Fostering Healthy, Resilient Schools to Address Chronic Stress

A Position Paper from OEA Choice Trust

Education in the 21st century is not what it used to be.

True, today's classrooms can be filled with the energetic, optimistic students and hopeful learning opportunities that drew educators — in this case, everyone from teachers and administrators to classified school staff members — into the field in the first place. There are technological advances that take education to places that it's never been before, and supportive communities can make schools shine the way they should.

But more and more, educators today find themselves within overburdened systems that task them with ever-more responsibilities and requirements. Far-reaching directives from the state and national level, including high-stakes testing, impose weighty goals, and funding levels often come up short of where they should be. Stretched thin by heavy workloads and tight on time and opportunity for preparation and professional development, educators are also expected to adapt with ease to the increasing diversity and impoverishment often present in their classrooms.

The result, not surprisingly, is an unprecedented amount of chronic stress in the educational workplace. And that stress comes with great costs. Not only does the physical and mental health of educators suffer as a result, but the very students they are there to enrich miss out on the full educational experience when teachers and school staff are sick, tired, and unable to fully engage as a re-

sult of unmanaged stress. Schools themselves also face higher costs for everything from sick days and health insurance to substitute teachers, training new staff members and trying to retain existing ones.

But there is hope — and a way forward.

It's called resiliency, and it's the cornerstone of healthy, successful school communities, nurturing places where all educators are supported and fully engaged and where students are learning at their highest levels every day. Resiliency empowers educators, students and entire schools to not only endure challenges and stress, but to overcome them and emerge stronger and better on the other side.

This Positionpaper examines the chronic stress and low morale that have become so pervasive in today's school communities — its causes and the toll it has on all involved. It also explores the power and potential of resiliency and the key role it can play in reducing stress and improving outcomes across an entire school system. And it offers a glimpse at how resiliency can play a big part in creating effective, engaging environments where educators, students and entire communities can thrive.

- **Chronic Stress in Education — It's Real**

There's good reason that chronic stress and low morale among educators has become such a well-known challenge — because it's real. According to the *2012 MetLIfe Survey of the American Teacher: Teachers, Parents and the Economy*, teachers have become less satisfied with their careers in recent years; in fact, the percentage of educators who said they were very satisfied with their jobs slumped to 39 percent in 2012, down from 62 percent in 2008. (69). The survey found a downward trend among principals, as well.

Driving some of that dissatisfaction is a range of factors, from perennial funding shortfalls and changing requirements of initiatives such as Common Core to increased workloads and the challenges that come from a more diverse and, in some cases, impoverished, student population. (69) All of those elements, and then some, combine and manifest as unhealthy stress levels all around.

In the MetLife survey from 2012, educators reported unprecedented levels of high stress in their daily work lives. More than half of teachers responded that they felt under great stress several days per week, as opposed to one-third of teachers who responded that way in 1985. The increasing responsibilities and complexity of the education profession create signifiant pressure on many educators and lead to chronic stress and all of its associated fallout.

The trend is a prevalent one in Oregon, where increased chronic stress among school employees runs deep into the morale, culture and functioning of schools and districts across the state. Oregon educators have reported unparalleled levels of stress that cause significant physical, social and emotional health issues. Those can include depression, increased blood pressure, and weight gain due to poor eating habits and physical inactivity. Formal and informal OEA Choice Trust listening sessions conducted with educators since 2013 have confirmed that national data trends are playing out in Oregon as well. They have revealed that Oregon educators are experiencing an all-time low in staff morale. Many have also been taking extended leaves of absence due to stress and struggling with balancing work and home, not to mention insomnia, all due to the overwhelming demands placed on education today.

- **Stress in Education — Where does it come from?**

Sources of stress can really be divided into two distinct categories: external factors placed on education systems from outside of the district and internal factors and conditions from within the school setting. Those stressors, along with other factors, combine to create educational environments that can be less than ideal for educators and students alike. Identifying all those stressors can help expand the perspective and illuminate stress in a new way. When this crucial shift is made, addressing workplace stress through resiliency can be embraced by the entire school community as opposed to being solely an individual responsibility (40).

Stress from the Outside

Various stress-inducing factors originate outside of schools and districts but have a direct impact on educators' daily lives. Some of the key external stressors that impact the education scene include:

1. Multiple national and state education initiatives

Almost continual federal and state changes in the education system lead to seemingly never-ending transitions and complexity that impact the district, school, educator and student. Past, present and ongoing examples of this constant churning and change include the now-replaced No Child Left Behind Act and the Every Student Succeeds Act, sweeping legislation signed by President Obama in late 2015 aimed at making improvements in public education. In Oregon, the federal initiatives intertwine with the state's own ever-changing efforts, including

a complex move to transform Oregon's education system into a seamless continuum serving students from pre-K to age 20. All of those initiatives trickle down to the local level, requiring districts to create new data collection and reporting systems, performance evaluation systems, new curricula, instructional practices and formative assessments to meet new state requirements on short timelines. These rapid, significant national, state and district level changes and demands are a source of constant stress for everyone involved in school communities.

2. Inadequate investment in education at national and state levels

The funding of public education — and often the relative lack of it— is always a looming factor for educators at every level. The 2014 Center on Budget and Policy Priorities Report on state funding of schools (57) found that the 2013-2014 education budgets for most states provided less funding per student than they did six years ago. The authors of the report cited lingering effects from the recession and continued uncertainty about the stability of the national economy as one reason for the state cuts. Even so, funding for education has never been fully stable or entirely adequate.

In Oregon, per-student spending was 3.1 percent lower in 2014 than it was in 2008. In addition, Oregon education spending hit a record low in 2011-2012 compared to national rates (35). Over time, shrinking school budgets have taken their toll on Oregon's education system. In 2015, WalletHub, a social finance site, studied the quality of education in 50 states plus Washington, D.C., and analyzed 13 factors, from student-teacher ratios and dropout rates to per-student spending, to put together a list of the best and worst school systems in America. Oregon ranked 46th in the overall rating, 48th in student-to-teacher ratio and 26th

in per-student spending. (51)

3. Increasing poverty among Oregon families and communities

In an unfortunate trend, poverty has been on the rise in Oregon in recent years, and its effects on the school community can be widespread.

A 2014 U.S. Census Bureau study found that Oregon was one of four states with the most significant increases in concentrated poverty rates in the nation (32). Between 2000 and 2010, the percentage of the state population in poverty rose by 16 percent. A 2014 study out of Education Northwest (27) also revealed that the number of children in families living below the poverty level increased 30 percent from 2007 to 2012. What's more, the Census Bureau study noted that nearly one in four children in Oregon was experiencing poverty and 53 percent of Oregon students qualified for free or reduced lunch (32).

The challenges associated with poverty, including hunger, transportation and other issues, impact students and educators every day. For starters, kids who don't get enough to eat aren't able to concentrate as well, their energy levels are low, they become sick more often and experience more social problems with teachers and peers. In a report called "Hungry Kids: The Solvable Crisis," which included input from more than 1,000 teachers, three of five teachers reported that they had students who regularly came to school hungry (29). "Too hungry to learn" was a phrase used to describe hungry students who don't have enough to eat at home.

In addition to inadequate nutrition and food insecurity, poverty among Oregon families and children is readily linked to homelessness and a lack of access to social, mental and physical health services. As a result, student learning,

engagement and academic performance can be compromised. Educators must then work within an already-strained system to find adequate resources and comprehensive services to meet the growing needs of their students, which increases the demands and stress placed on them to fully support student learning and achieve educational goals.

4. Changing classrooms and communities

The education system in Oregon and elsewhere faces a tall order to serve a broad spectrum of learners, each with a unique background and cultural backstory. Meeting every student's singular needs and learning style, while also accommodating different personality types, family interactions and backgrounds creates a lot of demand, not just on educators, but on the entire school setting as well.

Research has shown that many teachers have not received training or support on building cross-cultural teaching relationships required in today's classrooms. When teachers and students experience an identity-perception gap, they often experience anxiety and stress. (44) In addition, the challenges in communicating with diverse students and families add stress, especially for new teachers.

Those issues stand to be brought to the forefront even more if opportunities for additional training and professional development, not to mention greater resources overall, don't keep pace with Oregon's shifting and diversifying demographics. According to the Oregon Department of Education (74), in 2013 Oregon's students of color made up more than one-third of the K-12 population, but only 8.5 percent of Oregon teachers — about 2,400 — were consid-

ered culturally and linguistically diverse. The most notable disparity existed between the percentage of Latino students (21.5 percent) and Latino teachers (3.6 percent).

But there's more than diversity that contribute to this area of stress. Students' own personal backgrounds outside of school can have a significant impact on the classroom experience for everyone. Children who have experienced adverse childhood experiences and/or trauma bring with them issues that can influence their social, emotional and learning needs in ways that make educators' jobs even more challenging.

On the current track, Oregon's demographics will continue to diversify in the coming years, and students who've encountered trauma or adverse childhood experiences will always be a part of the classroom setting. But the educational system may not be well-equipped to support educators as they strive to meet the social, emotional and academic needs of every student, a reality that could lead to even more stress- related issues than those already at play.

From the Inside

Just as external forces can add stress to the educational environment, so too do internal stressors contribute to the overall picture of a stressful school and workplace setting. These are often factors that come about as a result of organizational issues or internal practices that lean away from resiliency and the support, encouragement and engagement it requires.

1. Job and Financial Security

Not surprisingly, The American Psychological Association reported issues related to money (64 percent) and work (60 percent) continue to be the most commonly reported stressors for adults in the United States, followed by family responsibilities (47 percent) and personal health concerns (46 percent) (5). This is true for many educators, as well, as they face the threat of lay-offs due to budget cuts or reallocation of resources (67). As a result, many experience fragmented employment opportunities, which hinders job security and professional growth (70). Additionally, there are employees within various sectors of education who are barely making a living wage and may not have adequate health insurance coverage. The majority of nutrition service, transportation and facilities staff members are of low socio-economic status, have limited earning potential, work part time, and many are not eligible for health benefits. Also, the National Education Association reported the average starting salary for teachers in Oregon in 2012-2013 was $33,549. Couple this with significant student loans, and new teachers often struggle to make ends meet.

Similar to other professions, educators' family responsibilities can be a common source of stress. According to American Progress, teachers with 10 years of experience who are family breadwinners still often qualify for a number of federally-funded benefit programs designed for families needing financial support (13).

With financial stability a constant concern, it's no surprise that related stress may work its way into the education system.

2. Organizational Culture, Working Conditions and Practices

As in any profession, the overall workplace environment in education and all of its related components can set the stage either for an incredibly stressful atmosphere or one that is supportive and collaborative; a workplace where resiliency keeps educators balanced, appreciated and engaged in the work they do and love.

Pressures such as time and workload can have a huge impact on the level of stress in an educational setting. Stress from such factors can also be exacerbated in a setting where educators don't feel supported or appreciated or where they're socially and professionally isolated from their colleagues. Additionally, the quality of social relationships anchored in trust among school staff, students, administrators and parents influences whether students and staff regularly attend, feel valued and are engaged in teaching and learning at school (17; 14).

Research has in fact shown the correlation between these kinds of stressors and their impact on educators. Teresa McIntyre, PhD, with the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston, launched a pilot study in 2011 that found that as many as one in three middle school teachers in a Houston district were "significantly stressed," with symptoms ranging from concentration problems to fatigue and sleep issues. In the first year of the study, results confirmed a link between working conditions and teacher stress (64).

The study also identified key working conditions that can lead to added stress. They include: high work demand; low control for employees, meaning they don't feel as if they have the ability to influence their own work; and low social support or isolation. These organizational stressors are associated with

higher stress, increased fatigue, lower cognitive functioning and negative affect. In contrast, high social support and high control help buffer the impact of stress and reduce fatigue and negative affect of school employees.

- **What Hurts: The Cost of Chronic Stress on Education and Educators**

Education is one of the most rewarding professions — and also one of the most stressful. The consequences of stressors impact *all* individuals in a school community, as well as the organization as a whole.

Stress can reduce the physical, emotional and social health of everyone in the school community (4; 19). Chronic stress can also affect the ability of the school community to adapt and meet the demands of educational expectations, and it can impede schools and educators from effectively creating healthy, safe and challenging environments where staff and students are connected and engaged in teaching and learning. What's more, chronic stress in education may even drive people out of the field altogether because the working conditions and environment are neither healthy nor empowering enough to support successful teaching and learning.

A deeper dive into some of the impacts of stress in education reveals even more about how they can affect educators, students, the entire educational organization and the greater community.

Social, Physical and Emotional Health Risks Associated with Stress

Overwhelming demands placed on education have led to chronic stress being identified as *the most* important health issue facing school employees, administrators and students (26; 71; 76). In general, adults in the United States

struggle with high levels of stress and engage in unhealthy behaviors to get them through the day: poor eating habits, skipping exercise and not getting enough sleep (5). Because educators put their students' well-being and success first, they often struggle to find the time to take care of their own health and well-being.

Similar to employees in other professions, educators experience health risks and poor health conditions that are exacerbated by stress or can be a result of unmanaged stress. Stress-related social, emotional and physical health issues include everything from anxiety and physical inactivity to poor nutrition, lack of sleep, difficulty concentrating and physical and emotional exhaustion. Stress issues can also be connected to unhealthy weight status, high blood pressure and weakened immune systems (5).

Beyond those afflictions, chronic uncontrolled stress can also contribute to hypertension, stroke, heart disease, migraines, ulcers, rheumatoid arthritis, bronchial asthma, depression and increased immune system dysfunction. In fact, the majority of all doctor visits (from 75 percent to 90 percent) are related to stress, including headaches, chronic fatigue, insomnia and back pain (4).

The Impact of Stress on School Teaching and Learning Environment

Educational settings plagued by chronic stress are no place for educators to excel at their work or for students to experience the richness of a true learning experience. A stressed-out workplace may find educators unable to give their full attention to their students; they may be distracted or exhausted or not even able to make it into the classroom. The result hits student learning hard and can

run up organizational costs like substitute teacher pay for districts and those financial and educational costs associated with employee turnover.

As recent studies have shown, the health and well-being of educators is integral to achieving local and state education goals and ensuring the academic success of all students. One 2015 University of Massachusetts study explored the relationship between depression, obesity and tobacco use and school employee absenteeism and productivity (3; 66). Study results linked these three health risk factors to higher absenteeism rates and lower productivity among educators. Those, in turn, can lead to lower job satisfaction, higher job turnover and, ultimately, negative impacts on student learning.

Ongoing high levels of stress also impact the well-being and job satisfaction of administrators, educators and staff in ways that simultaneously impact school functioning, climate and learning environment (3; 5; 49; 81). Those impacts include: a loss of idealism and enthusiasm about education; depression, frustration, anger and resistance that can lead to negative effects on professional relationships and increased conflict; a negative work and school climate; and increased burnout, absenteeism and presenteeism.

The Impact on Educator Retention

Educating and nurturing students takes energy — physical, emotional and relational energy — and it requires a healthy, safe, engaging and positive school environment. Teachers are widely acknowledged as the most important school-related factor influencing student achievement, and principals are the key factor in building and sustaining a school culture in which teachers, students, classified staff, administrators and families can succeed (51; 49).

Understanding this, researchers have often focused on what factors influence retaining high-quality teachers. In 2015, Education Northwest conducted a literature review and found that teachers stay longer in schools that have a positive work context, independent of the student demographic characteristics. (53) They also stay because of the school's culture, principal leadership and quality of relationships with colleagues.

Yet when stress creeps into the picture, retention becomes much more difficult. High attrition rates, caused by unprecedented levels of stress, are impeding the ability to recruit, engage and retain quality educators. The National Commission on Teaching and America's Future estimates that one-third of all new teachers leave after three years, and 46 percent are gone within five years. Job stress and burnout lead to increased attrition, especially in high needs urban and rural schools and in more specialized fields like special education (18). One-third of educators also begin to experience burnout, resulting in decreased self-efficacy within the first five years of their careers (55; 81). Beyond burnout and stress, the primary reasons educators are leaving their profession are poor and unsupportive working environments, lack of leadership support and feeling ineffective at managing classrooms, all factors that can be tied to chronic stress (28; 79; 84; 42; 87).

Recently, researchers have identified a U-shaped pattern of attrition. New teachers and late-career teachers leave the education profession at higher rates than do mid-career professionals (34). A major finding of the MetLife Survey of American Teacher is that three in 10 teachers say they are likely to leave the teaching profession to go into a different career. In fact, both employee turnover

and absenteeism in education are higher than the employee turnover rates in other professions and work sectors (34; 49).

It's clear that there is an inextricable link between chronic stress, work conditions, climate, relationships and the retention of quality educators. It's also clear that retaining quality educators both at the beginning and peak of their careers is essential to the future success of education.

• **The Opportunity: Creating Resilient School Communities**

Looking deeply into the chronic stress that has permeated the modern-day education system can seem like a hopeless exercise in negativity. The physical and mental side effects, the lost opportunities, the students who end up missing out on a fully engaging and rewarding education — it can all seem so overwhelming. Yet it doesn't need to feel that way.

Examining the issue of chronic stress and its causes and impacts merely sets the stage for the optimistic opportunity that now comes into play: resiliency.

Addressing chronic stress and fostering resiliency and health are key to cultivating educator and student well-being and academic success. Unmanaged chronic stress in the school environment is emerging as a primary concern of all educators because of the impact it is having on their health and ability to achieve their educational goals. A review of the research points to resilience as a key approach to comprehensively addressing and mitigating stressful school and work environments (19; 20; 31; 75).

Why Resiliency

Clearly, ongoing stress is negatively impacting the Oregon education system and the people learning and working in schools. Fostering resilience both at the individual and organizational level is imperative in creating a positive, supportive environment where educators, students and families are engaged and work together to meet the daily demands of education. Research suggests resiliency is one of the most important strengths to develop in novice teachers (56), but there is also a case to be made for the power of resiliency to impact all teachers by enhancing effectiveness and engagement, heightening job satisfaction and better preparing them to adapt to today's ever-changing educational system (55).

Individual Resiliency

Broadly speaking, resilience is the human capacity to deal with stress, adversities and threats — and somehow emerge stronger (38). A resilient attitude and process does not eliminate stressors. Instead, it means having the perspective, skills, adaptability and support to tackle challenges directly and to overcome obstacles to move forward and succeed. Resilience correlates with a strong sense of vocation, self-efficacy and motivation, which are fundamental for promoting achievement in all aspects of students' lives (33).

Key factors that contribute to resilience include:

• A positive view of yourself and confidence in your strengths and abilities.

• The ability to manage strong feelings and impulses.

• Good problem-solving and communication skills.

• Seeking help and resources.

- Seeing yourself as resilient rather than as a victim.

- Quality relationships with students, colleagues, friends and family.

- Self-care to cope with stress in healthy ways and promote total well-being

- Finding positive meaning in your life despite difficult events.

Resiliency research has come a long way, moving beyond individual characteristics to a focus on strengths that are multidimensional and socially constructed (21), an important consideration within the context of an educational setting. Resilient skills are found to include both internal processes and external support systems that foster a greater culture of resiliency and health.

Culture of Resiliency

The notion of cultural resilience suggests that individuals and communities can deal with and overcome adversity, not just based on individual traits alone, but also from the support of larger sociocultural factors, such as beliefs, customs, practices and behaviors that exist within a community (23). Adapting to adversity is a dynamic interaction between a person's individual qualities, cultural background, values, social environment and community traits.

Charles Stuart University professor Jennifer Sumsion, in a thorough review of the literature, identified three primary clusters of contributing influences to resiliency: personal qualities and influences; contextual (environmental) factors; and person-context interaction (relational) processes (80). This shift to a more complex definition of resilience is significant because resiliency can now be understood as occurring within a complex social system of relationships, much like an educational environment (18). Everyone possesses a resilient capacity that,

with this new definition, may be enhanced by the settings in which they work, by the people who they work with and the strength of their beliefs or aspirations (33).

The research that has been followed in the last 10 years has provided a clear picture of what can constitute resiliency in school communities. The most widely accepted model, developed by resiliency experts Nan Henderson and Mike Milstein (37), called *The Resiliency Wheel*, consists of six primary elements that foster resiliency across the school environment. The following elements help mitigate risk factors to strengthen resiliency for students and staff: provide opportunities for meaningful participation; increase bonding or connectedness; set clear and consistent boundaries; teach life skills; provide care and support; and set and communicate high and realistic expectations.

The Resiliency Wheel

Building Resiliency in the Environment

Mitigating Risk Factors in the Environment

Provide Opportunities for Meaningful Participation: This strategy views young people as resources and involves them as active participants. They take on responsibility by making decisions, planning, evaluating and implementing projects.

Increase Bonding or Connectedness: Strengthening connections between the individual and pro-social persons or activities, e.g. in schools increase family involvement, create engaging afterschool programs

Set and Communicate High and Realistic Expectations: High and realistic expectations are excellent motivators; cooperative and interest-based learning strategies such as service learning are effective.

Set Clear and Consistent Boundaries: Be consistent and fair in implementing policies and regulations; this might be most effective in combination with youth participation.

Provide Care and Support: Caring relationships are elements of promoting resiliency. Research increasingly points out that supportive environments and climates are essential for learning.

Teach Life Skills: Teaching such as conflict resolution and cooperation will help young people navigate environmental challenges.

Wheel/Headings Source: Nan Henderson and Mile Milstein. *Resiliency in Schools: Making it Happen for Students and Educators.* Thousand Oaks, CA: Corwin Press, 2003.
Descriptive Text Source: Nan Henderson, et al. *Schoolwide Approaches for Fostering Resiliency.* San Diego, CA: Resiliency in Action, 2000.

In contrast, schools that lack resilience — that ability to bounce back after setbacks — are often stressful places to work. Uncontrolled stress lowers employee performance, productivity and morale, and it strains relationships with colleagues, students and families. People experiencing excessive stress have difficulty managing emotions, focusing attention, making decisions and thinking clearly. Chronically stressed employees are overwhelmed, tired and disengaged, and many choose to leave the profession altogether to restore the balance in their personal and professional lives.

Anchored in Henderson's resiliency framework, William Malloy, an associate professor at the University of North Carolina at Chapel Hill, explored a school district's ability to retain highly qualified educators by better understanding the organizational conditions and practices needed to build a resilient school culture. Based on his research results, the following three key elements of Henderson's wheel emerged as imperative to creating resilient school communities that engage and retain educators (59):

Care and Support:

☐ Regular, meaningful and supportive feedback from colleagues and administrators.

☐ Staff feel cared for and appreciated in school.

☐ Staff experience many types of recognition and rewards.

☐ Building trustworthy and empathetic relationships where educators can collaborate and support one another.

Realistic and High Expectations:

☐ Staff is rewarded, recognized and valued for efforts and excellence.

☐ Staff believes colleagues can all succeed.

☐ Staff works cooperatively together.

Meaningful Participation:

☐ Staff is involved in school decision-making, including governance and policy.

☐ Staff is clear about what is expected of them and experience consistency of expectations.

Resilient organizational cultures encourage all employees — from the superintendent to the bus drivers — to take care of their physical, mental and emotional health. Such cultures also implement practices and systems where staff are valued, supported, recognized and actively involved in decisions that lead to healthy, safe and positive school environments.

When chronic stress is tended to and a resilient culture is embraced, employees are more engaged, healthy, and effective. They enjoy improved communication and are better team players and have lower absenteeism rates. This benefits the entire organization through improved job performance, working relationships, retention, engagement and total well-being of both staff, students and the community at large.

Conclusion: Making Resiliency Real

There is no denying that education is one of the most rewarding professions available. Few careers offer the satisfaction, the sense of purpose, the relationships, the pride and sincere enjoyment that education does. But education is also among the most stressful professions, and the stressors related to the field can have significant impacts on the physical, emotional and social health of everyone involved in school environment: educators, students, families and, to a certain extent, entire communities. Chronic stress can impact the ability of educators to adapt and meet the demands of ever-changing educational expectations, and it can hinder the creation of the healthy, safe and nurturing environments that are necessary for educators and students to engage, teach, learn and

thrive. At its worst, stress may even drive some educators out of the profession altogether.

Resiliency, however, offers a way to counter the impacts of stress in education and to create school communities where educators feel supported, engaged, healthy and happy, and where students are able to learn to the best of their abilities throughout the entire school year. Resiliency does not eliminate stress but instead empowers everyone in the school setting to effectively deal with challenges and grow and learn from them in a healthy and beneficial way. The six elements of the widely-accepted Resiliency Wheel are known to help mitigate risk factors and strengthen resiliency for not only educators, but students and families as well. Resiliency also correlates with a strong sense of vocation, self-efficacy and motivation, which are fundamental for promoting achievement in all aspects of students' lives.

All of which makes resiliency and promoting educator well-being key approaches for all-around success in educational environments.

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Next Steps

OEA Choice Trust has developed a vision that will set the stage for the next steps in making healthy, resilient schools real in educational settings across the state. Through that vision, we invite educators and other stakeholders to:

- Become a part of a collective movement to foster healthy, resilient school communities.

- Develop and review our emerging healthy, resilient school framework that incorporates educator well-being and self-care.

- Attend a summit on fostering healthy, resilient school communities to promote educator well-being.

- Participate as a partner in designing and implementing a learning collaborative.

For more information about how OEA Choice Trust is working to foster healthy, resilient school employees to create supportive, engaging and successful teaching and learning environments, please contact Inge Aldersebaes at inge@oeachoice.com or Holly Spruance at hs@oeachoice.com.

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