

Choice Points, Barriers, Strengths, and Questions

Poster notes from Journey to Wellness 9 – Oct. 19, 2017

Choice Points

- Every single meeting
- Certified and classified – all members of school communities
- Debrief instead of vent
- Talk about it!
- What are we aiming for – how are we going to craft that vision (working backward)
- Leverage existing partnerships
- Include classified in decision making
- Normalize struggles
- Making one or two minutes of time to check in with each other before or after school
- Surveys
- PLC time – start with 10 minutes of social time in someone’s classroom before focusing on the work
- Whether or not to intervene with poor hallway student behavior
- I will choose to talk about process – not tired and time
- Open communication with parents, students, and the community
- Participation in culture change
- Mindfully asking “How are you?” - TIMING
- Group vs. independent activities – like yoga class vs. “challenges” done on own (Walker Tracker is almost both)
- Intentional conversation
- Community building
- Choosing to prop colleagues up (compliment on what went well)
- Use vocab in meetings
- Constructive debriefing opportunities
- Incentives
- Choosing to prioritize my basic needs (i.e. going to the bathroom, drinking water)
- Walk and Talk
- Being real
- Start all staff meetings with a question
- Staff massage, work out room, yoga passes, salt water pool passes
- Continue promoting activities to those that continuously resist
- My attitude
- Taking time to listen to each other
- How we personally respond to trauma

- How we talk about traumas with our students
- Positive reinforcement – encouragement, support, compliments, motivation
- Positivity – open windows and doors of joys
- Hope talk – positive attitude or negative attitude (trash talk)
- Making lunch together a priority – we sit on the front steps in the sun and eat
- Self-care – water, fuel, bathroom needs, movement
- Choosing to go for a walk during the day
- Motivation/lack of

Barrier Points

- Staff unaware of policy
- How can I get staff involved
- Restructure of budgets = reduced staff = increased stress = decreased learning = decreased health
- Creating an action plan for conflict/burnout resolution
- Staff buy-in
- Lower level chronic stress or loss (does not rise to crisis level) – how to address?
- Educational structure that is not biologically respectful – grading system vs. formative focus
- Resources
- Cultural bias
- Isolation
- Administrative buy-in
- Administrators
- Society’s shaming of getting help
- Giving up ☹️
- Geography
- Funding
- Building policies or procedures that are counterproductive to wellness of staff
- Rural community – school is out of the community
- Executive team that doesn’t model wellness/breaks – they overwork
- Student lifestyles
- Out of people’s comfort zone
- Constant talk of time and tired, mania
- Competitive “oh I have so much work” leads to not participating in wellness
- Staff meetings that have no “human” feeling at all... it’s all data and business
- Data drives time
- Staff buy in
- Sustainability

- The principal just doesn't "get it"
- Staff not wanting to spend more time at school
- Conflicting priorities – technology, smart phones, social media – pros and cons
- Academic expectations
- Time constraints
- Other priorities taking time
- Recognition by people with power that conversations about trauma need to happen
- Trust building
- Administrative support
- Culture of my community; does not value health and wellness
- Funding
- Buy-in
- Prioritizing
- Not clear where we are trying to get
- Silos
- Some buy-in but doesn't feel adequate to sustain the requirements of the grant
- Leadership
- Lack of training or understanding trauma
- Communication
- Training of leaders
- How to keep policies updated
- Finding enough resources
- Physical space
- Communication
- Knowing the right questions
- Ownership
- Involvement/participation
- Time
- Empowerment
- What about people who don't want to be involved?
- Culture of going it along

Strength Points

- There is a willingness to come together in a trauma by the community
- Staff competitions
- Personal reaction
- Student care
- A few supportive staff
- Listening to others share problems/ideas

- Teachers eating and talking without kids around; specifically with a guide to keep the conversation healthy
- Offering healthy foods
- In-service trainings
- Have EAP
- Healthy Team Healthy U
- Weight Watchers
- A committee that is providing wellness activities for the district
- Offer activities for people to engage in to relieve stress
- Problem solving focusing on positives
- There is a perceived need for something
- Partners – OEA CT, Alliance for Healthier Generation, KP
- Diverse areas of interest on committee
- Support from the top
- In-school leaders
- Team building
- Good leadership
- We like each other
- Willing (so far) employees who will try any new activity the grant provides
- Daily reflection
- Wellness Team
- District admin involvement and investment
- Wellness Center/workout room/massage chair
- Giving people access to information on wellness
- Solid core groups that buy in
- Zumba and yoga classes
- Neuroscience
- Individual building plans and activities; principals lead
- Incentives
- Health screenings
- Good people
- Focus
- Empathy
- Communication/sharing
- We are prepared, crisis training
- Grant dollars equal increased opportunities
- Brought focus to wellness
- Showcase people within our district who do different wellness things – and let them lead

Questions

- How to stay accountable after the grant ends?
- How do we engage more people to participate in activities?
- How can our medical providers help keep wellness program going forward?
- What are good 1st steps to try and implement these things in our district/schools?
- Buy-in from admin to all staff wellness \$
- How do we even start?
- Support medical provider
- How to manage information overload
- How do we get this info to people at the top (district, state, national, school)?
- How to integrate and activate?
- For champions and coordinators with little or no management experiences, what would be a good resource? (Running meetings, setting agendas, scheduling/planning large events)
- How to get administrators to think differently about employee well-being and taking care of themselves