative. Partners can provide:

- Funding.
- Staffing.
- Equipment and supplies.
- Space.
- Data and evaluation.
- Community support.
- Expertise.
- Influence with other important stakeholders.

Whether your employee wellness initiative is led by a small school-based team or a large district-wide team, partnerships with organizations outside of the school can provide your program with greater reach and more capacity to expand beyond the resources of your school/district, which can lead to greater sustainability.

Determining which partners to approach begins with identifying the health interests and needs of school employees, as well as understanding the major disease risk factors and health conditions in your school's population. Health interest surveys and health risk assessments can help gather this information. Once the employee assessment is complete, the next step is for the district/school to assess their capacity for employee wellness—what can they do, what do they need help with, and what partnerships already exist that can support employee wellness. A consideration when identifying new partners is to ensure that the partners chosen represent the diversity (e.g., race, ethnicity, ages, gender, sexual orientation, job roles, socioeconomic status) of your staff. Invite a diverse group of employees to a planning meeting to discuss community services and leaders or organizations that represent their culture, lifestyles, or shared experiences.

DEFINING DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY (DEIA)

DIVERSITY means the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of people.

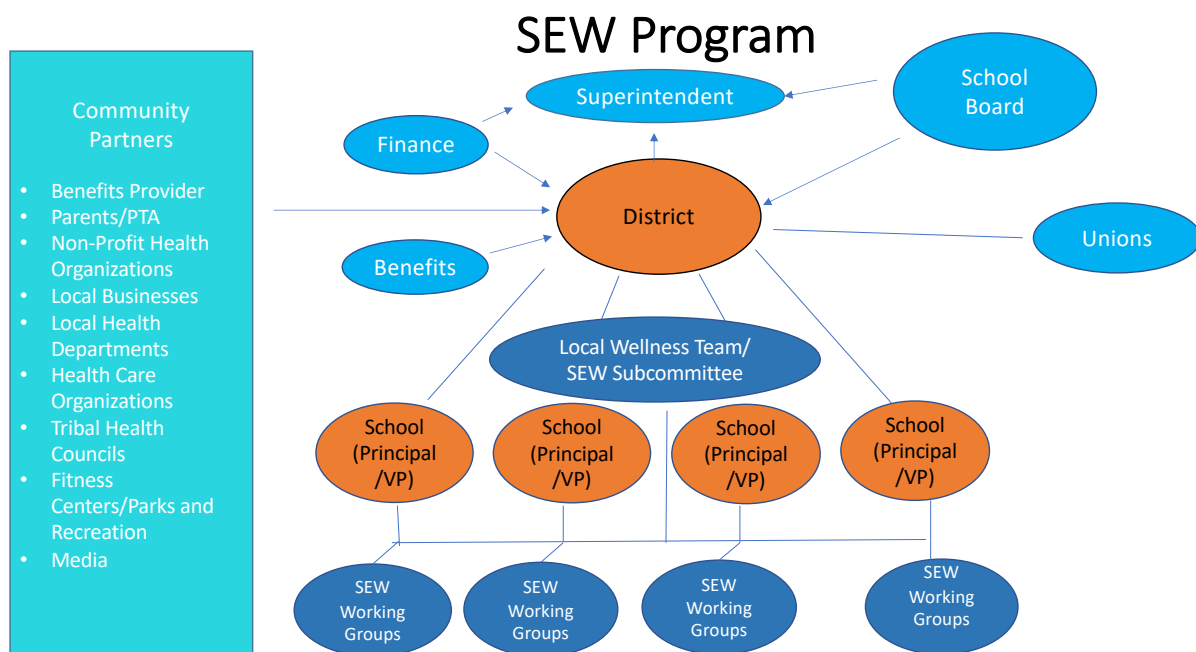
EQUITY means the consistent and systematic fair, just, and impartial treatment of all individuals.

INCLUSION means the recognition, appreciation, and use of the talents and skills of employees of all backgrounds.

ACCESSIBILITY means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes

- The provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities.
- The reduction or elimination of physical and attitudinal barriers to equitable opportunities.
- A commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space.
- The pursuit of best practices such as universal design.²

The graphic below provides a snapshot of a school employee wellness initiative. It presents the possibilities of relationships that can develop. Remember, building a sustainable employee wellness initiative takes time. It's ok to start small and build over time.



Who Are the Key Partners?

This following section contains three tables listing key partners: district-level, school-level and community-based partners, suggested for engagement in employee wellness efforts.

DISTRICT AND SCHOOL LEVEL PARTNERS

Note that to access tools from the Alliance for a Healthier Generation, you will need to create a free account.

Who	What they can provide (How they can help)	Ways to engage	Helpful tools
Superintendent Responsible for <ul style="list-style-type: none"> District performance Budget Program and policies 	<ul style="list-style-type: none"> Communicate and model the importance of employee wellness. Allocate resources (staff time, space, and funding). Facilitate changes to policy, practice, and infrastructure. Approve program plans and include employee wellness in their district planning. Offer wellness education during in-service time. Cultivate support for employee wellness with the school board and other partners. 	<ul style="list-style-type: none"> Provide the superintendent with data and <u>return on investment</u> on staff absences, health care costs, and other health data specific to the district/school. <p><i>Note: Obtain this information from human resources/benefits manager.</i></p> <ul style="list-style-type: none"> Demonstrate how employee wellness helps district goals. Share other employee wellness success stories. If available, provide data to show how employee wellness efforts impact absences, health care costs, employee retention, and other pertinent data. Share program evaluation data annually. 	<ul style="list-style-type: none"> Blueprint for Education Employee Well-Being School Worksite Wellness: Benefits for School & District Leadership & Administration Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) CDC Work@Health Program CDC Worksite Health ScoreCard Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71-80)
Chief financial officer Responsible for <ul style="list-style-type: none"> Annual Budget Approves expenditures 	<ul style="list-style-type: none"> Communicates importance of employee wellness to district leadership, school board, and community partners by showing positive impact on health care costs/insurance utilization. Data, including financial costs of substitutes, overall health care costs, and employee training costs. 	Provide program evaluation data to show how district employee wellness efforts have positively affected absences, health care costs, employee retention, and other pertinent data	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71-80)
District human resources/benefits managers Responsible for <ul style="list-style-type: none"> Employee benefit programs and costs including health, dental, vision; prescription benefits plans; employee assistance plans; and worker's compensation 	<ul style="list-style-type: none"> Free materials and wellness services (e.g., reduced gym memberships). Information about the benefit design. Staff and financial support. Data about school employee wellness, including absenteeism, injury incidence and workers compensation claims, health care usage / health care costs, employee turnover, etc. 	<ul style="list-style-type: none"> Provide data showing program impact on employee benefit costs and utilization. Invite to be part of the local wellness team. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71-80)

Who	What they can provide (How they can help)	Ways to engage	Helpful tools
Local wellness team/ SEW subcommittee (10–15 members) Responsible for <ul style="list-style-type: none"> Developing and implementing district wellness plan Maintaining district leadership support Developing partnerships Integrating into other committees and district priorities Evaluating school employee wellness efforts and sharing results with district leadership, including the school board and broader community 	<ul style="list-style-type: none"> Recruit employees to partner and participate. Promote policies, systems, and environments so employees feel supported in developing healthy habits. Meet regularly to plan, develop, review, and evaluate activities. 	<ul style="list-style-type: none"> Attend statewide wellness conferences in states where they are offered. Review How District Partnerships Build Stronger Communities. 	<ul style="list-style-type: none"> Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 65–66) Wellness Committee Member Recruitment Email Committee Members and Role Sharing Sample Agendas: Meetings 1–2 Sample Agendas: Meetings 1–6 Comprehensive Guide to Developing an SEW Program Committee Wellness Committee Toolkit Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (page 73)
District SEW leader/ coleader Responsible for <ul style="list-style-type: none"> Leading wellness team Liaison to administration Developing partnerships Developing and implementing district wellness plan Managing budget Identifying resources <i>Note: This role may receive a stipend or be part of a job description.</i>	<ul style="list-style-type: none"> Communicate and model the importance of employee wellness. Look for opportunities to build partnerships in the community. Invite administrators to attend SEW committee meetings and events. Report at least annually to the school board. Identify wellness champions. 	<ul style="list-style-type: none"> Learn what other programs are doing. Visit worksite health-promotion websites. Network with school employee wellness leaders in other school districts. Know the district's mission and goals and relate the school employee wellness program to those goals. 	<ul style="list-style-type: none"> SEW Leader Job Description (page 18) Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 73–75) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
School board members Responsible for <ul style="list-style-type: none"> Establishing the vision and goals for the schools in the district Setting the standards of performance for schools and superintendent Performance of the district <i>NOTE: Elected by the community</i>	<ul style="list-style-type: none"> Approve program plans. Resources to support programs. Influence the adoption of school policies. Help solicit donations from the community. 	<ul style="list-style-type: none"> Provide data on staff absences, health care costs, and other data specific to the district/school. Demonstrate how employee wellness helps district goals. Share how the program can support student achievement. Share program evaluation data annually. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)

Who	What they can provide (How they can help)	Ways to engage	Helpful tools
Unions Responsible for <ul style="list-style-type: none"> Advocating and protecting employee rights Supporting employee professionalism Providing resources for employees Advocating and supporting a strong educational system 	<ul style="list-style-type: none"> Advocate for benefits for employees and for employees to have a voice in decisions that affect their work lives. 	<p><i>Note: Notify district leadership before engaging union leaders.</i></p> <ul style="list-style-type: none"> Highlight how supporting employee wellness supports the union's core mission and how the program can affect health care costs and occupational health and safety. Share program evaluation data annually. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) School Employee Well-Being Collaboration Guide Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
Principal and Assistant/Vice principal Responsible for <ul style="list-style-type: none"> School performance Budget Program and policies Reports to district 	<ul style="list-style-type: none"> Communicate and model the importance of employee wellness. Allocate resources (staff time, space, and funding). Facilitate changes to policy, practice, and infrastructure. Approve program plans. Include employee wellness in planning. Offer wellness education during in-service time. 	<ul style="list-style-type: none"> Provide data on staff absences, health care costs, and other health data specific to the district/school. <p><i>Note: Obtain this information from the human resources/benefits manager.</i></p> <ul style="list-style-type: none"> Demonstrate how employee wellness helps district/school goals. Share other employee wellness success stories. If available, provide data to show how employee wellness efforts impact absences, health care costs, employee retention, and other pertinent data. Share program evaluation data annually. 	<ul style="list-style-type: none"> Blueprint for Education Employee Well-Being School Worksite Wellness: Benefits for School & District Leadership & Administration Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
Local wellness team/ SEW subcommittee (5–10 members) Responsible for <ul style="list-style-type: none"> Developing and implementing school wellness plan Maintaining school leadership support Developing partnerships Integrating into other committees and school priorities Evaluating school employee wellness efforts and sharing results with district and school-level leadership, including school board and broader community 	<ul style="list-style-type: none"> Recruit employees to partner and participate. Promote policies, systems, and environments so employees feel supported in developing healthy habits. Meet regularly to plan, develop, review, and evaluate activities. 	<ul style="list-style-type: none"> Attend statewide wellness conferences in states where they are offered. 	<ul style="list-style-type: none"> Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 65–66) Wellness Committee Member Recruitment Email Committee Members and Role Sharing Sample Agendas: Meetings 1–2 Sample Agendas: Meetings 1–6 Comprehensive Guide to Developing an SEW Program Committee Wellness Committee Toolkit A Practitioner's Guide for Advancing Health Equity: Community Strategies for Preventing Chronic Disease (cdc.gov)

Who	What they can provide (How they can help)	Ways to engage	Helpful tools
School SEW leader/coleader Responsible for <ul style="list-style-type: none"> Overseeing SEW team Liaison to administration Developing partnerships Developing and implementing school wellness plan Managing budget Identifying resources <i>Note: This role may receive a stipend or be part of a job description.</i>	<ul style="list-style-type: none"> Communicate and model the importance of employee wellness. Look for opportunities to build partnerships in the community. Invite administrators to attend SEW committee meetings and events. Report at least annually to the school board. Identify wellness champions. 	<ul style="list-style-type: none"> Learn what other programs are doing. Visit worksite health-promotion websites. Network with school employee wellness leaders in other school districts. Know the district's mission and goals and relate the school employee wellness program to those goals. 	<ul style="list-style-type: none"> SEW Leader Job Description (page 18) Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 73–75) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
All employees	<ul style="list-style-type: none"> Individual skills and resources to help plan and implement programs. Serve as wellness champions. 	<ul style="list-style-type: none"> Use respectful, inclusive messaging. Explain that privacy will be protected and participation is voluntary. Contact employees who have concerns or are not interested in participating. Participation strategies can include Participation Strategies page 77. Invite employees to be part of a district- or school-level employee wellness team/council: Initial Communication Letter to Staff (page 64). Conduct an employee health interest survey and health risk assessment (address health equity). 	<ul style="list-style-type: none"> Employee Wellness Interest Survey* Employee Health Interest Survey Health Risk Assessments for Employees* School Wellness Champion Toolkit* Taking Action to Improve School Employee Wellness (See Communication Chart) Health Equity Toolkit (wa.gov)

COMMUNITY PARTNERS

Note that to access tools from the Alliance for a Healthier Generation, you will need to create a free account.

Who	What they can provide (How they can help)	Ways to engage	Helpful tools
Benefits providers/ insurers	<ul style="list-style-type: none"> Free program materials and/or wellness services. Partner to review benefit design. Data to help plan the SEW initiative. Staffing. Financial support. 	<ul style="list-style-type: none"> Collaborate to gather data that shows program impact on employee benefit costs and health care use. Share program evaluation data annually. 	<ul style="list-style-type: none"> Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
Parents/parent teacher association (PTA)	<ul style="list-style-type: none"> Resources to support programs. Influence in the adoption of school policies. Help solicit donations from the community such as water bottles, fitness equipment, and other items useful for the program. 	<ul style="list-style-type: none"> Attend PTA meetings to share how employee wellness supports the health and success of students, helps the district's bottom line, improves teacher retention, etc. Highlight employee wellness in school newsletters for the community and parents. Share program evaluation data annually. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
Nonprofit health organizations (e.g., American Cancer Society, American Lung Association, American Red Cross)	<ul style="list-style-type: none"> Educational materials and programs that can be used with employees. Health expertise. Screenings. 	<ul style="list-style-type: none"> Based on employee health assessments and interest surveys, contact the health organizations to address employee concerns. Highlight volunteer health organizations in your community that collaborate for employee wellness in employee communications. Share program evaluation data annually. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
Local businesses <i>Note: Districts/schools already partner with local businesses in the community and can start with their current partners.</i>	<ul style="list-style-type: none"> Health expertise. Access to facilities, equipment, and materials. Healthy foods. Donated services, such as printing and goods. 	<ul style="list-style-type: none"> Develop a shared-use agreement that offers the use of school facilities before or after school hours to local businesses. Highlight businesses in your community that collaborate for employee wellness in employee communications. Feature discounts provided by local businesses on district/school web pages. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint)
Local health departments <i>Note: Frequently partner with school districts to promote and help design health initiatives</i>	<ul style="list-style-type: none"> Intervention design. Expertise in data collection and evaluation. Immunizations (e.g., flu and COVID-19 vaccines) and screenings (e.g., oral health). Local community health data. Can be powerful advocates to help make the case to the school board/superintendents. 	<ul style="list-style-type: none"> Share results of program evaluation data annually. Provide local health departments with immunization and screening locations at schools to reach school employees and community. 	<ul style="list-style-type: none"> Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)

Who	What they can provide (How they can help)	Ways to engage	Helpful tools
Health care organizations (e.g., hospitals, federally qualified health centers, local physician practices, dental centers, mental health providers)	<ul style="list-style-type: none"> Health expertise. Health screenings and assessments. Health fairs. Educational workshops on stress, weight management, medical care, etc. 	<ul style="list-style-type: none"> Provide health care partners with data to show efficacy and effectiveness of employee wellness efforts. Highlight the involvement of health care organizations and services provided in employee communications. Invite representatives from health care to be part of a district- or school-level employee wellness team/council. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)
Tribal health councils	<ul style="list-style-type: none"> Local data, assessments, strategies, and resources to promote the health of tribal members. Communicate with tribal jurisdiction and provide community support for employee wellness initiatives. 	<ul style="list-style-type: none"> Use a tribal liaison to increase cultural competence and tailor employee wellness efforts for greatest impact. Provide tribal health councils with information about planned employee wellness efforts. Share results of program evaluation data annually. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness) Establishing Support for School Employee Wellness Programs (See PowerPoint) Baseline Assessment Tool* Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80) Tribal Health CDC Connect with Tribal Health Councils NMAHC (nmhealthcouncils.org) American Indian tribal governments MN Dept. of Health (state.mn.us) Urban Indian Health Urban Indian Health Institute (uihi.org) <p>Indigenous health resources</p> <ul style="list-style-type: none"> Resource Library Johns Hopkins Center for Indigenous Health (jhu.edu) <p>Working with tribes training</p> <ul style="list-style-type: none"> National Indian Health Board Working with Tribes Training (nihb.org)
Fitness centers/parks and recreation	<ul style="list-style-type: none"> Discounts for centers and parks. Instructors for classes. Health assessments or biometric screenings. 	<ul style="list-style-type: none"> Develop a shared-use agreement that offers the use of school facilities before or after school hours to local businesses. Feature classes/passes provided on district/school web pages. Highlight the involvement of these organizations and services provided in employee communications. 	<ul style="list-style-type: none"> Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness)

Who	What they can provide (How they can help)	Ways to engage	Helpful tools
Media	<ul style="list-style-type: none"> Free publicity through articles or interviews about the benefits of SEW activities. 	<ul style="list-style-type: none"> Share media articles and interviews about employee wellness in employee communications. Share information and data with media outlets to increase awareness and reach and to show efficacy and effectiveness of employee wellness efforts. <p><i>Note: Any media and its content should be inclusive of all employees (e.g., teachers, food service, administrative).</i></p>	<ul style="list-style-type: none"> <u>Establishing Support for School Employee Wellness Programs (See Stairway Speech: Investing in School Employee Wellness)</u> <u>Establishing Support for School Employee Wellness Programs (See PowerPoint)</u> <u>Taking Action to Improve School Employee Wellness (See Communication Chart)</u> <u>Baseline Assessment Tool*</u> <u>Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness National Association of Chronic Disease Directors (pages 71–80)</u>

¹OEA Choice Trust, *Blueprint for Education Employee Well-Being*. Retrieved from Oregon Education: Association (Tigard, OR: OEA Choice Trust, February 28, 2022), <https://oeachoice.com/wp-content/uploads/2022/02/Blueprint-2-28-22.pdf>.

²“Fact Sheet: President Biden Signs Executive Order Advancing Diversity, Equity, Inclusion, and Accessibility in the Federal Government,” The White House, June 25, 2021, <https://www.whitehouse.gov/briefing-room/statements-releases/2021/06/25/fact-sheet-president-biden-signs-executive-order-advancing-diversity-equity-inclusion-and-accessibility-in-the-federal-government/#:~:text=Today%2C%20President%20Biden%20signed%20an%20Executive%20Order%20to,reflect%20the%20full%20diversity%20of%20the%20American%20people.>

TAKING ACTION

Taking Action to Improve School Employee Wellness



As you consider components to include in your school or district employee wellness initiative, begin by gathering input (through surveys, listening sessions, etc.) from all employees about their interests and needs. Also gather health data for all employees and collect local community health needs assessment data to tailor your initiative to meet the health interests and needs of employees. (See [Engaging Key Partners for School Employee Wellness](#) for how to obtain this information.) Be purposeful in engaging racial and ethnic minority groups and those who experience health inequities. For guidance, see the CDC's [Health Equity Guiding Principles for Inclusive Communication](#).

Focus on including activities that appeal to a wide range of employees and consider whether the activities are attainable for all levels of physical abilities, employee shifts, cultural practices, and financial circumstances. Where possible, provide accommodations so all employees can participate and include strategies to recruit employees that normally would not participate. (See [Communication Chart](#).)

It is also important for employee wellness initiatives to include a variety of activities. Some activities will focus on building larger intrinsic motivators, such as involvement in decision-making, adequate compensation, a feeling of importance in personal work, recognition for one's contribution, or a degree of autonomy. Other activities provide support for comfortable workspaces, facilitating social connections, professional development opportunities, and employee recognition.

Employee wellness activities are organized into these areas:

- Employee Wellness Policies
- Communication
- Preventive Services/Health Care/Benefits
- Social-Emotional Health and Stress
- Nutrition and Healthy Eating
- Physical Activity/Movement
- Financial Wellness
- Built Environment
- Employee Recognition

These activities are low cost and easy to implement. They include a variety of partners, appeal to a range of interests/needs, and seek to be inclusive. Work with your school employee wellness team to find the best approach for your district/school. Remember that building a sustainable employee wellness initiative takes time. It's ok to start small and build over time.

Note: Not all employees have access to technology, and materials may need to be adapted and translated.



EMPLOYEE WELLNESS POLICIES

School policies determine school environments. Effective wellness policies that support collaboration, implementation, and evaluation lay the foundation for healthy school environments.²

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Implement a healthy food policy for all foods and beverages sold on campus. 	<ul style="list-style-type: none"> School leadership (including school board) Nutrition staff Parents 	<ul style="list-style-type: none"> Healthy Eating at Work Food Policy Toolkit Healthy Vending Machine Initiatives in State Facilities
<ul style="list-style-type: none"> Implement a policy for healthy staff meetings. 	<ul style="list-style-type: none"> School leadership SEW team 	<ul style="list-style-type: none"> Work Well NC National Alliance for Nutrition and Activity Meeting Guidance
<ul style="list-style-type: none"> Implement a breastfeeding policy that includes space and time. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team Parents Local health department 	<ul style="list-style-type: none"> Breastfeeding State Laws NCSL Federal Guidelines and Best Practices for Breastfeeding at Work What Employers Need to Know About Breastfeeding Break Time for Nursing Mothers
<ul style="list-style-type: none"> Implement a policy allowing time during the contracted workday for employees to be physically active or have mental health breaks. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team Physical education teachers 	<ul style="list-style-type: none"> Move More Workbook Work Well NC (See page 26 for workout room suggestions and page 13 for policy recommendations) Physical Activity Breaks for the Workplace: Resource Guide
<ul style="list-style-type: none"> Implement a movement-friendly dress code policy. 	<ul style="list-style-type: none"> School leadership (including school board) 	<ul style="list-style-type: none"> Allows employees to dress comfortably at work and participate in activities Maintains standards of cleanliness and professionalism
<ul style="list-style-type: none"> Implement a district-wide tobacco-free policy for all areas of the school district/campus. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team American Cancer Society American Lung Association 	<ul style="list-style-type: none"> Commercial Tobacco-Free K-12 School Model Policy 2019 <ul style="list-style-type: none"> Tobacco-Free District Model Policy: Model Policy, Administrative Rules, and Student Code of Conduct Language <p><i>Note: You will need to create a free account for this resource</i></p>



COMMUNICATION

One of the most important aspects of an action plan—and of any well-being program—is frequent and effective communication. Employees need to know what the well-being program is all about, what offerings are available to them, and how they can make the most of it. Some may also need to be reminded to participate and why it's important.⁴

Communication methods should be inclusive and respectful. For guidance, see the CDC's [Health Equity Guiding Principles for Inclusive Communication](#).

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Create an employee wellness group using social media. 	<ul style="list-style-type: none"> SEW team Technology staff Administrative staff 	<ul style="list-style-type: none"> How to Create Facebook Groups Employee Wellness Facebook Group Washington County Public Schools
<ul style="list-style-type: none"> Create a crowdsourced district- or school-level annual wellness calendar by providing employees access to social media tools to create their own groups based on interests (e.g., healthy recipe-sharing club, lunchtime walking group, softball team). 	<ul style="list-style-type: none"> SEW team Technology staff Administrative staff All Employees 	<ul style="list-style-type: none"> The Events Calendar
<ul style="list-style-type: none"> Use an app to promote personal wellness. 	<ul style="list-style-type: none"> SEW team Technology staff School nurse School-based mental health staff 	<ul style="list-style-type: none"> 10 Best Employee Wellness Platforms for Employee Health & Well-Being People Managing People
<ul style="list-style-type: none"> Develop a district- or schoolwide calendar that includes employee wellness activities. 	<ul style="list-style-type: none"> SEW team Administrative staff 	<ul style="list-style-type: none"> Monthly Wellness Observances Calendar <p>Example: Appropriate for students and employees Oakland Unified School District - Monthly Wellness Calendar</p>
<ul style="list-style-type: none"> Create an employee wellness bulletin board that is updated monthly. 	<ul style="list-style-type: none"> SEW team Nutrition staff Physical education teacher Administrative staff Parent volunteers 	<ul style="list-style-type: none"> Move More Workbook Work Well NC (See page 22)
<ul style="list-style-type: none"> Dedicate a section of the district/school newsletter to employee wellness. Highlight information about physical activity, nutrition, etc. 	<ul style="list-style-type: none"> School leadership SEW team Parent volunteers 	<p>Example: Setup Google Alerts for “fitness,” “nutrition,” “wellness education” and select “only the best results.” Compile articles into one email and send out for employees to enjoy or include in the newsletter</p>
<ul style="list-style-type: none"> Promote a positive workplace climate with a focus on diversity and inclusive practices. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team 	<ul style="list-style-type: none"> Structural Supports to Promote Teacher Well-Being EdResearch for Recovery
<ul style="list-style-type: none"> Encourage school employees as stakeholders in all school improvement and planning processes. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team 	<ul style="list-style-type: none"> Structural Supports to Promote Teacher Well-Being EdResearch for Recovery
<ul style="list-style-type: none"> Convene listening sessions and invite employees in all roles to talk about their experience of working in the district/school setting. Use the information gained to inform all planning processes. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team School-based mental health staff 	<ul style="list-style-type: none"> Considerations to Make When Conducting Employee Listening Sessions <p>Example: Washington County Public Schools Announces Superintendent Listening Sessions</p>

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Recruit local businesses to adopt a school and donate supplies, facilities, healthy meals, and other services. Draw in local businesses to help reward employees. Learn what employees want or need and approach businesses about providing those things. 	<ul style="list-style-type: none"> Parents Students Local businesses 	<ul style="list-style-type: none"> Employee Perks for School Employees (See Item 4)

PREVENTIVE SERVICES/HEALTH CARE/BENEFITS

Strong benefit design is a cornerstone of employee wellness initiatives. Comprehensive benefits let employees access the services needed to support their health and enable work-life balance. Programs to support employee awareness and understanding of the benefits available to them are also key.⁵

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Plan an employee health fair that includes on-site health assessments/screenings for body mass index, blood pressure, cholesterol, diabetes, etc. 	<ul style="list-style-type: none"> Local health department Local hospital Insurance provider 	<ul style="list-style-type: none"> Check with your benefits providers for resources and coverage information Guide for Planning a Health Fair <p>Example: Montgomery County Public Schools, MD Schools BioMetric Screening Offerings</p>
<ul style="list-style-type: none"> Provide on-site flu shots and immunizations. 	<ul style="list-style-type: none"> Local health department 	<ul style="list-style-type: none"> Check with your benefits providers for resources and coverage information <p>Example: Flu Facts Flier</p>
<ul style="list-style-type: none"> Provide on-site cancer screenings. 	<ul style="list-style-type: none"> Local health department Local hospital Voluntary health organizations 	<ul style="list-style-type: none"> Check with your benefits providers for resources and coverage information Guide for Planning a Health Fair
<ul style="list-style-type: none"> Foster mental health by providing resources for education and awareness. 	<ul style="list-style-type: none"> School nurse School-based mental health staff Insurance provider 	<ul style="list-style-type: none"> Check with your benefits providers for resources and coverage information Mental Health CDC
<ul style="list-style-type: none"> Provide resources for support in quitting tobacco. 	<ul style="list-style-type: none"> Insurance provider American Cancer Society American Lung Association Local health department 	<ul style="list-style-type: none"> 1-800-QUIT-NOW (1-800-784-8669) for free coaching, materials, and referrals to local resources Spanish: 1-855-DEJELO-YA (1-855-335-3569) Mandarin and Cantonese: 1-800-838-8917 Korean: 1-800-556-5564 Vietnamese: 1-800-778-8440 www.smokefree.gov provides tailored resources for women, veterans, teens, Spanish speakers, and people over 60 years old Smoke-Free Text Messaging Programs providing 24/7 encouragement, advice, and tips for becoming smoke-free and healthier The quitSTART app, a free smartphone app that helps you quit smoking with tailored tips, inspiration, and challenges
<ul style="list-style-type: none"> Offer classes on navigating insurance and benefits. 	<ul style="list-style-type: none"> Insurance provider Benefits/human resources 	<ul style="list-style-type: none"> Check with your benefits providers for resources
<ul style="list-style-type: none"> Offer an employee assistance program (EAP). Implement an awareness campaign to educate employees on how to access services. 	<ul style="list-style-type: none"> Benefits/human resources 	<ul style="list-style-type: none"> Provide Support SAMHSA



EMOTIONAL WELL-BEING HEALTH AND STRESS

Teaching is one of the most stressful occupations in the country, but introducing organizational and individual interventions can help minimize the negative effects of teacher stress.⁶

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Create safe and inviting employee lounges (Zen dens). 	<ul style="list-style-type: none"> Parents organization (PTA) School leaders (including school board) Administrative staff School employees Local businesses 	<ul style="list-style-type: none"> Healthier Break Room
<ul style="list-style-type: none"> Provide employees two daily 15-minute breaks for self-care. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team Parents organization (PTA) 	<ul style="list-style-type: none"> Teachers and Break Times <p>Example: California ABC Federation Teacher Master Contract (See Page 15, Item 7)</p>
<ul style="list-style-type: none"> Subsidize personal development books, seminars, and training courses by offering a flat or percentage-based subsidy. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team 	<ul style="list-style-type: none"> Many companies offer school employees discounts <p>Example: Barnes and Noble -Educators provides up to 25% off books.</p>
<ul style="list-style-type: none"> Provide professional development on social-emotional skills, stress management, mindfulness, and resiliency. Include the development of employee self-care action plans. 	<ul style="list-style-type: none"> School leadership School nurse School-based mental health staff Local mental health professionals 	<ul style="list-style-type: none"> Strengthening Adult SEL & Cultural Competence CASEL District Resource Center SEL for Educators Toolkit Transforming Education CASEL'S SEL Framework CASEL Mental Health/Trauma Modules Compassion Resilience Toolkit Filling Your Cup: Comprehensive Self-Care Strategies Curriculum <p><i>Note: You will need to create a free account for this resource</i></p> <ul style="list-style-type: none"> CDC's How Right Now Weekly Stress-Management Emails—English/Spanish Mindfulness for Educators: A Guide to Practicing and Facilitating Mindfulness



NUTRITION AND HEALTHY EATING

Nutrition and healthy-eating activities also provide an opportunity for employees to socialize, which not only supports mental health but a sense of camaraderie and trust between colleagues. Hold events like healthy potlucks, team sports, and informal healthy breaks. Social connections are essential for employee health. A landmark study showed that a lack of social connection is a greater detriment to health than obesity, smoking, and high blood pressure.⁷

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Provide access to safe drinking water. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team Building maintenance 	<ul style="list-style-type: none"> Healthy Schools: Water Access CDC Drinking Water Fact Sheets EPA Water Resources <p>Example: Case Study El Cerrito High School</p>
<ul style="list-style-type: none"> Hire/recruit a chef who specializes in easy, healthy cooking to run a cook-along demonstration. 	<ul style="list-style-type: none"> Parents Local businesses (e.g., supermarket, chef, restaurant) 	<ul style="list-style-type: none"> Hire A Chef
<ul style="list-style-type: none"> Hold healthy potlucks. 	<ul style="list-style-type: none"> SEW team Nutrition staff 	<ul style="list-style-type: none"> Healthy Potluck Sign-up <p><i>Note: You will need to create a free account for this resource</i></p>
<ul style="list-style-type: none"> Create a healthy office cookbook (online or printable). Ask employees to share favorite healthy recipes, then compile the best ones into a collection to share via a downloadable document or a simple printed booklet. Cookbooks can be sold as a fundraiser for the SEW program. 	<ul style="list-style-type: none"> SEW team Administrative staff Parents Students 	<ul style="list-style-type: none"> Create a Team Cookbook
<ul style="list-style-type: none"> Hold employee wellness challenges that focus on health behaviors (e.g., No Soda November, Steps Challenge, Fruit and Veggie Challenge, Hydration Challenge, Social Media Detox Challenge, Sleep Challenge). 	<ul style="list-style-type: none"> School leadership SEW team Local businesses 	<ul style="list-style-type: none"> Worksite Challenges Missouri Department of Health
<ul style="list-style-type: none"> Provide free or subsidized lifestyle coaching/counseling or self-management programs that equip employees with skills and motivation to set and meet their personal health goals. Educate employees about subsidies and discounts using multiple methods (e.g., newsletters, websites). 	<ul style="list-style-type: none"> Human resources/benefits SEW team Local businesses 	<ul style="list-style-type: none"> Check with your benefits providers for resources and benefits coverage. National Diabetes Prevention Program <p>Examples: Employee Perks and Albuquerque Public Schools - Employee Discount Page</p>
<ul style="list-style-type: none"> Sponsor an on-site farmers market. 	<ul style="list-style-type: none"> School leadership Parents Local businesses (e.g., farms, chambers of commerce) 	<ul style="list-style-type: none"> In-School Farmers Markets: Setting Up for Success
<ul style="list-style-type: none"> Create a school garden for employees. 	<ul style="list-style-type: none"> Building maintenance School leadership Local businesses (e.g., farms, nurseries, garden clubs) 	<ul style="list-style-type: none"> Starting a Garden OEA Trust

PHYSICAL ACTIVITY/MOVEMENT

Survey employees to discover what type of physical activity/movement activities would interest them. Fitness challenges, exercise classes, and regular team activities help staff improve their individual fitness while building team unity. Offer a variety of activities, from activity breaks during staff meetings to ongoing opportunities such as a lunchtime or after-school walking club.⁸

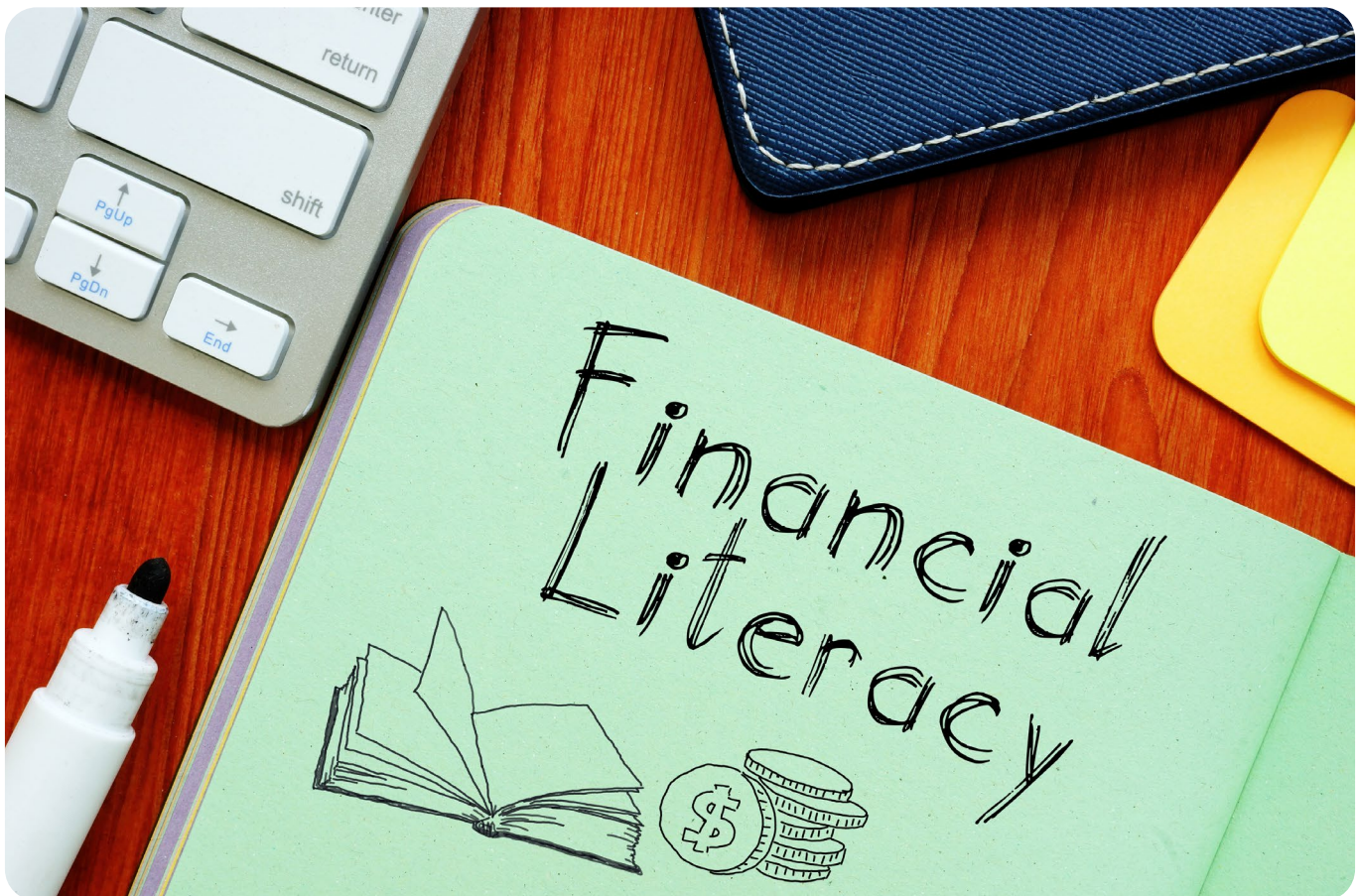
Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Mark indoor (hallway) and outdoor walking routes and/or fitness courses. Promote the use of stairwells. 	<ul style="list-style-type: none"> School leadership SEW team Physical education teachers 	<ul style="list-style-type: none"> Move More Workbook Work Well NC (See pages 19–20 and 58–61) Stairwell Messages
<ul style="list-style-type: none"> Offer active workstations (e.g., standing desk, balance ball, wobble stool). 	<ul style="list-style-type: none"> School leadership Human resources/benefits School nurse SEW team Local businesses 	<ul style="list-style-type: none"> Active Workstation
<ul style="list-style-type: none"> Hold “walk and talk” and “roll and talk” meetings. 	<ul style="list-style-type: none"> School leadership SEW team 	<ul style="list-style-type: none"> Move More Workbook Work Well NC (See pages 8–9)
<ul style="list-style-type: none"> Offer intramural sports teams (e.g., basketball, softball, pickleball) that are low cost and can be done in regular clothes and sneakers. 	<ul style="list-style-type: none"> School leadership (including school board) SEW team Local businesses Parks & recreation programs Physical education teacher 	<ul style="list-style-type: none"> How to Start an Adult Sports League
<ul style="list-style-type: none"> Build in physical activity breaks during the school day (may include students). 	<ul style="list-style-type: none"> School leadership SEW team Physical education teacher Local fitness centers Students 	<ul style="list-style-type: none"> Brain Breaks, Instant Recess, and Energizers AFHK
<ul style="list-style-type: none"> Put up posters showing instructions for basic exercises and how to use exercise equipment around the facilities. 	<ul style="list-style-type: none"> Physical education teacher Building maintenance team 	<ul style="list-style-type: none"> Move More Workbook Work Well NC (See pages 30–49) <p>Example: Donation to Overhaul of Outdated Fitness Facility at High School – School overhauls fitness facility for student and employee use.</p>
<ul style="list-style-type: none"> Offer low-cost or discounted classes on location for employees. 	<ul style="list-style-type: none"> Physical education teacher Local fitness centers Parks & recreation programs 	<p>Example: Albuquerque Public Schools - Employee Discount Page</p>



FINANCIAL WELLNESS

Improving financial literacy can be a helpful way for employers to support the financial insecurities that many employees feel. Programs can help employers hold on to their staff. They can also boost productivity and cut health care costs because employees are less stressed personally.⁹

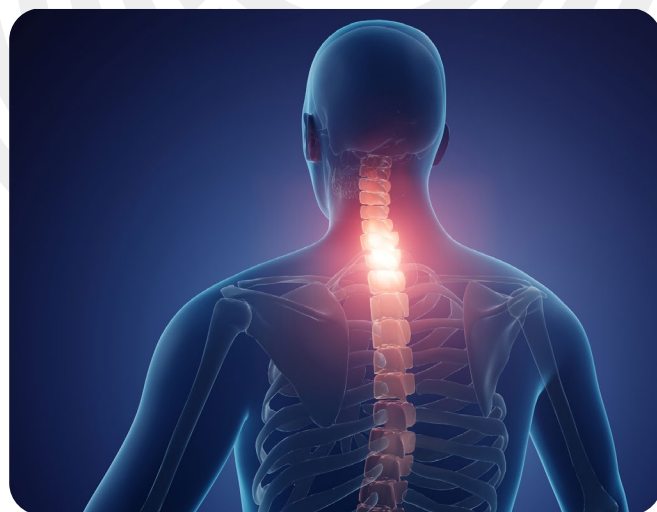
Activity	Potential Partners	Where to Learn More
<ul style="list-style-type: none"> Offer financial literacy workshops that focus on savings, investment, retirement, and use of benefits. Consider a financial book club. 	<ul style="list-style-type: none"> Human resources/benefits Local businesses (e.g., financial advisors, banks) Parents 	<ul style="list-style-type: none"> Benefits of Financial Literacy <p>Example: Everyday Money for Everyday People (Christensen, 2014), The Next Millionaire Next Door (Stanley & Fallow, 2018), The Difference (Chatzky, 2009).</p> <p>Example: Albuquerque Public Schools - Employee Webinars</p>
<ul style="list-style-type: none"> Run a financial fitness campaign to encourage financial check-ups. <p><i>Note: April is Financial Literacy Month</i></p>	<ul style="list-style-type: none"> Human resources/benefits Local businesses (e.g., financial advisors, banks) Parents 	<ul style="list-style-type: none"> Consider some of the following activities: Financial Literacy Month For individual financial check -ups: Financial Self-Exam
<ul style="list-style-type: none"> Provide a retirement savings plan with automatic enrollment and an employer contribution. 	<ul style="list-style-type: none"> Human resources/benefits 	<ul style="list-style-type: none"> Check with benefits providers for a summary of retirement benefits. Retirement Planning Checklist (We are Teachers) <p>Example: Bring in a parent or local business volunteer with experience in financial and retirement planning.</p>
<ul style="list-style-type: none"> Provide or subsidize career-planning classes to help employees learn new skills to grow in their positions (e.g., supervisory courses or management and teaching skills). 	<ul style="list-style-type: none"> School leadership Human resources SEW team 	<ul style="list-style-type: none"> Online Professional Development for Educators In-Demand Professional Development Opportunities: What Employees Really Want



SCHOOL ENVIRONMENT

A safe school environment protects staff and students from injury and illness. A clean, well-lit, and well-ventilated building also affects the productivity, attendance, performance, and morale of students and staff.¹⁰

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Institute an air quality management program. Install air purifiers in classrooms and other locations. 	<ul style="list-style-type: none"> School leadership (including school board) Building maintenance 	<ul style="list-style-type: none"> Take Action to Improve Indoor Air Quality in Schools U.S. EPA
<ul style="list-style-type: none"> Provide ergonomic assessments for employee workstations. 	<ul style="list-style-type: none"> District human resources/benefits School nurse Local businesses 	<ul style="list-style-type: none"> Ergonomics and Musculoskeletal Disorders NIOSH CDC
<ul style="list-style-type: none"> Ensure proper lighting in schools. 	<ul style="list-style-type: none"> School leadership Building maintenance Staff 	<ul style="list-style-type: none"> An Overview of Design and Construction for a Healthy School Environment Schools: Healthy Buildings U.S. EPA Healthy Buildings Harvard T. H. Chan School of Public Health
<ul style="list-style-type: none"> Create a safe and supportive school environment for all. 	<ul style="list-style-type: none"> School leadership School resource officers Local law enforcement 	<ul style="list-style-type: none"> Resources to Create a Safer School National Center on Safe Supportive Learning Environments



EMPLOYEE RECOGNITION

If we want to keep our quality employees and those energetic young teachers, we need to make sure that we are meeting their needs. Recognizing and rewarding their efforts helps. Many teachers start their careers working hard and excelling, but if over time their efforts go unappreciated and unrecognized, even the most dedicated and creative teacher will fade into the background.¹¹



At Oakleaf K-8 Charter School in Middleburg, Florida, teachers actively recognize their colleagues who have gone above and beyond. At each faculty meeting, a golden-yellow jacket is awarded to a faculty member. The jacket, which is a colorful salute to the school's bee mascot—the yellow jacket—is not passed by Principal Larry Davis or other members of the administrative team. Instead, it is passed from teacher to teacher. Each month's winner is responsible for presenting the jacket to another teacher of honor the following month. The school has one jacket that is shared by elementary staff members and another for the school's junior high team.¹²

Activity	Potential partners	Where to learn more
<ul style="list-style-type: none"> Applaud a work anniversary or employee birthday with a positive email or a funny email meme, which takes minimal time and is free. 	<ul style="list-style-type: none"> School leadership Administrative staff 	<ul style="list-style-type: none"> Fun Work Anniversary Wishes Warm and Meaningful Birthday Wishes
<ul style="list-style-type: none"> Send employees gifts or gift cards to celebrate major achievements. <p><i>Note: Make sure gift cards are appropriate for the employee population</i></p>	<ul style="list-style-type: none"> School leadership Administrative staff Parents Local businesses 	<ul style="list-style-type: none"> School Staff Appreciation Ideas (See Item 4)
<ul style="list-style-type: none"> Write a personal thank-you note to employees who go above and beyond. Principals can copy the superintendent on the letter and include it in the employee's personnel file. 	<ul style="list-style-type: none"> School leadership (including school board) Administrative staff Parents 	<ul style="list-style-type: none"> School Staff Appreciation Ideas (See Item 6)
<ul style="list-style-type: none"> Add each employee to the About Us page on the district/school website. 	<ul style="list-style-type: none"> School leadership SEW team Technology staff 	<ul style="list-style-type: none"> School Staff Appreciation Ideas (See Item 3)
<ul style="list-style-type: none"> Recognize employees in district/school newsletter and/or on the website/social media. 	<ul style="list-style-type: none"> School leadership SEW team Technology staff 	<ul style="list-style-type: none"> School Staff Appreciation Ideas (See Items 1 and 2)
<ul style="list-style-type: none"> Create an end-of-year awards program to recognize employees. Turn an employee meeting into an opportunity for staff recognition. 	<ul style="list-style-type: none"> School Leadership (including school board) SEW team Parents Administrative staff 	<ul style="list-style-type: none"> Awards for Teachers and Staff

¹Doris A. Santoro and Olga Acosta Price, Structural Supports to Promote Teacher Well-Being (Providence, RI: EdResearch for Recovery, October 2021), https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_19.pdf.

²"Make Wellness a Priority," Alliance for a Healthier Generation, accessed December 13, 2022, <https://www.healthiergeneration.org/take-action/schools/wellness-topics/staff-well-being/make-wellness-a-priority>.

³Janet Weiner, "Cost Effectiveness of Financial Incentives for Smoking Cessation," Population Health (blog), PENN Leonard Davis Institute of Health Economics, December 9, 2021, <https://ldi.upenn.edu/our-work/research-updates/cost-effectiveness-of-financial-incentives-for-smoking-cessation/>.

⁴OEA Choice Trust, Blueprint for Education Employee Well-Being. Retrieved from Oregon Education: Association (Tigard, OR: OEA Choice Trust, February 28, 2022), <https://oeachoice.com/wp-content/uploads/2022/02/Blueprint-2-28-22.pdf>.

⁵National Association of Chronic Disease Directors, Healthy School, Healthy Staff, Healthy Students: A Guide to Improving School Employee Wellness (Decatur, GA: National Association of Chronic Disease Directors, 2018), https://www.chronicdisease.org/resource/resmgr/school_health/school_employee_wellness/nacdd_schoolemployeeewellness.pdf.

⁶Mark T. Greenberg, Joshua L. Brown, and Rachel Abenavoli, Teacher Stress and Health: Effects on Teachers, Students, and Schools, Edna Bennett Pierce Prevention Research Center, Pennsylvania State University, September 2016, <https://www.prevention.psu.edu/uploads/files/rwjf430428-TeacherStress.pdf>.

⁷J. S. House, K. R. Landis, and D. Umberson, "Social Relationships and Health," Science 214, no. 4865 (1988):540–545, <https://doi.org/10.1126/science.3399889>.

⁸"Make Wellness a Priority," Alliance for a Healthier Generation.

⁹Dale Buss, "Teaching Employees the Financial Facts of Life," SHRM Executive Network, October 4, 2021, www.shrm.org/executive/resources/articles/pages/financial-wellness-helps-business.aspx.

¹⁰National Association of Chronic Disease Directors, Healthy School, Healthy Staff, Healthy Students.

¹¹Dianna Podmoroff, 365 Ways to Motivate and Reward Your Employees Every Day: With Little or No Money (Ocala, FL: Atlantic Publishing Group, January 12, 2005).

¹²Gary M. Hopkins, "Recognizing the Stars on Your Staff," Education World, December 2019, https://www.educationworld.com/a_admin/admin/admin538.shtml.

CREATING A CULTURE AND CLIMATE

Creating a Culture and Climate of Wellness for School Employees

An organization's **culture** represents the collective values, beliefs, and principles of its employees, and it influences how employees interact and approach work. A variety of factors may influence culture, including history, organizational purpose, type of employees, leadership style, national culture, etc. Culture includes an organization's vision, values, norms, systems, assumptions, environment, location, beliefs, and habits.¹

An organization's **climate** is recurring patterns of employee behavior, attitudes, and feelings that characterize work life in an organization. Climate is created by employees' shared perceptions of the psychological impact of their work environment on their own personal well-being.²

This fact sheet will:

- Explain why culture and climate are important for school employee wellness.
- Outline the characteristics of a wellness culture (what it looks like).
- Provide resources for developing an employee wellness policy.
- Provide a checklist to assess your school's or district's progress toward creating a culture and climate of wellness.
- Outline the importance of addressing the emotional well-being of school employees.

The Importance of Culture and Climate in School Employee Wellness

A culture of wellness can be defined as a workplace that places value on and is conducive to employee health and well-being.³ While a healthy company culture includes encouraging the use of facilities and programs to support health, a culture of wellness extends beyond individual programs by incorporating the value of employee wellness into the overall mission and purpose of an organization.⁴ Research shows that the integration of employee wellness into an organization's culture is one of the five key elements of a comprehensive wellness program.⁵ Establishing a workplace culture that values and prioritizes employee wellness and resilience is important to the overall success of school employee wellness and, ultimately, students' education.

Organizational values impact the work climate, well-being of its employees, and in cases of schools, also affect the well-being and success of students. Wellness should be an integral part of the way a school operates, thinks, and acts. This integration requires sustained effort on several fronts. It involves leaders:

- Practicing healthy behaviors.
- Implementing health-promoting policies.



- Allocating sufficient resources for programs to be sustained.
- Providing support to ensure safe and healthy environments.
- Offering access and opportunities for employees to engage in a variety of wellness efforts.
- Encouraging all employees to participate in sustainable wellness efforts.

Effective employee wellness programs are embedded in an organization's culture, benefit design, compensation practices, disability policies, and physical spaces. See the [*Wellness Culture and Climate Checklist*](#) for more ways to create a culture and climate of wellness.

School Employee Wellness Policies

The CDC describes a wellness policy as “a written document that guides a local educational agency’s or school district’s efforts to create supportive school nutrition and physical activity environments.”⁶ A key to developing a culture and climate of wellness is ensuring the unique needs of each school employee are met within the district/school wellness policies. Many schools have policies on students’ wellness; however, very few address school employee wellness. Implementing a school employee wellness policy is sustainable and builds employee wellness into the fabric of the organization. It shows that employee wellness is *valued*!

SCHOOLS ARE SET-UP FOR WELLNESS!



Most schools have the following:

ACCESS to fitness facilities, gymnasiums, sports courts, outdoor and indoor tracks, exercise equipment, and weight training equipment. Even though they are used mostly by students, these facilities can be made available to school employees.

IN-SERVICE training, mandatory meetings at both the school and district level, summer training, and very strong

education programs for staff. Compared to other worksites, schools spend a lot of time and money teaching and training their employees. Educational training is just part of the education culture. Effective school wellness efforts make wellness training and healthy living integrated parts of professional development.



NURSES, health educators, nutrition/food service experts, and physical education teachers all have specialized training in topics related to wellness and should be part of employee wellness efforts.



Resources for developing a school employee wellness policy include:

- The Alliance for a Healthier Generation Model School Wellness Policy, accessed by creating an account [here](#).
- [Whole School, Whole Community, Whole Child Framework](#).
- [Putting Local School Wellness Policies into Action: Stories from School Districts and Schools](#).
- [CDC's Virtual Healthy Schools](#).
- [Healthy School, Healthy Staff, Healthy Students: A Guide to Improving School Employee Wellness](#).
- [Wellness Culture and Climate Checklist](#).
- [Taking Action to Improve School Employee Wellness](#).

Wellness Culture and Climate Checklist

To create a culture and climate of wellness at your school, school employee wellness needs to be integrated everywhere! Use the following checklist to assess your district's or school's progress. Once complete, discuss the results of the checklist with your district's or school's wellness committee or team and with your school leadership.

Wellness Culture and Climate Checklist (Y = YES, N = NO, IP = In progress)			
	Y	N	IP
Our mission and values reflect input from <i>all</i> school employees.			
School employee wellness is a key component of the district/school strategic plan.			
Creating an inclusive culture and climate for school employee wellness is a strategic priority.			
The annual budget dedicates funds to school employee wellness.			
Most staff and leadership meetings incorporate and discuss school employee wellness (e.g., weekly/monthly meetings and professional development).			
Developing the social-emotional competence of school employees is a priority.			
A two-way communication system (between the school/district and employees) exists and is valued, supported, encouraged, and transparent.			
School leadership demonstrates a commitment to school employee wellness through regular communications about the importance of health and wellness.			
A dedicated staff person is paid (either full-time or part-time) to coordinate employee wellness.			
An employee wellness committee or team exists.			
Needs assessments are conducted frequently with employees to update employee wellness efforts and policies.			
Policies and practices to ensure the health, safety, and well-being of employees are reviewed regularly.			
Employee wellness plans are tailored to the unique needs of employees and involve employees in the design and development of the plan.			
Employees are encouraged to adopt healthy lifestyles.			
Facilities are available to support employee wellness efforts (e.g., fitness facilities, healthy vending options, breakroom).			
Employees are educated about preventive services and the benefits covered by their health insurance plan (more than just promotional materials).			
External partners (e.g., the community, health insurance companies, unions) support school employee wellness efforts. (See <i>Engaging Key Partners for School Employee Wellness</i> .)			

The Missing Link—Adult Social-Emotional Competence and Employee Wellness

School employees are charged with educating our youth, positively supporting their development, and keeping them safe. Supporting school employees—helping them manage their overall wellness, including social and emotional competence—is critical to ensure they are healthy and able to fulfill the demands of their jobs. (See *Taking Action to Improve School Employee Wellness: Social-Emotional Health and Stress* for adult social-emotional activity ideas.)

Providing all school employees with professional development that focuses on building their own social-emotional skills positively affects the wellness culture and climate of schools. This is in addition to professional development that teaches adults how to build skills in children.

Promoting student well-being starts with adults. Adults need skills so they can positively model prosocial behaviors, label emotions, and demonstrate empathy, positive relationships, social awareness, and self-awareness for students. When schools cultivate the social and emotional competence and capacity of the adults in the building, employees feel supported and empowered, can collaborate effectively, and build relational trust.

Studies have found that adults who can recognize, understand, label, express, and regulate their own emotions

- Are less likely to report burnout.⁸
- Have higher levels of relational trust with their peers at work, which lays a foundation for productive collaboration.⁹
- Improve their own well-being and the social, emotional, and academic development of students.¹⁰
- Demonstrate higher levels of patience and empathy, encourage healthy communication, and create safe learning environments.¹¹
- Effectively teach and model social-emotional competence for their students.¹²
- Build and maintain stronger relationships with their students, which leads to improved classroom management and fewer disciplinary problems.¹³
- Positively contribute to the school's overall climate.¹⁴
- Report greater principal support, higher job satisfaction, and a sense of personal accomplishment.¹⁵

¹Charles Glisson, "The Role of Organizational Culture and Climate in Innovation and Effectiveness," *Human Service Organizational Management and Leadership* 39, no. 4 (September 2015): 245–250, <https://doi.org/10.1080/23303131.2015.1087770>.

²Glisson, "The Role of Organizational Culture," 245–250.

³American Hospital Association, *A Call to Action: Creating a Culture of Health* (Chicago: American Hospital Association, January 2011), <https://www.aha.org/system/files/2018-02/call-to-action-creating-a-culture-of-health-2011.pdf>.

⁴Ron Z. Goetzel and Ronald J. Ozminkowski, "The Health and Cost of Benefits of Work Site Health-Promotion Programs," *Annual Review of Public Health* 29 (April 2008): 303–323, <https://doi.org/10.1146/annurev.publhealth.29.020907.090930>.

⁵Ron Z. Goetzel et al., "Promising Practices in Employer Health and Productivity Management Efforts: Findings from a Benchmark Study," *Journal of Occupational & Environmental Medicine* 49, no. 2. (February 2007): 111–130, <https://doi.org/10.1097/JOM.0b013e31802ec6a3>.

⁶"Local School Wellness Policy," CDC Healthy Schools, Centers for Disease Control and Prevention, last modified August 4, 2022, <https://www.cdc.gov/healthyschools/nutrition/wellness.htm>.



⁷“What Is Social and Emotional Learning?” Collaborative for Academic, Social, and Emotional Learning (CASEL), accessed October 26, 2022, <https://schoolguide.casel.org/what-is-sel/what-is-sel/>.

⁸“Yale Center for Emotional Intelligence,” Yale School of Medicine, accessed October 26, 2022, <https://medicine.yale.edu/childstudy/services/community-and-schools-programs/center-for-emotional-intelligence/>.

⁹Barbara Schneider, “Trust in Schools: A Core Resource for School Reform,” ASCD, vol. 60, no. 6, March 1, 2003, <https://www.ascd.org/el/articles/trust-in-schools-a-core-resource-for-school-reform>.

¹⁰Nick Woolf, “A Comprehensive Guide to Adult SEL,” *Panorama Education* (blog), accessed October 26, 2022, <https://www.panoramaed.com/blog/comprehensive-guide-adult-sel>.

¹¹Raquel Palomera, Pablo Fernández-Berrocal, and Marc A. Brackett, “Emotional Intelligence as a Basic Competency in Pre-Service Teacher Training: Some Evidence,” *Electronic Journal of Research in Educational Psychology* 6, no. 15 (September 2008): 437–454, https://www.researchgate.net/publication/230887042_Emotional_intelligence_as_a_basic_competency_in_pre-service_teacher_training_Some_evidence.

¹²Palomera, Fernandez-Berrocal, and Brackett, “Emotional Intelligence,” 437–454.

¹³Patricia A. Jennings and Mark T. Greenberg, “The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes,” *Review of Educational Research* 79, no. 1 (March 2009): 491–525, <https://doi.org/10.3102/00346543083256>.

¹⁴Michael DiPaola and Megan Tschannen-Moran, “Organizational Citizenship Behavior in Schools and Its Relationship to School Climate,” *Journal of School Leadership* 11, no. 5 (September 2001): 424–447, <https://doi.org/10.1177/105268460101100503>.

¹⁵Mark T. Greenberg, Joshua L. Brown, and Rachel Abenavoli, *Teacher Stress and Health: Effects on Teachers, Students, and Schools*, Edna Bennett Pierce Prevention Research Center, Pennsylvania State University, September 2016, <https://www.prevention.psu.edu/uploads/files/rwjf430428-TeacherStress.pdf>.

