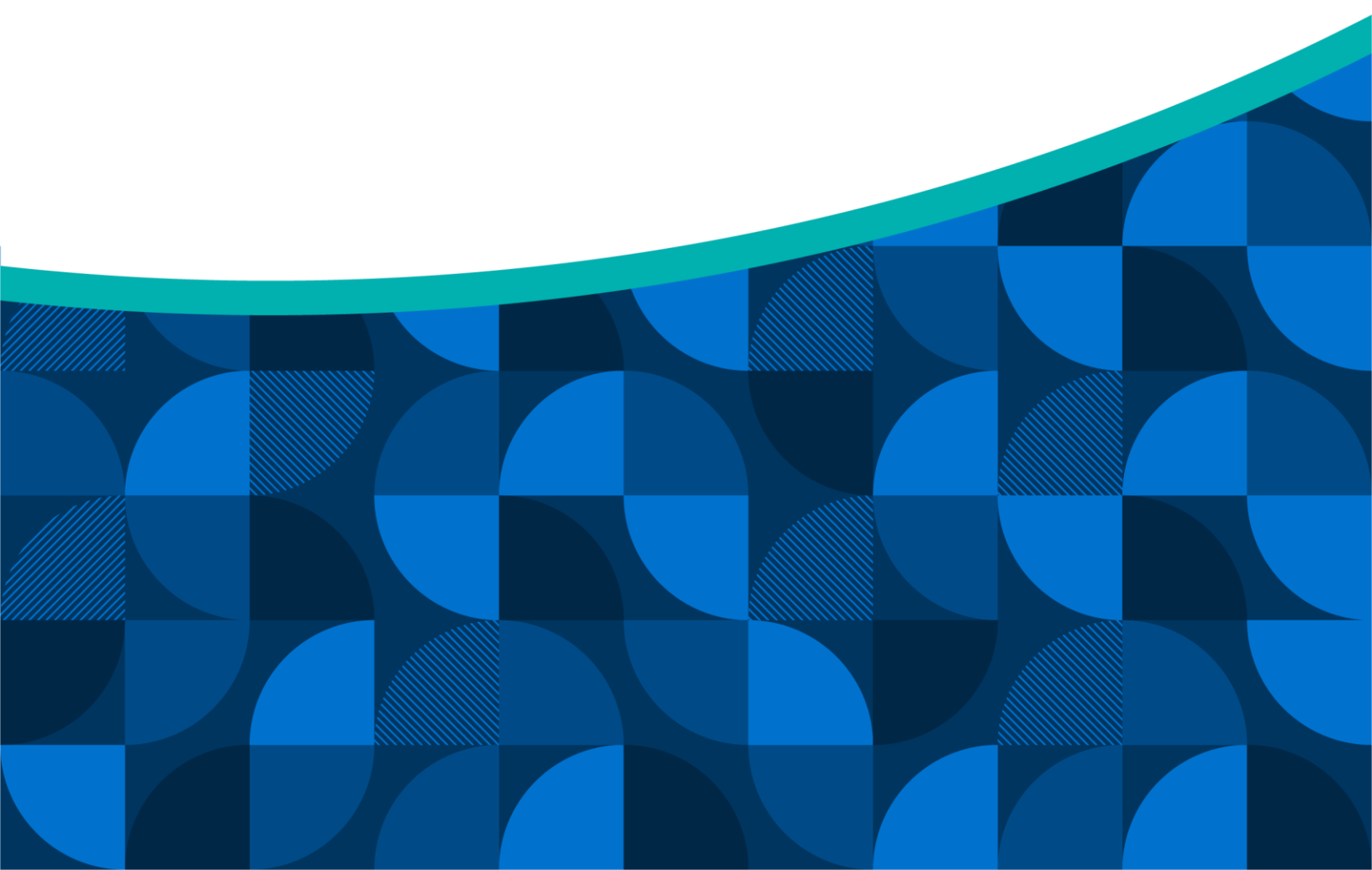




MORALE-BOOSTER COMPENDIUM

Personal Safety and Belonging

This resource includes strategies to address morale concerns in the Personal Safety and Belonging threat area. Use these templates and resources as a starting place to co-design solutions with teachers to address their morale challenges.



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Identify 'Jobs to Be Done' to Take Care of Teachers' Wellbeing

Feeling safe and having a sense of belonging are basic human needs.¹ The [Jobs-to-be-Done Theory](#), developed by Tony Ulwick in 1990, provides a framework for defining, categorizing, capturing, and organizing customer needs. This framework can be applied to teachers' personal safety and belonging. District leaders too often mistake that providing opportunities for teachers to take care of themselves (i.e., self care) is enough. Instead, leaders need to identify and complete as many 'jobs to be done' as possible that foster feelings of safety and belonging in teachers—to make teachers feel cared about as human beings.

Three Types of Jobs Your District Can Perform To Promote Feelings of Safety and Belonging

Emotional Jobs: The way teachers want to feel about themselves

Ensure teachers feel safe and cared for by reducing the emotional labor and potential stress of having to take time to make all the decisions related to their health and wellbeing. Do the research for them and provide comprehensive health and safety resources from which teachers will benefit (e.g., more affordable healthcare packages).

Functional Jobs: The tasks or activities teachers need to complete to feel safe

Make it easy for teachers to prioritize their health and safety by removing the barriers of time and effort required to schedule their own appointments, classes, meetings, etc. (e.g., opt-out wellness experiences). Consider repurposing professional development days to focus on teachers' mental and physical health and safety to ensure these core needs are met.

Social Jobs: The way teachers want to work with and be perceived by others

Connecting with others and belonging are basic and essential human needs. Schedule time and opportunities for teachers to collaborate with each other to show them they are cared for, respected, and valued by their colleagues (e.g., teachers' strengths exchange).

1) [The Interconnection of Safety and Belonging](#), PACESConnection, January 2022

Sources: Medium, [Jobs-to-be-Done: A Framework for Customer Needs](#), 2017; PACESConnection, [The Interconnection of Safety and Belonging](#), January 2022; EAB interviews and analysis.

Personal Safety and Belonging Strategies

Strategy	Capsule Description	Problem Addressed	Profiled Institution
<p>First Responder 'Handle with Care' Notifications</p> <p>Who? District and/or Building Leaders</p>	<p>This program provides teachers with prompt communication when a student is involved in (or witnesses) an incident in the community. First responders send a simplified notification to the district so teachers are aware of and can monitor the student.</p>	<p>Readjusting to in-person learning caused an increase in student behavior incidents that can affect teacher safety. These notifications provide awareness and knowledge so teachers can proactively monitor their students and feel safer in their classrooms.</p>	<p>Oklahoma City Public Schools, Oklahoma City, OK</p> <p>Review details of Oklahoma City Public School's first responder 'handle with care' notification as profiled by EAB on page 8 in this resource.</p> <p>Complexity</p> <p>Medium</p>
<p>More Affordable Healthcare Packages</p> <p>Who? District Leaders</p>	<p>Develop a more strategic healthcare plan by better negotiating costs and offering incentives to promote preventative, superior, and more affordable care for teachers. By taking these steps, districts can decrease healthcare costs for teachers and for districts while providing higher quality coverage. Elmbrook Schools spent \$8M less than their projected spending in 2020 by empowering their employees to make more informed health decisions.</p>	<p>Teachers often report that district-provided benefits packages, specifically healthcare plans, are insufficient and not competitive with nearby districts. This improved approach to healthcare benefits allows districts to provide better and more competitive health benefits affordably.</p>	<p>Elmbrook Schools, Brookfield, WI</p> <p>See page 8 for five tips to reform healthcare benefits based on the successful efforts Elmbrook Schools has implemented.</p> <p>Complexity</p> <p>High</p>

Personal Safety and Belonging Strategies

Strategy	Capsule Description	Problem Addressed	Profiled Institution
<p>Opt-Out Wellness Experiences</p> <p>Who? District and/or Building Leaders</p>	<p>Opt-out wellness experiences (e.g., counseling appointments, exercise classes, meditation sessions) are automatically scheduled for teachers (during work or PD hours) with the option to cancel or abstain, rather than requiring staff to opt-in to receive services. A study of WVU medical students showed 93% of students in opt out programs attended and benefitted from appointments with a licensed therapist.</p>	<p>While districts often provide teachers with access to mental health support in some capacity, too often teachers face stigma or do not have the time or money to use those services. This strategy provides a better way for teachers to use wellness benefits by removing the barriers of the time and effort required to schedule their own appointments or classes.</p>	<p>West Virginia University Medical School, Morgantown, WV</p> <p>Complexity</p> <p>High</p>
<p>Teachers' Strengths Exchange</p> <p>Who? District and/or Building Leaders</p>	<p>Dedicate part of a professional development day or faculty meeting to a strengths-focused session using Gallup's CliftonStrengths program or a free alternative (e.g., HIGH5 Test). Enable teachers to identify their areas of excellence and celebrate them with colleagues. Atlantic Public Schools used this exercise which helped teachers appreciate their differences and feel safer knowing they had people at work who care about them.</p>	<p>Teachers might lack a sense of belonging or collaboration with their colleagues. Giving teachers the opportunity to learn about their strengths and exchange them with their colleagues can foster mutual understanding, and in turn, provides the chance for them to learn how to more effectively collaborate and achieve a greater sense of belonging.</p>	<p>Atlanta Public Schools, Atlanta, GA</p> <p>Complexity</p> <p>Medium</p>

Sources: Gallup, [Atlanta Public Schools Builds a Culture on Strengths](#), June 2021; Gallup, [Learn About the Science of CliftonStrengths](#), Accessed June 2022; HIGH5, [Discover the Best Part of Yourself](#), 2021; EAB, [Are Districts the Nation's Adolescent Mental Health Care Providers?](#), 2020; EdSource, [Covid challenges had student behavior push teachers to limit out the door](#), June 2022; National Library of Medicine, [Improving Resident Use of Mental Health Resources: It's Time for an Opt-Out Strategy to Address Physician Burnout and Depression](#), February 2018; EAB interviews and analysis.

Personal Safety and Belonging Strategies

Strategy	Capsule Description	Problem Addressed	Profiled Institution
<p>Quick-Access Crisis Response Reference Cards</p> <p>Who? District and/or Building Leaders</p>	<p>Provide teachers with small business cards that include four mental health screener questions to ask students about whom teachers feel concerned. The cards also include guidance for teachers on appropriate next steps if student responses to the screener questions suggest the student is in crisis.</p>	<p>Many teachers feel unequipped to identify students who are at risk of undergoing a mental health crisis, which can cause teachers to feel unsafe. This strategy provides a simple way for teachers to discover specific students who may be at risk and the foresight to prevent violent incidents from occurring, which in turn can increase teachers' feelings of safety.</p>	<p>Roaring Fork Public Schools, Glenwood Springs, CO</p> <p>See page 9 for an example of Roaring Fork Public Schools' quick-access crisis response reference cards.</p> <p>Complexity</p> <p>Low</p>

5 Tips to Reform Healthcare Benefits

Elmbrook Schools, Brookfield, WI

Elmbrook Schools, a district in Wisconsin with about 7,000 students, was able to reverse rising healthcare costs by implementing incentives to promote preventative, superior, and more affordable care for teachers. Here is a checklist of 5 tips from Elmbrook Schools to apply to the district:

5 Tips to Reform Your Healthcare Benefits	Checklist
<p>1. Encourage Telemedicine</p> <p>Telemedicine has increased in popularity and acceptance because its cost effectiveness and convenience. Partner with a telemedicine provider to deliver timely healthcare to teachers at an affordable rate.</p>	<input type="checkbox"/>
<p>2. Host Bi-annual Healthcare Information Meetings</p> <p>Invite the benefits team to each building in the district to share updates on strategy and plan offerings during staff meetings twice a year.</p>	<input type="checkbox"/>
<p>3. Incent Good Choices</p> <p>Compensate employees if they opt for less expensive care. For example, if an employee who needs a knee replacement goes to a provider that offers the procedure for \$20K less than others, Elmbrook Schools give that employee \$1K as an incentive.</p>	<input type="checkbox"/>
<p>4. Implement a Wellness Clinic</p> <p>Offer a program that provides employees with initiatives and incentives to promote preventative care such as wellness plans, mental health counseling, meditation and yoga classes, etc.</p>	<input type="checkbox"/>
<p>5. Offer Prevention Incentives</p> <p>Incent employees and their spouses to take a health risk assessment. Give them \$60 off their premiums each month as a reward for completing the assessment and scheduling recommended follow-up appointments.</p>	<input type="checkbox"/>

Elmbrook Schools' healthcare benefits reform efforts were originally profiled in an EAB webinar. Review slides 28-31 at [this link](#) to learn more.

Quick-Access Crisis Response Reference Cards

Roaring Fork Public Schools, Glenwood Springs, CO

Reference Cards Help Teachers Take the Right Steps to Ensure Their Safety



Roaring Fork Public Schools trained all district staff in suicide awareness in order to improve identification and response to students in crisis



Then, they provided staff with small "business cards" with four questions to ask and guidance for next steps if a student appears to be in crisis



These cards ensures staff always ask the right questions and have the foresight to prevent violent incidents from occurring, which in turn increases their safety and well-being

Initial Suicide Screener

1. Have you been thinking about death?.....Yes or No
2. Are you thinking about killing yourself or someone else?.....Yes or No
3. Have you told anyone you want to die?.....Yes or No
4. Do you have a plan on what you would do?.....Yes or No

A YES to question 2, 3, or 4 is an automatic call to The Hope Center! Please keep student in line of sight.

The Hope Center 970-925-5858



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