

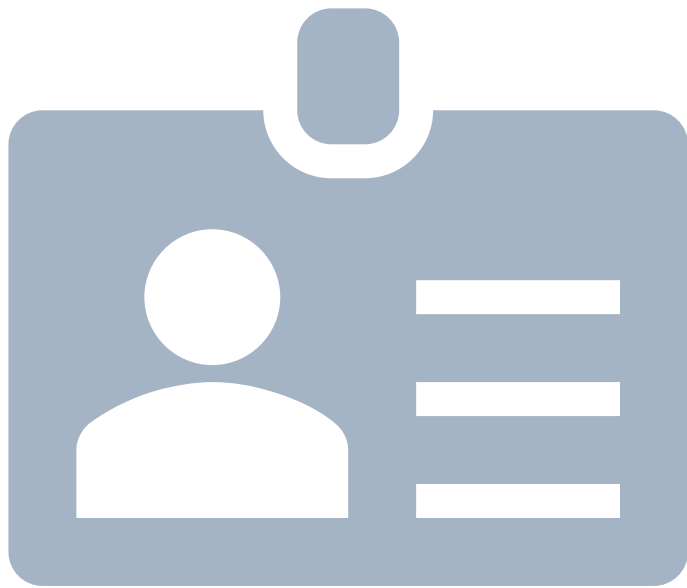
Graduation
Equity
Webinar
Series

Organizational
Wellness for Equity



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Introduce Yourself in the Chat



Name
Role
District
What you're curious
about today



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

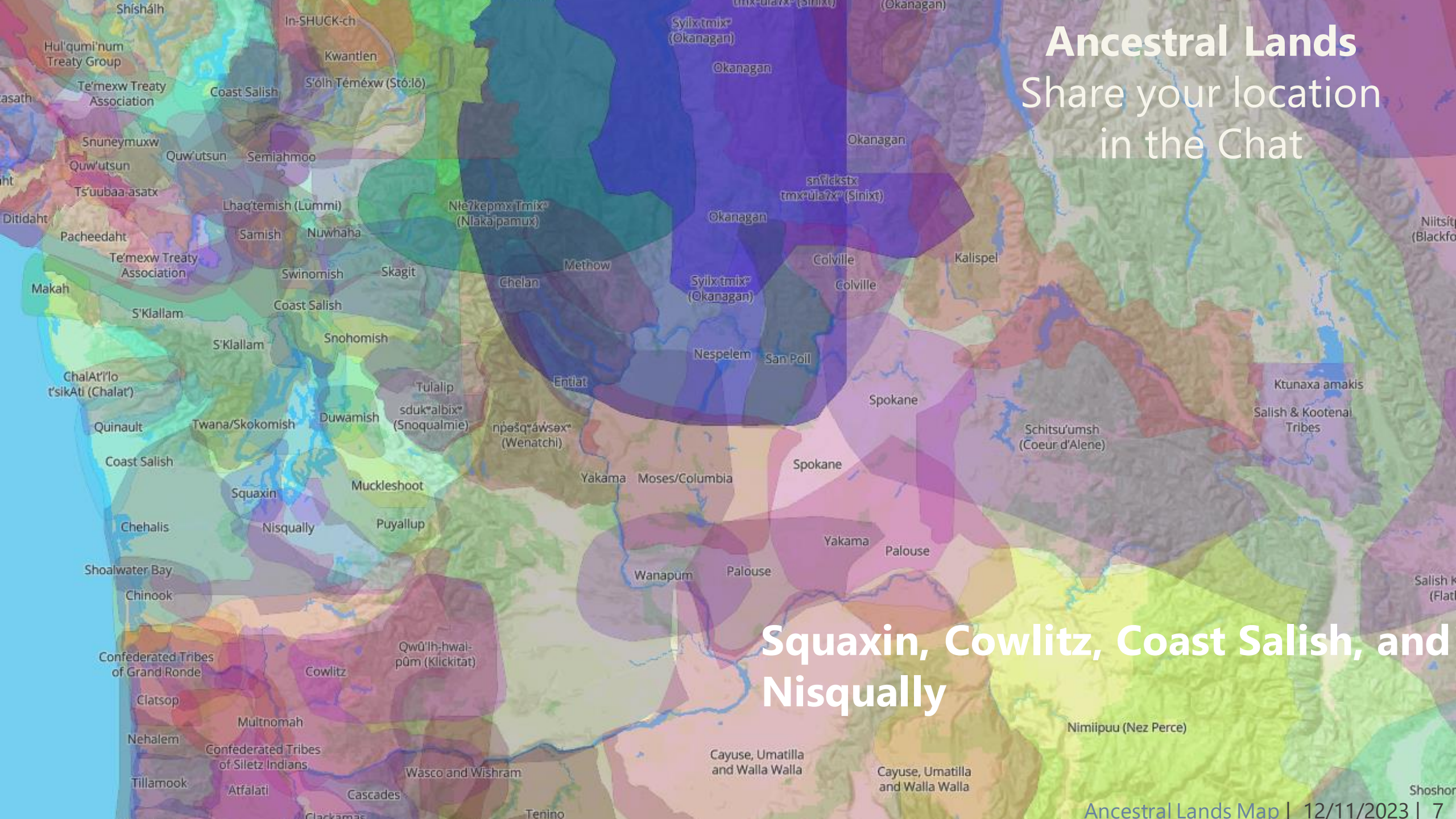
Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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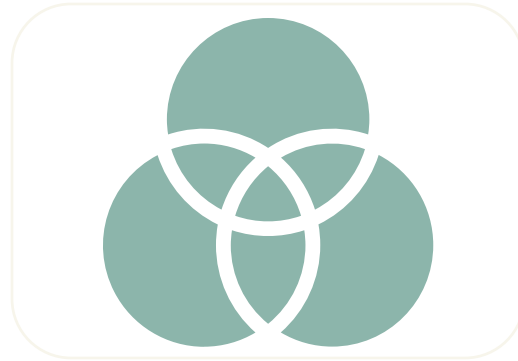
Ancestral Lands
Share your location
in the Chat

**Squaxin, Cowlitz, Coast Salish, and
Nisqually**

Equity Pause



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?



Objectives

- Staff Wellness is a valuable priority in its deep impacts to staff retention and mobility as well as educational equity.
- The mental, social, and emotional wellness of all adults in a school system is a collective responsibility and critical component of student equity and community well-being.
- Continued engagement and learning about the science and background of wellness, supports building systems of care.
- Though not always easy, schools and districts can provide collective systems of care through acknowledgement and transparency of the resources and demands within a school system.
- Intentional tools, resources and data protocols make the work happen! (many examples will be shared during this presentation.)



Presenters



Jocelyn Núñez

Student Engagement & Support
Program Supervisor

OSPI

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Bridget Underdahl

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Julee Christianson

Mental Health Systems Program
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Questions & Polling 1



Who's here?

- Administrator
- Counselor/
Counselor/Psych/Community
Liaison/Attendance Liaison / Grad
Specialist/ Social Worker
- Teacher
- Para-educator
- Parent/Community
Member/Community Based
Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or
Teaching Coach
- Other

What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

How familiar are you with our topic?

- Very
- Somewhat
- It's new!

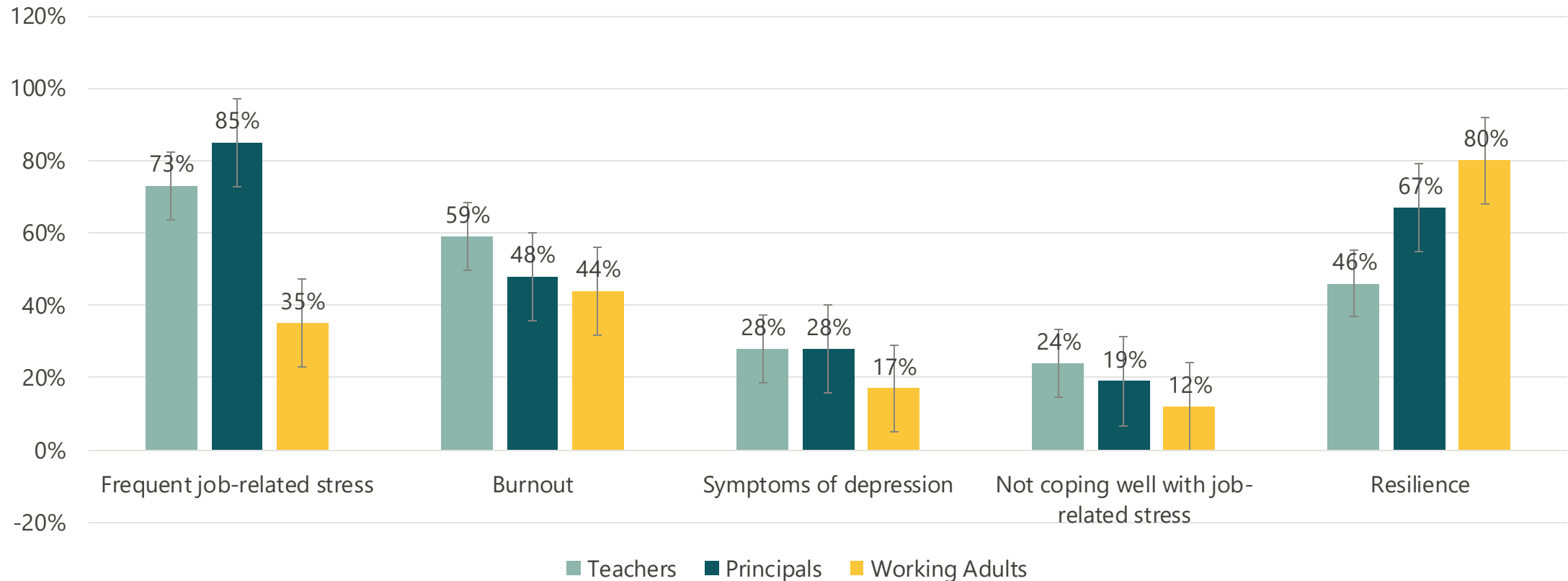




Organizational Wellness Perspective from OSPI

According to a new survey, teachers are twice as likely to experience job-related stress compared to other working adults.

Well-being of Teachers, Principals, and Working Adults in January 2022



Nationwide Trends around Educator Retention



According to November 2021 survey, **48% of teachers admitted that they had considered quitting within the last 30 days.** Of that number, 34% said they were thinking about leaving the profession entirely.



When superintendents from various parts of the country were asked, “What percent of teachers quitting would create a cataclysmic drop in your organization’s ability to educate young people?” The answers were all shockingly low—with one superintendent answering, **“One. One teacher quitting would hurt us in a big way.”**



According to the U.S. Bureau of Labor Statistics (BLS), there were approximately 10.6 million educators working in public education in January 2020; today (February 2022) there are just 10.0 million, a net **loss of around 600,000.**



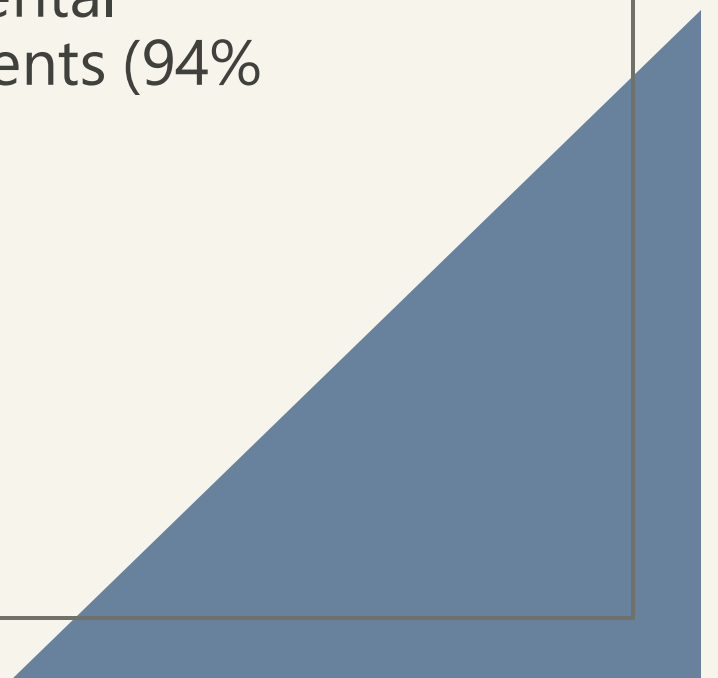
“The burnout is bad this year and we're going to lose some really good teachers if we don't address their mental health needs. Teachers are not willing to do a training if it cuts into their time to actually prepare a classroom. Give them a moment where you have like a para(professional teacher) come in for a second. To communicate with them like this is important, we allocated time for it. And they're given a mental break.”

—School staff member



When asked about addressing burnout, the top two surveyed items reported were

Raising salaries followed by providing additional mental health support for students (94% support)



What Makes Staff Wellness a Priority?



Staff wellbeing correlates to educational **equity**



Staff **retention** & mobility



A school community with adults who have the emotional **capacity to build relationships** & teach with rigor





“The Why” Behind the Work

No one really learns well when teachers are stressed and burned out, which is why I say

a stressed and burned out teaching force is an equity issue.

If we believe in equity and if we want our students to do well, we have to ensure our educators are doing well too.

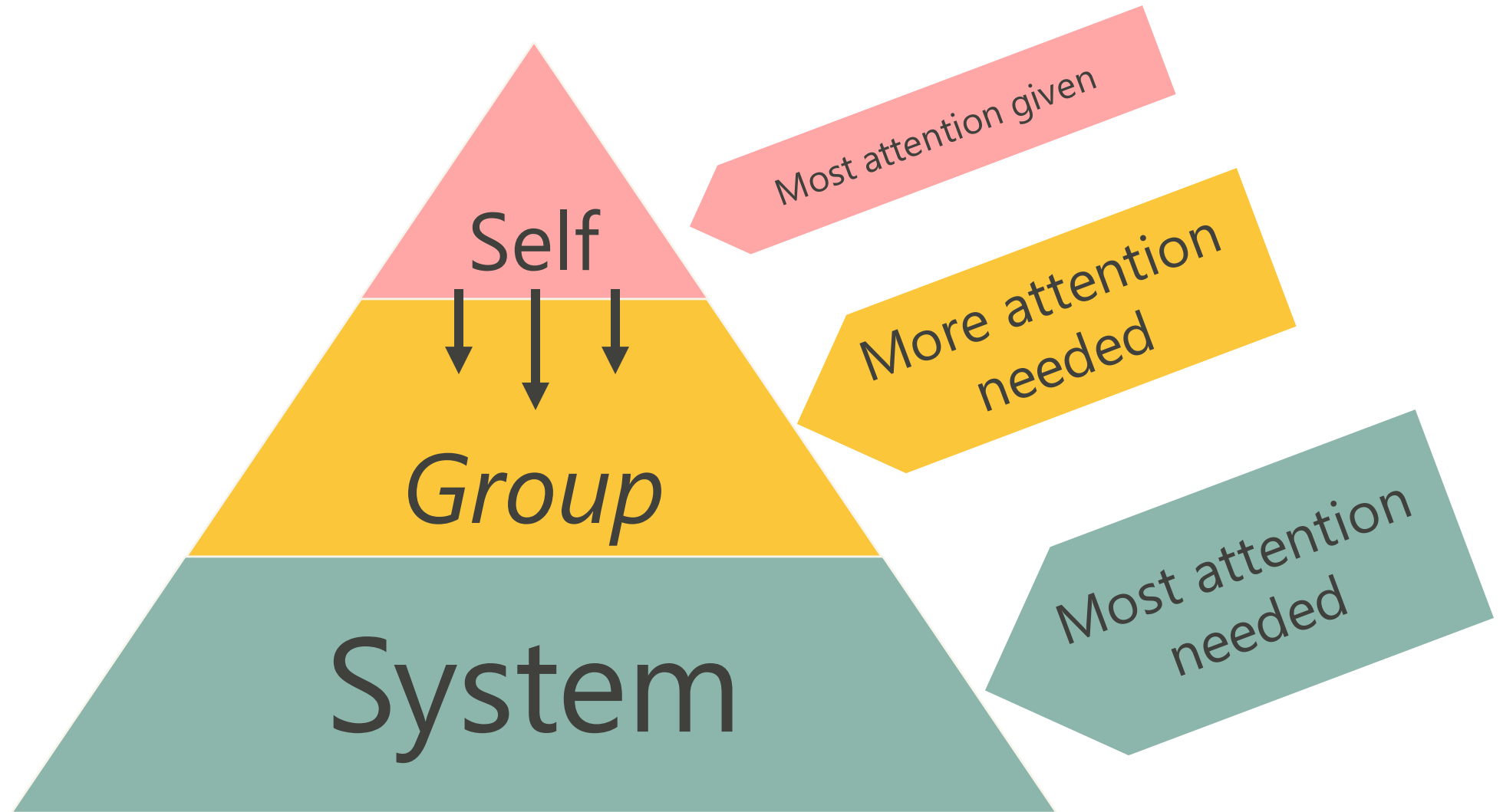
Dena Simmons

Educator & Researcher



“The What” That Makes Up the Work

Investing in wellness that makes the difference



How OSPI is Supporting this Work



Coordinating with regional Behavioral Health Navigators & UW Forefront Suicide Prevention



OSPI Project AWARE



Building professional capacity for trauma-informed Social Emotional Learning (SEL) in schools



MTSS Workforce Wellness Community of Practice



Updating the Model Plan Template for *Student Social, Emotional, Behavioral & Mental Health Recognition, Screening & Response*



Statewide implementation support for HB 1363 – Workforce Secondary Traumatic Stress



SHB 1363

Workforce Secondary Traumatic Stress



Acknowledges the significant toll Secondary Traumatic Stress has on educators, and subsequently students, and **focuses on the adoption of policy and procedures** so that districts and schools can take meaningful steps in **supporting their staff's health and well-being.**

Passed Spring of 2021 and implemented in the 2021-2022 school year.

District Requirements

1

Promote positive workplace climate with focus on diversity & inclusion

2

Provide resources for continuous improvement including the opportunity for anonymous feedback and data review

3

Adopt policy & procedure

4

Form a Mental Health Committee



OSPI Implementation

OSPI

Tasked by the legislature:

Created a **webpage** to provide access to resources

Washington specific **assessment**

Assembled a **statewide leadership team** made up of stakeholders to guide the work and further the understanding of the impact of secondary traumatic stress on Washington state educators.

Kaiser Permanente

- Multi-tiered System of Supports Workforce Wellness Community of Practice

Alliance for Healthier Generation

- Contracted for support with House Bill 1363 & assessment creation



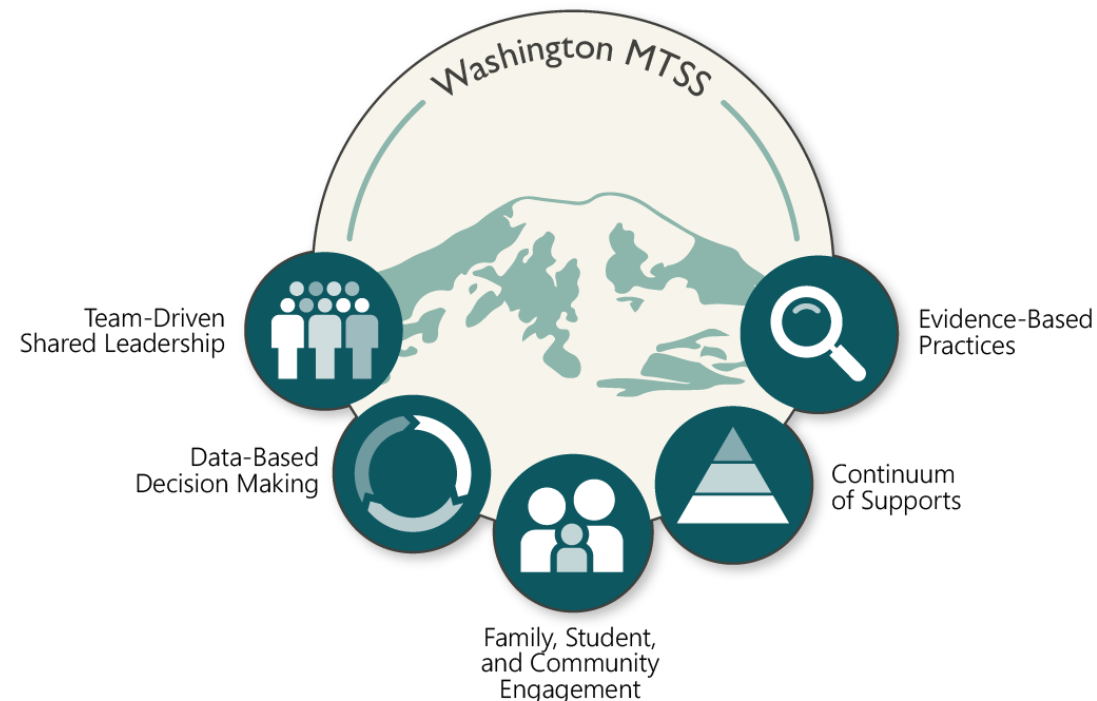
“The How” of the Work

Washington MTSS

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

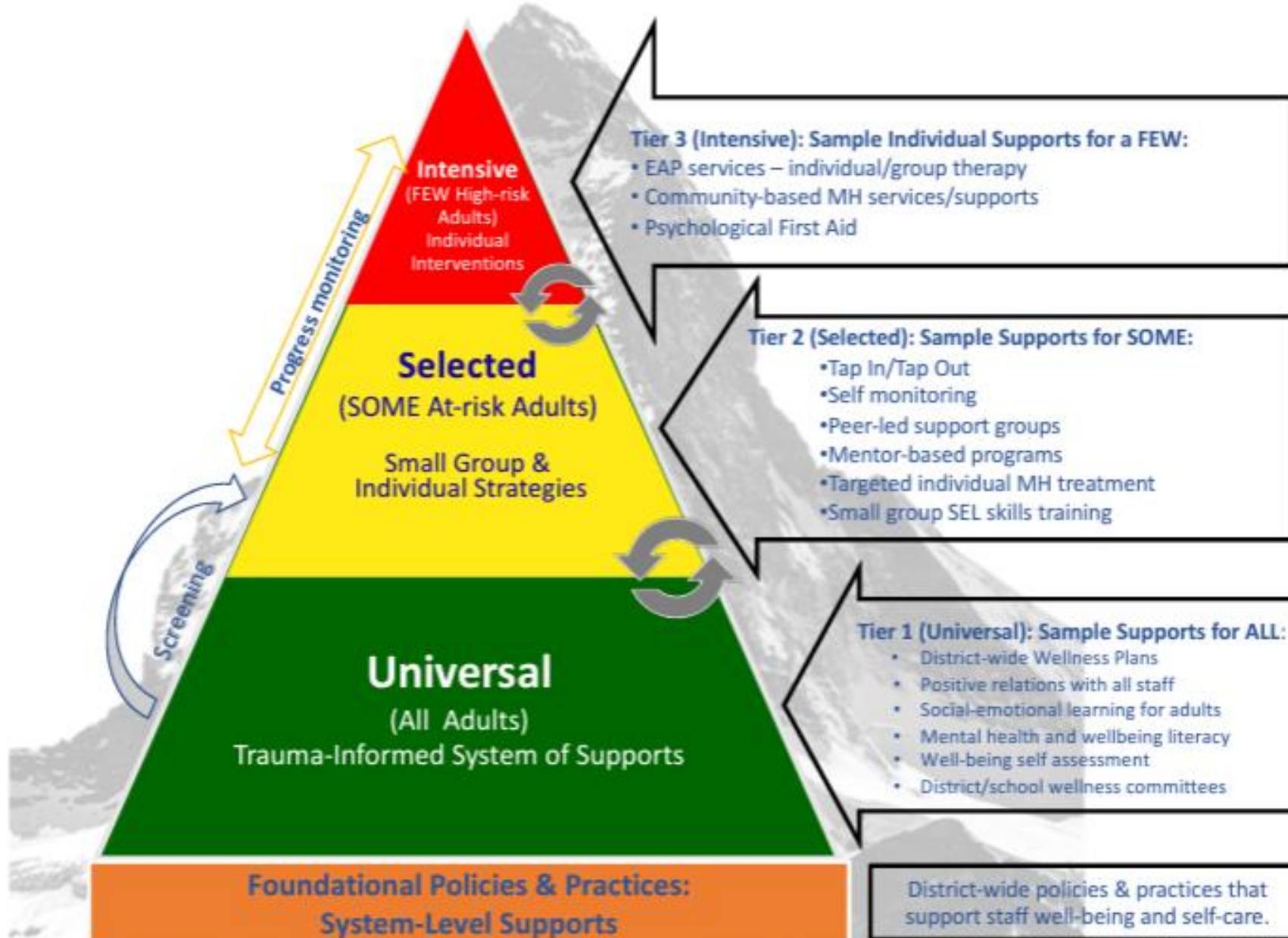
Learn more:

<https://ospi.k12.wa.us/mtss>



Multi-Tiered System of Supports for Staff Wellbeing

A continuum of evidence-informed supports for mental health and wellbeing.



Tiered Staff Wellbeing Supports

Waterfall Protocol

When I give the word, everyone will type in the chat to share some information on:

What is an example of a tiered support for adults you are doing or offering in your district?

You can begin to write your response now but wait for my word to share.



How Can You Support Staff Wellbeing?



Educator and Staff Voice

Supply opportunities for staff to participate in decision making to support their professional growth and connections to the learning environment.



Strong Tier 1 Supports

This begins with adults in supporting their well-being and development. Adequate safety, support with students, sub coverage and enough supplies are a priority.



Workload

Take stock of workloads. Equitable is not always giving equal tasks to all colleagues. Take things off plates whenever possible. Support a workplace culture that allows for and normalizes time off as needed.

What if I can't add another full survey?



Add just a few workload or professional quality of life questions to already existing school-based surveys.



Use one-on-one interviews.



Capture some thinking from focus groups or teams.

Specific Survey Ideas

Some go to questions you can pull from and slide into your next conversation:

- What makes you proud about your work as an [educator]?
- What would you say you like about your work as an [educator]?
- What is one thing that might support your work as an [educator]?
- How can school practices and policies be improved to reduce your stress?

Try a micro check in! Just one question shared by text has shown to gather great response.

Questions & Polling 2

What is an example of data you collect on adult wellness in your district? How do you collect it?

Share in the chat.



More Ways to Get Started or Keep Going!

School Culture

- Create school environments that promote feelings of belonging, respect, value, and trust for both teachers and students.
- Positive school environments support the growth of a school community where all members feel connected. A staff member's ability to take a day off is a great example of totality of care!

Professional Development

- Breaks and reflection time built into intentional in-service days. Share why this is not "one more thing" but will support their "why" and workload.

Mental Health is Health

- Staff referrals for mental health and other services. Acknowledge secondary trauma and provide school wide supports.
- Normalize the practice of care and wellness at school by implementing wellness activities into normal routines helps normalize them: i.e. mindfulness minutes, staff walks, breathing activities, humor breaks.

Enact change by implementing policy

- What systems level work can you leverage and retain by changing policy?

Make a Plan

- Align every statement of value, every goal or aspiration, with specific actions and outcomes.
- What steps are you taking to eliminate the burdens many educators face and how are you supporting their ability to be successful in the classroom?

The Case for Autonomy in Professional Development

- Traditional Track PD: 15 hours of PD decided by admin. Teachers would attend PD time the same way they did any other year. Fifty-one percent of our staff chose this option.
- Autonomous Track PD: 15 hours of PD focused on an area of interest that the teacher chose. Forty-nine percent of our staff chose this option.
- The Autonomous Track developed “passion projects” that aligned with their values, interests, and needs. Autonomous Track teachers identified one area that could benefit their students, their colleagues, and/or the school culture. Then, they set a goal and a systematic plan for learning about the area and/or implementing new strategies. They could also team up together around shared goals. I checked in throughout the year with each teacher to get feedback on the process, help guide their thinking, and find support and resources as needed.

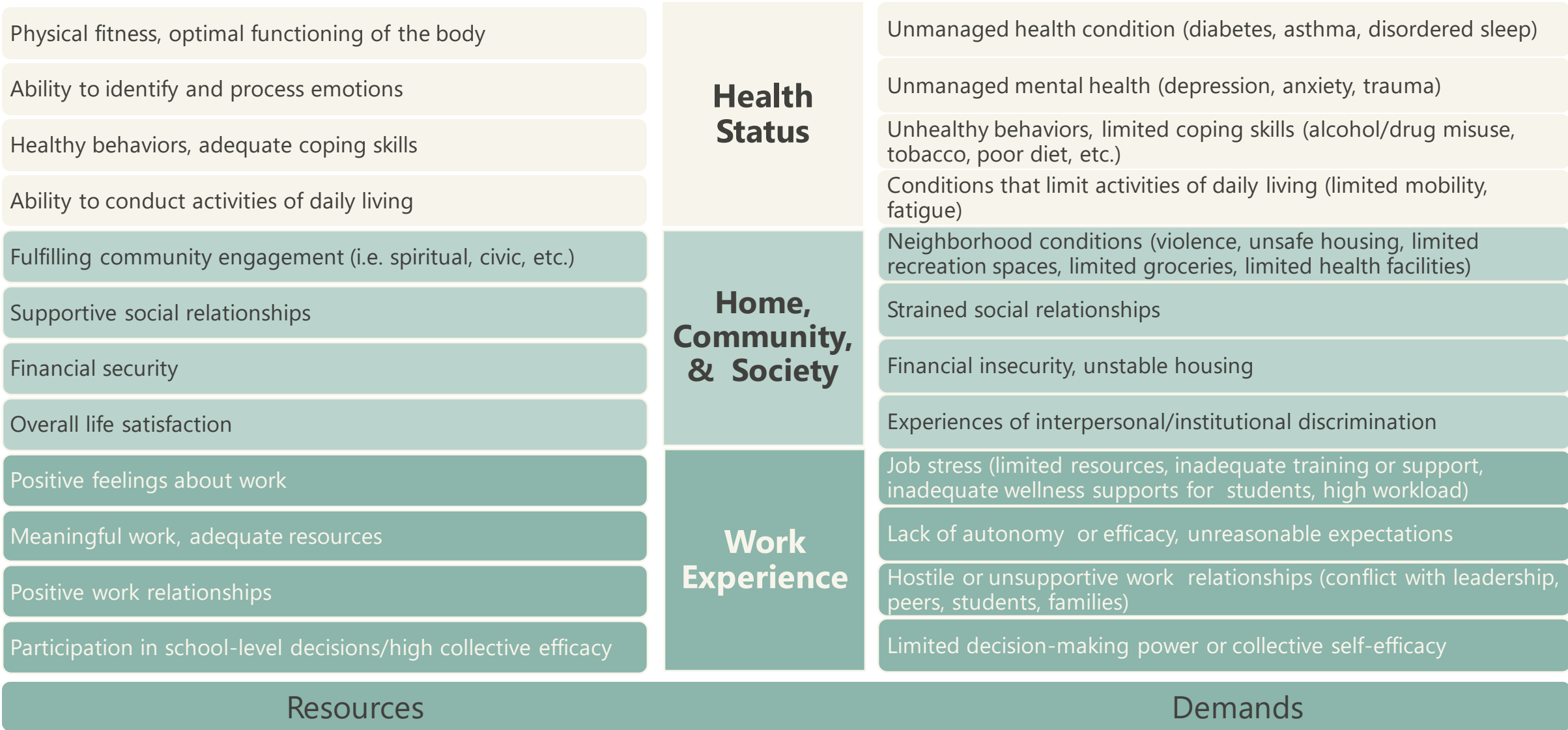
ILLUMINATE THE WAY

**The School Leader's
Guide to Addressing
and Preventing
Teacher Burnout**

CHASE MIELKE



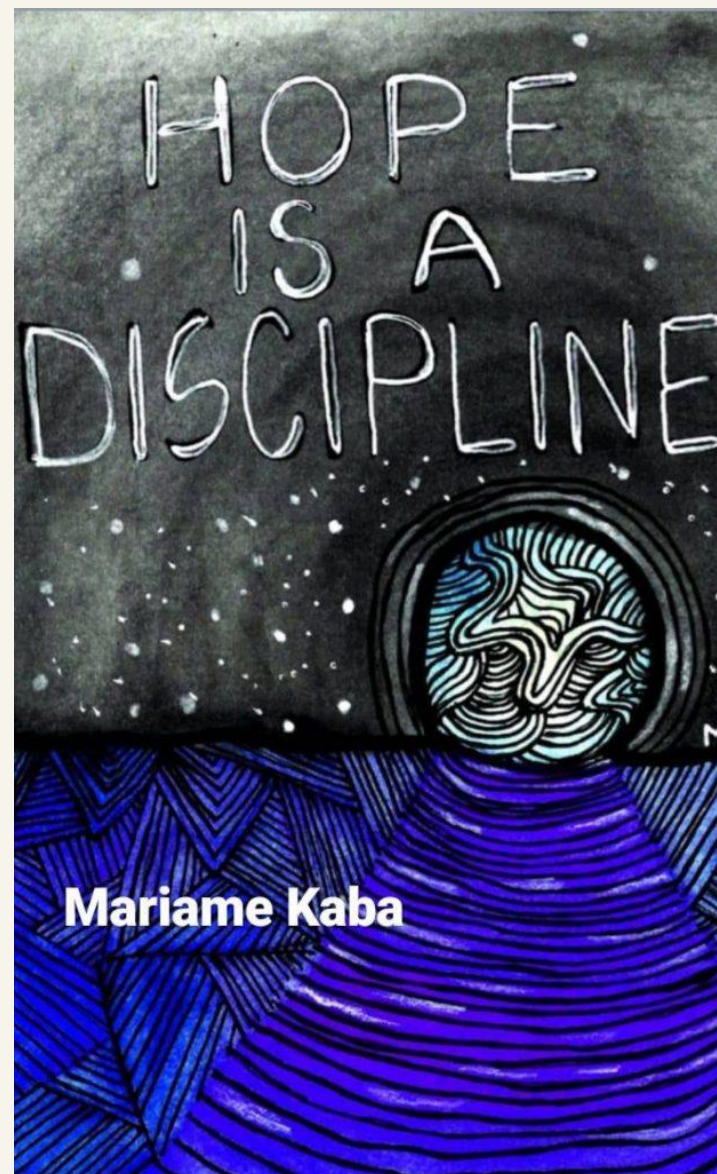
Comprehensive School Employee Wellness Framework



Comprehensive School Employee Wellness Framework



Thank you



Mariame Kaba



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Q & A



What Does it Look Like in Real Life?
Foundations of Our Practices

Panelists



Andrea Bowman

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Jeanne Beckon

Assistant Superintendent of Human
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Shane Baguyo

Wellness Manager
Seattle Public Schools


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Considerations



Discuss
your ideas
with
leadership



Share
ideas with
your PLC



Lead a
discussion
with
students





Resources

Resources



[SHB 1363: Example Policy, Assessment and Resources](#)



[Workload Toolkit](#)



[OSPI Webinar: Educator Wellness at a Systems Level](#)



[Professional Quality of Life Measures](#)



[OSPI Educator Wellness Webinar 2021](#)



Organizational Wellness Resource Package



[OSPI Educator Wellness Webinar 2022](#)



You're invited! to OSPI Educator Wellness Webinar 2023



Workforce Secondary Traumatic Stress Video Reel



Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read & Subscribe](#) to the Engage Newsletter
- [E-Therapy](#)

Websites

- [Alliance for a Healthier Generation](#)
- [Central Kitsap Employee Wellness site](#)

People

- [Connect with OSPI staff](#)



Next Month

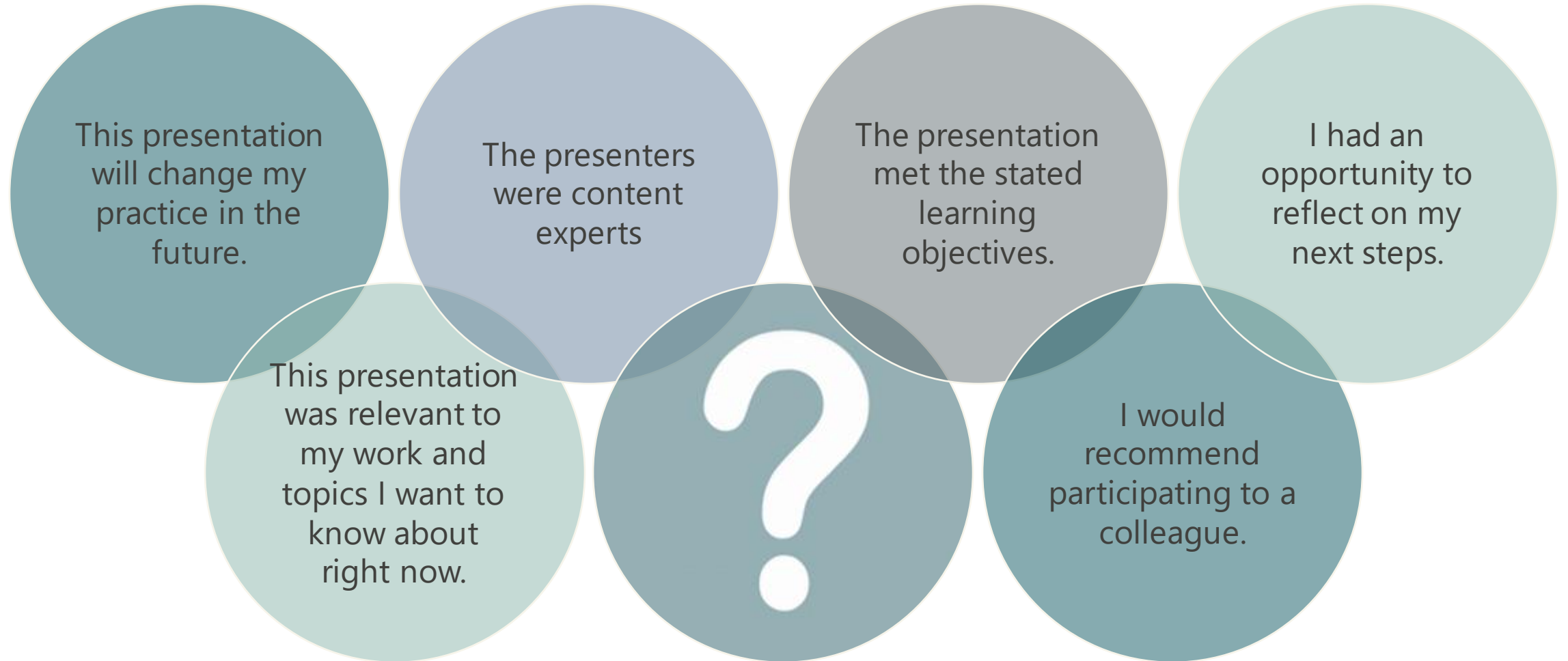
January 10, 2024

10:00 a.m. – 11:30 a.m.

Mentoring Educators for Diversity & Inclusion

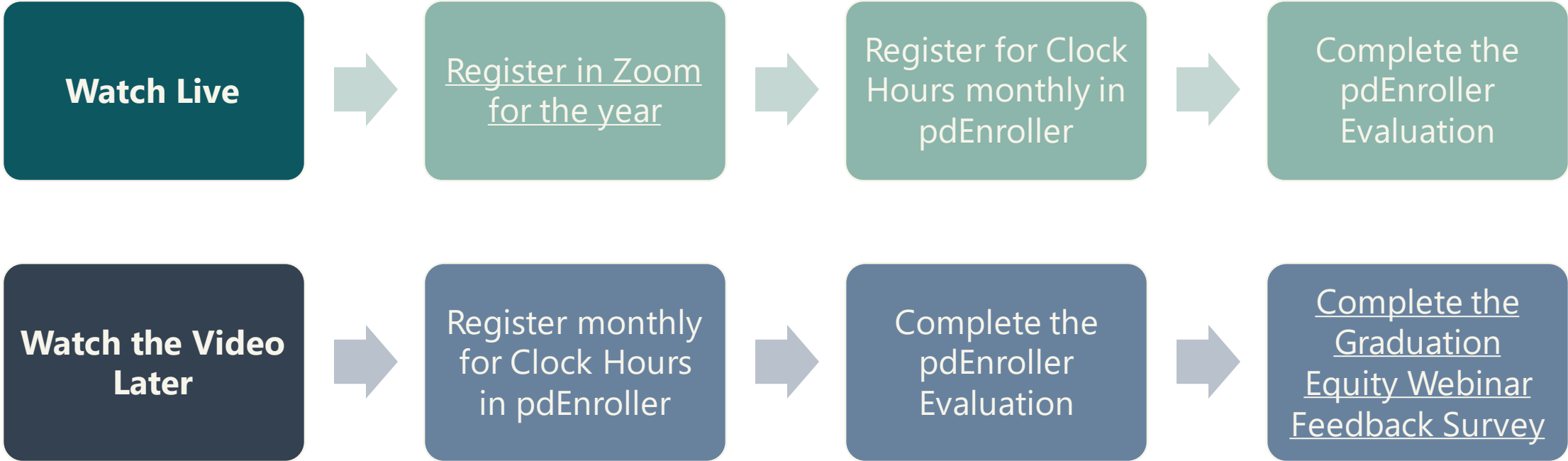


Evaluation





Do You Need Free Clock Hours?



Email Ronnie.Larson@k12.wa.us



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