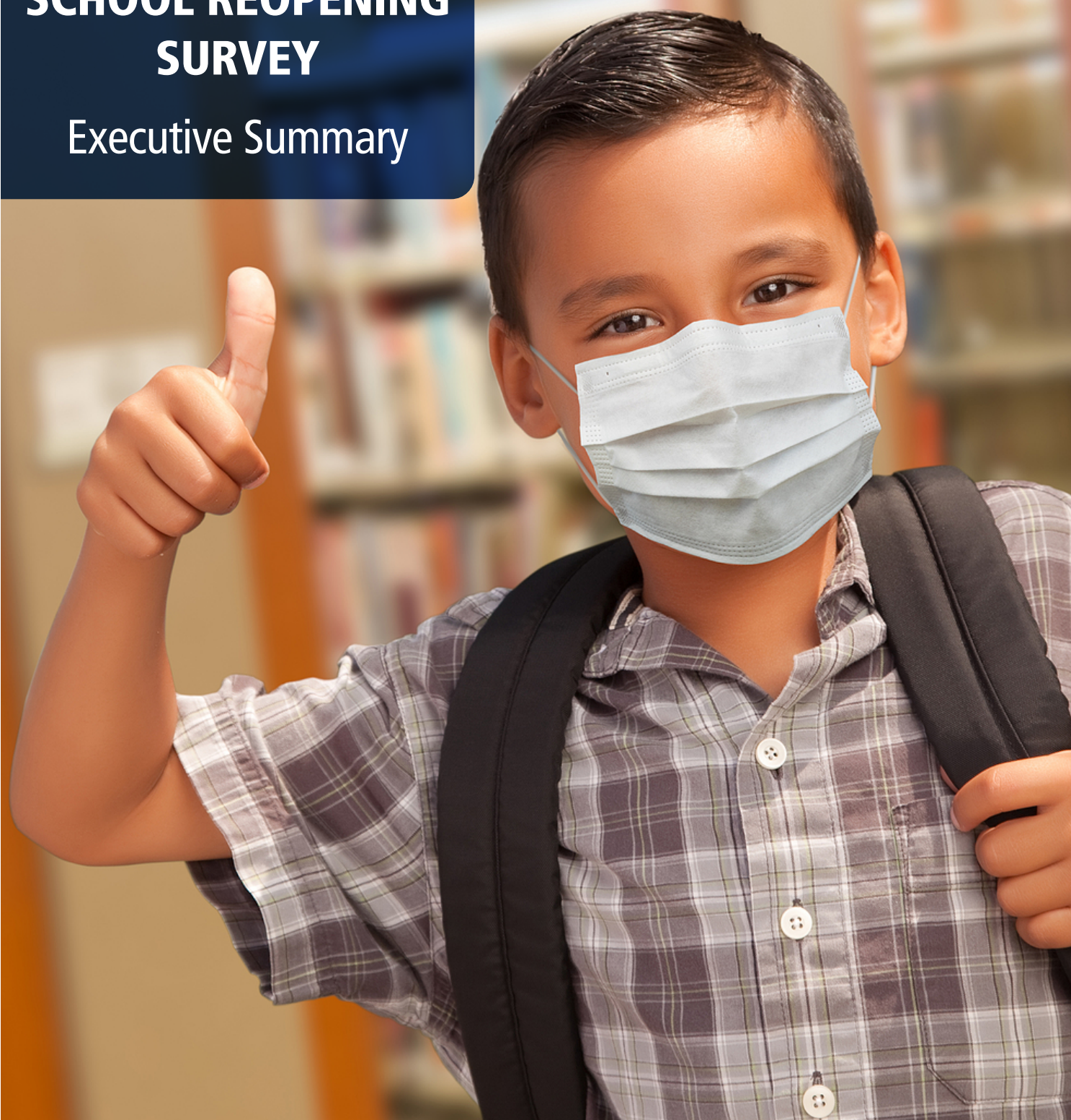


SCHOOL REOPENING SURVEY

Executive Summary



PennState
PRO Wellness

PREFACE



In spring 2020, the COVID-19 pandemic forced widespread school closures of physical buildings and traditional, in-person instruction in the United States. This unprecedented disruption of kindergarten through 12th grade (K-12) schooling impacted **124,000** U.S. public and private schools with nearly every state either ordering or recommending that schools remain closed through the end of the 2019-2020 school year.¹

Penn State PRO Wellness collaborated with the American School Health Association (ASHA) to design a survey that would evaluate school staff concerns regarding a return to in-person instruction. In this web-based survey distributed to ASHA's national network of members (n=7,467) in May and June 2020, school staff were asked to rate their level of concern to questions relating to three Whole School, Whole Community, Whole Child (WSCC) components: physical environment, health services, and mental health (counseling, psychological and social services and social and emotional school climate). A total of 375 respondents representing 45 states met all inclusion criteria and completed the survey. These results are summarized in this report. By identifying the areas of concern and need, it is the researchers' hope that resources may be developed or gathered to support school staff and students in navigating the return to in-person instruction.

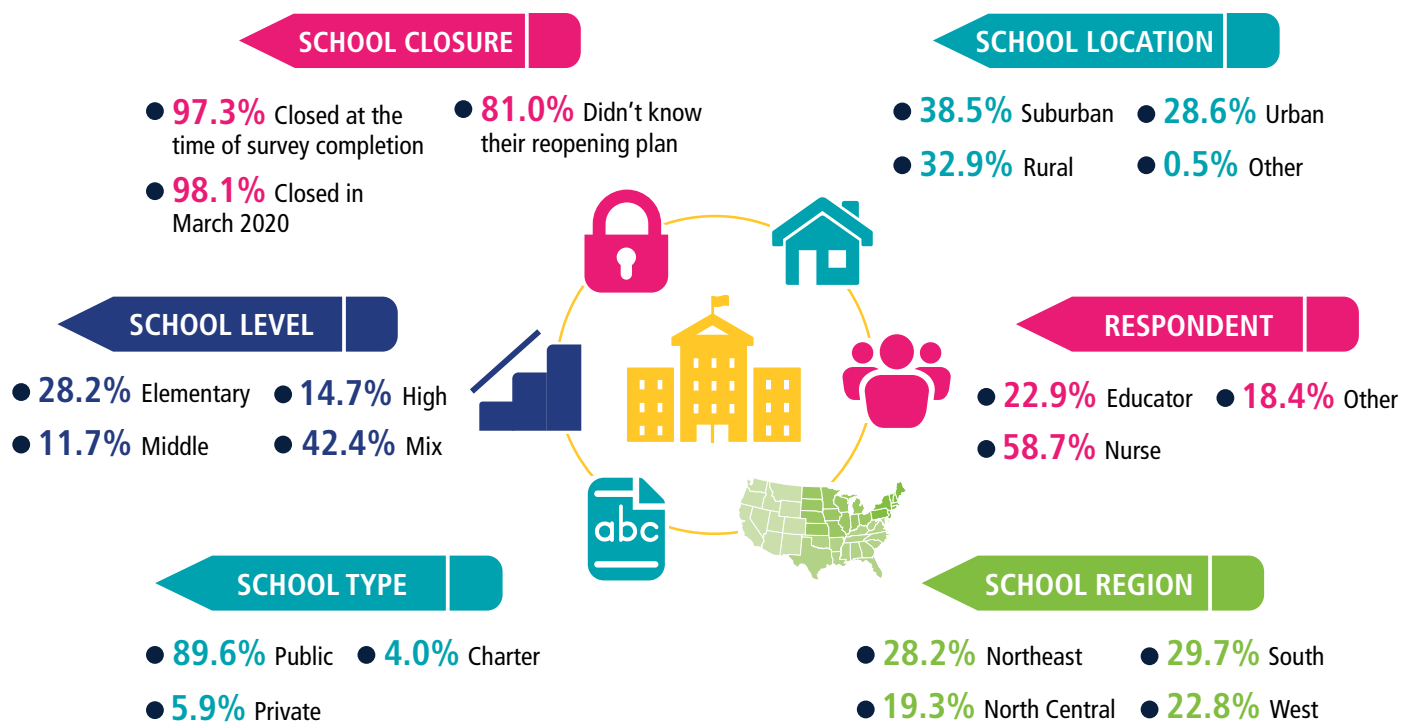
SURVEY RESPONDENTS



DEMOGRAPHICS:

The majority of respondents were female (91.7%), white (83.4%), non-Hispanic (92.2%), and college educated (97.3%).

SCHOOL CHARACTERISTICS:



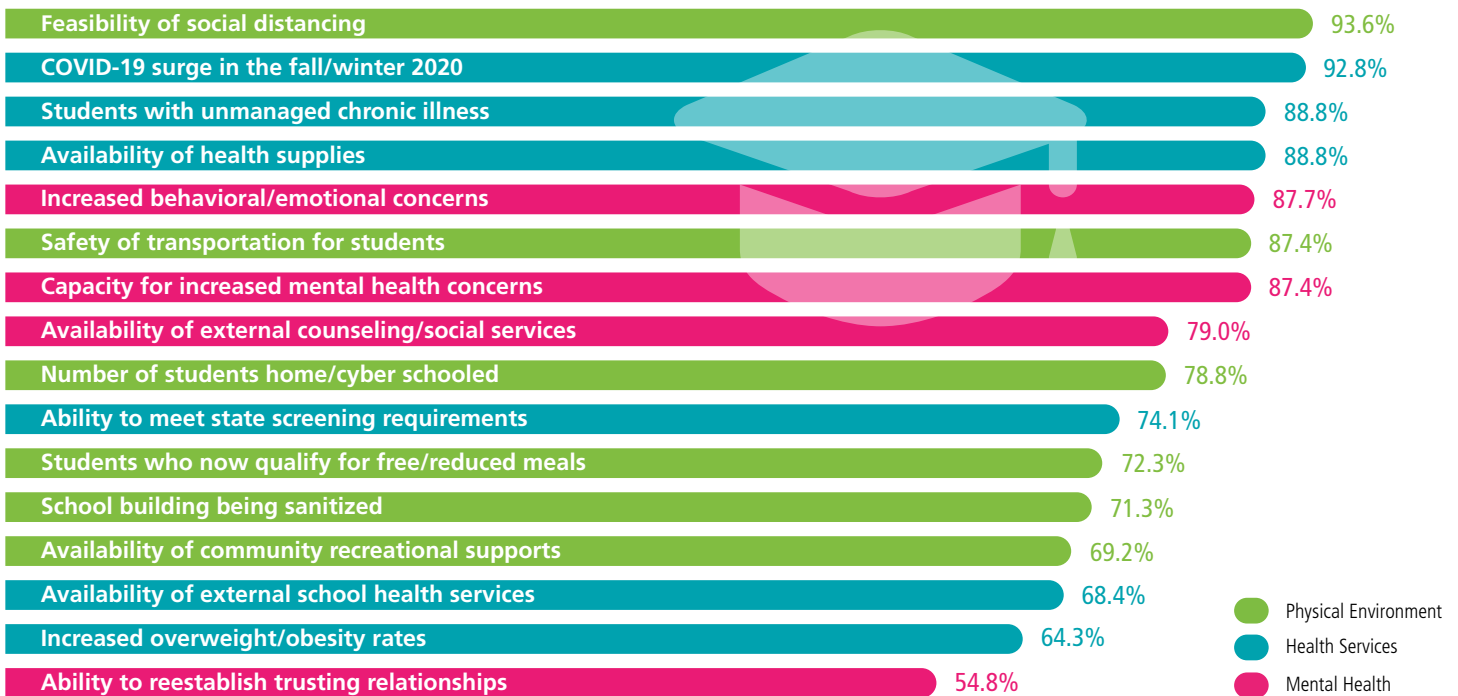
KEY FINDINGS



Results indicated that physical safety measures surrounding COVID and potential resurgence of the virus were the biggest concerns, with mental health needs a close second.

School staff primarily requested resources related to updated school safety policies/procedures (n = 324, 86.4%) and training/professional development for school staff (n = 318, 84.8%). No differences in responses were found relating to concern of in-person instruction by school region, school level, or school locale. Individuals who serve as nurses in the school building showed increased concern regarding safety of transportation and health of students (i.e., ability to meet state screening requirements and availability of health supplies) when compared to those who served other roles. The full survey results and findings will be submitted to ASHA's Journal of School Health.

PERCENT OF TOTAL RESPONDENTS (N=375) WHO REPORTED CONCERN:



SUMMARY AND NEXT STEPS



School staff indicated similar challenges and risk prioritization for return to school regardless of school location or level. In response to requests for policies, procedures and professional development, we gathered resources below addressing physical safety concerns along with mental health and other wellness factors raised as secondary concerns. Once physical logistics are addressed, we anticipate wellness factors (mental health, physical activity, nutrition) will rise to the forefront. It is our hope that as the 2020-2021 school year commences and safety needs are met, this effort will spark continued information sharing in the area of whole school wellness to assist districts nationwide in keeping students and staff fully supported.

1. Education Week is collecting reopening plans, policies and procedures from a sample of school districts around the country. This working list provides resources and tools for districts of varying sizes and reopening plans.

➔ <https://bit.ly/SnapshotPlans>

2. The American Academy of Pediatrics has created guidance and policies for school reopening that foster the overall health of children, adolescents, staff, and communities and are based on available evidence.

➔ <https://bit.ly/Re-EntryGuidance>

3. The Collaborative for Academic, Social, and Emotional Learning (CASEL) supports states, districts and schools to ensure social and emotion learning (SEL) is a priority. The SEL Roadmap is designed to support school leaders and leadership teams in planning for the transition back to school.

➔ <https://casel.org/reopening-with-sel>

4. Recognizing the importance of local education agencies and individual schools to prioritize efforts to address SEL and mental and behavioral health needs, the American School Counselor Association and National Association of School Psychologists (NASP) have created a document with reopening considerations.

➔ <http://bit.ly/SchoolReEntry>

5. Society of Health and Physical Educators (SHAPE) America's 2020-2021 School Reentry Considerations: K-12 Physical Education, Health Education, and Physical Activity guide is intended to assist administrators, staff, and teachers as they prepare an environment for safe and supportive instruction.

➔ http://bit.ly/SHAPE_ReEntry

6. In support of schools' work to keep students and staff safe and supported, ASHA held a day-long, virtual event about Preparing for a New Learning Environment: Considerations in the Era of COVID-19. The recorded sessions are available and the information and resources may be used to plan for the 2020/2021 academic year.

➔ <https://bit.ly/EventRecordings>

7. Penn State PRO Wellness is a non-profit organization with a wealth of wellness resources ranging from school-specific infographics, videos and articles to our recipe portal.

➔ med.psu.edu/prowellness

1. Dutta, Mou, COVID-19 and Impact of School Closures on the Children of the United States; a Point of View with an Empirical Analysis. Available at SSRN: <https://ssrn.com/abstract=3596096> or <http://dx.doi.org/10.2139/ssrn.3596096>



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