



Workforce Secondary Traumatic Stress Assessment

Workforce Secondary Traumatic Stress Assessment helps Washington’s district-wide Workforce Mental Health Committees to regularly assess [policy implementation and staff well-being practices](#) to support a positive workplace climate and reduce secondary traumatic stress.

In 2021, the Washington State Legislature passed SHB1363: *Addressing Secondary Traumatic Stress in the K-12 Workforce*. Among other things, SHB1363 directs districts to adopt a [policy and procedure](#) to take meaningful steps in supporting staff’s health and well-being. To help districts meet this requirement, the [Washington Office of Superintendent of Public Instruction](#) and the [Alliance for a Healthier Generation](#) created this online assessment consisting of two parts: a policy compliance checklist and staff well-being implementation practices.

Topic	Description	Response Type	Item Numbers
Washington Policy 5515 Compliance Checklist (5515)	Questions pertain to required elements of the model policy and procedure .	Yes or No	5515-1 through 5515-8
Staff Well-Being Best Practices (SWBP)	Questions measure the district-level implementation of specific policy elements and staff well-being best practices.	Four-Point Scale <ul style="list-style-type: none"> • Fully in place • Mostly in place • Partially in place • Not in place 	SWB-1 through SWB-12

Instructions

To complete this assessment, the district’s Workforce Mental Health Committee or similar District Leadership Team will need to provide input. First, staff are encouraged to read through the assessment. Then, the leadership team compiles responses based on current policy and programming. Next, enter your district’s responses in the online assessment in the [Healthier Generation Action Center](#). Finally, add items to improve upon to the team’s [Action Plan](#) and leverage relevant training and resources.

Also, districts may ask School Leadership Teams to respond to the [Thriving Schools Integrated Assessment’s](#) staff well-being topic questions to gather feedback, collect data, and plan for continuous improvement with school sites.



Washington Policy 5515 Compliance Checklist (5515)

Item	Question	Response
5515-1	Our district promotes a positive workplace climate with a focus on diversity and inclusion	<input type="checkbox"/> Yes <input type="checkbox"/> No
5515-2	Our district has established a district-wide workforce mental health committee	<input type="checkbox"/> Yes <input type="checkbox"/> No
5515-3	Our workforce mental health committee has shared secondary traumatic stress, stress management, and other mental health resources to all staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5515-4	Our workforce mental health committee has shared links to a secondary traumatic stress self-assessment tool.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5515-5	Our workforce mental health committee reports a summary of activities of the workforce mental health committee at least annually	<input type="checkbox"/> Yes <input type="checkbox"/> No
5515-6	Our district regularly assesses the school-level implementation of this policy with input from staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5515-7	Our district regularly assesses the district-level implementation of this policy with input from staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5515-8	Our district provides training and resources to staff for continuous improvement in areas impacted by this policy.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Staff Well-Being Best Practices (SWBP)

Item	Question	Fully in Place Response	* Glossary item
SWBP-1	To what extent does your district have a <u>team</u> * that coordinates the implementation of policies and practices regarding staff well-being?	<p>Our district has a <u>team</u>* that does all the following:</p> <ul style="list-style-type: none"> • Coordinates the implementation of policies and practices regarding staff well-being • Ensures members are <u>representative</u>* of our <u>school community</u>* • Meets at least four times per year 	
SWBP-2	To what extent does your district use a <u>trauma-informed approach</u> * to implement policies and practices regarding staff well-being?	<p>Our district uses all six elements of a <u>trauma-informed approach</u>* to implement policies and practices regarding staff well-being:</p> <ol style="list-style-type: none"> 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social emotional wellness 	
SWBP-3	To what extent does your district use a <u>continuous improvement process</u> * to advance policies and practices regarding staff well-being?	<p>Our district uses a <u>continuous improvement process</u>* that includes all the following:</p> <ul style="list-style-type: none"> • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using <u>disaggregated data</u>* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges 	



Staff Well-Being Best Practices (SWBP)

Item	Question	Fully in Place Response * Glossary item
SWBP-4	To what extent does your district offer professional learning on staff well-being?	<p>Our district provides <u>continuous professional learning</u>* that includes the following core elements:</p> <ul style="list-style-type: none"> • Inclusive of content related to self-care, boundaries, and stress management • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SWBP-5	To what extent does your district offer professional learning on fostering positive work culture?	<p>Our district provides <u>continuous professional learning</u>* that includes the following core elements:</p> <ul style="list-style-type: none"> • Inclusive of content related to psychological safety, dependability, structure and clarity, meaning and impact, and conflict resolution • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SWBP-6	To what extent does your district conduct <u>resource mapping</u> * to support staff well-being?	<p>Our district’s <u>resource mapping</u>* process includes all the following:</p> <ul style="list-style-type: none"> • Identifying existing programs, services, and resources in the district and in the community (e.g., school-based physical activity programs for staff, peer support groups, meditation programs or resources) • Informing all staff (including <u>non-instructional staff</u>*) about the available resources • Identifying community partners to support unmet needs



Staff Well-Being Best Practices (SWBP)

Item	Question	Fully in Place Response	* Glossary item
SWBP-7	To what extent does your district partner with staff and/or a local bargaining unit to support positive working conditions?	<p>Our district’s partnerships with staff and/or local bargaining unit includes all the following:</p> <ul style="list-style-type: none"> • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability plans 	
SWBP-8	To what extent does your district gather input on your policies and practices regarding staff well-being?	<p>Our district does all the following:</p> <ul style="list-style-type: none"> • Gathers input from all staff (including <u>non-instructional staff*</u>) at least once per year • Uses at least three inclusive and <u>culturally responsive*</u> methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity of all staff at least once per year <p>Analyzes demographics of respondents to ensure input is <u>representative*</u> of all staff and job-types</p>	
SWBP-9	To what extent does your district ensure accountability measures are in place to address disparities in staff wellbeing?	<p>Our district does all the following:</p> <ul style="list-style-type: none"> • Utilizes a data-driven process to assess staff wellbeing and job satisfaction • Allocates resources to support identified needs • Implements <u>culturally responsive*</u> and linguistically appropriate resources <p>Continuously evaluates effectiveness and adapts strategies to meet staff needs</p>	



Staff Well-Being Best Practices (SWBP)

Item	Question	Fully in Place Response	* Glossary item
SWBP-10	To what extent does your district offer an employee assistance opportunities, inclusive of an Employee Assistance Program (EAP)?	<p>Our district employee assistance opportunities include all the following:</p> <ul style="list-style-type: none"> • Availability to all staff (including non-instructional staff*) • Support for stress management/counseling, tobacco cessation, healthy eating (including nutritional counseling and weight management), and financial management • Communication to all staff at least quarterly 	
SWBP-11	To what extent does your district provide opportunities for staff to display gratitude toward each other?	<p>Our district promotes staff gratitude in all the following ways:</p> <ul style="list-style-type: none"> • Provides professional learning opportunities on the importance of gratitude to all staff (including <u>non-instructional staff*</u>) at least once per year • Assesses staff gratitude styles at least once per year • Aligns gratitude strategies to preferred styles • Reviews data to determine effectiveness of gratitude practices on all staff at least once per year 	
SWBP-12	To what extent does your district have spaces for staff to take breaks?	<p>Our district has space(s) with all the following:</p> <ul style="list-style-type: none"> • Provide easily accessible space(s) for all staff (including <u>non-instructional staff*</u>) to take breaks • Encourage relaxation • Foster positive staff interactions • Allow for acute stress-management <p><i>Note: These functions may occur in one space or be distributed throughout multiple spaces.</i></p>	



Glossary

CONTINUOUS IMPROVEMENT PROCESS - An ongoing, data-driven process in which learning organizations deliberately and strategically collaborate to understand and replicate successes, and plan for and address areas of concern. When implemented effectively, the continuous improvement process culminates in long-term, embedded, positive change and progress in the school or district, thereby improving student outcomes. Source: Wisconsin Department of Public Instruction. (2016). Top 10 terms: Data & Assessment Literacy https://dpi.wi.gov/sites/default/files/imce/strategic-assessment/Top_10_Terms_Data_and_Assessment_Literacy.pdf

CONTINUOUS PROFESSIONAL LEARNING - The continuous process of learning—inclusive of traditional professional development, coaching, and feedback—with the goal of increasing implementation within a learning community. Source: Learning Forward. (n.d.). *Standards for professional learning*. <https://learningforward.org/standards-for-professional-learning>

DISAGGREGATED DATA - The presentation of data broken into segments. Often test data is broken into groups of students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency, thereby allowing parents and teachers to see how each student group is performing in a school. Source: EdSource. (n.d.). *Glossary*. <https://edsources.org/glossary/disaggregated-data>

JOB-EMBEDDED - Professional learning linked to day-to-day responsibilities so learners may apply new skills and knowledge to authentic experiences. Source: Pacchiano, D., Klein, R., & Hawley, M.S. (2016). *Job-embedded professional learning essential to improving teaching and learning in early education*. <https://files.eric.ed.gov/fulltext/ED570108.pdf>

NON-INSTRUCTIONAL STAFF - School or district employees whose job functions are not instructional, yet whose work supports the educational process (e.g., bookkeepers, bus drivers, nutrition services staff, custodians, building maintenance workers, warehouse workers, mechanics, and office managers). Source: The Florida Legislature. (2020). *The 2020 Florida Statutes, Section 1012.01, Definitions*. http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1012/Sections/1012.01.html

SCHOOL COMMUNITY - School administrators, teachers, and staff members who work in a school, the students who attend the school, and their families and caregivers. Source: Great Schools Partnership. (2019, January 29). *School community*. <https://www.edglossary.org/school-community/>

REPRESENTATIVE - Includes members that reflect the diversity of the school community and bring unique experiences and perspectives, such as individuals with relevant knowledge of the topic(s), experience from various roles or positions (e.g., students, families, caregivers, community members, teachers, administrators, facilities staff, transportation staff), and diverse skills (e.g., communications, project management, evaluation). Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide*. Middle school/high school version. <https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf>



RESOURCE MAPPING - Also referred to as asset mapping or environmental scanning, resource mapping is a process for identifying and analyzing existing programs, people, and services in schools, districts, and communities. The goal of resource mapping is to connect students, families, caregivers, and staff with available resources to address needs, improve achievement, and increase well-being. Source: National Center for School Mental Health (2020, February 3). *School mental health quality guide: Needs Assessment & Resource Mapping*.

<http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Needs-Assessment-&-Resource-Mapping-2.3.20.pdf>

TEAM - A group of people linked together for a common purpose. Schools and districts may have multiple teams, committees, or sub-committees leading efforts to improve health and learning. Teams specializing in a particular function, such as strategic planning, school improvement, grade-level instruction, MTSS, data, safety, or wellness, typically meet regularly to review student data and collaborate (or use shared leadership) to coordinate, implement, and improve policies and practices. Members may volunteer or be appointed and may include diverse members of the school community, depending on the team, e.g., administrators, teachers, and specialists. students, students' families or caregivers, and community members. Source: Centers for Disease Control and Prevention. (n.d.). *Forming a school health team*. <https://www.cdc.gov/healthy-schools/shi/pdf/training-manual/team.pdf>

TRAUMA-INFORMED APPROACH - A trauma-informed approach to care “realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved in the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist retraumatization.” The six key principles of a trauma-informed approach include: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and cultural, historical and gender issues. The process of systemically applying the six key principles to school health and learning policies and practices as outlined in the Healthy Environments and Response to Trauma in Schools (HEARTS) include the following:

1. Understanding trauma and stress
2. Cultural humility and equity
3. Safety and predictability
4. Compassion and dependability
5. Empowerment and collaboration
6. Resilience and social-emotional wellness

Source: Dorado, J (2019) *Trauma Informed Care Principles*. <https://hearts.ucsf.edu/hearts-trauma-informed-principles>