

# SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

- Lessons from the Field -

***Returning to School:  
Strategies for Supporting Staff***

JULY 28, 2021



# NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

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**National Center on Safe Supportive Learning Environments**  
Safe Supportive Learning  
Engagement | Safety | Environment

School Climate Improvement  
Engagement Topics  
Safety Topics  
Environment Topics  
Events, Products, and TA  
States and Grantees

**Featured Event**  
**Strategies for Supporting College and University Students Holistically and Safely: CDC Guidance and Best Practices**  
June 09, 2021 - 03:00pm EDT  
[Learn More](#)

**Get Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty and Staff**

Welcome!

The National Center on Safe Supportive Learning Environments (NCSSLE) offers information and technical assistance to States, districts, schools, institutions of higher learning, and communities focused on improving school climate and conditions for learning. We believe that with the right resources and support, educational stakeholders can collaborate to sustain safe, engaging and healthy school environments that support student academic success.

[More About Us](#)

 **School Climate Improvement Resource Package**

 **ED School Climate Surveys**

 **Trauma-Sensitive Schools Training Package**

 **Building Student Resilience Toolkit**

 **Human Trafficking in America's Schools**

 **Improving Higher Education Learning Environment**

 **Supporting Trauma Recovery**

 **Promoting Mental Health**

 **Responding to Covid-19**

To access information and archived materials from previous Lessons from the Field webinars, go to:  
<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



# Logistics

## Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

## Technical Issues

For assistance during the webinar, please contact  
Shoshana Rabinovsky at [srabinovsky@air.org](mailto:srabinovsky@air.org).

This webinar is being recorded and will be archived at the following location:  
<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-returning-school-strategies-supporting-staff>



*The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.*



# Initial Polling Questions

## 1. What is your role?

- ☐ School administrator
- ☐ Teacher
- ☐ Other school staff
- ☐ Local education agency staff
- ☐ State educational agency staff
- ☐ Parent
- ☐ Community member
- ☐ Advocate
- ☐ Other

## 2. What form of instruction is currently planned for opening of school in your community this Fall?

- ☐ In-Person
- ☐ Virtual
- ☐ Hybrid
- ☐ Unknown/Not applicable



# Agenda

- 1) Introduction and Logistics
- 2) ED Resources on Supporting Education and Staff Well Being
- 3) School Employee Wellness Guide & Worksite Health Scorecard
- 4) Strategies for Supporting Head Start Staff
- 5) Panel Discussion
- 6) Wrap Up & Closing

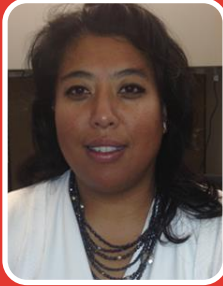


# Speakers



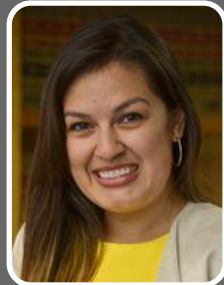
## **Christian Rhodes**

Chief of Staff, Office of  
Elementary and  
Secondary Education,  
U.S. Department of  
Education



## **Jyotsna Blackwell**

Public Health Advisor,  
Centers for Disease  
Control and Prevention



## **Loredana Valtierra**

Special Assistant, Office  
of Planning, Evaluation,  
and Policy Development,  
U.S. Department of  
Education



## **Sangeeta Parikshak**

Behavioral Health Lead,  
Office of Head Start, U.S.  
Department of Health and  
Human Services



## **Kathy McHugh**

Teacher, Delran Township  
Public Schools, NJ

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-returning-school-strategies-supporting-staff>



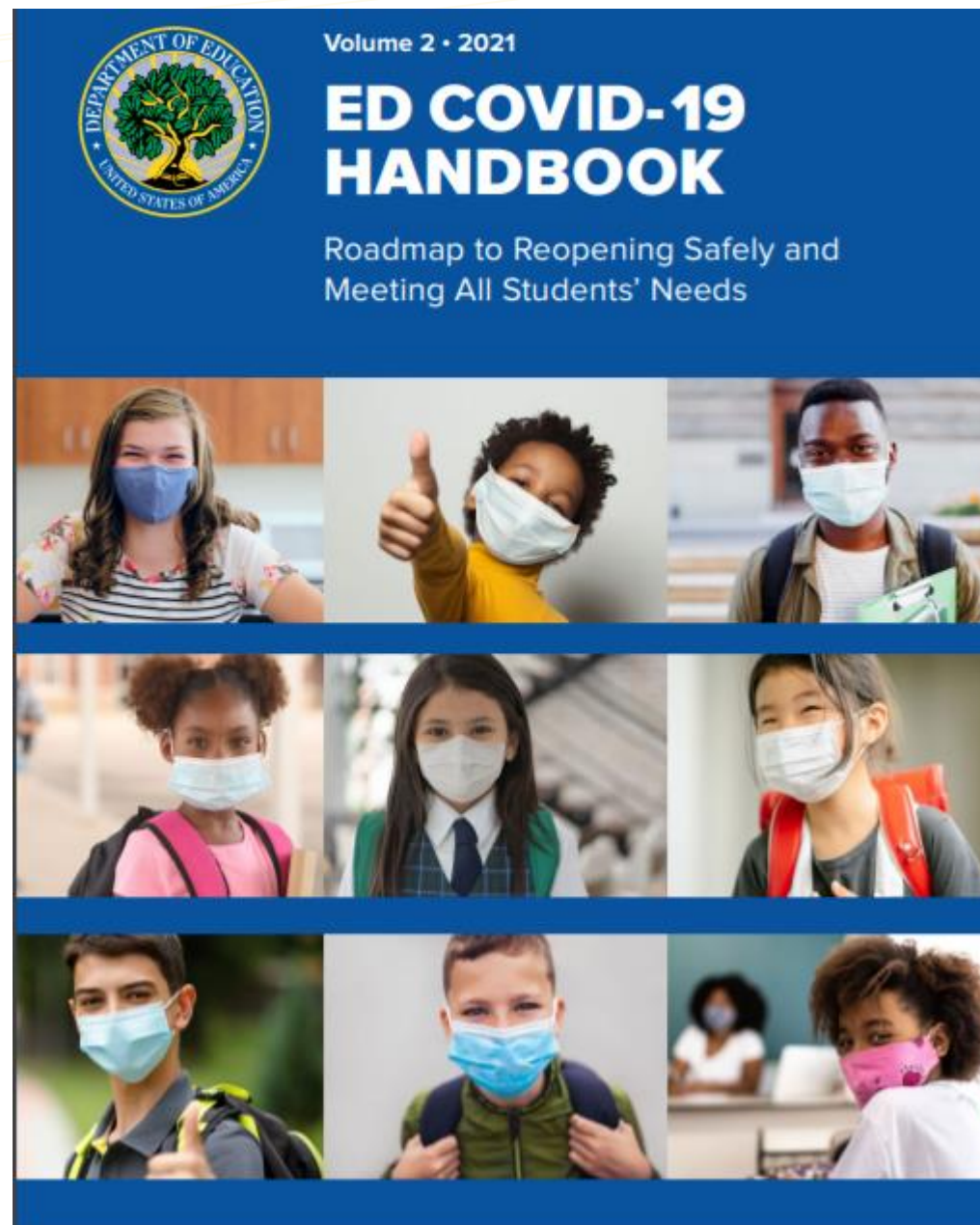
# SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

LOREDANA VALTIERRA

SPECIAL ASSISTANT  
OFFICE OF PLANNING, EVALUATION, AND POLICY DEVELOPMENT (OPEPD)  
U.S. DEPARTMENT OF EDUCATION

## ED Resources

- **Creating Safe and Healthy Learning Environments:** Meeting basic needs like school nutrition, meeting student social, emotional, and mental health needs, and safe and healthy school environments
- **Addressing Lost Instructional Time:** Accelerated learning, tutoring and expanding learning time, supporting effective use of technology, and using data to target resources
- **Supporting Educator and Staff Stability and Well-Being:** Stabilizing the workforce and supporting all educators





# Supporting Educator and Staff Well Being

Providing space and time  
for self-care

Building intentional  
systems that support staff  
relationships and trust  
both between school  
leaders and educators  
and peer to peer

Rethinking educator  
workloads and schedules

# School Employee Wellness (SEW) Guide Worksite Health Scorecard

JYOTSNA BLACKWELL, M.P.H.

**Centers for Disease Control and Prevention**  
**National Center for Chronic Disease Prevention and Health Promotion**

Division of Population Health/School Health Branch





WHY START AN  
EMPLOYEE  
WELLNESS  
INITIATIVE?

# Benefits of Workplace Health Promotion for U.S. Employers

Chronic and mental health conditions represent about 90% of the nation's \$3.3 trillion annual health care expenditures.

- Interventions in the workplace can help to mitigate this trend:
  - Improve employee health, well-being and safety
  - Reduce absenteeism
  - Increase worker productivity, creativity and engagement
  - Attract/retain top talent

SOURCE: BUTTORFFC, RUDER T, BAUMAN M. MULTIPLE CHRONIC CONDITIONS IN THE UNITED STATES. SANTA MONICA, CA: RAND CORP.; 2017. CENTER FOR MEDICARE & MEDICAID SERVICES. NATIONAL HEALTH EXPENDITURE DATA FOR 2016—HIGHLIGHTS. FABIUSR, THAYER RD, KONICKIDL, ET AL. THE LINK BETWEEN WORKFORCE HEALTH AND SAFETY AND THE HEALTH OF THE BOTTOM LINE: TRACKING MARKET PERFORMANCE OF COMPANIES THAT NURTURE A 'CULTURE OF HEALTH'. J OCCUP ENVIRON MED. 2013;55:993–1000. GOETZEL RZ, FABIUSR, FABIUSD, ROEMER EC, THORNTON N, KELLY RK, PELLETIER KR. THE STOCK PERFORMANCE OF C. EVERETT KOOP AWARD WINNERS COMPARED WITH THE STANDARD & POOR'S 500 INDEX. J OCCUP ENVIRON MED. 2016 JAN;58(1):9-15



**Nearly 65%**  
adults are overweight or obese.

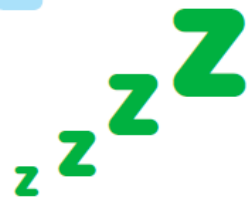


**3/4**  
of adults do not eat enough fruits and vegetables, and only 1/2 meet physical activity recommendations.<sup>8</sup>

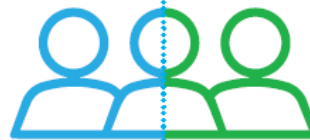


**17%**

of adults report smoking, binge drinking, and depression.<sup>8</sup>



**1/3 of teachers** report inadequate sleep, which is associated with higher risk for **diabetes, hypertension, and obesity.**<sup>9</sup>



**51% of teachers** report feeling great stress at least several days a week,<sup>10</sup> higher than any other occupational group.<sup>11</sup>

**STRESS** is linked to **high blood pressure, weakened immune system, stroke, and heart disease.**<sup>6</sup>



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# Mental Health Impact of the COVID-19 Pandemic on Teachers and Parents of K-12 Students

- 27% teachers self-reported symptoms consistent with **clinical depression**
- 37% teachers self-reported symptoms consistent with generalized **anxiety**
- 53% of teachers are thinking of leaving the profession; more now than before the pandemic (February 2020)

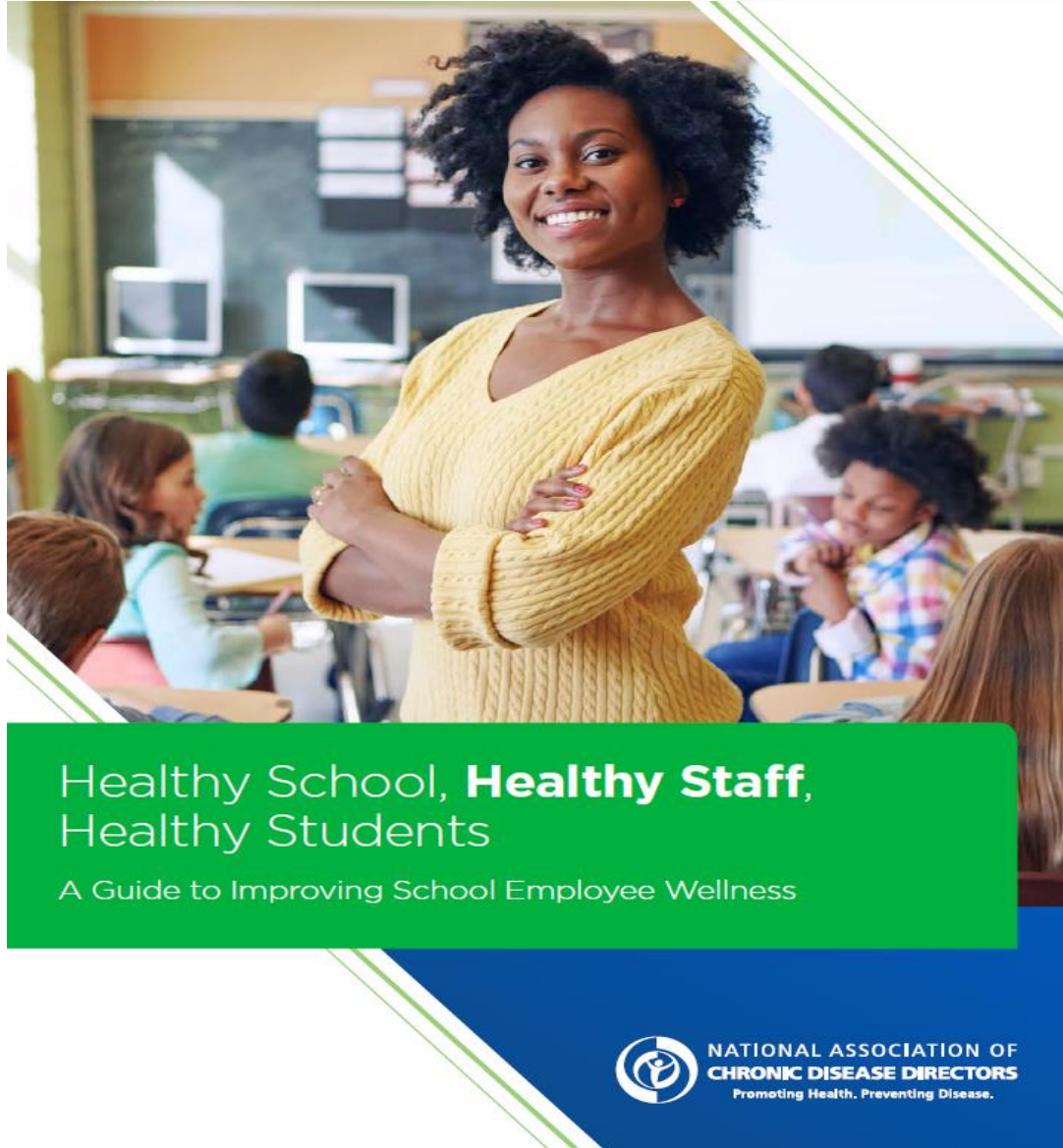
CDC FOUNDATION, MARCH 2021

[HTTPS://WWW.CDCFOUNDATION.ORG/MONITORING-SCHOOL-COVID-19-PREVENTION-STRATEGIES](https://www.cdcfoundation.org/monitoring-school-covid-19-prevention-strategies)



HOW DO I START?





# SCHOOL EMPLOYEE WELLNESS GUIDE

(SEW GUIDE)

# SEW Guide Table of Contents

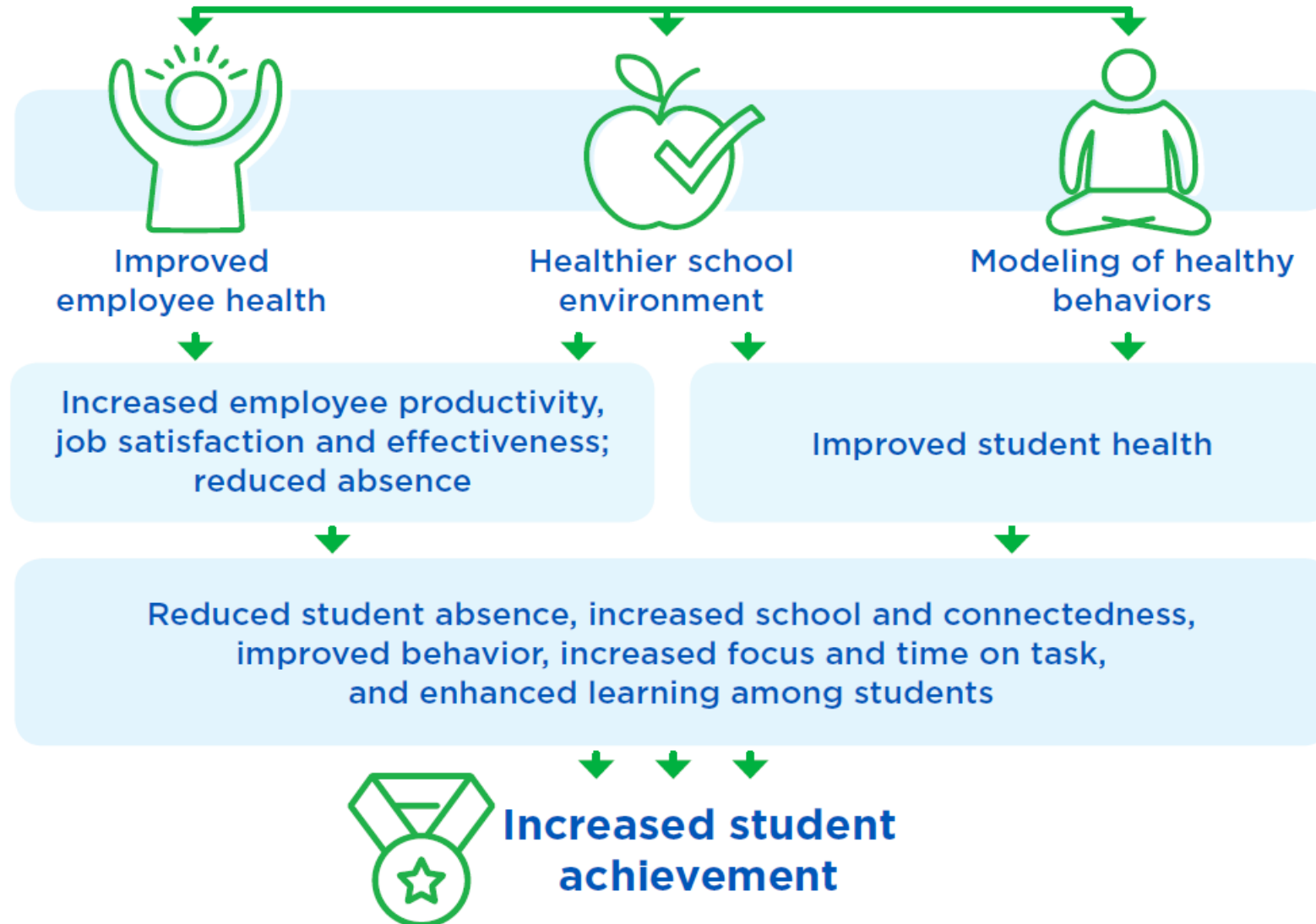
- Chapter 1: SEW- Investing in Your Greatest Resource
- Chapter 2: Build Support
- Chapter 3: Assemble Your Team
- Chapter 4: Gather Information
- Chapter 5: Plan for Success
- Chapter 6: Maximize Your Impact
- Chapter 7: Demonstrate Results
- Chapter 8: Maintain Momentum

# Who Should Use this Guide?



- This guide is a resource for districts and schools with limited prior experience with employee wellness initiatives as well as for those seeking to improve an existing initiative.
- People in variety of positions:
  - Human Resource Directors
  - District superintendents/Principals
  - Wellness Coordinators

## Employee wellness initiatives



# CDC HEALTHY SCHOOLS EMPLOYEE WELLNESS WEBPAGE

[HTTPS://WWW.CDC.GOV/HEALTHYSCHOOLS/EMPLOYEE\\_WELLNESS.HTM](https://www.cdc.gov/healthyschools/employee_wellness.htm)



# TIPS FOR PROMOTING SCHOOL EMPLOYEE WELLNESS

## Tips for Promoting School Employee Wellness

### Does your school have an employee wellness program?

**YES?** Get involved!

**NO?** Access [Healthy School, Healthy Staff, Healthy Students: A Guide to Improving School Employee Wellness](#) for help starting one today!



You can have an employee wellness program and follow [CDC Guidelines for Operating Schools During COVID-19](#)

- Wellness is more important than ever during the COVID-19 pandemic. In a March 2020 survey,<sup>1</sup> teachers were asked to describe the emotions they felt most often each day. Anxiety was by far the most common.
- Physical activity can lower stress and anxiety.<sup>2</sup>
- School employees who model good physical and mental health behaviors help support students' health and academic success.
- Wellness activities can be simple and don't necessarily take a lot of time or resources.
- Wellness programs can be organized by administrators, school health teams, or even a single school member wanting to make a difference.

### Consider trying some of these employee wellness activities<sup>3</sup> to support physical and mental health, even in a virtual environment:

- Remind staff about employee assistance programs with access to resources, referrals, and counseling.
- Recognize staff contributions and achievements, and celebrate milestones with others.
- Hold exercise challenges (e.g., steps challenge, exercise minutes challenge).
- Find and share stress management and mental health resources and information.
- Build in physical activity breaks during the school day (can be done along with students).



### Other tips you can try!

Integrate mindfulness meditation breaks for staff and students during the school day.

Hold 5-minute mindfulness conference calls for staff.

Provide or attend professional development on social-emotional skills, trauma-informed approaches (understanding the impact of trauma on the individual), and resilience.

"I know that my students need breaks throughout the day to recharge their minds and bodies before they're ready to learn again. Teachers need brain breaks, too! Having a designated time during the work day to practice mindfulness exercises has made a world of difference in my stress level."

- K. Conway, Middle School Science Teacher



### Additional Resources

- [CDC Healthy Schools: School Employee Wellness](#)
- [CDC Healthy Schools Partner Toolkit](#)
- [CDC Workplace Health Promotion](#)
- [CDC Workplace Health ScoreCard](#)
- [SHAPE America – Virtual Resources for Health and PE](#)

### References

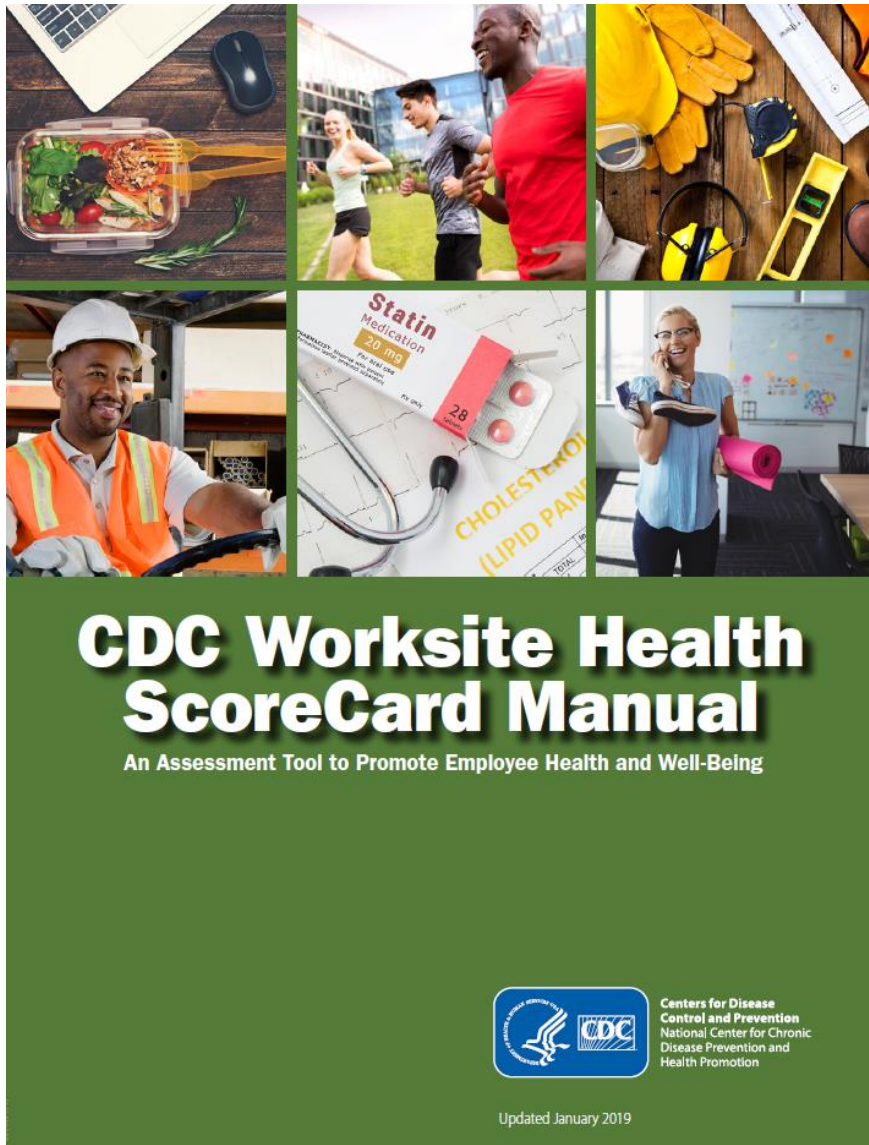
1. EL CAFES Strategies for Being Your Best Possible SELF with Dr. Marc Brackett. <https://www.youtube.com/watch?v=8UE2mWPPQk>

2. MaA, Madan V, Petty FD. Exercise for mental health. Prim Care Companion J Clin Psychiatry. 2008;8(2):108-10. 10.4088/pcc.v08n0208a. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470658/>

3. Tips from [Healthy School, Healthy Staff, Healthy Students: A Guide to Improving School Employee Wellness](#)



Centers for Disease Control and Prevention  
National Center for Chronic Disease Prevention and Health Promotion  
Division of Population Health



# DIVISION OF POPULATION HEALTH

## HEALTH SCORECARD WORKSITE MANUAL

[HTTPS://WWW.CDC.GOV/WORKPLACEHEALTHPROMOTION/INITIATIVES/HEALTHSCORECARD/INDEX.HTML](https://www.cdc.gov/workplacehealthpromotion/initiatives/healthscorecard/index.html)

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# CDC Worksite Health Scorecard Manual

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## The Purpose of the Scorecard:

- Organizational assessment and planning tool for worksite health promotion
- Guidance on key evidence-based strategies to promote a healthy workforce
- Based on 18 modules and some topics range from:
  - organizational supports to stress management to sleep and fatigue

RESOURCE CENTER: [WWW.CDC.GOV/WHRC](http://WWW.CDC.GOV/WHRC)

# Thank you

Jyotsna Blackwell, M.P.H.

[ids5@cdc.gov](mailto:ids5@cdc.gov)

**Centers for Disease Control and Prevention**  
**National Center for Chronic Disease Prevention and Health Promotion**

Division of Population Health/School Health Branch

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.





# Returning to School: Strategies for Supporting Head Start Staff

July 28th, 2021

Sangeeta Parikshak, PhD  
Office of Head Start/ACF/HHS



# Head Start Program Performance Standards and Staff Wellness

- ❑ Programs must support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health (see [1302.45\(a\)](#)).
- ❑ Programs must make mental health and wellness information available to staff regarding health issues that may affect their job performance and must provide staff with regularly scheduled opportunities to learn about mental health, wellness, and health education (see [1302.93\(b\)](#)).

# Head Start COVID-19 Response Funds

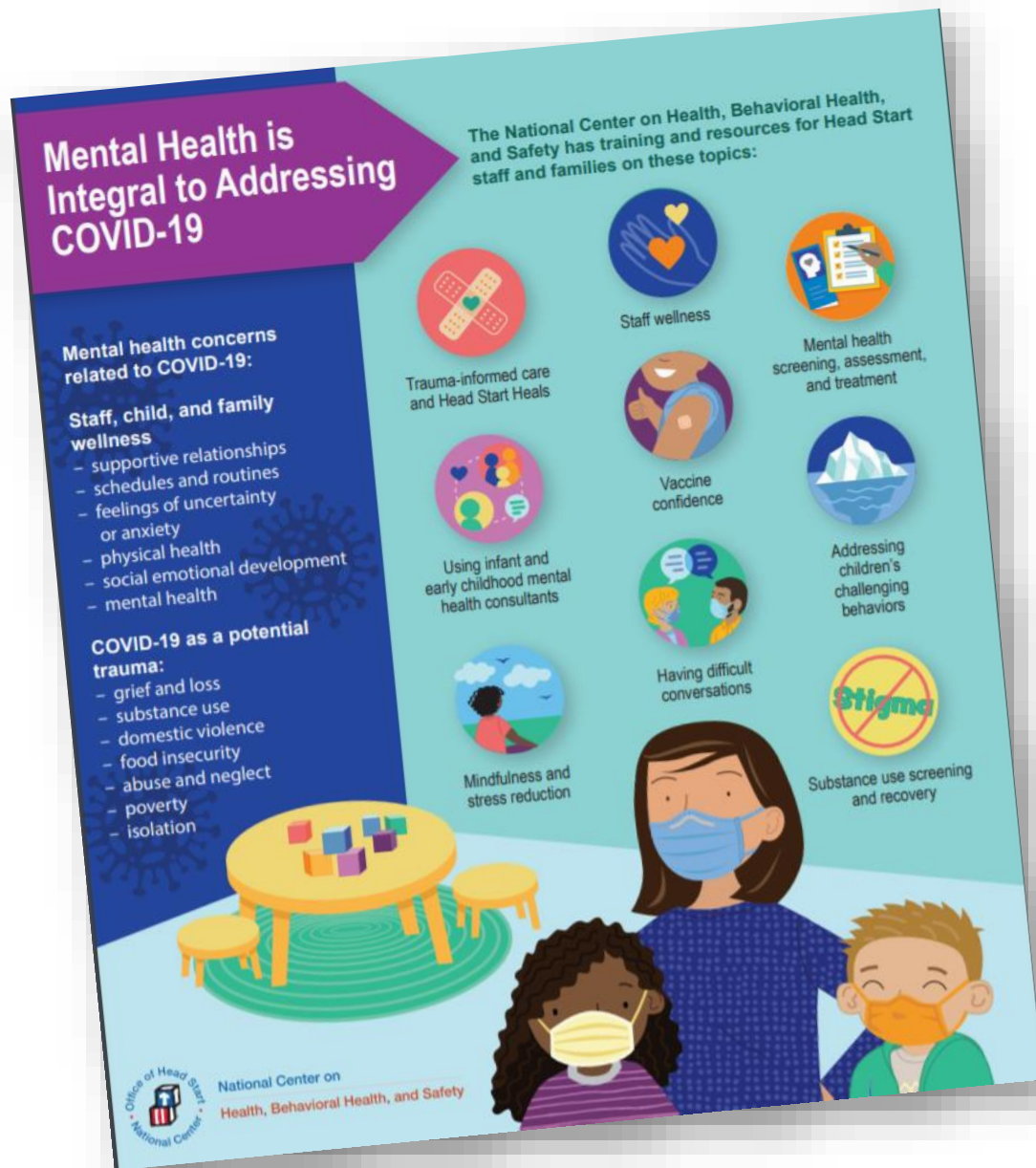
- ❑ **CARES Act**: **\$750 Million** has been awarded to all grantees – *approximately 43% of funds have been drawn down by grantees*
- ❑ **CRRSA**: **\$250 Million** was appropriated with FY21 Budget – *will be awarded in the Spring*
- ❑ **American Rescue Plan**: An additional **\$1 Billion** – *Signed by the President March 11, 2021*



# FY 2021 American Rescue Plan Funding Increase for Head Start Programs: Support Head Start Staff

- ☐ Planning sessions for staff
- ☐ Staff wellness and mental health support
- ☐ Additional staff
- ☐ Professional learning and development for staff
- ☐ Other personnel costs
- ☐ Vaccine support

<https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-21-03>



## Mental Health Resources to Support Response and Recovery During COVID-19 Webpage

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/mental-health-resources-support-response-recovery-during-covid-19>

# Head Start Heals Campaign

## Frequently Asked Questions

- ☐ Child Abuse and Neglect
- ☐ Engaging Families
- ☒ Self-Care and Stress Management
- ☐ Supporting Grief and Loss
- ☒ Supporting Staff, Families, and Children During Social Distancing
- ☐ Supporting and Understanding Trauma During COVID-19
- ☐ Talking to Children About COVID-19
- ☒ Transitioning Back to School



<https://eclkc.ohs.acf.hhs.gov/mental-health/article/head-start-heals-campaign>

<https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/supporting-children-families-during-covid-19>



**OFFICE OF HEAD START**

An Office of the Administration for Children & Families



## Webinar 3: Mental Health and Staff Wellness: Emotionally Strong Together

<https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-forward-series>

# Staff Wellness: An Essential Ingredient

How can staff wellness be prioritized so providers can reflect on their own mental health needs and be able to support children and families in safe, responsive, and nurturing ways?



# Staff Wellness: An Essential Ingredient

- Make mental health everyone's business.
- Remember the research!
- Staff wellness needs to be integrated into programs at all levels (classroom, staff meetings, supervision, etc.).
- Offer space to staff to share their experiences.
- Provide children, families, and staff with clear expectations of what will be the same and what will be different as they continue or return to in-person services.
- Build time in the day to reestablish relationships.



# Staff Wellness: Strategies and Resources

## Taking Care of Ourselves: Stress Reduction Workshop

<https://eclkc.ohs.acf.hhs.gov/slide-deck/taking-care-ourselves-stress-reduction-workshop>

## Supporting Professionals Who Support Families: The Parallel Process

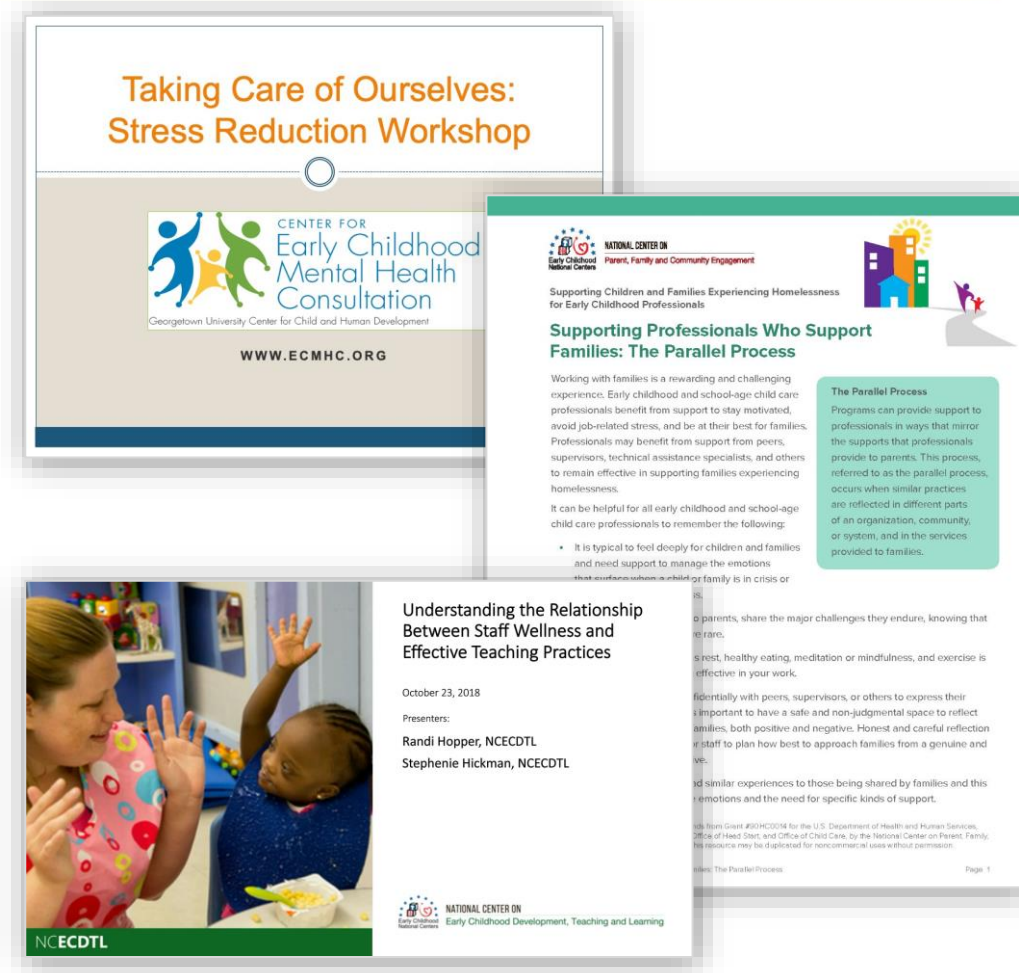
<https://eclkc.ohs.acf.hhs.gov/publication/supporting-professionals-who-support-families-parallel-process>

## Understanding the Relationships Between Staff Wellness and Effective Teaching Practices

<https://eclkc.ohs.acf.hhs.gov/video/understanding-relationship-between-staff-wellness-effective-teaching-practices>

## Program Approaches for Staff Wellness

[Program Approaches for Staff Wellness](#)



# Staff Wellness Strategies and Resources

## Staff Wellness: Managing Stress

### **Wellness: Tools for Promoting Healthy Living**

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/wellness-tools-promoting-healthy-living.pdf>

### **Managing Stress With Mindful Moments**

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/managing-stress-mindful-moments>

### **Mindfulness: A Resilience Practice**

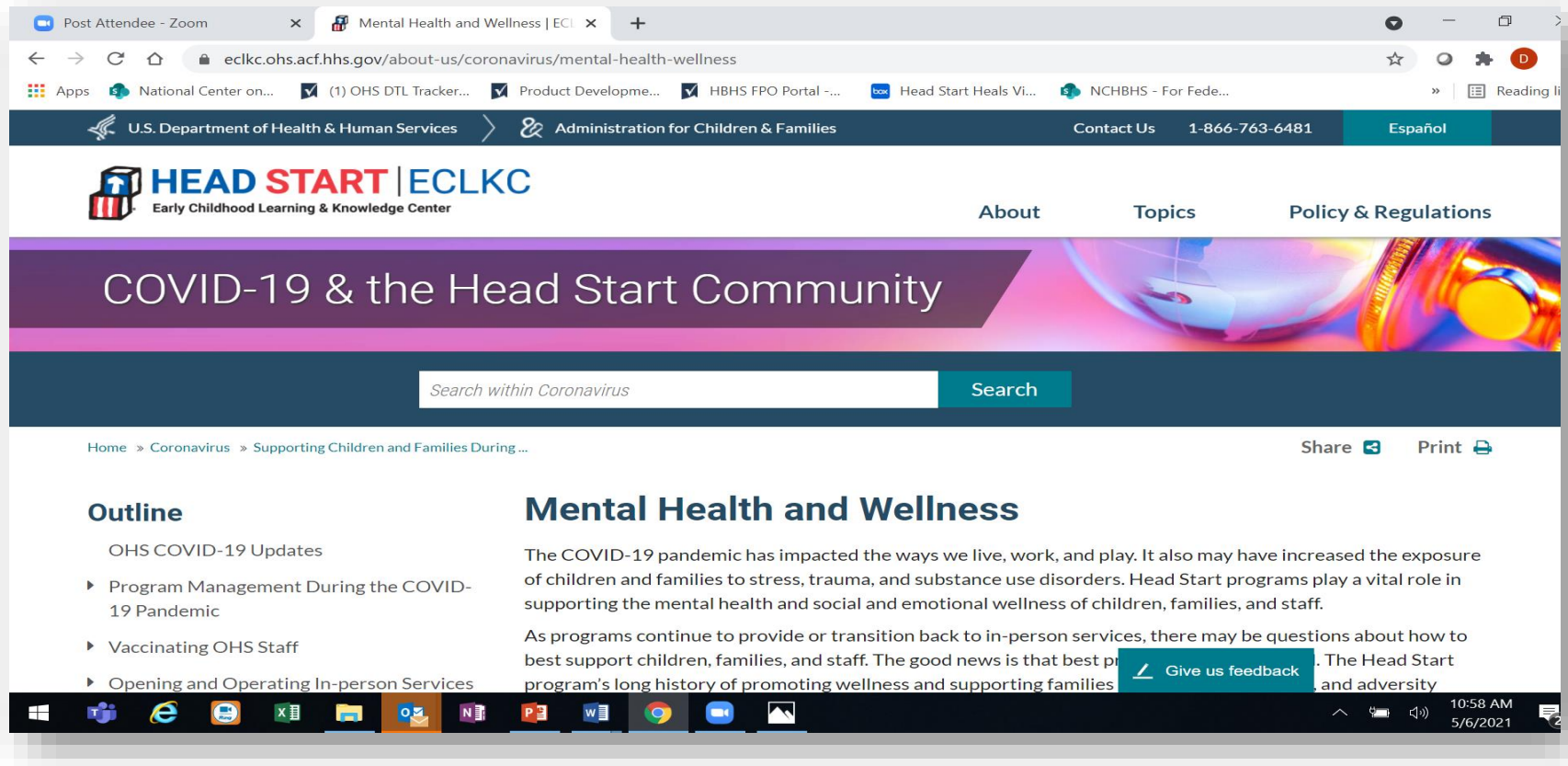
<https://eclkc.ohs.acf.hhs.gov/video/mindfulness-resilience-practice>

### **Tips for Talking to Head Start Families and Staff About COVID 19 Vaccines**

<https://eclkc.ohs.acf.hhs.gov/publication/tips-talking-head-start-families-staff-about-covid-19-vaccines>



# Mental Health and Wellness COVID-19 Webpage



<https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/mental-health-wellness>

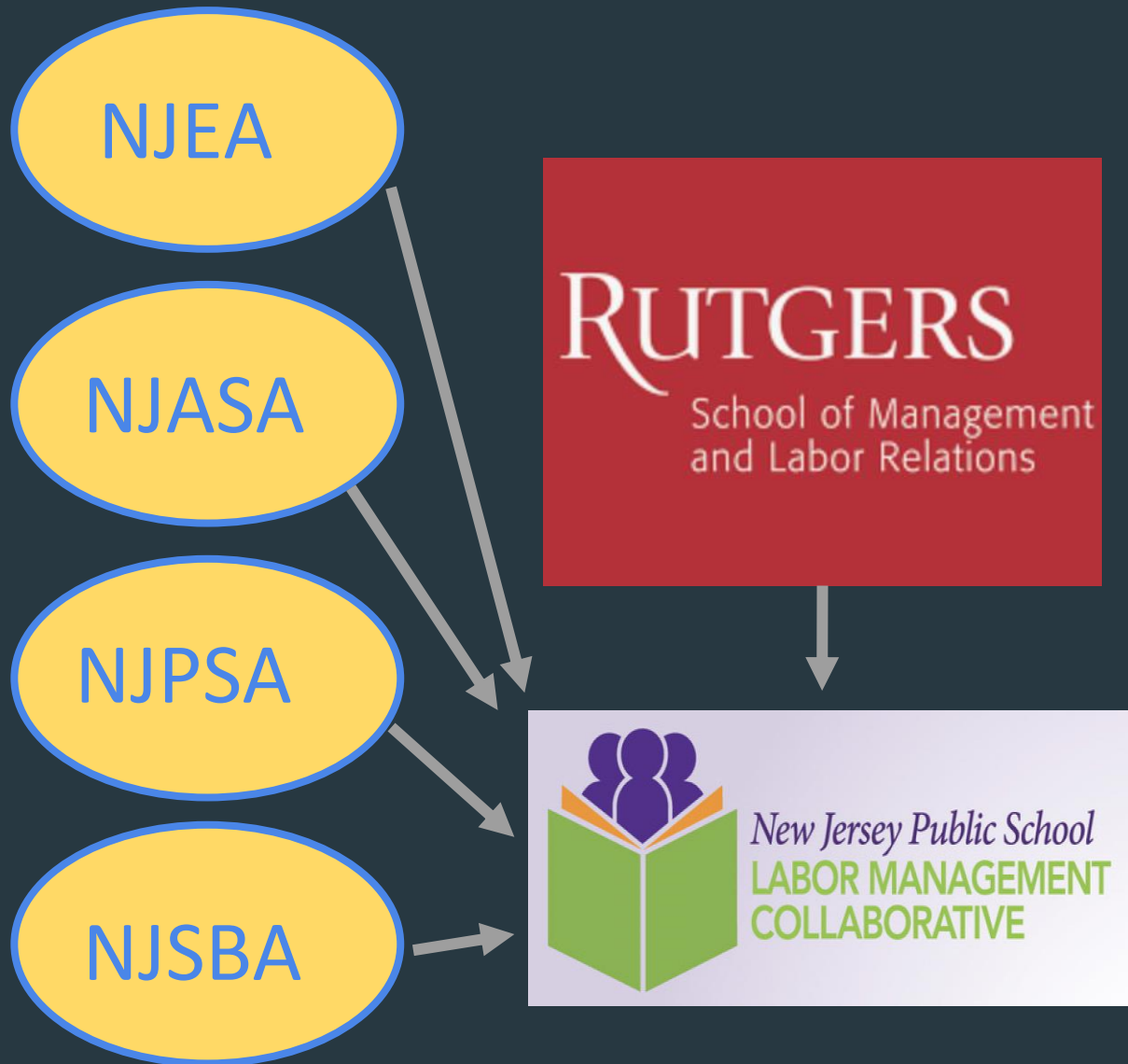



# SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

## Panel Discussion

LESSONS FROM THE FIELD

# Collaboration: Developing Structures to Support Staff & Students - The Delran Journey







## DELTRAN TOWNSHIP SCHOOL DISTRICT

52 Hartford Rd., Delran NJ, 08075


"dedicated to nurturing a supportive, student-centered environment where all people are treated with dignity and respect"



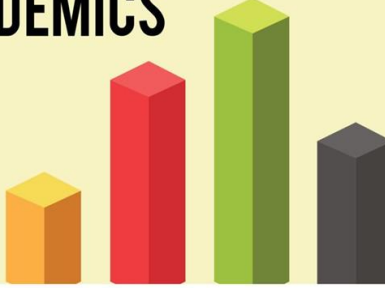
### CHALLENGE



### REBIRTH



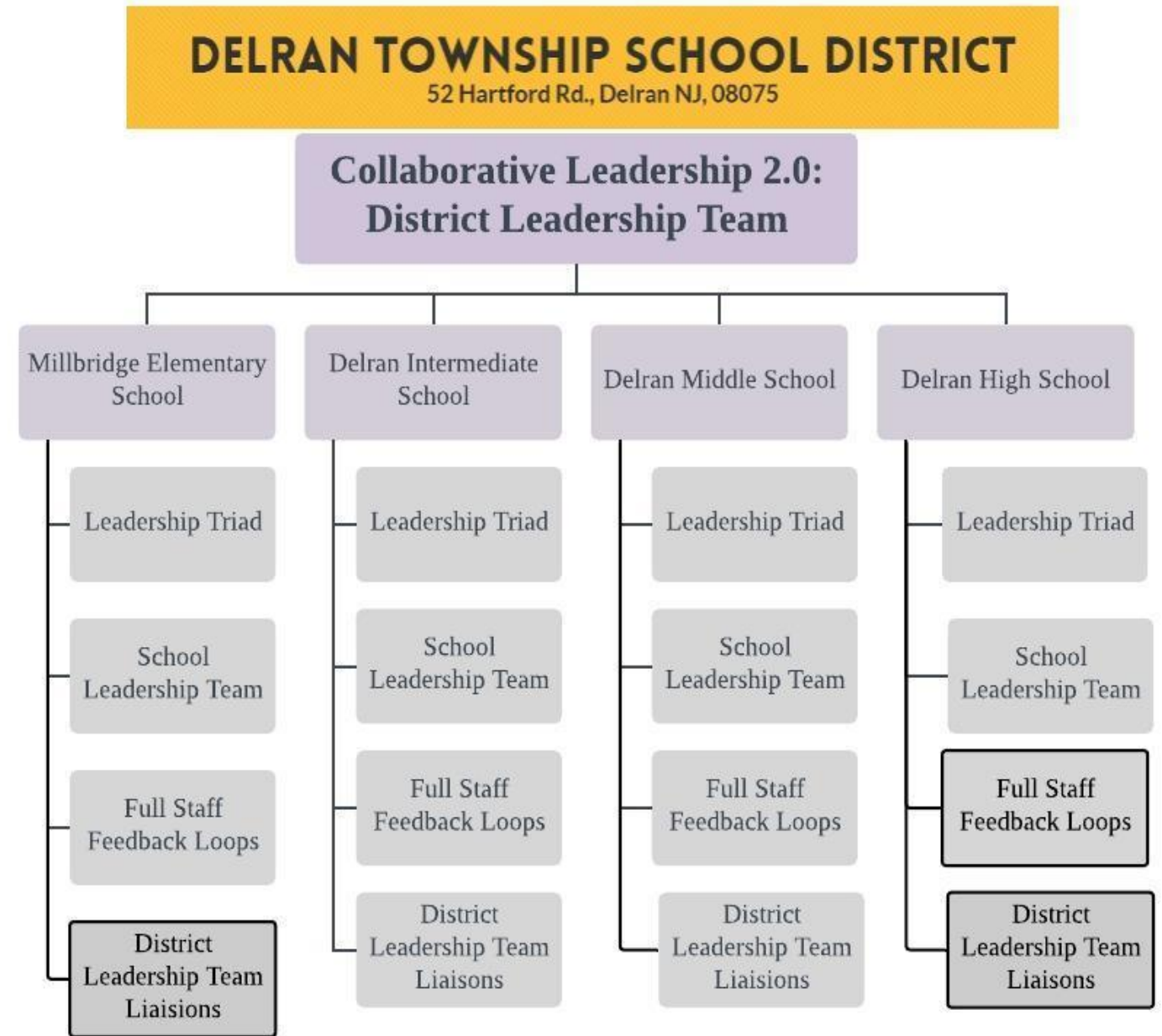
### RESPONSES & SYSTEMS



### ACADEMICS

## District and School Level Structures

Mutual Commitment to Labor and Management Success Impacts Climate, Teaching, and Student Achievement



# Advocacy and Inquiry: Structures for Collaboration

*Labor and  
Management bring  
unique lenses to the  
collaborative process*



*Trust and capacity -  
deepened*

*Ideas - more informed*

*Solutions - authentically  
generated*

*A balance between advocating based on your lens and inquiring to gain understanding and perspective of the other lens(es) involved strengthens relationships and helps to ensure broader buy-in for solutions-based problem solving.*

# Read/Learn More about the Delran Journey and Education Collaborative Leadership Initiatives in New Jersey

## Delran Collaboration

<https://thesunpapers.com/2019/08/30/delran-township-public-schools-collaboratively-works-to-drive-student-and-staff-outcomes/>

## Rutgers School of Labor Relations: Collaboration in Education

<https://smlr.rutgers.edu/faculty-research/center-study-collaboration-work-and-society/program-collaborative-school-reform>

## NJEA/NEA partnership

<https://www.insidernj.com/press-release/nea-njea-strengthen-partnership-grow-labor-management-collaboration/>

## Contacts

- **Kathy McHugh, Teacher/DEA, Delran Township Public Schools:** [kmchugh@delranschools.org](mailto:kmchugh@delranschools.org)
- **Dr. Brian Brotschul, Ed. D., Superintendent of Schools, Delran Township Public Schools:** [bbrotschul@delranschools.org](mailto:bbrotschul@delranschools.org)



# Closing Polling Question

## **3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)**

- More on Mental Health and Wellness for Faculty and Staff
- Mental Health for Students
- Allowable Uses of ARP Funds
- COVID-19 Prevention and Safe Operations Strategies
- Vaccinating Students, Faculty and Staff
- Re-engaging Students
- Early Childhood
- Higher Education
- Nutrition and Wellness



# Lessons from the Field Webinar Series

SCHEDULE AND TOPICS FOR BACK-TO-SCHOOL SUMMER SESSIONS

August

**August 11:**  
Re-engaging students as  
return to school (1)

**August 25:**  
Re-engaging students  
as they return to school  
(2)





September

**September 8:**  
Early childhood

**September 22:**  
Nutrition and wellness



# Feedback Form

SAFER SCHOOLS AND CAMPUSES  
**BEST PRACTICES  
 CLEARINGHOUSE**

**Lessons from the Field - Returning to School: Strategies for Supporting Staff**

+ PAGE TITLE

Thank you for attending the webinar, *Lessons from the Field - Returning to School: Strategies for Supporting Staff*, on July 28, 2021. To best serve you, we would greatly appreciate receiving your feedback on the webinar. 0

1. Prior to the webinar, how knowledgeable were you about the webinar's topic? 0

☐ Not At All Knowledgeable  
☐ Somewhat Knowledgeable  
☐ Very Knowledgeable

2. Overall this webinar was a good use of my time. 0

☐ Strongly Disagree  
☐ Somewhat Disagree  
☐ Somewhat Agree  
☐ Strongly Agree

3. This webinar improved my understanding of the covered topic. 0

☐ Strongly Disagree  
☐ Somewhat Disagree  
☐ Somewhat Agree  
☐ Strongly Agree

[HTTPS://WWW.SURVEY  
 MONKEY.COM/R/LFTF  
 SESSION9](https://www.surveymonkey.com/r/LFTF_SESSION9)



# Thank You!

Should you have any questions, please contact us at [NCSSLE@air.org](mailto:NCSSLE@air.org) or 800-258-8413. We are happy to help!

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>