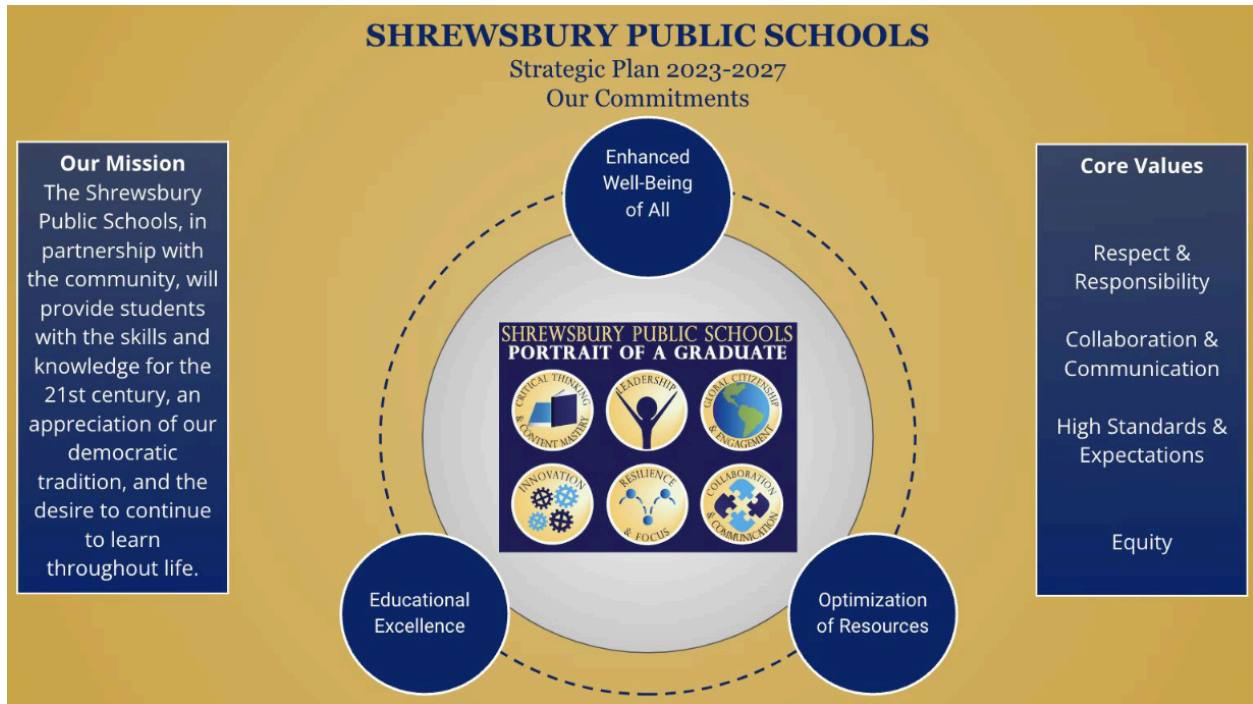


SPS Staff Well-Being Programming Update



"Education is a human endeavor, and learning is built on relationships.

Creating a culture of care in our schools is a necessary endeavor in the best of times and an imperative when times are tough."

(Sean Slade & Alyssa Gallagher)



Shrewsbury Public Schools

Jane O. Lizotte, Ed.D.
Assistant Superintendent for Community Partnerships & Well-Being

To: Shrewsbury School Committee

From: Dr. Jane O. Lizotte

Date: February 28, 2024

Subject: SPS Staff Well-Being Programming Update

Dear Members of the School Committee,

This communication provides an update regarding staff well-being in the Shrewsbury Public Schools. *Enhanced Well-Being of All* is one of SPS's three commitments identified as essential to our district's Strategic Plan. This commitment includes an intentional effort to ensure that student and staff well-being are front and center in all that we do, as the work involved is foundational to our health and involves stakeholders including students, staff, families, community partners, and health experts. In June, 2022, the RAND Corporation and National Education Association published [Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools, Findings from the State of the American Teacher and State of the American Principal Surveys](#). Results from the study revealed the following:

- 73% of teachers and 85% of principals reported experiencing frequent job-related stress vs. 35% of the general population of working adults.
- 28% of teachers and 28% of principals reported symptoms of depression vs. 17% of other working adults.
- 24% of teachers and 19% of principals said they were not coping well with job-related stress vs. 12% of other working adults.

- 1 in 3 Hispanic or Latinx teachers experienced symptoms of depression compared with about 1 in 4 non-Hispanic or -Latinx teachers.

One of Shrewsbury Public Schools' strategic priorities includes, ***Promote Student and Staff Wellness: Expand opportunities for students and staff to strengthen mental health and physical wellness in support of overall well-being.***

Well-being differs from wellness, as communicated by [Gallup](#) and the [Harvard Business Review](#). Well-being encompasses the comprehensive dimensions of a well-lived life, including these elements shared via Gallup's global research:

- **Career wellbeing:** You like what you do every day.
- **Social wellbeing:** You have meaningful friendships in your life.
- **Financial wellbeing:** You manage your money well.
- **Physical wellbeing:** You have energy to get things done.
- **Community wellbeing:** You like where you live.

Staff wellness and overall well-being are integral to our personal and professional lives in our roles as partners, spouses, parents, siblings, caregivers, educators, service providers, health care workers, and support staff. We know that when we feel “well” in and out of the workplace, we are healthier, happier, and more effective in all that we do. The quote at the beginning of this report is found in [EdWeek's 'A Culture of Care': How Schools Can Alleviate Educator Stress This Year](#). The article focuses on the needs of those in our schools and states, “When schools are driven by the needs of their people, not just the curriculum or school improvement plan, employee happiness increases, and student engagement and learning skyrockets...Building a culture of caring does not happen overnight. It requires ongoing effort and action for the shift to create real change, yet it is also something that you can start to affect tomorrow.” Recommended action steps, as those relate to a systemic and sustainable culture of care, and articulated in the article, mirror those communicated by SPS staff in recent weeks, and highlight what many of our staff believe to be most impactful to their well-being:

- Acknowledge individuals. Throughout the year, highlight individuals and share about who they are both personally and professionally.

- Demonstrate care. Engage your team in non task-oriented discussions. Ask how they are doing during these times. Be genuine.
- Show your human side of leadership. Ask questions, admit vulnerability, listen actively. Check on how your team is doing and ask them what would reduce stress.
- Learn to adapt your leadership style. Different individuals respond to different leadership styles and being able to adjust your style can have a big impact on your team and your school culture.
- Provide training and professional development. Invest in and expand the skills and mindsets of everyone in your school.
- The old saying goes: “Put your money where your mouth is.” If you make a tangible investment in building a culture of care, your staff will know that you are serious about it. This can range from scheduling more time for collaboration, to hiring support staff, through to professional learning. Your budget is a moral document.

– Slade & Gallagher 2021 in [EdWeek](#)

Similarly, the Collaborative for Academic, Social, Emotional Learning (CASEL) highlights an increased number of studies and interventions that focus on the well-being of educators, in addition to a growing number of programs that aim to reduce emotional exhaustion and feelings of depersonalization, increase professional efficacy and satisfaction, and build specific skills to support relationship-building and cope with the social and emotional demands of teaching. Each of these elements are also associated with improvement in students’ achievement and well-being. At the school and district level, we are currently looking at our organizational structures (such as by allocating time and establishing practices for collaborative work, building connections, and managing workload), at individuals (such as through well-being programs and opportunities, behavioral skill-building strategies), or a combination of both. Meta-analyses of recent CASEL studies indicate that interventions such as these are promising, demonstrating reduced stress and anxiety, increased well-being and self-efficacy, and improved emotional regulation among teachers. Below are an example of CASEL studies and meta-analyses:

- [A Systematic Review of Evidence-Based Well-Being Initiatives for Schoolteachers and Early Childhood Educators](#) (Berger et al., 2022)
- [A Meta-Analysis of the Impact of Social and Emotional Learning Interventions on Teachers' Burnout Symptoms](#) (Oliveira et al., 2021)
- [Meta-Analysis of Mindfulness Training on Teacher Well-Being](#) (Zarate, Maggin, & Passmore 2019)

There is no question that SPS staff respect one another and value the time and opportunities they have working together to learn, practice, assess, and strengthen their professional practice. Recent staff well-being survey data, in addition to conversations with staff in school and district meetings, and individual interactions with staff, indicate a strong desire to collaborate and learn alongside one another. The respect that staff have for one another is admirable and indicative of the strong school cultures in which every staff member plays an integral role.

SPS Staff Wellness Survey: January 2024

During a time where educators, staff, and administrators are facing unprecedented levels of stress, it is crucial to understand that prioritizing the wellness and mental health of these adults is foundational to ensuring healthy school cultures where students and staff can flourish. Gathering staff input is imperative to this process. [Here is the most recent staff wellness survey data](#) (password is 01545) obtained through Survey Monkey in January 2024. The survey data was shared with all staff and reviewed by the SPS Staff Wellbeing and Shrewsbury Leadership Teams to inform next steps, as those relate to both the development of a SPS Staff Wellness Program and professional development offerings. There is no question that [stress](#) is the greatest challenge, and providing staff with strategies that focus on stress management is imperative. I had the opportunity to interact with the Staff Wellness Leadership Team, Social Emotional Learning Leadership Team, Social Emotional Behavioral Leadership Team, and the Professional Development Committee over the past two weeks to discuss implications of the survey. The conversations were both enlightening and productive.

Below are screenshots of some of the data captured in the most recent survey:

Q1

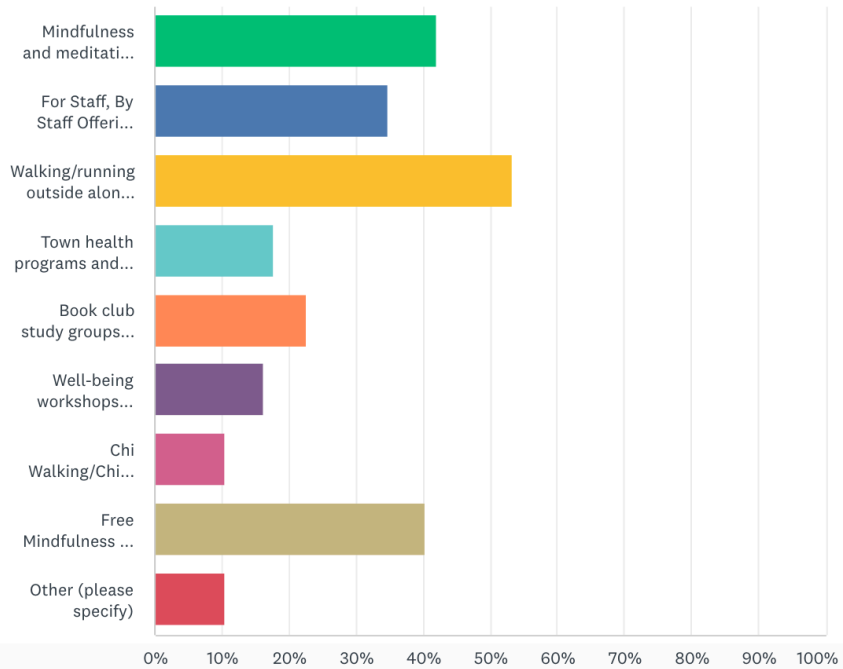


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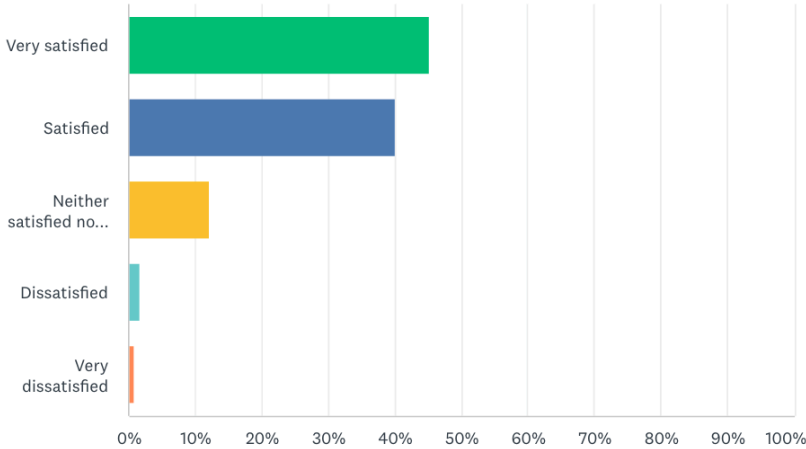
What specific offerings and/or practices have you either participated in or plan to participate in? Please check all that apply.

Answered: 124 Skipped: 42



If you participated in any of the above, how satisfied were you with the quality of the program(s)?

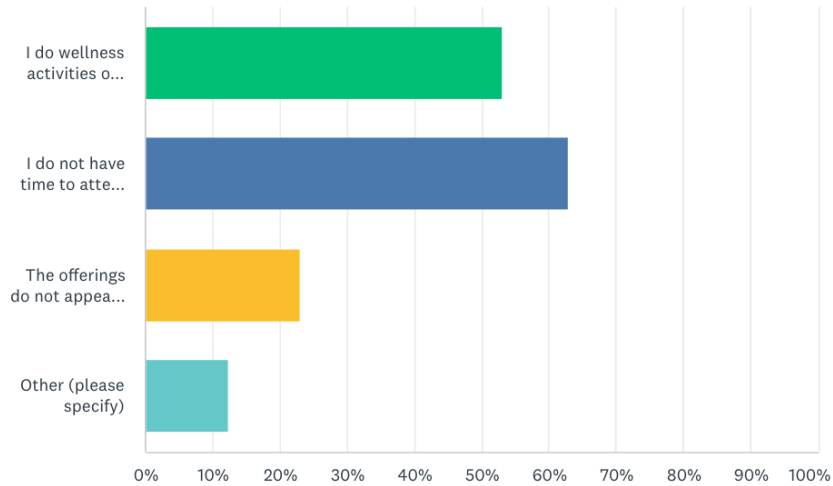
Answered: 115 Skipped: 51



| ANSWER CHOICES | RESPONSES |
|------------------------------------|------------|
| Very satisfied | 45.22% 52 |
| Satisfied | 40.00% 46 |
| Neither satisfied nor dissatisfied | 12.17% 14 |
| Dissatisfied | 1.74% 2 |
| Very dissatisfied | 0.87% 1 |
| TOTAL | 115 |

If you do not participate in SPS wellness offerings, what are the reasons? Check as many that apply.

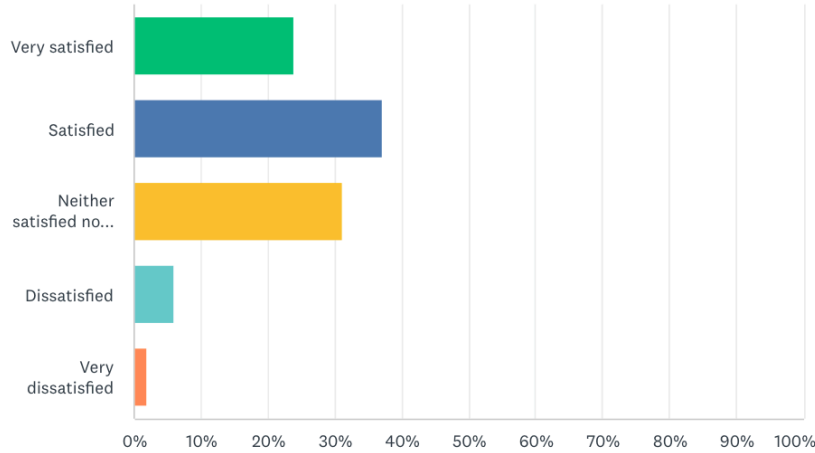
Answered: 113 Skipped: 53



| ANSWER CHOICES | RESPONSES | |
|---|----------------------------------|----|
| ▼ I do wellness activities on my own outside of work. | 53.10% | 60 |
| ▼ I do not have time to attend before or after school in-person sessions. | 62.83% | 71 |
| ▼ The offerings do not appeal to me. | 23.01% | 26 |
| ▼ Other (please specify) | Responses 12.39% | 14 |
| Total Respondents: 113 | | |

Please rate your overall satisfaction with the wellness offerings for staff in our school district.

Answered: 151 Skipped: 15



| ANSWER CHOICES | RESPONSES |
|------------------------------------|------------|
| Very satisfied | 23.84% 36 |
| Satisfied | 37.09% 56 |
| Neither satisfied nor dissatisfied | 31.13% 47 |
| Dissatisfied | 5.96% 9 |
| Very dissatisfied | 1.99% 3 |
| TOTAL | 151 |

The top rated offerings, as communicated by staff in the survey results included the following:

1. Walking/running outside alone and/or with colleagues before, during and/or after the school day
2. Mindfulness and meditation with Jordan Grinstein
3. Free Mindfulness and Meditation Apps including Ten Percent Happier and Headspace

SPS Staff Wellness Survey Themes: Strengths, Challenges, and Suggestions

Strengths:

“I think the school district has done more for staff wellness than most school districts in the state. I appreciate all of the opportunities, especially the mindfulness sessions for both me and my students.”

“Thank you so much for providing the staff wellness opportunities! I enjoyed both classes very much and appreciate the knowledge that both instructors provided and their willingness to teach these courses.”

“I greatly appreciate the continued focus on this area of development for staff. It is so vital for our sustainability as people and an organization. Thank you!”

“More of what you are doing! I feel very happy about all that is offered and only wish I could do more but due to meetings/ SET , etc after school commitments I can not.”

“Jordan comes in for mindfulness with my class. that is where/when I mostly participate.”

“Thank you for all you are doing to ensure the health and well-being of SPS employees. Your efforts to provide thought-out and meaningful opportunities is greatly appreciated.”

“Thank you for keeping our overall well-being front and center.”

“Really happy that we're focusing on this!”

Challenges:

“Currently, I feel like I need to focus on my health and well-being alone. This is my personal preference for where I am right now. But I am grateful that these programs you've worked hard to create exist for when I am ready for more social-focused well-being.”

“I feel that these opportunities have all been wonderful. However, staff members are getting mixed messages when it comes to work/life balance (depending on the admin). Burnout is real and we can do all the things outside of working hours to help aid in it, but it won't fix the problem unless we focus on what we can do within the school day to help aid in staff well-being.”

“I wish I had more time to participate in the many opportunities- they sound wonderful! I just don't feel I have the time...”

“The well-being choices and programs are excellent in both quality and variety. In order to be fully effective they need to be paired with ways to maintain a healthier work/life balance through a more manageable workload. The number one request that people have expressed is having more time to collaborate/prepare/reflect/follow up...finding some ways to allow this would be so helpful.”

“Trauma for teachers, we are experiencing more and more explosive behaviors and disruptions to teachers throughout our day. It can be traumatic as we experience it day in and day out. We need help walking us through these experiences- what we are feeling and the stress, anxiety and impact it has where we continually think about it. We don't realize the impact it is having on us or our health. Yes there are mindfulness and activities you can do but we need help acknowledging and talking about the impact it is having on teachers. Yes we go home and cry! We need an expert to lead us through our experiences and how to help us.”

“The timing of offerings can sometimes be tricky! It's hard to convince yourself to stay later after a very long day, but honestly, it's always worth it when I do!”

“The district contradicts itself - says take the time for wellness, but does not provide the time for wellness.”

“True attempts to help with staff wellness would focus on reducing unsustainable expectations and workloads.”

Suggestions:

“The well-being choices and programs are excellent in both quality and variety. In order to be fully effective, they need to be paired with ways to maintain a healthier

work/life balance through a more manageable workload. The number one request that people have expressed is having more time to collaborate/prepare/reflect/follow up...finding some ways to allow this would be so helpful.”

“Have some wellness time (even 5-10 minutes) as part of all meetings, longer duration on PD days.”

“I wonder if there is a way for staff to sign up to meet/have a buddy, similar to what we do with SOS for students for additional community building for those who want it.”

“Maybe have Mr. Jordan offer meditation via Zoom? That way all staff can access him at the same time.”

“Make a window of time blocked off for staff to use the weight room/treadmills at the high school or welcome staff to use the machines at a specific time, especially during winter when it is dark early. Movement is so important to my wellness. I wish that I could hit a treadmill for 20 minutes before I leave SHS or in the AM before school, but I do not know where they are or if I am allowed to use the equipment.”

“I appreciate having the opportunity to participate in "drop in meditation sessions" at Beal School on Thursday mornings at 8:15 a.m. It would be great to expand these opportunities to other schools before, during and after the day-perhaps staff drop in times and student drop in times

“Teacher trauma - anxiety and stress, how it affects teachers with explosive and disruptive behaviors.”

“Work in options for staff wellness into PD Days! I would love to have wellness opportunities offered during some portion of PD - go for a walk, have an in-person book club discussion, etc.”

Staff were also invited to complete a Panorama “Teacher and Staff Survey” in June 2023, the results of which can be found [here](#).



Shrewsbury Public Schools

"Spring 2022-23 - Teacher and Staff Shrewsbury Public Schools: Teacher and Staff Survey 2022-23, Shrewsbury Public Schools: Teacher and Staff Survey 2022-23"

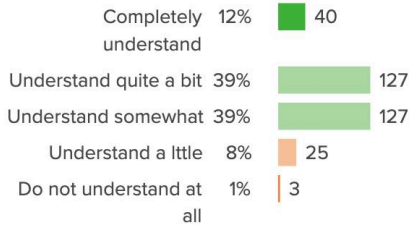


Summary

| Topic Description | Results |
|--|------------|
| Belonging | 92% |
| School Climate Perceptions of the overall social and learning climate of the school. | 97% |
| Background Questions Demographic information about survey-takers. | 73% |

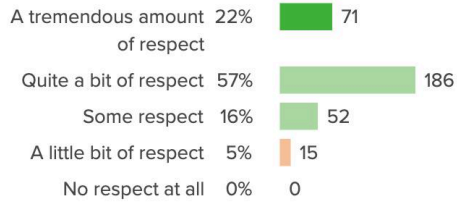
324 responses

Q.1: How connected do you feel to other adults at your school?



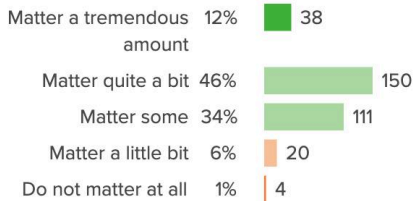
Favorable: **91%**

Q.2: How much respect do colleagues in your school show you?



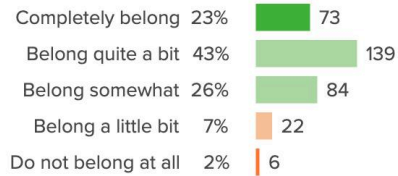
Favorable: **95%**

Q.3: How much do you matter to others at your school?



Favorable: **93%**

Q.4: Overall, how much do you feel like you belong at your school?



Favorable: **91%**

SPS Staff Wellness Leadership Team and the SPS Staff Well-Being Program

I am grateful to the 28 members of the SPS Staff Wellness Team for the meaningful work that commenced during the summer months and continues today. Staff wellness team members can be found in the chart below.

SPS Staff Wellness Team: July, 2023-June 2024

| Team Member | School | Role |
|------------------------|--------------------------------------|---|
| Jane Lizotte | District | Asst. Supt. for Community Partnerships & Well-Being |
| Jordan Grinstein | District | Mindfulness Director |
| Erica Pratt | District | Director of Health/PE/FACS |
| Anne Monopoli | Calvin Coolidge School | Para, elementary sub caller, after school care |
| Beth McInerney | Maj. Howard School W. Beal School | Teacher |
| Sarah Badry | Maj. Howard W. Beal School | Teacher |
| Ann Lambert | Maj. Howard W. Beal School | School Nurse |
| Kelly Delaney | Spring Street School | Teacher |
| Laura Braun-Lush | Spring Street School | School Psychologist |
| Skyler Acconcio | Beal (Sherwood/Oak travel) | Music Teacher |
| Kathleen Blair | Beal | special education co-teacher |
| Tahnee Fallis Baril | Paton | Music Teacher |
| Lindsey Morse | FSS | Instructional Coach |
| Kathleen Blair | Beal School | Grade 2 teacher |
| Allison Campbell | Beal School | Grade 4 teacher |
| Kristen Minio | Oak Middle School | Adjustment Counselor |
| Talene Orlando | Oak Middle School | Teacher, Special Education |
| Katie Monopoli | Parker Road Preschool | Para/ESC Childcare Provider |
| Jennifer Cotie | Sherwood Middle School | Teacher, Grade 6 ELA/SS |
| Kelley Casey | Sherwood Middle School | Teacher, Health |
| Jillian O'Connor | Sherwood Middle School | Teacher, Grade 5 Math/Science |
| Jamie Hawley | Sherwood Middle School | Teacher, Special Education |
| Monica Clune | Shrewsbury High School | Teacher, Spanish |
| Jessica Rice | Shrewsbury High School | School Counselor |
| Sharon Roland | Shrewsbury High School | Teacher, Science |
| MariaClara Macedo-Wood | Shrewsbury High School | Media Center and Language Lab Aide |
| Angie Flynn | Shrewsbury High School | Director of School Counseling |
| Erin Burtnyk | Shrewsbury High School | Teacher, Health |

In his letter of charge to the SPS Staff Wellness Team, Dr. Sawyer tasked the team with creating “a single wellness program resource, where colleagues can find important information and a menu of opportunities in one place.” Some of the resources found within this guide will include professional development opportunities including those in which our staff have engaged with Jessica Gifford from [Project Connect](#), and Lea Christo, Coordinator of [Resiliency in Helping Professions Certificate Program](#) and Director of the Health Advocacy Program at Assumption University, through which some of our staff have obtained certification. Ms. Christo presented [Revisiting the Topic of Burnout: Your Relationship with Work](#), to Pre-K through grade 8 faculty on September 1, 2023, during the first professional development day of the school year, and will soon be facilitating a faculty meeting at SHS.

The creation of a *SPS Staff Well-Being Program* is underway, thanks to the efforts of many, including the SPS Staff Wellness Leadership Team, SPS colleagues, and Liz Poplawski at Shrewsbury Media Connection. This critical effort is being developed to address workplace stress, while building and supporting *a culture of staff wellness* across the Shrewsbury Public Schools. In his letter of charge to the SPS Staff Wellness Team, Dr. Sawyer communicated the need for “a clearly structured and coherent programmatic approach to staff wellness that articulates the needs of staff and outlines how we as a district are providing solutions to those needs.” Additionally, he directed, “Your work must not only focus on how to assist colleagues in balancing and coping with the significant challenges inherent in the work of public education, it must also focus on *how the ways in which that work is done* can reduce or increase stress on the system and the people within it.” Staff consistently communicate (through surveys, meetings and conversations with school and district colleagues) their interest in working with colleagues, school, and district leaders to share strategies and suggestions regarding how to accomplish this goal.

The Staff Wellness Team is reviewing what kinds of supports for staff wellness promise to be most beneficial for SPS. Evidence for the benefits of workplace wellness programs are [mixed](#), with studies dependent on the type of programming provided and the context of the workplace (examples of studies that report positive outcomes are [here](#) and [here](#); examples with findings that indicate no effect on specific measures of health are [here](#) and [here](#); an overview of the topic with links to several

studies from Pennsylvania State University and the Robert Wood Johnson Foundation can be found [here](#)).

During the summer, the SPS Staff Wellness Team reviewed wellness resources and discussed implications for our district. [Structural Supports to Promote Teacher Well-Being](#) is one of the resources reviewed by the team and includes a brief shared by the Annenberg Center at Brown University. The “Central Question” posed in this brief included, “What does the research say about structural supports that enable teacher well-being?” The team determined that while we have some of the support referenced in this research in place, we need to continue to ask staff for their input, as we determine ways in which to strengthen staff wellness before, during and after the school day. The Staff Wellness Program aims to articulate the needs of staff, while outlining how we as a district are providing solutions to those needs.

A Sample of Current SPS Well-being Offerings

SPS educators and staff lead and participate in well-being opportunities throughout the school year and summer. These include those offered at the SPS Summer Institute including “Mindfulness and Wellbeing: Living with Purpose and Peace,” taught by Ms. Beth McInerney, grade 2 teacher at Beal School, and Mr. Jordan Grinstein, SPS’s Director of Mindfulness. Opportunities continued through the fall and early winter, some of which are highlighted below, as they are being facilitated by SPS staff. **Winter For Staff, By Staff Offerings** began in late January and will continue through late March, 2024. I am grateful to Karen Isaacson, Director of Extended Learning, for organizing these opportunities for all staff. They are ongoing and offered for six consecutive weeks, three times during the year. Here are the current offerings:

| Class | Day | Time | Location | Instructor |
|-------------------------------|------------|-----------|----------|-----------------|
| Crochet for Beginners | Mondays | 3:30-4:30 | SHS | Chris Besaw |
| Embroidery Design | Tuesdays | 3:30-4:30 | SHS | Adelina Baka |
| Intro to Pickleball | Wednesdays | 4:00-5:00 | Beal | Monica Clune |
| Designing Custom Wooden Signs | Wednesdays | 4:00-5:00 | RISE | Jen Tabor |
| Ceramics | Thursdays | 4:15-5:15 | Shewood | Deirdre Kunar |
| Yoga | Thursdays | 4:15-5:15 | Beal | Beth McInerney |
| Yoga and Mindful Movement | Thursdays | 2:50-3:50 | SHS | Beth Morin |
| Reiki Healing Medication | Wednesdays | 5:00-6:00 | Beal | Elyssa Glassman |

Staff Mindfulness Opportunities

Jordan Grinsten, SPS’s Mindfulness Director is in his third year in this role, which is a contracted service through the organization *Whole School Mindfulness*. Mindfulness and meditation opportunities are one of many examples of well-being offerings in our school district. Mindfulness in the workplace has gained significant attention for its positive impact on mental health and overall well-being, particularly in educational settings. Jordan conducts weekly mindfulness opportunities in the Select Board Room at the Town Hall for municipal employees on Tuesdays at noon. These have been well received by those who participate. Below are a few recurring themes of the benefits, as identified by reputable studies and [organizations](#), and highlight the benefits of mindfulness for employees. Examples of research regarding the positive effects of mindfulness training and practices for educators in increasing teacher well-being reducing burnout can be found [here](#) and [here](#),

During the October 6th Professional Development Day, several paraprofessionals attended well-being workshops including mindfulness and meditation, and other learning opportunities. Survey data was positive and included the following:

- “I did enjoy the afternoon sessions about bias, IEP’s and mindfulness. My favorite by far was mindfulness because I think I needed it at the end of the week. I was so thoroughly relaxed with the expertise we had. I think everyone in the district should share this experience at the very end of every week. It left me in a good place to start the weekend.”

- “I think mindfulness should be scheduled into the day for entire schools, so that everyone is practicing mindfulness all together (maybe led over the loudspeaker?). I know people mean well to say practice mindful moments, but with so much to do and so little time, no one actually takes a few minutes to ground themselves. I really think practicing more meditation and mindful moments ALL TOGETHER as a building, would go a long way in beginning to create a better work place in these difficult days in education.”
- “I enjoyed going to three different sessions. The mindfulness piece was helpful. I have taken mindfulness before and it’s really easy to fall out of habit. Doing it as part of PD helped to get back into it and really be in the moment. Sometimes we need a physical reminder to remember how it makes us feel.”

Communicating Well-Being Opportunities to SPS Staff

[Here](#), [here](#), and [here](#) are examples of communications I sent to all staff, each of which focuses on well-being opportunities available to SPS staff throughout the school year, including book clubs (including [The Good Life](#)), staff wellness offerings, and special events . These are a snapshot of district-wide offerings and do not include school-based book club meetings, social events, and staff volunteer endeavors that bring small and large groups of people together. I am grateful for the contributions of staff, community partners, and others who actively seek to support well-being in our schools and district. It is incumbent upon us to continue to provide resources and opportunities to staff at a minimal fee and/or free. These resources include school and district sponsored wellness opportunities referenced above. Additionally, initiatives offered to all municipal employees offered through the *West Suburban Health Group* (including seasonal walking programs, nutrition programs, etc.) and staff well-being and support programming facilitated by outside facilitators (including [Project Connect’s Jessica Gifford](#)) are integral to staff well-being programming. Staff are appreciative of these offerings. Currently, 22 staff members and 11 town employees are participating in Jessica Gifford’s Well-Being Challenge that began on February 4th.

Benefits for SPS Employees through the Town of Shrewsbury

Thank you to Nick Hawes, Benefits Coordinator, Town of Shrewsbury, for sharing important information and reminders regarding health plan and other well-being

opportunities and benefits to SPS employees. Specific information regarding these important Employee Assistance Program (EAP) and health insurance program supports are included in the appendix at the end of this report.

Next Steps

There are a number of action steps that are currently underway in the district to address the well-being needs of staff, the most important of which includes ***building and supporting a culture of staff wellness across the Shrewsbury Public Schools.***

The following action steps will take place between now and mid-April:

- Staff wellness survey data collected through Survey Monkey (January 2024) and Panorama (June 2023) will be utilized by the Staff Wellness Leadership Team and School Leadership Team to determine short and long term goals and action steps related to staff well-being.
- A ***SPS Staff Well-Being Program and Framework*** is currently in development, thanks to the efforts of members of the Staff Wellness Leadership Team sub-committees. This is targeted for completion by April 15th.
- The staff wellness team is in the process of researching ways to receive expert help [at low-no cost] that focuses on how to best approach the issue of staff stress.
- The staff wellness team will continue to look at a range of supports to address staff stress, with the understanding that one size does not fit all.
- Our schools will benefit greatly from staffing capacity to ensure that this important work is done with fidelity district-wide. I ask that you consider shifting \$85,000 in funding currently allocated for the contract with Whole School Mindfulness for the Mindfulness Director position to fund a Well-Being Coordinator position in FY25. This person would operationalize the development and implementation of student and staff well-being initiatives to advance the district's strategic plan "commitment to the enhanced well-being of all." This position will be designed to coordinate well-being supports for both students and staff to address needs related to stress management, emotional regulation, etc.

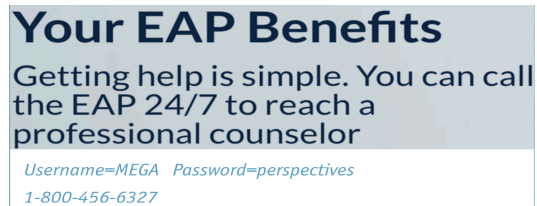
Additional information on this proposed role will be shared later in the budget process.

The Shrewsbury Public Schools continues to actively seek ways to strengthen staff well-being by responding to the needs of all adults who work in our schools. We strive to enhance the well-being of all by valuing, respecting, and supporting one another and creating a culture of staff wellness, as we need our staff to be well in order to provide our students with what they need. Being present is paramount. There is no question that our livelihood depends on the connections we have with others and the relationships that we nurture along the way. [Marc Brackett](#), founding director of the [Yale Center for Emotional Intelligence](#) and professor in the [Child Study Center, Yale School of Medicine at Yale University](#) shares, “Too often we look for strategies that will shift people out of negative emotional spaces, but that’s not always possible. During difficult times, sometimes we just need to be there for one another.”

Thank you for your time.

Appendix: Employee Benefit Programs

EMPLOYEE ASSISTANCE PROGRAM (EAP): The EAP program assists employees with support when needed and provides resources in many different areas, available 27/7/365, entirely free, and entirely confidential.



Perspectives Work-Life Program: *Perspectives* serves as our no-cost, fully confidential employee assistance program that aims to:

- Support mental and emotional health, whenever employees need it.
- Provide resources to deal with stress, depression, grief, anxiety, substance abuse, and more.
- Offer skill-building exercises to enhance important work and life capabilities.
- Provide recommendations for quality caretaking, financial, and legal services, and resources.



PERSPECTIVES WORK-LIFE PROGRAM

A Selection of "Wrap-around" Work-Life Services Serving EAPs Nationwide.

800.456.6327
 perspectivesltd.com
 Username: MEGA
 Password: perspectives

| CHILDCARE | ELDERCARE | CONVENIENCE SERVICES | LEGAL |
|--|---|--|--|
| <p>Childcare Consultation & Referrals:</p> <ul style="list-style-type: none"> • Before/After School Care • Childcare Centers • Family Day Care • Nannies & In-home Care • Summer Camps <p>Information & Support:</p> <ul style="list-style-type: none"> • Adolescence & Child Development • Adoption • New Parents • Pregnancy • Special Needs | <p>Consultation & Referrals:</p> <ul style="list-style-type: none"> • Assisted Living Facilities • Caregiver Support • Community Services • Home Health Care • Hospice Providers • Nursing Homes • Respite Care Providers • Transportation Services | <p>Information & Referrals:</p> <ul style="list-style-type: none"> • Community Education Classes • Fitness Programs & Trainers • Home Cleaning • Home Repair Services • Moving Services • Organizer Services • Pet Care • Relocation Information • Yoga Classes | <p>Consultation & Referrals:</p> <ul style="list-style-type: none"> • Bankruptcy • Child Custody & Support • Consumer Issues • Elder Law • Estate Planning • Immigration • Landlord Tenant Disputes • Real Estate Concerns • Restraining Orders • Separation & Divorce • Wills & Trusts |
| NUTRITION | HEALTH | WORK | FINANCIAL |
| <p>Resources & Referrals:</p> <ul style="list-style-type: none"> • Child Friendly Meals • Diabetes • Food Allergies • Gastrointestinal Problems • Healthy Eating • High Blood Pressure • High Cholesterol • Lactation • Weight Management | <p>Resources & Referrals:</p> <ul style="list-style-type: none"> • Complementary Medical Providers • Health Coaches • Health Spas • Meditation Programs • Mindfulness Programs • Sleep Programs • Smoking Cessation Programs • Support Groups for Chronic Illness • Twelve Step Programs | <p>Resources & Referrals:</p> <ul style="list-style-type: none"> • Career Exploration • Interest Testing • Job Performance Concerns • Job Search Strategies • Resume Review • Volunteer Work | <p>Consultation & Referrals:</p> <ul style="list-style-type: none"> • Budgeting • Credit Problems • Debt Management • Financial Wellbeing • Financial Aid • Homebuying Information • Insurance Planning • Retirement Planning • Tax Resources |

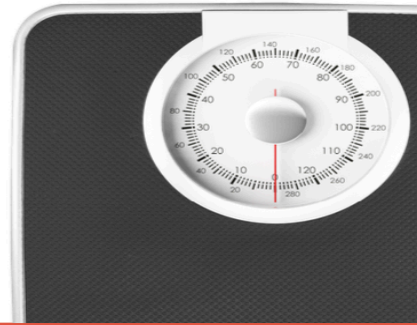
FITNESS AND WEIGHT-LOSS BENEFITS: For employees who are members of a health plan through the Town of Shrewsbury, each plan has varying fitness and weight-loss benefits as seen below.



WEIGHT-LOSS REIMBURSEMENT

Get Rewarded for participating in a qualified weight-loss program

Save up to
\$150



Qualified for Reimbursement:

Participation fees for:

- Hospital-based programs and Weight Watchers® in-person
- Weight Watchers online and other non-hospital programs (in-person or online) that combine healthy eating, exercise, and coaching sessions with certified health professionals such as nutritionists, registered dietitians, or exercise physiologists.



Not Qualified for Reimbursement:

- One-time initiation or termination fees
- Food, supplements, books, scales, or exercise equipment
- Individual nutrition counseling sessions, doctor/nurse visits, lab tests, or other services that are covered benefits under your medical plan

TWO EASY WAYS TO GET REIMBURSED

Start by picking a qualified program. Once you pay for the program, you can either:



SUBMIT ONLINE

Sign in to your MyBlue account, then go to member.bluecrossma.com/fitness-and-weightloss to fill out and submit the form.



MAIL THE ATTACHED REQUEST FORM

Fill out the attached form, then send the completed form to the address listed.

QUESTIONS?

Visit bluecrossma.org.

BLUE CROSS BLUE SHIELD

Up to \$300 reimbursement toward health club membership or exercise classes, or virtual/online fitness memberships, subscriptions, programs. Enroll in a qualified Weight Watchers® or hospital based weight loss program and receive up to \$150 per calendar year toward your program fees.



Fitness Reimbursement

Your reward for health



Get money back each year for participating in a qualified fitness program.¹

Qualified for Fitness Reimbursement:
Blue Cross will reimburse your membership fees for **up to three consecutive months** (of one individual or family membership) or, alternatively, fees for **up to 10 fitness classes** at:

- A full service health club with cardiovascular and strength-training equipment like treadmills, bikes, weight machines, and free weights
- **Starting in 2019**—A fitness studio with instructor-led group classes such as yoga, Pilates, Zumba™, kickboxing, indoor cycling/spinning, and other exercise programs. Note: Reimbursement requests for the new 2019 programs must be submitted **after** your 2019 health benefits become effective.

Not Qualified for Fitness Reimbursement:

- One-time initiation or termination fees
- Fees paid for gymnastics, tennis, pool-only facilities, martial arts schools, instructional dance studios, country clubs or social clubs, sports teams or leagues
- Personal trainer sessions
- Fitness equipment or clothing

Get Reimbursed in Three Easy Steps¹

| | | |
|---|---|--|
|  <h4>1. Choose</h4> <p>Start by picking a qualified fitness program.</p> |  <h4>2. Complete</h4> <p>Once you pay for the program, fill out the attached form.</p> |  <h4>3. Mail</h4> <p>Send the completed form to the address listed.</p> |
|---|---|--|

Important information:

- Fitness reimbursement can be granted for any single member or combination of members enrolled under the same Blue Cross health plan. Blue Cross will make a reimbursement decision within 30 days of receiving a complete request.
- Reimbursement requests must be submitted by March 31 of the following year.
- Keep copies of proof of payment in case we request it from you. Proof of payment includes:
 - » Receipts (cash/check/credit/electronic) for membership or class fees clearly documenting your name, the fitness program name, and individual amounts charged with date paid.
 - » Your fitness program membership or participation agreement clearly documenting your name and date signed.
- Reimbursement may be considered taxable income, so consult a tax advisor.

Be sure to check with your doctor before starting any exercise program.

1. To verify this reimbursement is offered for your plan, or for more information, log on to MyBlue at bluecrossma.com/myblue or call the Member Service number on your ID card. Most plans offer the reimbursement shown, but refer to your plan information for specific details.

HARVARD PILGRIM

Fitness reimbursement up to \$150 per subscriber at a Health & Fitness club per calendar year. Must be an active member of HPHC for at least 4 months and an active member of the health facility for at least 4 months. Discounts at IFCN-affiliated clubs. Discount at Weight Watchers®

TUFTS

Fitness reimbursement up to \$150 per subscriber at a Health & Fitness club, including exercise classes per calendar year. Jenny Craig Discounts: Free 30 Day Program -25% off a premium/metabolic program Nutrisystem Discount: -12% discount off current promo - core or select program

Supplementary Benefits

PinnacleCare- This platform can guide you to appropriate care and connect you with specialists to provide expert opinions for serious or complex medical conditions. They are an unbiased resource to which you can turn when facing or trying to prevent a major health problem. PinnacleCare services facilitate your access to top specialists trained and experienced in your condition to provide an expert review of your diagnosis and treatment options.

CanaRX Prescription Drug Program-access to certain brand name medications at *NO COST to the member*, and they will be delivered by mail right to your doorstep!

Diabetes Care Rewards Program- get on your way to better health and receive diabetes medications, test strips, and other diabetes supplies for \$0 copays using your Good Health Gateway® Rx Rewards Card.

Health Savings Account Utilization

For members who are on a high deductible health plan, this plan allows you to set aside a portion of your pay pre-tax to cover out-of-pocket expenses.

Flexible Spending Accounts

For members who are NOT on a high deductible health plan, this plan allows you to set aside a portion of your pay pre-tax to cover out-of-pocket expenses. There is a healthcare and dependent care specific FSA option available.