

# Returning to School: Mitigation and Mental Health Strategies

January 13, 2021

**National Center on Safe Supportive Learning Environments**



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<https://safesupportivelearning.ed.gov/events/webinar/returning-school-mitigation-and-mental-health-strategies>

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# Agenda

- 1 Introduction and Logistics
- 2 Welcome from the U.S. Department of Education
- 3 New School Tools for a Healthy New Year
- 4 Mental Health, Trauma, COVID-19, and the Value of Schools
- 5 Questions and Answers
- 6 Wrap Up & Closing

# Speakers



**Ruth Ryder**

Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education



**Cria Perrine**

Commander in the U.S. Public Health Service and an epidemiologist in the Centers for Disease Control and Prevention's (CDC) National Center for Chronic Disease Prevention and Health Promotion



**Marci Hertz**

Senior Behavioral Scientist, Division of Adolescent and School Health, CDC

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# Ruth Ryder



Deputy Assistant  
Secretary

Office of Elementary  
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U.S. Department of  
Education

Washington, DC

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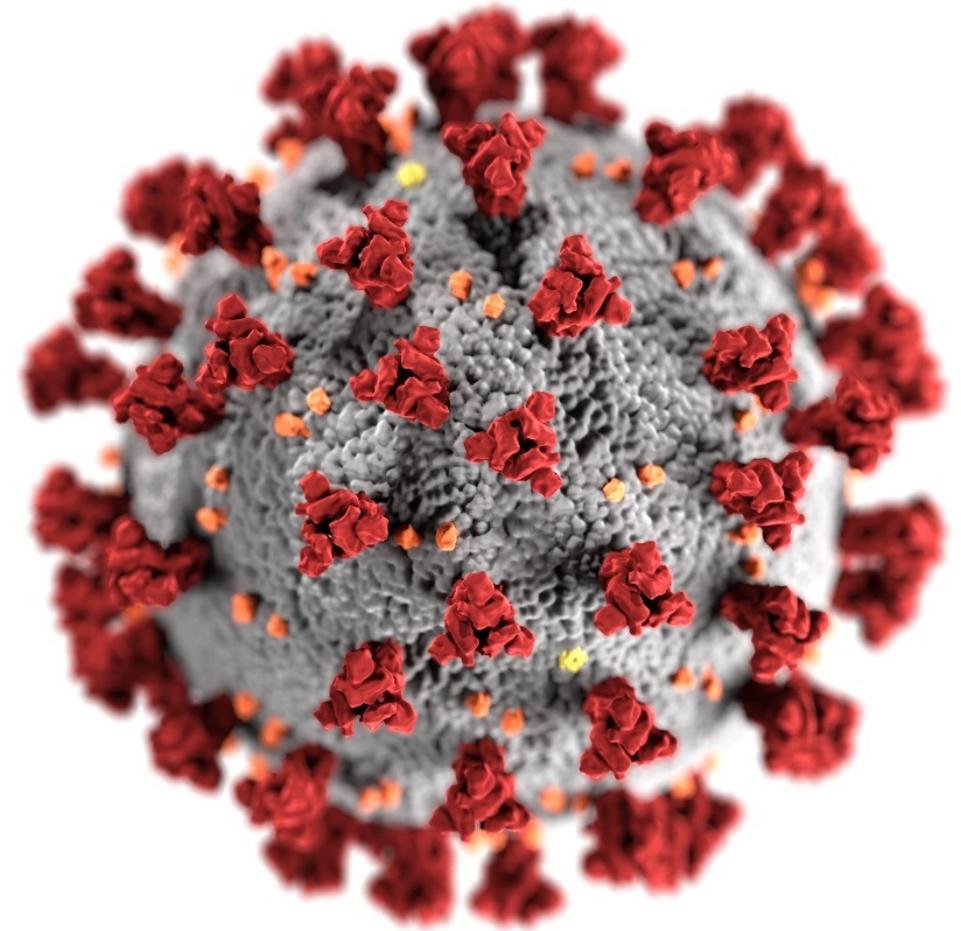
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# New School Tools for a Healthy New Year

**Cria Perrine, PhD,**

Lead, Community Interventions and  
Critical Populations Task Force

CDC COVID-19 Response



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



# Disclaimer

- This presentation is meant to convey some critical information for K-12 administrators, school district administrators and K-12 teachers, to consider when developing plans for continuing operations in the setting of COVID-19.
- The information covered in this presentation is not exhaustive.
- For access to CDC's full suite of materials and resources for K-12 settings, please see [Schools and Childcare programs](#)
- The information in this presentation is current as of January 10, 2021.



# Background and indicators



# COVID-19 Among School-Aged Children

- Incidence of reported cases among 12–17-year-old children two times higher than that of 5–11-year-old children
- Based on currently available data, hospitalization and mortality are low overall among children
- Some children at increased risk
  - Among children hospitalized or admitted to an ICU, Hispanic ethnicity, black race, and underlying medical conditions were more common
- Findings from a prospective household study with intensive daily observation for  $\geq 7$  consecutive days indicate that transmission of SARS-CoV-2 among household members was frequent from **both** children **and** adults



<https://www.cdc.gov/mmwr/volumes/69/wr/mm6939e2.htm>  
<https://www.cdc.gov/mmwr/volumes/69/wr/mm6944e1.htm>

# Indicators for dynamic school decision-making

- Many STLTs, partners, and members of the public have asked CDC how to determine when it is safe to open schools for in-person learning.
  - No easy answer or single indicator
  - Many variables to consider
- These core and secondary indicators can aid STLTs in their decision-making process regarding school reopening for in-person learning.
- Each community should decide the most appropriate indicators to reference when deciding to open, close, or reopen schools



# Core indicators to inform in-person school learning

INDICATORS	Lowest Risk of Transmission in Schools	Lower Risk of Transmission in Schools	Moderate Risk of Transmission in Schools	Higher Risk of Transmission in Schools	Highest Risk of Transmission in Schools
 <p>Number of new cases per 100,000 persons within the last 14 days*</p>	<5	5 to <20	20 to <50	50 to ≤ 200	>200
 <p>Percentage of RT-PCR tests that are positive during the last 14 days**</p>	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
<p><b>Ability of the school to implement 5 key mitigation strategies:</b></p>  <ul style="list-style-type: none"> <li>Consistent and correct use of masks</li> </ul>  <ul style="list-style-type: none"> <li>Social distancing to the largest extent possible</li> </ul>  <ul style="list-style-type: none"> <li>Hand hygiene and respiratory etiquette</li> <li>Cleaning and disinfection</li> <li>Contact tracing in collaboration with local health department</li> </ul>	<p><b>Implemented all 5 strategies correctly and consistently</b></p>	<p><b>Implemented all 5 strategies correctly but inconsistently</b></p>	<p><b>Implemented 3-4 strategies correctly and consistently</b></p>	<p><b>Implemented 1-2 strategies correctly and consistently</b></p>	<p><b>Implemented <u>no</u> strategies</b></p>

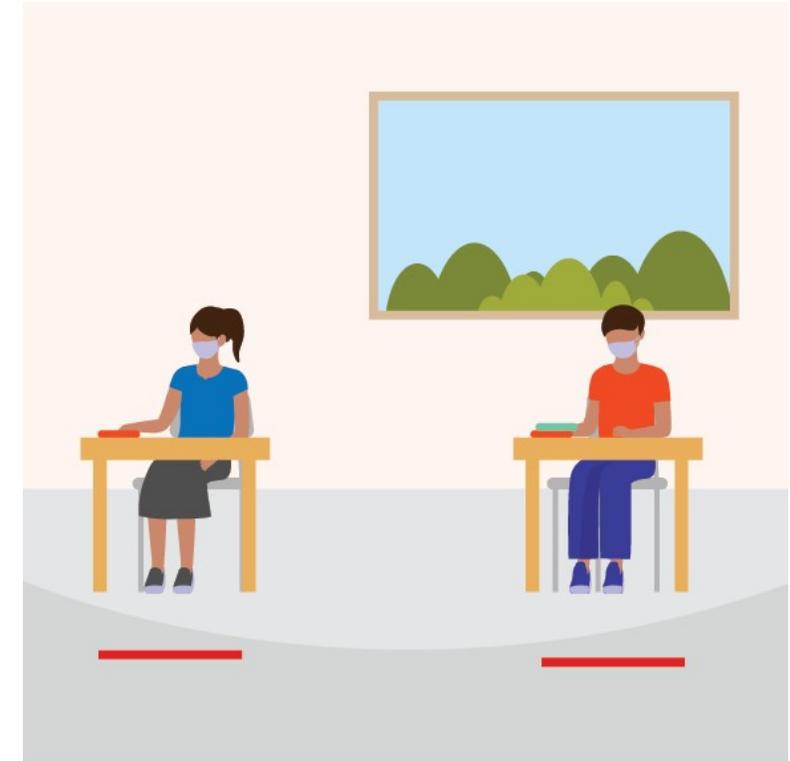
\*Number of new cases per 100,000 persons within the last 14 days is calculated by adding the number of new cases in the county (or other community type) in the last 14 days divided by the population in the county (or other community type) and multiplying by 100,000.

\*\*Percentage of RT-PCR tests in the community (e.g., county) that are positive during the last 14 days is calculated by dividing the number of positive tests over the last 14 days by the total number of tests resulted over the last 14 days. Diagnostic tests are viral (RT-PCR) diagnostic and screening laboratory tests (excludes antibody testing and PT-PCR testing for surveillance purposes). Learn more: <https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/calculating-percent-positivity.html>



# Importance of layering of mitigation strategies to the greatest extent possible

- Key mitigation strategies:
  - Consistent and correct use of **masks**
    - For those who may have difficulty, CDC provides adaptation and alternatives
  - **Social distancing** to the extent possible
  - **Hand hygiene and respiratory etiquette**
  - **Cleaning and disinfection**
  - **Contact tracing** in collaboration with local health department



# Updated Tools and Resources for K-12 Schools :

- K-12 Schools COVID-19 Mitigation Toolkit
- How to Plan and Execute a COVID-19 Mitigation Walkthrough
- "What Do I Do?" Poster Series
- Cleaning and Disinfection in Schools: K-12 Toolkit
- Monitoring & Evaluation Tools and Resources



# K-12 Schools COVID-19 Mitigation Toolkit

- At-A-Glance mitigation strategies
- Includes six easy-to-use checklists
- Appendix A: special considerations for specific staff
- Appendix B: hierarchy of controls

## Checklist #3: Screening, Testing, and Preparing for When Someone Is Sick

Schools should consider and use multiple mitigation strategies to reduce the risk of spreading COVID-19. Screening and testing strategies can help with early identification. Knowing what to do when someone gets sick at school will lead to quicker action to reduce the spread of COVID-19. This checklist identifies common strategies for K-12 schools to consider.

Complete this checklist when preparing to reopen and regularly reassess practices after opening. For items marked "in-progress" or "not started," identify steps to ensure their completion. For those marked "not feasible," consider appropriate adaptations or alternatives.

### Screening and Testing

#### Items for Assessment

Have staff been advised to conduct at-home screening for symptoms of COVID-19 before arriving at school each day?

*Note: For more information see [Screening for K-12 Students on](#)*

Have parents, guardians, and caregivers been advised to screening and monitoring of students for symptoms of COVID-19 each day?

*Note: Even when schools have symptom screenings in place, some will not be identified. Schools that elect to encourage parents, go to conduct daily home screenings should ask parents to report on Contact/Potential Exposure.*

Is there a plan for working with state or local public health and conduct contact tracing should a case occur?

*Note: CDC does not recommend universal testing of all staff at work with state or local authorities to determine testing needs. See [for K-12 Administrators for SARS-CoV-2 Testing](#)*

### Limiting Visitors

#### Items for Assessment

Is there a plan to limit nonessential visitors, volunteers, involve external groups or organizations from entering the school?

### Sick Leave Policies

#### Items for Assessment

Are there policies that encourage staff with COVID-19 symptoms to stay home to protect household members with symptoms to stay home to quarantine without fear of punishment or loss of pay?

Is there a plan for substitute and alternative staff to fill in for staff on sick leave?

Have leave policies been communicated to staff?

Have policies for staying home when sick been communicated to staff and parents?

## Checklist #4: Cleaning, Ventilation, and Physical Spaces

To make sure that school facilities are safe and healthy for staff and students, this checklist covers supplies, cleaning and disinfection, ventilation, water, physical barriers, use of communal space, and transportation. School administrators, school district officials, public health officials, and occupational safety and health professionals can use this checklist to assess and identify areas for improvement.

Complete this checklist when preparing to reopen and regularly reassess practices after opening. For items marked "in-progress" or "not started," identify steps to ensure their completion. For those marked "not feasible," consider appropriate adaptations or alternatives.

### Supplies

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Are the following supplies available in adequate quantity?*</p> <ul style="list-style-type: none"> <li>• soap</li> <li>• hand sanitizer (at least 60% alcohol)</li> <li>• no-touch hand sanitizer dispensers</li> <li>• no-touch paper towel dispensers</li> <li>• tissues</li> <li>• cleaning and disinfection supplies</li> <li>• no-touch trash cans (or large open-top trash cans)</li> <li>• disposable food service items</li> <li>• other items as identified by administrators</li> </ul> <p><i>*Note: Work with local officials to determine what adequate quantity is for your community situation.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are supplies placed in an accessible way for all staff and students (including those with disabilities) to use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Is there a plan to monitor and restock supplies and personal protective equipment (PPE), as needed?</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• gowns</li> <li>• face shield or goggles</li> <li>• N95 or equivalent or higher-level respirator</li> <li>• Surgical face mask</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a point of contact identified for re-ordering supplies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there a procedure in place for tracking the quantity/supply of necessary PPE?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there a plan for storing cleaning and disinfection supplies and PPE in the proper environmental conditions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



[https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/FINAL-0321420\\_B\\_K-12\\_Mitigation\\_Toolkit508.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/FINAL-0321420_B_K-12_Mitigation_Toolkit508.pdf)

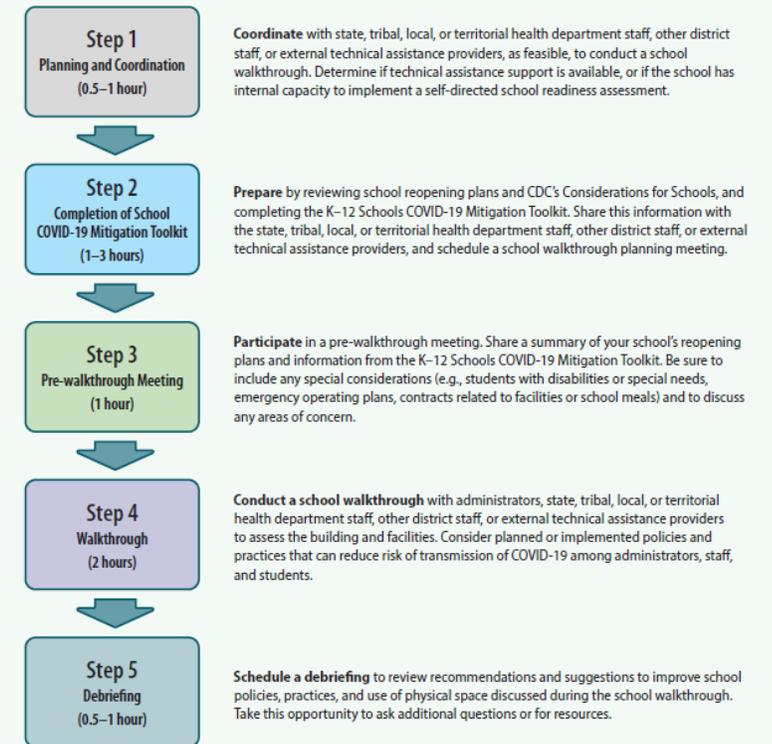
# How to Plan and Execute a COVID-19 Mitigation Walkthrough for In-Person Learning

- 5-step process for conducting a school walkthrough to prepare for in-person learning
- Facilitator's guide and checklists to assess school spaces
- Used after completing the K-12 School Mitigation Toolkit

## Tool A: How to Prepare Your School for Reopening

Tool A: How to Prepare Your School for Reopening is part of CDC's Getting Schools Ready: A How-to Guide for Reopening During COVID-19. It outlines a 5-step process for school administrators to use as they work alongside state, tribal, local, or territorial health department staff to reopen schools. The entire process should take about 5–8 hours over a 1–2-week period. The process can include technical assistance and a school walkthrough to enhance mitigation practices and strategies needed to reopen and operate schools more safely during COVID-19.

### Key Steps



<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/321420-Walkthrough.pdf>

# "What Do I Do?" Poster Series

- "What Do I Do" if a child is showing COVID-19 symptoms in school?
- Series of three posters for:
  - School Nurses
  - Teachers
  - Parents

## A Student is Showing Signs of COVID-19 and Needs to be Isolated: What Do I Do? Quick Guide for School Nurses or School COVID-19 POC(s)



- 1. WEAR A MASK. PERSONAL PROTECTIVE EQUIPMENT (PPE) IS NEEDED IF UNABLE TO KEEP AT LEAST 6 FEET FROM THE STUDENT.**
  - When providing care for anyone with suspected or confirmed COVID-19 infection, personnel should wear appropriate PPE, including gloves, a gown, a face shield or goggles, and an N95 respirator (or equivalent). If an N-95 is not available, wear a surgical mask.
- 2. ISOLATE THE STUDENT**
  - Determine if the student can walk to the already identified isolation room/area on their own or if they

## My Child is Showing Signs of COVID-19 at School: What Do I Do? Quick Guide for Parents and Guardians

If your child is sick or shows signs of illness, do not send



- 1. PICK UP YOUR CHILD**
  - If possible, pick up your child alone.
  - If possible, wait in the car for your child.
  - Everyone in the car should wear a mask except for children under 2.
  - Open the car windows for ventilation.
  - If possible, wait 24 hours before cleaning and disinfecting your car to die off.
  - If unable to pick up your child, work with your school to identify
  - Arrange to pick up any of your child's medical supplies (if applicable)



- 2. KEEP YOUR CHILD AT HOME AND MONITOR**
  - Call your child's healthcare provider to discuss whether your child has options for getting tested for COVID-19.
  - If possible, have the sick child (and anyone else who has symptoms) use a separate bathroom for 10 days. When not able to keep away members of the household.
  - After being in contact with someone with COVID-19, it can take 14 days for all members of the household to stay home and avoid contact. An exception would be going to your doctor if advised.
  - Encourage everyone in the household to wash their hands often with others (e.g., dishes, cups, towels, bedding).
  - Use an effective household disinfectant to clean "high-touch" surfaces, handles, countertops, and faucets.



- 3. IF YOUR CHILD TESTS POSITIVE FOR OR IS HAVING COVID-19**
  - If your child tests positive for COVID-19, notify the school.
  - Your child can return to in-person school only after:
    - It has been at least 10 days since symptoms started and
    - Overall symptoms have improved and
    - Your child has had no fever for at least 24 hours (without the use of fever-reducing medication)

## A Student is Showing Signs of COVID-19 in My Classroom: What Do I Do? Quick Guide for Teachers

### KNOW POSSIBLE SYMPTOMS OF ILLNESS



Cough

Fever

Headache

Diarrhea

Vomiting

**OTHER SYMPTOMS INCLUDE:**  
Shortness of breath, chills, sore throat, loss of taste or smell, muscle pain, runny nose, feeling tired, and poor appetite.

**EMERGENCY WARNING SIGNS (CALL 911):**  
Trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, and bluish lips or face.



### 1. SEPARATE THE STUDENT

- Be discreet and calm.
- Make sure you and the student are wearing a mask and standing at least 6 feet apart.
- Following the school protocol, have the student safely escorted from the classroom to the isolation area.



### 2. INFORM

- Contact designated staff responsible for COVID-19 concerns (e.g., school nurse).
- Let them know the student is on the way to the isolation area or wait for the student to be escorted (according to school protocol).



### 3. CLEAN AND DISINFECT

- Close off the classroom and wait 24 hours before cleaning and disinfecting, if possible. This will allow more time for the virus to die off.
- The classroom should be cleaned and disinfected, especially items in the student's area and shared items the student may have touched (e.g., doorknob and supplies).
- Note: Disinfectants can trigger an asthma attack. Choose safer products if students in the class have asthma.
- Open outside door(s) and window(s) to increase ventilation in the classroom, if possible.



### 4. IDENTIFY CLOSE CONTACTS

- Write down where the student was seated relative to other students in the classroom.
- Note if any person was within 6 feet of an infected student for a cumulative total of 15 minutes or more over a 24-hour period. Work with school officials on close contacts in accordance with applicable privacy laws.



### 5. PLAN FOR THE POSSIBILITY THAT YOUR STUDENT MAY REQUIRE VIRTUAL OR AT-HOME LEARNING

- Speak with school administration about options for virtual learning.
- Make sure the student can make up work without penalty.



### 6. NOTIFY ADMINISTRATION ABOUT THE SICK STUDENT

- Assist administration with close contact assessment. Observe applicable privacy laws.
- Consider learning accommodations for students who are close contacts who may need to quarantine at home.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>



# Cleaning and Disinfection in Schools: K-12 Toolkit

- New printable resources for teachers and school staff
- Aligned with EPA cleaning and disinfection steps
- Available in English and Spanish
- Toolkit includes:
  - Six Steps to Clean and Disinfect Your School
  - For Teachers: Cleaning and Disinfecting Classrooms

**Cleaning and Disinfecting in School Classrooms**

Cleaning and disinfecting are key to limiting exposure to germs and maintaining a safe environment during the COVID-19 pandemic. Reduce the spread of germs by keeping surfaces clean and reminding students.

**The Difference Between Cleaning and Disinfecting**

- ✓ **Cleaning** reduces germs, dirt, and impurities from surfaces or objects and removes germs from surfaces.
  - Cleaning of surfaces followed by disinfection is a best practice measure for respiratory illnesses.
- ✓ **Disinfecting** kills (or inactivates) germs on surfaces or objects. Disinfecting after they have been properly cleaned.

**Seis medidas para limpiar y desinfectar su escuela de forma adecuada**

**Proteja su escuela contra el COVID-19**

Limpiar y desinfectar adecuadamente las superficies de la escuela de una manera segura y eficaz la propagación de enfermedades.

**Six Steps for Properly Cleaning and Disinfecting Your School**

**Protect Your School Against COVID-19**

Properly cleaning and disinfecting surfaces and objects can help safely and effectively reduce the spread of disease in your school or facility. Routinely clean and disinfect frequently touched surfaces.

**Personal protective equipment (PPE)** appropriate for the task should be used to protect workers near students.

**Storing chemical products**

**Consider cleaning surfaces that are limited to:**

- Door handles and knobs
- Desks and chairs
- Cabinets, lockers, and bookshelves
- Shared computer keyboards and mice
- Trash bins
- Light switches
- Pencil sharpener handles
- Sinks and surrounding areas
- Countertops
- Whiteboards or chalkboards
- Shared electronics such as printers
- Other shared learning materials

**2. Siempre siga las instrucciones de los "tipos de superficie" para prestar mucha atención a las "advertencias".**

**3. Limpie las superficies y desinfecte diferentes áreas.** Limpie las superficies de desinfectar. Limpie y desinfecte superficies que se tocan con frecuencia.

**4. Siga el tiempo de contacto** pase un paño por la superficie especificado en la etiqueta.

**5. Use guantes y lávese las manos** desechables cada vez después de reusables, dedique un par de minutos a la propagación del COVID-19. Deseche los guantes con agua y jabón durante al menos 20 segundos.

**6. Guarde los productos químicos** productos bien ajustada y guardados lejos de los estudiantes.

**Step 2:** Follow the directions on the label carefully.

**Step 3:** Clean surfaces and determine how areas will be disinfected.

**Step 4:** Follow the contact time shown on the label.

**Step 5:** After cleaning and disinfection, wash your hands with soap and water for at least 20 seconds.

**Step 6:** Store chemicals in a secure location away from students' reach and sight.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/clean-disinfect-hygiene.html>

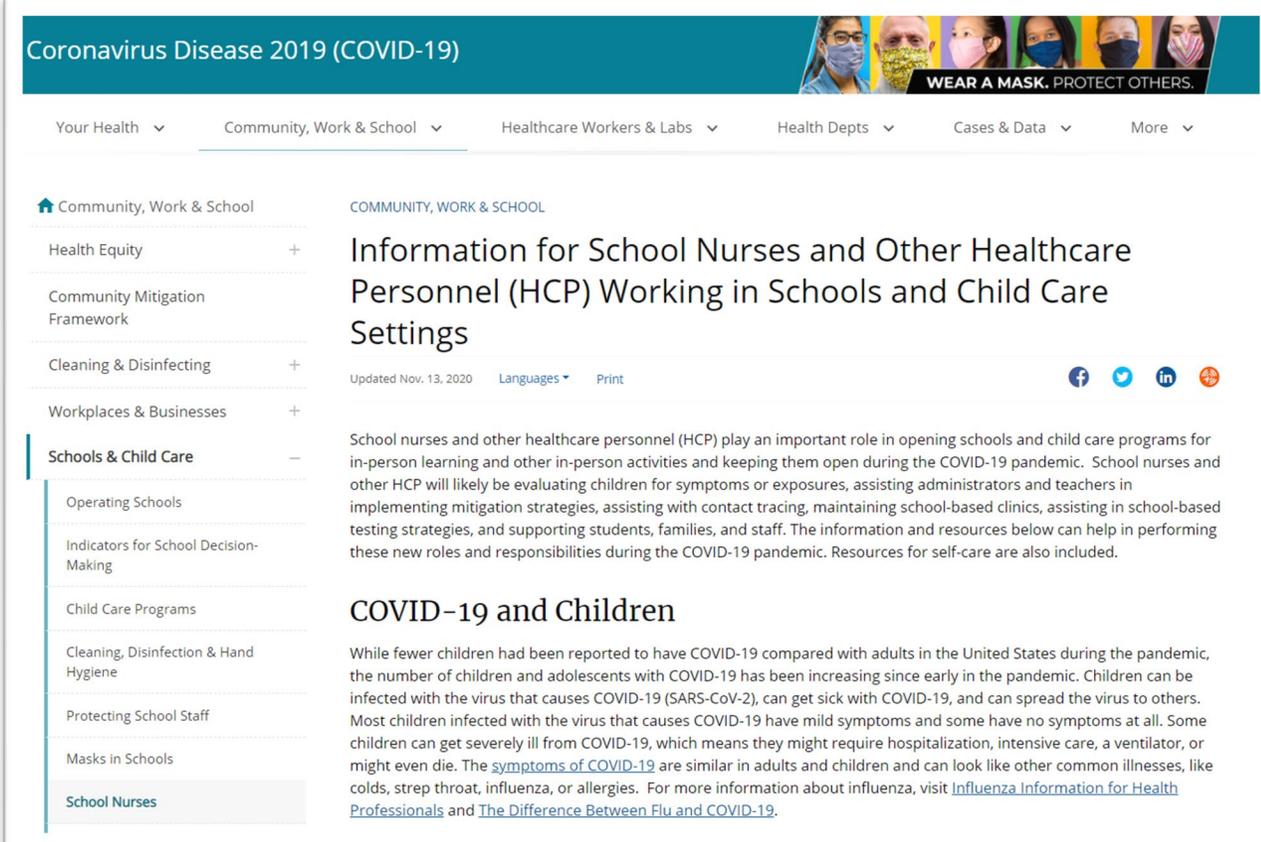


# Other Topics Related to K-12



# New Webpage for School Health Personnel

- New page for school nurses and other healthcare personnel working in school settings
- Pulls together existing relevant information from across response webpages



The screenshot shows the CDC website for Coronavirus Disease 2019 (COVID-19). The main navigation bar includes 'Your Health', 'Community, Work & School', 'Healthcare Workers & Labs', 'Health Depts', 'Cases & Data', and 'More'. The 'Community, Work & School' section is expanded, showing a list of topics: Health Equity, Community Mitigation Framework, Cleaning & Disinfecting, Workplaces & Businesses, Schools & Child Care (selected), Operating Schools, Indicators for School Decision-Making, Child Care Programs, Cleaning, Disinfection & Hand Hygiene, Protecting School Staff, Masks in Schools, and School Nurses. The main content area displays the title 'Information for School Nurses and Other Healthcare Personnel (HCP) Working in Schools and Child Care Settings', updated on Nov. 13, 2020. The text describes the role of HCP in opening schools and child care programs, and includes a section titled 'COVID-19 and Children' which discusses the increasing number of children and adolescents with COVID-19 and provides links for more information.



<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/school-nurses-hcp.html>

# Updates to Considerations for Wearing a Mask

## What's new:

- Expanded guidance on different types of masks
- Expanded explanation of mask adaptations and alternatives
- Statement that masks offer some protection for wearer
- Statement that wearing a mask does not raise the CO<sub>2</sub> level in the air you breathe
- New graphics



# Quarantine

QUARANTINE



If you might have been exposed to COVID-19, you should stay home. This is called **quarantine**.



<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

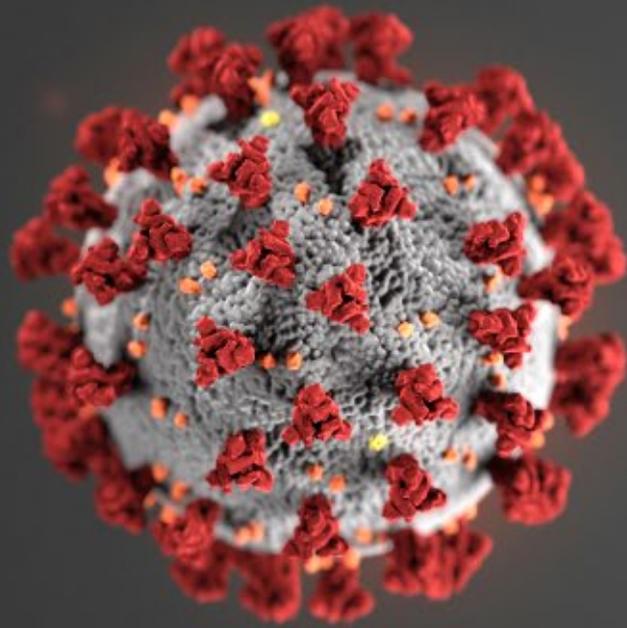
# COVID-19 vaccines

- Two mRNA COVID-19 vaccines authorized under Emergency Use:
  - Pfizer-BioNTech
  - Moderna
- Both products demonstrate high vaccine efficacy (94-95%).
- Efficacy was similar across age groups, racial/ethnic groups, persons with underlying conditions.
- Acceptable safety profile of both vaccines
  - Local and systemic reactogenicity, particularly after second dose

# In Conclusion

- This set of tools is meant to be used together to ensure that school policies and practices follow the best available guidance to prepare for a safer return to school and to reduce the spread of COVID-19.





For more information, contact CDC  
1-800-CDC-INFO (232-4636)  
TTY: 1-888-232-6348 [www.cdc.gov](http://www.cdc.gov)

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.





National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

# Mental Health, Trauma, COVID-19, and the Value of Schools

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Division of Adolescent and School Health  
Centers for Disease Control and Prevention



U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention



# Who We Are, What We Do

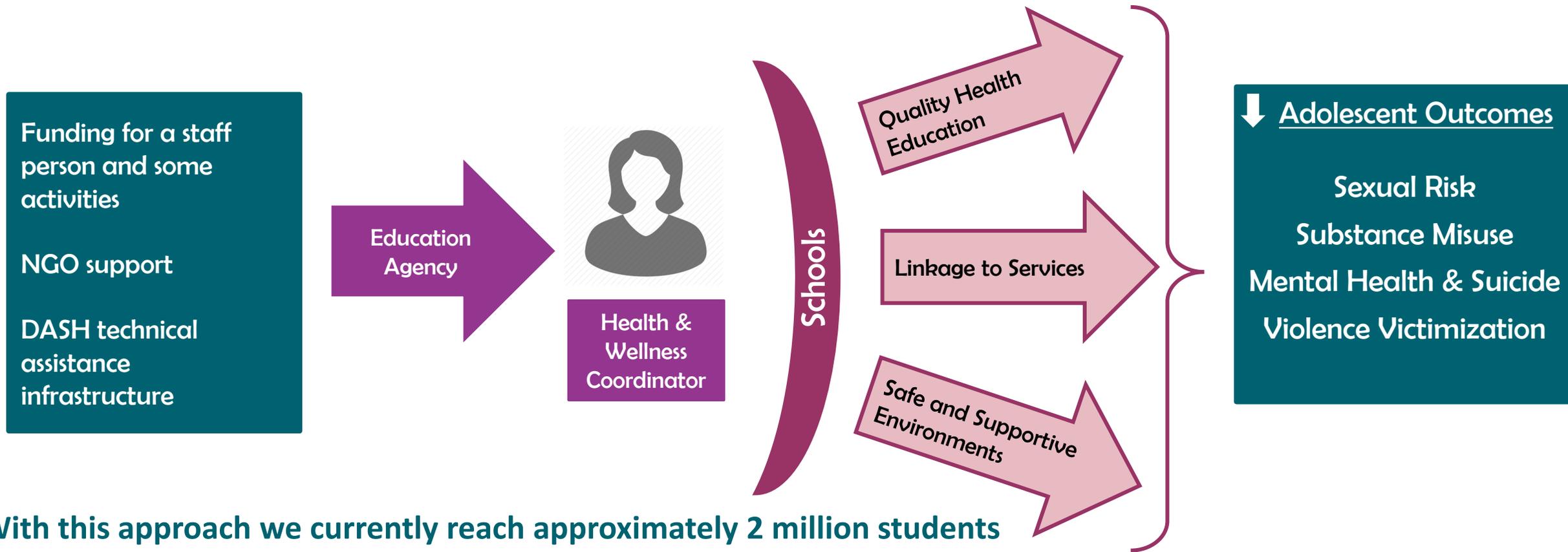
# CDC Strives to Help Youth Be Healthy and Successful



We envision a future where all youth in the U.S. will be equipped with the knowledge, skills, and resources for a healthy adolescence and adulthood.



# Division of Adolescent and School Health Program Model



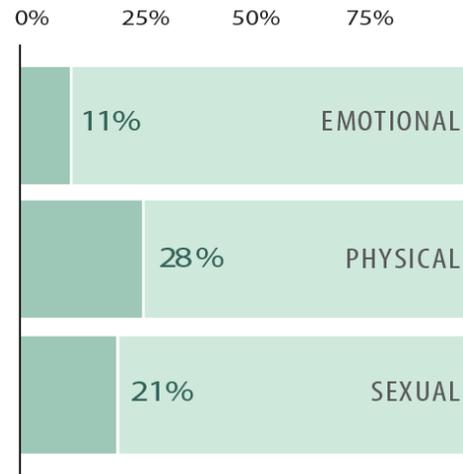
With this approach we currently reach approximately 2 million students in 28 large school districts at a cost of less than \$10 per student.

# Types of Adverse Childhood Experiences (ACEs)

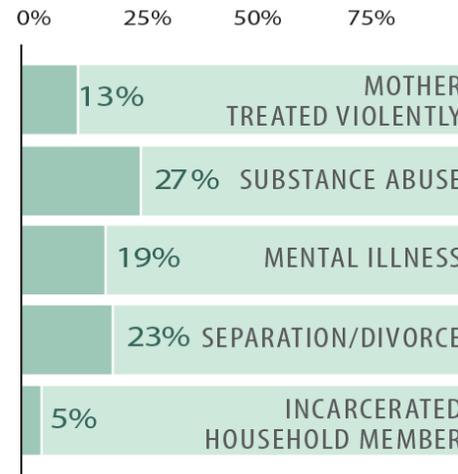


The ACE study looked at three categories of adverse experience: **childhood abuse**, which included emotional, physical, and sexual abuse; **neglect**, including both physical and emotional neglect; and **household challenges** which included growing up in a household where there was substance abuse, mental illness, violent treatment of a mother or stepmother, parental separation/divorce or had a member of the household go to prison. Respondents were given an **ACE score** between 0 and 10 based on how many of these 10 types of adverse experience to which they reported being exposed.

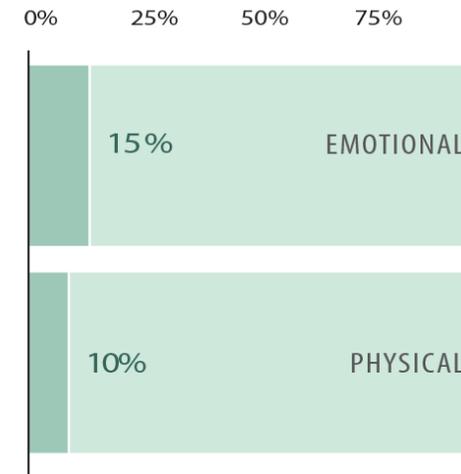
## ABUSE



## HOUSEHOLD CHALLENGES



## NEGLECT





**For Many Adolescents Key  
Mental Health Indicators Were  
Moving In The Wrong Direction**

# The Percentage of Students Who Experience Poor Mental Health and Suicidality Is Increasing



THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	2009 Total	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	Trend
<b>Experienced persistent feelings of sadness or hopelessness</b>	26.1	28.5	29.9	29.9	31.5	36.7	
<b>Seriously considered attempting suicide</b>	13.8	15.8	17.0	17.7	17.2	18.8	
<b>Made a suicide plan</b>	10.9	12.8	13.6	14.6	13.6	15.7	
<b>Attempted suicide</b>	6.3	7.8	8.0	8.6	7.4	8.9	
<b>Were injured in a suicide attempt that had to be treated by a doctor or nurse</b>	1.9	2.4	2.7	2.8	2.4	2.5	

## LEGEND

-  In wrong direction
-  No change
-  In right direction

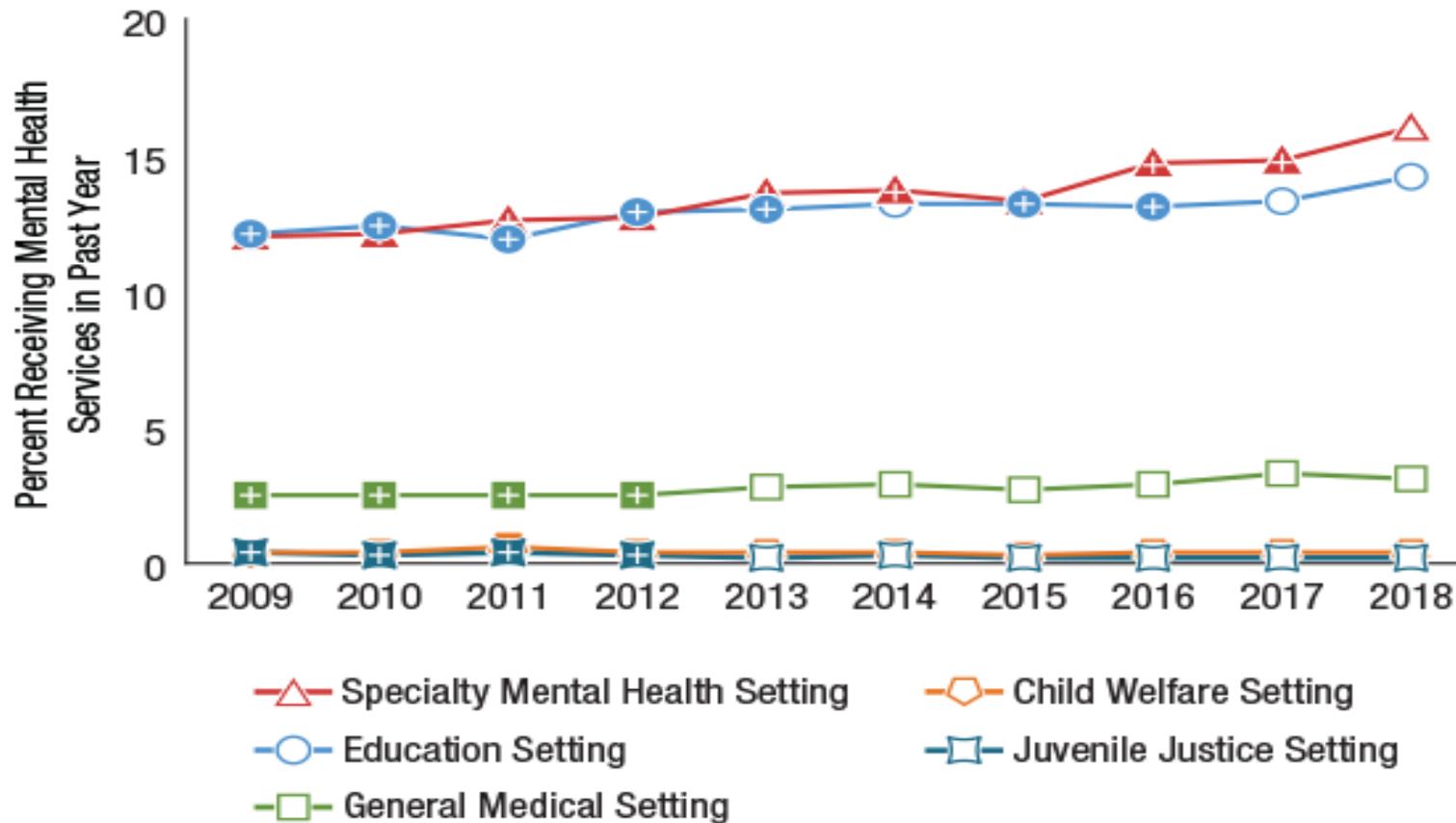
Source: National Youth Risk Behavior Surveys, 2009-2019  
 \*For the complete wording of YRBS questions, refer to Appendix.

# Potential Reactions of Children and Adolescents to Trauma



- Difficulty concentrating
- Worry, anxiety, fear
- Irritability
- Acting out (externalizing behaviors)
- Eating and sleeping changes
- Depression
- Post-Traumatic Stress Disorder (PTSD)

# Schools Are a Primary Provider of Mental Health Services For Youth



+ Difference between this estimate and the 2018 estimate is statistically significant at the .05 level.



# Schools Play a Critical Role in Promoting Mental Health

# Five Intervention Principles Following A Disaster to Promote Resiliency\*



1. Promote sense of safety
2. Promote calm
3. Promote sense of self- and collective-efficacy
4. Promote connectedness
5. Promote hope

# Feeling Connected to Family and School Has Long-Lasting Positive Effects on Adolescents Well Into Adulthood

Strong connections to  
**FAMILY** and **SCHOOL**

Can lead to decreases in

PHYSICAL  
VIOLENCE



MULTIPLE  
SEX PARTNERS



RX  
MISUSE



EMOTIONAL  
DISTRESS



STD  
INFECTION



ILLICIT  
DRUG USE



# Virtual School Connectedness: Connectedness is Still Vital



- Daily check-ins with students/families
- Tie social-emotional learning skills to management of COVID-19
- Keep up school routines and rituals to the extent possible (morning announcements, spirit weeks, Mystery Readers, etc.)
- Don't forget staff well-being
  - Have administrators check in on teachers

## Distance Check - In\*

\* Required

Name: \*

Your answer

Today I am (check all that apply)

Happy

Excited

Sad

Anxious

Hungry

Silly

Tired

Lonely

Bored

Overwhelmed

Other: \_\_\_\_\_

Give a few details as to why you feel that way.

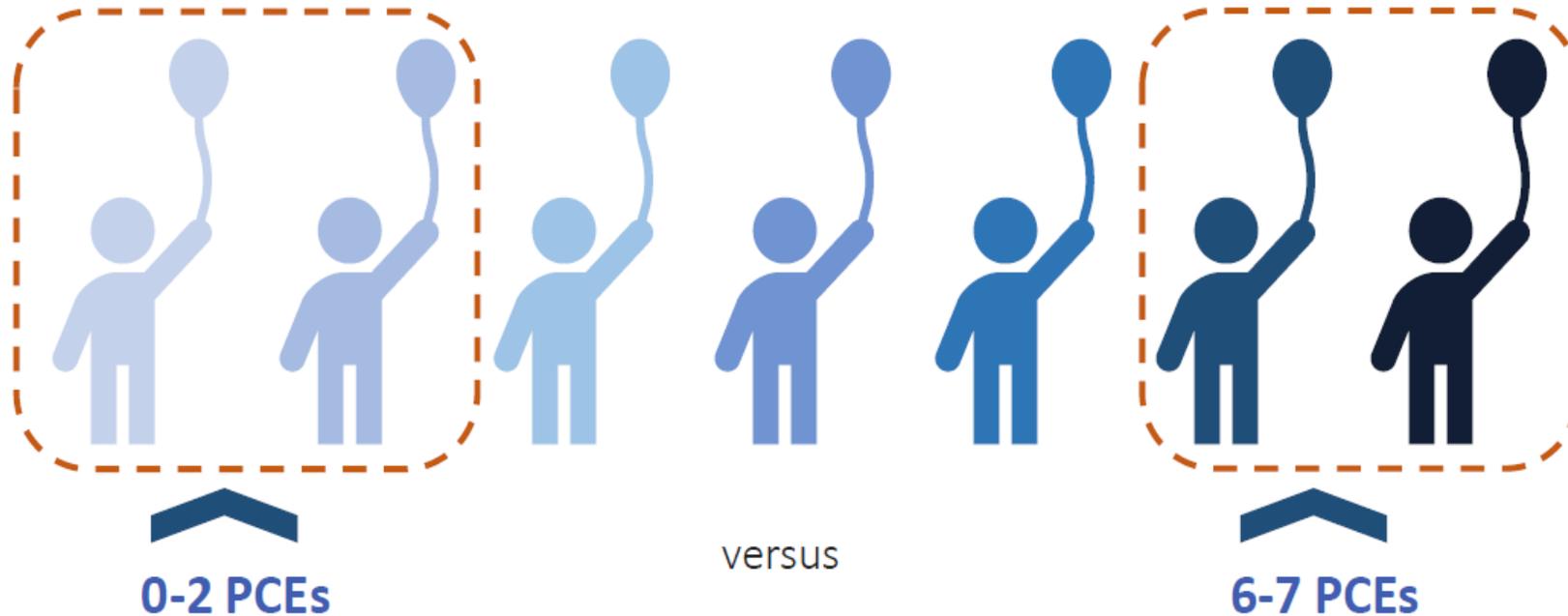
Your answer

How is your digital learning going?

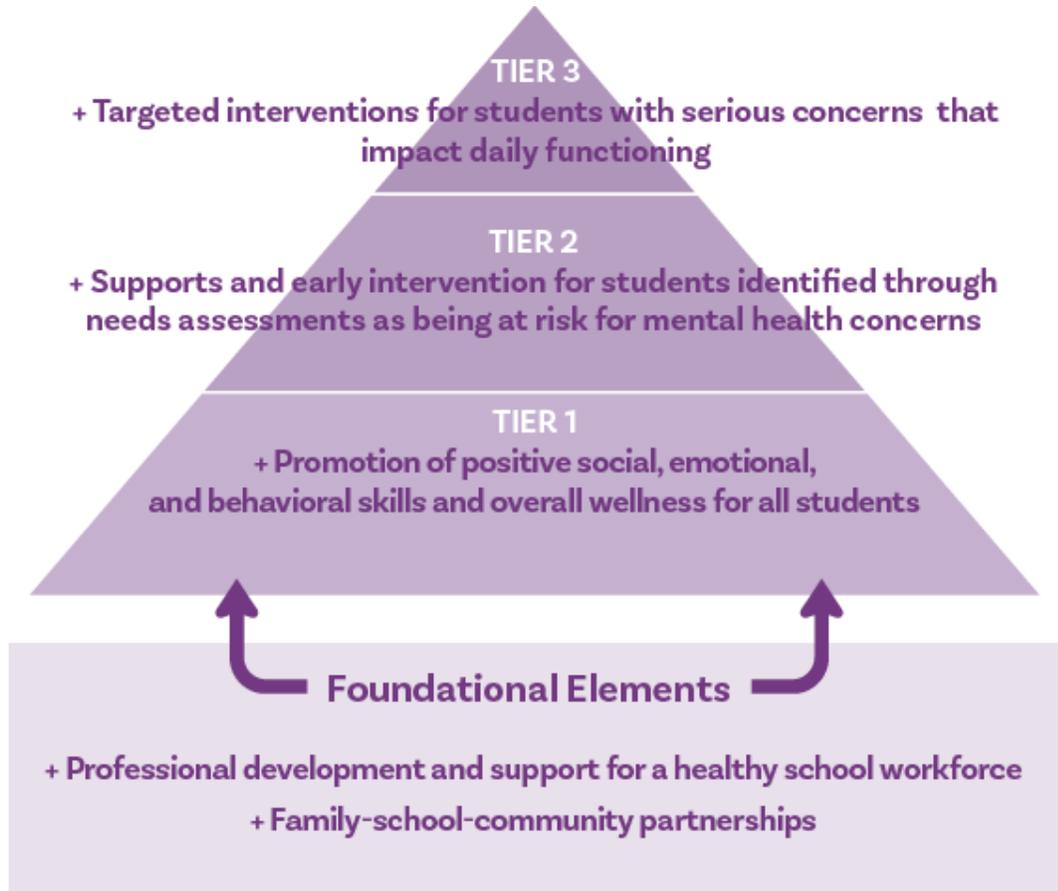
# Positive Childhood Experiences (PCEs) Protect Adult Mental Health



**6-7 vs. 0-2 PCEs:** Adults reporting 6-7 PCEs have **72% lower odds** of having depression or poor mental health compared to those reporting 0-2 PCEs.



# Schools Provide Opportunities for Support



- **Tertiary Prevention:** Supports students with diagnosed mental health condition
- **Secondary Prevention:** Supports students who are at increased risk
- **Primary Prevention:** Supports all students

# School-Based Primary Prevention Is Effective and Valuable



- *“Given the individual and collective trauma felt throughout our communities from stay-at home orders, daily data displayed on illness and death rates, and of course the closure of most schools, SEL has moved from a “nice to do,” to a “must do” in preparing for the student and staff return.”*

*Indiana Department of Education  
Roadmap for SEL Re-Entry*



# Example Resources



SEL Roadmap Brief



## REFOCUS ON THE SEL ROADMAP

ACTIONS FOR A SUCCESSFUL SECOND SEMESTER

Adapted from Reunite, Renew, and Thrive: SEL Roadmap for Reopening School

In July 2020, CASEL collaborated with more than 40 partners to illuminate a way forward as educators nationwide prepared to welcome students and adults back to school — in whatever form that took — to reunite, renew, and thrive. The SEL Roadmap centered on relationships and built on the existing strengths of a school community.



At the start of this unprecedented school year, many schools prioritized or re-prioritized social and emotional learning (SEL) to foster the competencies and learning environments that students and adults need to reunite, renew, and thrive.

As we enter the second half of the school year, many students will make new transitions — from distance learning back to in-person learning, or vice versa — and SEL remains as important as ever. It's a good time to re-examine our efforts to make needed adjustments and refocus on supportive relationships, equitable environments, and the academic, social, and emotional development and overall well-being of all students and adults.

<https://casel.org/wp-content/uploads/2021/01/RefocusOnSELRoadmapCASEL1.pdf>



Los Angeles County Office of Education  
Serving Students • Supporting Communities • Leading Educators

### Rising to the Challenge: Supporting Educators

The Los Angeles County Office of Education developed the following messaging for school districts to use in newsletters, emails, social media posts and other communications to help educators support students' mental wellness.

#### Communicating and connecting with students

Maintaining strong connections with students in a remote learning environment is crucial — even more so for students facing challenges at home. The following tips can help you connect with students who may be experiencing challenges at home:

1. **Communicate** care by sending messages that you are thinking about them and care about their well-being.
2. **Schedule** regular check-in meetings to specifically address wellbeing in addition to classwork. Consider having open office hours and use a variety of platforms such as online, phone or text. Keep it fresh by having a guest speaker or topic of the day.
3. **Support** parents and caregivers by suggesting ways they can encourage their children to stay connected.
4. **Encourage** connection with other classmates or partners and provide guiding questions.
5. **Establish** trust through listening:
  - a. Ask open-ended questions and say, "tell me more about that."
  - b. Seek to understand
  - c. Validate feelings
6. **Include** links in your communications to students with local resources to support family for basic needs (food/housing/mortgage/rent assistance) and mental health support.

*It is critical that you immediately report any signs of abuse/neglect. You do not need to investigate.*

*Resources on communicating and connecting with students*

<https://www.lacoe.edu/Home/Messaging-Toolkits/Mental-Wellness-Toolkit>



## School Reentry Considerations

Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19




<https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>

## BACK TO SCHOOL 2020 COPING DURING COVID



### OUTREACH TOOLKIT



This campaign is supported by contributions from Janssen Pharmaceutical Companies of Johnson & Johnson and Otsuka America Pharmaceutical, Inc.

<https://www.sdcoe.net/student-services/student-support/Documents/Mental%20Health/Back%20to%20School%202020%20Coping%20During%20COVID.pdf>

# Examples of Local Work Related to Mental Health



- **Houston:** Held weekly mental health webinars; launched mental health hotline; training facilitators in trauma-informed practices
- **Albuquerque:** School counselors trained teachers in social-emotional lessons; established help line; providers have moved to virtual support; hosted training for staff on recognizing child abuse virtually
- **Boston:** Provided remote lesson materials on stress reduction, coping, and social-emotional learning, free telemedicine, and check-in calls for students' emotional health; offering peer-facilitated workshops on coping/supporting friends

**BPS Office Of Health & Wellness** | **SEL INSTRUCTION AT HOME RESOURCES**

The BPS SEL Instruction Team is providing resources for creating welcoming learning environments during this period of school closure.

**Quick Links**

-  [Creating Welcoming Online Learning Environments](#)
-  [Teacher Features](#)
-  [Adult SEL Resources \(under construction\)](#)
-  [SEL Instruction Webpage](#)

**[Creating Welcoming Online Learning Environments:](#)**

Now more than ever, creating a welcoming environment that fosters student-teacher relationships is critical to engaging students in learning. All educators can facilitate and model Social Emotional Learning (SEL) practices by creating routines and rituals where students are empowered to practice and build SEL competencies: *self-awareness, social-awareness, self management, relationship skills and decision making*. This resource provides tips for establishing routines and rituals that foster student-teacher relationships.

**[Teacher Features:](#)**

 To collaborate and learn from each other's work, we have created a folder where anyone is welcome to add examples of how they are creating welcoming remote learning experiences (welcoming videos, class check-ins, connecting activities etc.)

**[Adult SEL Resources \(under construction\):](#)**

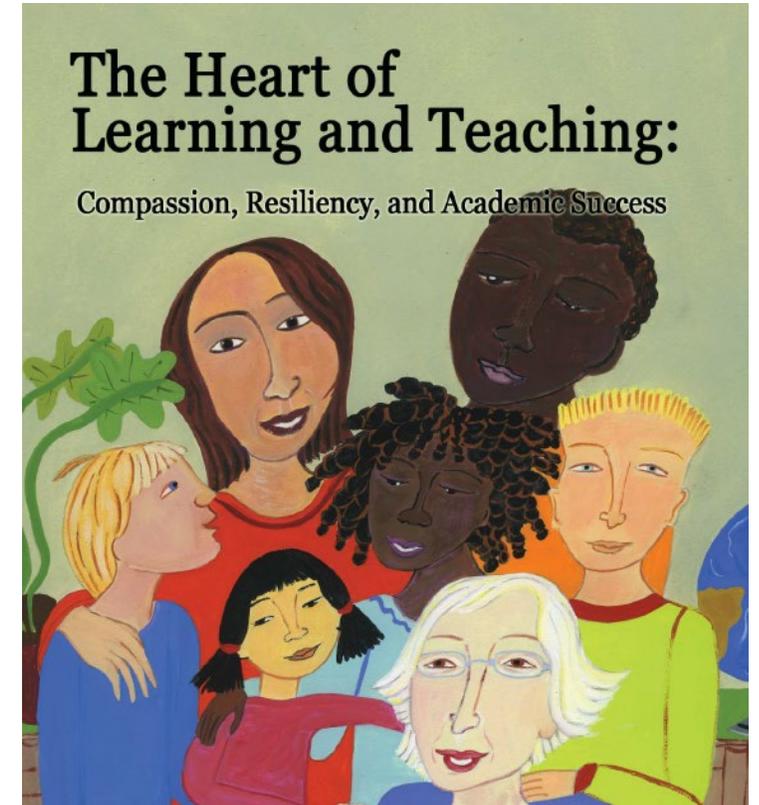
Adult SEL speaks to the work particularly focused on the capacity and competency building for the adult. CASEL sees it as one of indicators of schoolwide SEL implementation and defines it as the opportunities that are created to allow adults to:

- Cultivate their own social, emotional, and cultural competence,
- Collaborate with one another, and
- Build trusting relationships that maintain a strong community.

# Examples of State Work Related to Trauma



- Iowa State Law
- National Center on Safe and Supportive Learning Environments:
  - <https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>
- The Illinois Education Association (IEA), Illinois State Board of Education (ISBE) and Center for Childhood Resilience, Lurie Children's Hospital (CCR) trauma and resilience training
- Washington State: Compassionate Schools:
  - <https://www.k12.wa.us/sites/default/files/public/compassionateschools/pubdocs/theheartoflearningandteaching.pdf>



# Summary



- Mental health among adolescents is a public health crisis
- We know where to start
  - Primary prevention saves lives and money
  - School connectedness and parent engagement are vital
  - Schools are key to this work, and are able to do it
- Schools are implementing many innovations, but need support

# Resources



- **CDC**
  - [Guidance for Schools and Child Care Programs](#)
  - [How to Talk to Children About COVID 19](#)
  - [School Connectedness](#)
  - [Social Emotional Climate](#)
  - [How to Cope with Stress and Anxiety](#)
- **National Center for Child Traumatic Stress:** [https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak\\_factsheet\\_1.pdf](https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf)
  - Addressing Race and Trauma in the Classroom: A Resource for Educators: <https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators>
- **Crisis Counseling Assistance and Training Program (CCP):** <https://www.samhsa.gov/dtac/ccp>
- **Social Emotional Learning During COVID CASEL:**  
<https://drive.google.com/file/d/1HdJPRm8R0LDRQ3JO9NLUvUr0E2gaGH6O/view>
- **Teacher Support:**
  - Facing History & Ourselves: <https://www.facinghistory.org/resource-library/support-teachers-coronavirus-covid-19-outbreak>
  - How Teachers Can Manage Difficult Emotions During COVID 19:  
[https://greatergood.berkeley.edu/article/item/how\\_teachers\\_can\\_navigate\\_difficult\\_emotions\\_during\\_school\\_closures](https://greatergood.berkeley.edu/article/item/how_teachers_can_navigate_difficult_emotions_during_school_closures)

# Thank you!



- For more information:
  - Web: [www.cdc.gov/healthyyouth](http://www.cdc.gov/healthyyouth)
  - Twitter: @CDC\_DASH
  - E-mail: [nccddashinfo@cdc.gov](mailto:nccddashinfo@cdc.gov); [Mhertz@cdc.gov](mailto:Mhertz@cdc.gov)
  - Telephone: 1-800-CDC-INFO (1-800-232-4636)

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.



**U.S. Department of  
Health and Human Services**  
Centers for Disease  
Control and Prevention

# Questions and Answers



# Feedback Form

<https://www.surveymonkey.com/r/2021CDCSession1>

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

### Returning to School: Mitigation and Mental Health Strategies

Thank you for attending the webinar, *Returning to School: Mitigation and Mental Health Strategies*, on January 13, 2021. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

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

Not At All Knowledgeable

Somewhat Knowledgeable

Very Knowledgeable

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

Strongly Disagree

Somewhat Disagree

Somewhat Agree

# 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>

**National Center on Safe Supportive Learning Environments**



Safe Supportive Learning  
Engagement | Safety | Environment