



**TANGIPAHOA PARISH**  
SCHOOL SYSTEM  
EST. 1896

**AUGUST 2023**  
**WELCOME BACK TO SCHOOL PLAN**

*Focused on Opening Safely &  
Meeting the Needs of All Our Students*



*Melissa M. Stilley, Superintendent*

**2022-2023**

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## **INTRODUCTION**

Thank you for choosing the Tangipahoa Parish School System (TPSS) for your child's educational journey! We are excited about the upcoming school year and the privilege of educating your child or children.

The well-being of our students and staff is of utmost importance to us. Therefore, TPSS is taking protective measures based on recommendations of medical professionals from the Center for Disease Control, Louisiana Department of Health and Hospitals, as well as guidance from the Louisiana Department of Education in an effort to keep our students and staff safe and healthy. Upon reopening, our facilities will have been cleaned and disinfected, and we will continue to adhere to all necessary safety precautions throughout the school year. We will require employees to maintain safety standards by continuously cleaning and disinfecting based on the guidelines provided by health and safety officials.

The TPSS is committed to excellence! This includes social-emotional learning, working to accelerate learning for all students, and expanding opportunities for students during and after the school day with a focus on STEM.

Please keep in mind that our guidance is fluid and will be adjusted as necessary to align with federal and state guidelines throughout the school year.



## OPERATIONS FOR BACK TO SCHOOL 2023-2024

### CONTINUOUS LEARNING PLAN

In an effort to provide required instruction to students in times of extended school closures, the Tangipahoa Parish School Board shall implement the Continuous Learning Plan, which allows modified operations for continuous learning on a short, medium, or long-term basis. The Continuous Learning Plan shall be posted on the School Board's website. It shall be updated annually by June 30th, and reviewed by stakeholders.

- ***Short-term Modified Operations:*** A significant portion of the students/staff are not able to be on campus for 1-2 days for face-to-face, direct instruction. Continuous Learning expectations may be limited or smaller in scope depending on resource availability (e.g. community is without electricity for two (2) days).
- ***Medium-term Modified Operations:*** A significant portion of the students/staff are not able to be on campus for 3-10 days for face-to-face, direct instruction.
- ***Long-term Modified Operations:*** A significant portion of the students/staff are not able to be on campus for more than ten (1) days for face-to-face, direct instruction. Operations should have more consistency and expectations of routines and instruction.

The Continuous Learning Plan shall include, but not be limited to the following:

1. Technology and connectivity;
2. Student and staff responsibilities;
3. Attendance;
4. Family strategic communication, engagement and support; and
5. Instructional quality

***Remote instruction*** is an educational model in which the student and educator are not physically present in a traditional classroom environment where instruction may be facilitated by the use of computers, technology and the internet.

***Hybrid instruction*** is instruction provided via a combination of face-to-face and remote models.

## **BACK TO SCHOOL INFORMATION**

Other important “Back to School” information may be found on the TPSS website in our new “Family Toolkit”. Please visit the website at <https://www.tangischools.org/> to find important information including answers to the following questions:

*What bus does my child ride?*

*What time does school start and end?*

*Where can I find the supply list?*

*When can I meet my child’s teacher?*

## **HEALTH AND SAFETY STANDARDS FOR SCHOOL OPERATIONS**



### **FACE MASKS**

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Universal indoor mask use is recommended at a high COVID-19 Community Level and when experiencing a COVID-19 outbreak. Anyone who is identified as a close contact to a COVID-19 case should follow the appropriate masking and quarantine guidance.

### **PERSONAL HYGIENE**

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Schools should teach and reinforce proper handwashing to lower the risk of spreading viruses. Hand hygiene should be monitored and reinforced during key times in the day (e.g. before and after eating and after recess). Schools should teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases.



### **WATER FOUNTAINS**

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Students should bring a water bottle with their name on it to school every day. Multiple water fountains at each campus have been retrofitted with water bottle fillers so that students may refill their water bottles throughout the school day.



## **CREATING SAFE AND HEALTHY LEARNING ENVIRONMENTS**

### **MEETING BASIC NEEDS**

#### **PROVIDING SCHOOL MEALS REGARDLESS OF EDUCATIONAL SETTING**

Healthy eating is important for child and adolescent growth, development, well-being, and academic performance. Providing students with meals is a basic need, and children consume as many as half of their daily calories while at school. During the 2023-24 school year, all TPSS students enrolled in our in-person learning program will continue to receive a FREE breakfast, lunch, and in some cases, snacks every day in our schools.

#### **MEETING THE SOCIAL, EMOTIONAL, AND MENTAL HEALTH NEEDS OF STUDENTS**

Our number one purpose is to ensure every TPSS student masters the academic, social, and emotional skills that afford them the maximum opportunities in life. This lofty goal requires all of us to be fiercely focused on best-in-class academics, including high-quality and culturally competent curricula, as well as attending to student, staff, and family well-being.

#### **PROVIDING ALL STUDENTS WITH ACCESS TO A SAFE & INCLUSIVE LEARNING ENVIRONMENT**

**Core Values:** Core Values are fundamental beliefs and aspirational norms on the behaviors embraced by TPSS. These guiding principles are the foundation of a high-performing organization. They help us determine how we operate and help us fulfill our mission. Our values create a shared way of doing our work and, when modeled by adults, show students how to engage with the world.

By following these explicit norms, we create a system where both students and adults create the conditions for learning. When adults and students feel psychologically, emotionally, and physically safe, they learn and grow. Our Core Values are a critical aspect to reaching our goals.

Tangipahoa Parish School System has identified three Core Values we want every citizen of our parish to exhibit every day: *Be respectful. Be compassionate. Be great.* These Core Values will be infused in all aspects of our school system, and we expect adults and students to model our values every day. These Core Values are not only great attributes to have, but are fundamental to the attainment of our goal to be a healthy, high-performing organization.

One of the most important roles in a school system is that of the school-level Principal. Parents entrust their students to the school each day, and that trust includes such things as the academic, emotional, and physical well-being of their child or children. Principals are the academic and cultural leaders of the school and are responsible for creating safe positive environments that reduce the need for using negative behaviors to solve problems. TPSS leaders will consistently implement and monitor systems that ensure ALL students have equitable access to a safe environment, effective teachers, academic support, social support, and educational opportunities.

In Tangipahoa Parish, we are committed to our faculty and staff exhibiting a skillset to promote timeless values and concepts that transcend social and cultural differences in an effort to build and maintain a positive culture and climate to ensure academic achievement for all students. To achieve this vision, we will build capacity in our leaders, teachers, paraprofessionals, and other faculty and staff members to model inward values that influence positive outward actions with students, de-escalate incidents, and increase positive interactions between adults and students as well as students and students.

**Social Emotional Learning (SEL):** Our vision requires Social Emotional Learning (SEL) to be embedded seamlessly in the school day to ensure all adults in our schools focus on equipping students with personal success factors. These factors are fundamental to learning and are the skills students must embrace and exhibit to be productive and successful in our communities and throughout the world.

Social Emotional Learning is just as important as a high-quality Tier 1 Curriculum, and must be part of the school day for students, therefore, the district utilizes a K-12 SEL curriculum to ensure that students' well-being is addressed. Social Emotional Learning impacts school culture, and school culture is key to academic excellence. We cannot reach our full potential as a school district if we do not address and improve our school culture as well as social emotional learning.

We want to understand, directly from students and teachers, how they feel about their own social-emotional learning competencies and support them in their growth. We want to empower district/school leaders with data so they may take action to support students and teachers in building relationships.

We selected "Panorama" as our survey and data collection partner because of the focus on school culture, alignment to the NIET rubric, and because it allows us to gather information at the district, school, classroom, and individual student level from all stakeholders. By asking students and teachers to reflect on Social Emotional Learning (SEL) through online surveys, the district and school can gather actionable data to prioritize support for students and teachers.

**Mental Health Support:** The mental health needs of young people are ever-increasing. The CDC reports 1 in 6 United States children aged 2–8 years (17.4%) have a diagnosed mental, behavioral, or developmental disorder. We believe that early and appropriate access to evidence-based counseling

services is essential to preventing potential negative outcomes such as suspension from school, academic difficulties/retention, alternative school placement, hospitalization, and/or school dropout.

Students have far more needs than academic support only. TPSS believes that the role of school counselor has evolved to become a central and important part of a child's social and emotional development and educational career. The counselor's role has shifted from focusing exclusively on college applications to becoming a key member of the school team, working collaboratively with students, school administration, parents, and guardians to provide evidence-based, data-driven supports.

As TPSS makes significant shifts in its expectations around school climate, cultural sensitivity, relationships and prevention-based measures, we believe that school counselors are pivotal to our overall success. We believe that all students deserve reliable, daily access to a professional and knowledgeable school counselor. We also acknowledge that limited or poor access has a greater impact on students of color, students of lower socioeconomic status, LGBTQ+ students, and students in rural communities - all of which are factors in Tangipahoa Parish.

Every TPSS school has a counselor to provide preventive school guidance lessons, and mental health counselors who provide individual and group counseling services.

We have increased our efforts to provide evidence-based practices and standardize our referral and reporting systems, and created an evidence-based assessment tool for suicide and threat assessments. We have high school counselors who assist students with scheduling, career exploration and college applications, and also provide them with social and emotional supports. Additionally, we have added valuable interventions such as Restorative Justice, Positive Behavior Intervention Support (PBIS), Suicide and Threat Assessments, and Trauma Informed Care.

Through partnerships with RKM Primary Care and Southeast Community Health Systems, all students with diagnosed mental health disorders, regardless of insurance or ability to pay, can be referred for high quality mental health services delivered during the school day. These partnerships address many barriers to accessing mental health treatment for our families including cost, lack of insurance, lack of transportation, and availability of local services.

With the significant increase of school counselors and access to mental health professionals, TPSS has experienced reductions in disciplinary incidents, out of school suspensions, expulsions, and truancy. We feel there continues to be a need for preventative, whole school social and emotional intervention and would like to embed a full-time school counselor into the team at each school in the parish.



**Community Circles - A Restorative Practice:** Restorative Practices are a cultural shift in thinking and response. It's shifting away from thinking about the infraction or violation, who committed the violation, and the punishment to be rendered because of the violation, to thinking about the harm that was done or rule that was violated, or whether there was a dispute, disagreement, or conflict, and how to address the incident to repair the harm and meet the needs so that relationships and communities may be repaired and restored.

At TPSS, restorative practices start with the initial school climate of engaging and building relationships throughout the school. *Community Circles*, a circle discussion on various topics, may be used to help create an environment of trust where the teacher and student may dialogue about their cares, concerns, and crises. During this time, the victim and offender, along with witnesses and a facilitator, will have a respectful discussion in a manner that will allow them to achieve results and a resolution. "Community Circles" give students an opportunity and environment where they may express their emotions and feel accepted, helping them flourish academically, socially, and emotionally.

When faculty and staff recognize the needs and obligations of students, understanding the impact of the harm caused to the victim and offender leads to a school climate of unity and respect. In turn, this reinforces positive relationships that are essential to a strong community and school climate.

Each principal, assistant principal, disciplinarian, and counselor should learn and practice the conflict resolution component of mediating and asking the victim, offender, and any necessary witnesses about the incident. All teachers should implement the concept of "Community Circles" in some manner. This may be implemented as an extension to the lesson or an opportunity to create an initial contact/discussion with the group, i.e., morning or afternoon discussion prior to starting class, and may be done on a daily or weekly basis.

**Safe and Inclusive Learning Environments:** Each school is expected to promote a positive school culture and climate that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavior supports, as well as meaningful opportunities for social-emotional learning. School staff members are responsible for addressing inappropriate student behaviors that disrupt learning. Administrators, teachers, counselors, and other school staff are expected to: 1) engage all students in intervention and prevention strategies that address behavioral issues; and 2) discuss these strategies with the student and his or her family.

In the classroom, teachers are trained to use a variety of academic and behavioral techniques, interventions, and approaches to achieve an optimal learning environment, and to support students academically, socially and emotionally. Interdisciplinary teams that include support staff (such as guidance counselors) are a part of every school. These teams meet on a regular basis to devise and implement strategies to address specific issues encountered by "at-risk" students.

When a teacher recognizes an individual student is struggling to learn the standard curriculum or having difficulty maintaining appropriate behavior in the classroom, the student is referred to the Student Assistance Team (SAT). The SAT is a group made up of the student's school administrator, a current teacher, and other appropriate professional staff (such as the school counselor, social worker, or speech pathologist) who meet to identify root causes, solve problems, and find highly effective interventions to meet the student's needs. SAT meetings for those students who need additional support are held more frequently. Continuous family communication is vital in order for all parties to stay abreast of the intervention plan and the student's progress.

TPSS is committed to a comprehensive, proactive, research-based approach to foster the wellbeing of all students by utilizing the following strategies:

*Parent/Family Outreach*

*Student Assistance Team (SAT)*

*Social Skills Coaching*

*Social Emotional Learning*

*Conflict Resolution*

*Community-based Organizations*

*Counseling*

*Data Review*

*Mentoring*

*Restorative Practices*

Ninety percent of student behavior incidents and misconduct can be prevented by the use of positive strategies that include a range of progressive, age-appropriate interventions and supports, and disciplinary responses. Through the use of a range of intervention and prevention strategies that engage students and give them a sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies. This can reduce suspensions and expulsions.

**Positive Behavior Intervention and Support (PBIS):** PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. Schools that proactively define, teach, and support appropriate student behaviors create safe, positive school environments. TPSS believes we can effectively teach (and reteach) appropriate behavior to all children by intervening early before problematic behaviors escalate, and when interventions are more successful. Using a multi-tiered model, we are able to match behavioral resources with student needs.

In the past, PBIS was closely associated with sanctions and a reward system of tickets, prizes, stores, etc., and viewed as a separate plan schools were required to write. We no longer see PBIS that way. Instead, we recognize that PBIS is a whole school "Response to Intervention" for behavior mindset. PBIS is not a separate initiative, and we have made significant strides to incorporate these strategies into our SAT Team process as well as embed these practices in our leader and teacher professional development training and evaluation tools.

PBIS is the umbrella under which all of the multi-tiered behavioral and emotional supports fall. These supports are evidence-based, tailored to the needs of each student, and work in concert with each other to support students in their social, emotional, and academic growth.

**Inclusive Learning Environment:** Students with disabilities should be provided equitable access to rigorous instruction through an inclusive learning experience. An inclusive environment where students with disabilities are educated alongside students without disabilities maximizes the degree to which students with disabilities receive a high-quality education. When students with disabilities are segregated, they are often taught a less challenging curriculum that does not prepare them to succeed in school and life.

At TPSS, we strive to eliminate the things that separate our students with disabilities from the general student population. The following changes have been made:

- All teachers, including special education teachers, attend Tier 1 curriculum training, so that all students, including students with disabilities, receive instruction from teachers well-versed in the Core Curriculum.
- All teachers, not just special education teachers, attend professional development designed to orient teachers to the fundamental shifts of supporting diverse learners. These sessions focus on how to support diverse learners through small group instruction, making responsible modifications to meet specific student needs, and understanding foundational research and theory related to instruction for students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds.
- All classes are inclusion classes. All students, including students with disabilities, must be exposed to Tier 1 Curriculum. Students with IEPs may not be pulled out for services during Core instruction lessons. Special education teachers and paraprofessionals may support students with disabilities during Core instruction time to provide necessary services. Pull-outs may only happen during non-Core instruction time.

## **ADDRESSING LOST INSTRUCTIONAL TIME**

### **ACCELERATING LEARNING THROUGH INSTRUCTIONAL APPROACHES, TUTORING AND EXPANDED LEARNING TIME**

**Core Curriculum and Instruction:** Tangipahoa Parish School System is committed to providing our teachers and students with high quality curricular materials that assess each student's proficiency against rigorous standards that are unbiased, accessible to all students, and support our students in understanding the perspectives and cultures of others. Our commitment extends to providing teachers with high quality professional development, resources, and materials to support implementation.

To reach this goal we have:

- Incorporated complex and diverse texts that support the state shift of being inclusive and advancing the Louisiana State Standards into the Core Curriculum across all grade levels and content areas.
- Utilized collaboration as a best practice in our district to support the implementation of curriculum and strengthen instruction.

- Each school, through the planning and data analysis of their Instructional Leadership Teams, is required to hold weekly collaboration time for teachers by grade level and/or content area to strengthen and deepen teacher knowledge of the standards. Teachers are expected to analyze student work from all student groups and share findings to support one another in refining instructional practices.
- The protocols for collaboration time are reinforced through monthly collaborative Principal Cadre Meetings.
- Utilize a high quality curriculum for interventions for students.

**Summer Camps:** During the summer of 2023, TPSS provided the opportunity for over 2,000 students in grades 2-7 to attend free Summer Camps at our schools throughout the parish. Students received instruction in reading, writing, and arithmetic. In addition, there were classes for social emotional learning, art, music, foreign language, physical education and STEM. Transportation and meals were provided to participants. Pre and post assessments were given to measure student progress and achievement.

**Accelerate Learning:** “Accelerate” is a just-in-time tutoring model that focuses on identifying, celebrating, and building upon the assets students bring to the learning experience. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge.

Acceleration is accomplished when teachers focus on looking forward through the provision of just-in-time supports that ensure readiness to engage with grade-level content by building knowledge and connecting it to skills in current lessons. When teachers accelerate learning, they diagnose where students are on their path to mastery and put students on a fast track to accessing on-grade-level content instead of delaying it through remediation.

ACCELERATION IS	ACCELERATION IS NOT
<ul style="list-style-type: none"> <li>✓ Achieved through tutoring, or extra time, that supports students in building the knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum.</li> <li>✓ A type of intervention.</li> <li>✓ Proactive, deliberate action planning.</li> <li>✓ Targeted and individualized for students based on their specific needs as gathered from diagnostic and formative data collected as students engage in the work of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Speeding up teaching or compressing content.</li> <li>✗ Teaching skills in isolation from current, grade-level learning.</li> <li>✗ Grade retention or skipping.</li> <li>✗ A substitution for more intensive interventions students might also need.</li> <li>✗ Computer programs, workbooks, or test preparation.</li> <li>✗ Boot camp or reteaching of previous grade skills at the beginning of the school year.</li> <li>✗ Utilizing resources or programs that are disconnected from the high-quality curriculum.</li> <li>✗ Determined only through standards-based assessing and reporting absent of high-quality curriculum embedded assessments.</li> <li>✗ Grouping students by perceived ability.</li> </ul>

**After School Programs:** In addition to Summer Camp and accelerating learning through instructional tutoring during the school day, our elementary schools will offer after school programs starting after

Labor Day. Students will have opportunities to improve their basic reading, writing, and math skills along with STEM activities. High Schools will be able to offer students opportunities after school to assist all students, both college and career pathways, to gain workforce credentials to help secure high wage jobs after graduation.

Student Assistance Teams (SAT): Students who continue to struggle after whole group Tier I and “Accelerate” interventions will be referred to the Student Assistance Team (SAT) for specialized plans and deeper interventions that may include accommodations to further support student growth. The standing members of the SAT consist of at least the principal/designee, the SAT Chairperson, and the classroom teacher. The parent/guardian of the student is invited to SAT meetings.

This team will meet to review and analyze all relevant student data (academic, behavioral, attendance, grades, benchmark assessments, standardized test scores, etc.), and determine options available to meet the needs of the student and track student progress until the student is on grade level or is referred to the Pupil Appraisal Team after all interventions have been exhausted. Teachers and parents may request a SAT meeting for the student.

### SUPPORTING EQUITABLE ACCESS AND EFFECTIVE USE OF TECHNOLOGY

Before COVID-19, schools across the country were at different stages in learning how to leverage technology to support teaching and learning. However, COVID-19 required a sudden and complete shift to hybrid and remote learning for most schools. As schools continue to reopen and look beyond COVID-19, technology will continue to play an important role in instructional design and learning both in and out of the classroom. As we work to move forward from the current crisis-driven use of technology, we should continue the work of supporting educators in learning how technology can be effective.

The traditional education model of attending a school building every day may not always be the most viable option for all students. Students who are out of school for short or long periods of time due to health issues, family situations, disciplinary actions, or other reasons often fall behind their classmates and require a more flexible learning environment to maintain academic progress.

Tangipahoa Parish School System has implemented a 1:1 device program for all students, PreK-12, to ensure students have access to academic materials when outside of a traditional education model. In order to close instructional gaps that occur due to short and/or long-term absences, TPSS offers virtual courses as an alternative to attending school traditionally. This suite of high-quality virtual content for our core subjects in PreK-8, as well as the high school LEAP 2025 subjects, follows the same pacing guide in order for students to transition as needed between the traditional and virtual models.

In addition, many of our households in rural parts of the parish do not have access to high speed internet. The TPSS utilizes a variety of resources to assist families in accessing connectivity.

## **USING DATA ABOUT STUDENTS' OPPORTUNITY TO LEARN TO HELP TARGET RESOURCES AND SUPPORT**

TPSS schools work to ensure a physically safe learning environment, and just as urgently to understand students' social, emotional, mental health, and academic needs and identify strategies to address those needs. Data on student performance, as well as data on the context for that performance, can help to fully understand student needs, strategies to address them, and how best to target resources. Measures include: chronic absenteeism rates; discipline rates, including in-school and out-of-school suspension (including multiple suspensions and length of suspensions), and expulsion rates; data from student, staff, and family surveys; and the ratio of students to nurses, counselors, social workers, and psychologists, and access to integrated support services.

**The Importance of Attendance at School:** Poor attendance can influence whether children are able to read proficiently by the end of third grade or whether they are held back a grade. By sixth grade, chronic absenteeism becomes a leading indicator that a student will drop out of high school. Students who improve their attendance rate have a much greater chance of achieving academic success and graduating from high school prepared for college or the workforce. Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others, often for reasons beyond their control, i.e. unstable housing, unreliable transportation, lack of access to healthcare services, etc. Attendance rates improve when schools:

1. Engage students and parents in positive ways;
2. Use proactive strategies to deal with excessive absenteeism; and
3. Provide mentors for chronically absent students.

Moving forward, our approach to solving attendance issues will include the following three-tiered process built upon good foundational supports in every school:

**Tier 1:** Represents universal strategies to encourage good attendance for all students:

- District-wide Attendance Awareness Campaign;
- Clear, concise and consistent communication about schedules and expectations;
- Predictable daily/weekly routines, rituals and celebrations;
- Community building to create belonging and connection;
- Taking attendance in a caring manner;
- Personalized outreach and communication to families when students are absent;
- Recognition of good and improved attendance;
- Individual wellness check and connectivity assessments;
- Facilitate access to food, health/telehealth and supports for other basic needs; and
- Regular monitoring of attendance data to activate supports and identify trends.

**Tier 2:** Provides early intervention for students who need more support to avoid chronic absence:

- Using absenteeism data to activate targeted supports;
- Monthly review of attendance data with Principals to highlight successes and lessons learned;
- Virtual/physically distanced family meeting or home visit when absences add-up;
- Individual attendance plan developed with families and students;

- Additional tech support and training for families and students;
- Mentoring (in-person and virtual);
- Tailored physical and mental health supports; and
- Prioritizing participation in expanded learning.

**Tier 3:** Offers intensive support for students facing the greatest challenges to getting to school:

- Intensive outreach to locate the student and his/her family and assess the situation; and
- Coordinated case management with multiple systems, including child welfare, mental health, health, housing/homelessness and as a last resort, juvenile justice.

## **SUPPORTING EDUCATOR AND STAFF STABILITY AND WELL-BEING**

### **STABILIZING A DIVERSE AND QUALIFIED EDUCATOR WORKFORCE**

Our people are our most significant resource. To recruit, select, train and evaluate high caliber professionals across the district requires a systemic approach that infuses our Core Values and prioritizes our students' needs. Research shows that students benefit from lessons where their cultures and perspectives are encouraged and from having teachers who share their race and gender. To better mirror the makeup of its classrooms, TPSS is expanding recruitment sourcing, realigning the selection process, and investing in a robust portfolio of teacher preparation options that provide multiple pathways into the classroom. To attract a diverse array of teachers, TPSS has deepened its recruiting efforts to diversify our teaching staff as follows:

- We changed our selection practices and trained our recruiters to focus more heavily on a candidate's experience with similar school populations and alignment to our Core Values in order to better assess their potential for success at TPSS.
- We created "Teach Tangi", a robust alternative certification program, and a new teacher orientation that prepares new teachers in our Core Values, our approach to educating our students, and our discipline procedures and expectations in order to give them the best opportunity to be successful.
- We encourage and invest in our paraprofessionals to give them a pathway to becoming teachers.

Highly effective schools have highly effective teachers and leaders who are evaluated on rubrics that support growth in all aspects of the learning environment that directly impact student achievement. Previously, the Tangipahoa Parish School System's Principal rubric was very limited and focused primarily on operational items more so than instructional leadership, school culture, cultural responsiveness, and discipline.

Starting in the 2020-21 school year, we adopted the NIET rubric for evaluating Assistant Principals and Principals. We selected this rubric because it directly aligns to our Core Values and holds us accountable for hiring, developing, and retaining leaders who fit all aspects of what is necessary to lead our schools including:

- School mission, vision, and strategic goal setting;

- Instructional leadership;
- Capacity building;
- School environment/community and campus climate;
- Ethics and integrity; and
- School operations/management.

Our initial pilot showed us that this rubric directly supports principals in improving student achievement, supporting teachers, and ensuring equitable learning in a supportive, culturally responsive learning environment. The NIET Principal rubric works in conjunction with the NIET Teacher rubric and reinforces its utility by making teacher effectiveness data a core component of Principal and Assistant Principal evaluations.

We have invested heavily in training and annual certification for Assistant Principals who evaluate teachers, and Principal Supervisors who evaluate Principals and Assistant Principals to ensure evaluators are well-versed in the rubric, and to ensure we are consistently and fairly evaluating our school staff throughout the district.

Capacity building efforts that are sensitive to the particularities of local culture and context, lead to more inclusive and equitable approaches which fosters personal connections to the community and students. High quality, rigorous training, coaching, and feedback based on Core Values, empowers teachers to build trusting relationships, respectfully redirect students, individualize their teaching approach, and implement restorative practices for behavior modification.

In addition to our new teacher orientation and ongoing professional development at the school and district level, TPSS is investing in layers of support for teachers, principals, and all employees:

- New teachers are provided with mentors who check-in on their acclimation to TPSS and support their individual development. In addition, monthly curriculum facilitators expand on topics covered during the summer orientation.
- All teachers have access to an increased number and variety of optional professional development opportunities.
- Assistant Principals are supported through monthly capacity building trainings that highlight how to use the National Institute for Excellence in Teaching (NIET) rubric to support classroom environment and ensure the high-quality Tier I Curriculum is being utilized properly.
- All Principals receive an outside coach to supplement the support from their supervisor.
- All employees, regardless of their current position, have a pathway for advancement. Advisory committees and periodic surveys allow staff to provide feedback to district teams on how the Central Office can better meet staff needs.



**SUPPORTING EDUCATOR AND STAFF WELL-BEING (See attached flier.)**

TPSS wants to understand, directly from employees, how they feel about their own social-emotional learning competencies and support them in their growth. We want to empower district/school leaders with data so they may take action to support students and teachers in building relationships.

“Panorama” was selected as our survey and data collection partner because of the focus on school culture, alignment to the NIET rubric, and because it allows us to gather information at the district, school, classroom, and individual student level from all stakeholders. By asking students and teachers to reflect on Social Emotional Learning (SEL) through online surveys, the district and school can gather actionable data to prioritize support for students and teachers.

## TANGIPAHOA PARISH SCHOOL SYSTEM POINTS OF CONTACT

- **Superintendent**
    - Melissa M. Stilley [melissa.stilley@tangischools.org](mailto:melissa.stilley@tangischools.org)
  - **Local Education Agency Systems**
    - Melissa M. Stilley, Superintendent [melissa.stilley@tangischools.org](mailto:melissa.stilley@tangischools.org)
  - **Department of Health & Hospitals**
    - Ronald Genco, Assistant Superintendent [ronald.genco@tangischools.org](mailto:ronald.genco@tangischools.org)
  - **Transportation**
    - Ronald Genco, Assistant Superintendent [ronald.genco@tangischools.org](mailto:ronald.genco@tangischools.org)
  - **Student Services**
    - Gary Porter, Director [gary.porter@tangischools.org](mailto:gary.porter@tangischools.org)
  - **Human Resources**
    - Gavin Vitter, Director [gavin.vitter@tangischools.org](mailto:gavin.vitter@tangischools.org)
  - **Governor's Office of Homeland Security and Emergency Management (GOHSEP)**
    - Jeffrey McKneely, Chief Financial Officer [jeffrey.mckneely@tangischools.org](mailto:jeffrey.mckneely@tangischools.org)
  - **Core Academics**
    - Marquita Jackson, Director of Academics [marquita.jackson@tangischools.org](mailto:marquita.jackson@tangischools.org)
  - **Child Nutrition**
    - Kendra Reed, Director [kendra.reed@tangischools.org](mailto:kendra.reed@tangischools.org)
  - **Students with Disabilities**
    - Rachel DiBenedetto, Coordinator [rachel.dibenedetto@tangischools.org](mailto:rachel.dibenedetto@tangischools.org)
  - **Technology**
    - Michael Diaz, Director [michael.diaz@tangischools.org](mailto:michael.diaz@tangischools.org)
  - **Facilities**
    - Terry Vallarautto, Director of Operations [terry.vallarautto@tangischools.org](mailto:terry.vallarautto@tangischools.org)
  - **COVID-19 Concerns to District Leadership** [covidconcerns@tangischools.org](mailto:covidconcerns@tangischools.org)
- 

Parents, guardians, and employees are strongly encouraged to access the most current information regarding the opening of school and school operations through the following:

- Teacher, student, and/or parent email\*;
- District website ([www.tangischools.org](http://www.tangischools.org));
- Social media platforms (<https://www.facebook.com/tangischools>);
- Social media platforms for individual TPSS schools;
- Electronic Parent Newsletter; and/or
- Parent Command Center (grades Pre-K-12).

*\*Please be sure the school has your correct contact information (email address and phone number.*



# Interface Behavioral Health



**Your EAP** Tangipahoa Parish School Board provides an **Employee Assistance Program (EAP)** benefit that is available to you, your spouse and dependents under the age of 26. The EAP is available to assist you and your family with personalized consultation and referral services.

### What exactly is an EAP?

An EAP is one of the most effective ways to identify and address personal problems. Through the EAP, you can access convenient and confidential services at no cost to help you and your family reach your personal and professional goals.

### How does your EAP work?

When you call your EAP, you will be connected with an experienced EAP professional who will help to identify your concerns and match you with the right support. Your EAP can assist with many common concerns such as:

- + Stress management
- + Legal consultations
- + Financial management
- + Depression/anxiety
- + Relationships and communication
- + Grief/loss
- + Substance use
- + Career development
- + Life phase adjustments
- + Child/elder care
- + Healthy living

### What does your EAP provide?

✓ **Counseling Services** are available for employees and their immediate family members to access three in-person or teletherapy counseling sessions with a licensed therapist in the area. Sessions are provided per problem, per family, per provider, per plan year. If longer-term care is needed, Interface Behavioral Health will assist individuals to access community referrals and any available mental health network.

✓ **Legal Services** under your benefit include a free 30-minute consultation with an attorney in any specialized area, a free simple will kit, up to six pages document review, simple resolution letters and/or phone calls on your behalf and up to a 25% discount off an attorney's normal hourly rate. You have access to three 30-minute consultations per family, per plan year.

✓ **Financial Counseling** and planning are also available, with access to resources that can assist in consolidating debts, identity theft planning/solutions, financial planning, retirement planning and access to licensed Financial Planners. You have access to three 30-minute consultations per family, per plan year with a financial advisor.

✓ **Online Work/Life Resources** are available, including access to unlimited self-help tools on work/life resources that are available to all employees and family members. These resources cover a variety of topics including childcare, elder care, school/college resources, adoption assistance, pet care services and access to additional educational materials and calculators.

✓ **Online Wellness Resources** are available, including access to weekly wellness lessons on a variety of topics such as stress less, healthy weight, women's health, back pain management, eating healthy and men's health. Also provided are quarterly wellness webinars on topics such as: Sitting is the New Smoking, The importance of Sleep, Workplace Workouts, Eating healthy on The Go and Stress Management.

**Member site:** [www.4eap.com](http://www.4eap.com)  
**Username:** TPSB  
**Password:** B77

### Private and confidential referrals

The EAP is a **free** and **confidential** program. Your personal information is kept confidential in accordance with federal and state laws. No one will know you have accessed the program's services.

Crisis Counselors  
**24/7**

*For free and confidential assistance, contact your Employee Assistance Program.*

4eap.com  
800-324-4327

Se Habla Español  
800-324-2490

*Your employer has contracted with Interface Behavioral Health to provide you with an Employee Assistance Program.*

# COPING WITH A DISASTER OR TRAUMATIC EVENT



## Steps To Care For Yourself

**Focus on self-care.** A natural disaster can deplete you physically as well as emotionally. Self-care is integral to emotional and physical health. Caring for your body, mind, and spirit can increase your ability to cope with trauma. Make sure you eat well, get enough sleep, and exercise.

**Talk about the effect of the natural disaster.** Share your feelings with others, or at the very least, find some way to express your emotions. A natural disaster can result in strong feelings of anger, anxiety, and sadness.

**Try to establish a schedule.** A natural disaster can greatly disrupt your regular schedule increasing the extent to which your life feels chaotic and out of control. Coming up with a daily, structured schedule can help you establish a sense of predictability and control.

**Limit other sources of stress in your life.** Although you may have little control over other sources of stress in your life, try to limit the extent to which you make major decisions or life changes. Your most important task following a natural disaster is getting your life and emotions back in order.

**Avoid too much exposure to news.** Take breaks from watching, reading, or listening to news stories. Be aware that there may be rumors during a crisis, especially on social media.

Everyone who lives through a disaster or traumatic event is touched by the experience. If you are separated or far away from family and friends during a disaster, you can feel even more stress and anxiety. Such events can threaten our sense of control and safety and can affect many aspects of our lives. Even if we learn that our loved ones are safe, some of the emotional impact of the experience can linger. Not recognizing that we are under stress, or not managing that stress, can impact our physical and mental health.

It is important to recognize that it is very normal to experience PTSD-like symptoms in the aftermath of a traumatic event.

Follow these tips for support during recovery.

## How to Help Your Children

### Talk with them

- Share age-appropriate information
- Reassure them
- Address questions

### Set a good example by taking care of yourself

- Limit exposure to media and social media coverage of event

## Common Signs of Distress

- Feelings of fear, anger, sadness, worry, numbness, or frustration
- Changes in appetite, energy, and activity levels
- Difficulty concentrating and making decisions
- Difficulty sleeping or nightmares
- Physical reactions, such as headaches, body pains, stomach problems, and skin rashes
- Worsening of chronic health problems
- Increased use of alcohol, tobacco, or other drugs

Seek help if you or a family member are experiencing these stress reactions. Your EAP is a confidential benefit that can help connect you with the right support at no cost.

**Your EAP is here to help.**

Call your EAP today!  
800-324-4327  
Español 800-324-2480  
info@ieap.com  
4eap.com

Crisis  
Counselors  
24/7



**Interface  
Behavioral  
Health**

ieap.com

# Tangipahoa Parish School Board **EMPLOYEE ASSISTANCE PROGRAM**

Confidential Services for All Employees and Dependents at No-Cost

## **Employee Assistance Program**

- Employee and dependents can access up to 3 in-person/teletherapy sessions per issue, per family, per provider, per plan year
- Network of qualified/licensed professional therapists in your area
- Access to legal and financial consultations
- Online work/life resources and support
- Online health and wellness self-help tools and resources
- Online Cognitive Behavior Therapy

## **Advantages**

- Referrals to therapist that fit your needs and special requests
- Assistance with a new referral if not satisfied with initial therapist after 1 session. All 3 sessions will be available for new referral.
- Routine non-urgent appointments scheduled within 3 days
- No claims/payments for services
- Access to a Crisis Counselors 24/7 (after hours automated system –Option 7)

## **How do I Access the Program**

- Call Interface Behavioral Health Monday—Friday, 7:30am-6:00pm CT
- Visit the member site and submit an online request (response within 24hours,M-F)



**Interface  
Behavioral  
Health**

800-324-4327

Member website [www.4eap.com](http://www.4eap.com)

Username: TPSB

Password: B77



# Interface Behavioral Health



Dear Member,

Effective September 1, 2021, Tangipahoa Parish School Board has adopted a new Employee Assistance Program (EAP) benefit through Interface Behavioral Health. Under your new EAP, access is available for in-person or teletherapy counseling, free consultations and services provided by professional attorneys and financial advisors, and access to online resources for work/life balance and wellness. The EAP benefit is available to you, spouse and dependents under the age of 26. The EAP will provide you and your family access to a comprehensive network of providers with expertise in areas such as:

- Relationships/Communication
- Stress
- Depression
- Grief/Loss
- Anxiety
- Substance use
- Career development
- Work-related problems
- Life transition
- Legal resolution letters/phone calls on your behalf
- Child/Adolescent issues
- Debt consolidation counseling
- Identity theft planning/solutions
- Parent-Child conflict

### Highlights of the new EAP:

- Dedicated Care Coordinators available to assist with the right referral for services
- Simplified access and referral process
- Website information and access to benefits
- Exclusive nationwide network of 8,000+ providers
- Access to Crisis Counselors 24/7 (after hours option 7)
- Confidential Services
- No-Cost to you or your family

To begin the referral process or if you have any questions about your benefits, give us a call.

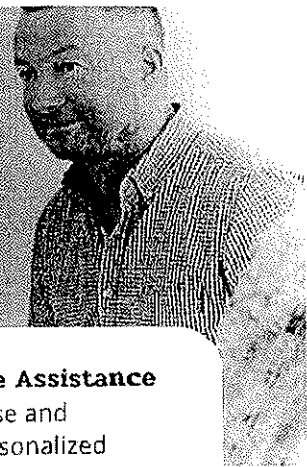
We are here to help you and your family get connected with the right support.

**Access services under your EAP, today!**

Call to speak to your care coordinator, 800-324-4327  
(Espanol 800-324-2490) or email [info@ieap.com](mailto:info@ieap.com).

Visit our Member resource site.  
[www.4eap.com](http://www.4eap.com)

Crisis  
Counselors  
24/7



# Your EAP

Tangipahoa Parish School Board provides an **Employee Assistance Program (EAP)** benefit that is available to you, your spouse and dependents under the age of 26. The EAP is available to assist you and your family with personalized consultation and referral services.

### What exactly is an EAP?

An EAP is one of the most effective ways to identify and address personal problems. Through the EAP, you can access convenient and confidential services at no cost to help you and your family reach your personal and professional goals.

### How does your EAP work?

When you call your EAP, you will be connected with an experienced EAP professional who will help to identify your concerns and match you with the right support. Your EAP can assist with many common concerns such as:

- + Stress management
- + Legal consultations
- + Financial management
- + Depression/anxiety
- + Relationships and communication
- + Grief/loss
- + Substance use
- + Career development
- + Life phase adjustments
- + Child/elder care
- + Healthy living

### What does your EAP provide?

✓ **Counseling Services** are available for employees and their immediate family members to access three in-person or teletherapy counseling sessions with a licensed therapist in the area. Sessions are provided per problem, per family, per provider, per plan year. If longer-term care is needed, Interface Behavioral Health will assist individuals to access community referrals and any available mental health network.

✓ **Legal Services** under your benefit include a free 30-minute consultation with an attorney in any specialized area, a free simple will kit, up to six pages document review, simple resolution letters and/or phone calls on your behalf and up to a 25% discount off an attorney's normal hourly rate. You have access to three 30-minute consultations per family, per plan year.

✓ **Financial Counseling** and planning are also available, with access to resources that can assist in consolidating debts, identity theft planning/solutions, financial planning, retirement planning and access to licensed Financial Planners. You have access to three 30-minute consultations per family, per plan year with a financial advisor.

✓ **Online Work/Life Resources** are available, including access to unlimited self-help tools on work/life resources that are available to all employees and family members. These resources cover a variety of topics including childcare, elder care, school/college resources, adoption assistance, pet care services and access to additional educational materials and calculators.

✓ **Online Wellness Resources** are available, including access to weekly wellness lessons on a variety of topics such as stress less, healthy weight, women's health, back pain management, eating healthy and men's health. Also provided are quarterly wellness webinars on topics such as: Sitting is the New Smoking, The Importance of Sleep, Workplace Workouts, Eating healthy on The Go and Stress Management.

**Member site:** [www.4eap.com](http://www.4eap.com)  
**Username:** TPSB  
**Password:** 877

### Private and confidential referrals

The EAP is a **free** and **confidential** program. Your personal information is kept confidential in accordance with federal and state laws. No one will know you have accessed the program's services.

**Crisis Counselors 24/7**

*For free and confidential assistance, contact your Employee Assistance Program.*

4eap.com  
800-324-4327

Se Habla Español  
800-324-2490

*Your employer has contracted with Interface Behavioral Health to provide you with an Employee Assistance Program.*



## Employee Assistance Program (EAP)

**What is an EAP?** The EAP is a program designed to help you and your family identify and resolve challenges you may be facing.

- + Can help connect with a professional licensed therapist in your area for In-Person Therapy or Tele-Therapy.
- + Assist with free consultation, referrals and resources for legal support
- + Connect you with a financial advisor for credit counseling and management services
- + Online resources for work/life and family caregiving
- + Online resources and tools for healthy living

### ***No-Cost, Convenient and Confidential***

EAP Benefits are:

**Voluntary:** You decide when to use the program's services.

**Confidential:** Your personal information will not be shared with your employer or anyone in your family. Only you know when you call for assistance.

**Convenient:** EAP offers services with professional providers with offices nationwide. Services can be accessed through In-Person Therapy or Tele-Therapy.

**No-Cost:** Services under the EAP are available to you, your spouse/partner and your dependents under the age of 26 at no-cost.



### **The EAP Supports**

- Relationships
- Family Issues
- Stress
- Depression
- Life Phase Adjustments
- Work Related Concerns
- Substance Use
- Anxiety
- Legal Consultations
- Healthy Living
- Loss and Grief
- Financial Management
- Coping with Trauma
- Career Development
- Child/Elder Care
- Free Simple Wills
- Debt Consolidation
- Identity Theft

**Access services under your EAP, today!**  
Call to speak to your care coordinator, 800-324-4327  
(Español 800-324-2490) or email [info@ieap.com](mailto:info@ieap.com).

Visit our Member resource site,  
[www.4eap.com](http://www.4eap.com)

Crisis  
Counselors  
**24/7**





**EMPLOYEE ASSISTANCE PROGRAM - OUTLINE OF BENEFITS FOR MANAGEMENT**

**EAP SERVICES OVERVIEW: SELF ACCESS BY PARTICIPANTS**

**A. Counseling Services**

1. 3 sessions per issue, per family, per plan year, per provider
2. All sessions provided in-person or via teletherapy with licensed clinicians
3. New referrals provided after 1-2 sessions if the initial provider is not a good fit
4. A nationwide network of providers
5. No cost to participants

**B. Legal Services**

1. No cost 30-minute consultations (up to 3 per plan year)
  2. In-person or telephone/virtual session
  3. Almost any legal issue or question (criminal, civil, wills, letter review, immigration support)
- \*Exceptions: Suits against the employer, sideline business*

**C. Financial Services**

1. No cost 30-minute consultations (up to 3 per plan year)
  2. In-person or telephone/virtual session
  3. Support by financial counselors on any financial need (financial planning, debt management, retirement, credit counseling, identity theft prevention)
- \*Exceptions: Monetary assistance, advice on specific investment/firm to hire*

**D. Online Work/Life and Wellness Resources at [www.4eap.com](http://www.4eap.com)**

1. Online Work/Life Database: Resources for childcare, elder care, pet care, adoption, relocation services and school resources
2. Online Wellness: Self-help support through wellness lessons and webinars, diet and exercise, smoking cessation, fitness and eating healthy

**E. 24/7 Crisis Support and Intervention**

1. Crisis counselors available for participant support (connected over the phone with a crisis counselor)
2. Onsite support in response to critical incidents as requested by management

**F. Eligibility**

1. Employee, spouse and dependents under the age of 26

**CRISIS COUNSELING 24/7**

(IF CALLING AFTER HOURS, PLEASE PRESS OPTION 7 THROUGH AUTOMATED SYSTEM FOR CRISIS SUPPORT)

**MANAGEMENT SUPPORT**

**A. Unlimited HR/supervisor consultations**

**B. Support using the EAP to address work performance issues—mandated referrals**

**C. Onsite support in response to a critical incident or grief debriefing**

**D. Promotional materials available to assist in promoting the EAP**

**E. EAP Orientations for employees outlining all the benefits available to them and their family\***

**F. Trainings for Supervisors/Managers on EAP benefits available to employees and using the EAP as a tool to address work issues**

*\*Charges may apply if there are no hours under contract*

**CONFIDENTIAL PROGRAM**

**A. Confidential services—HIPAA compliant**

1. Interface Behavioral Health follows all applicable HIPAA regulations and will not disclose information regarding a participant's use of the EAP program.
2. Exceptions
  - As required by law/Duty to Warn
  - With a signed Release of Information



## Employee Assistance Program Tips for Managers/Supervisors

SITUATION	WHAT TO DO	WHERE TO CALL
<p><b>Critical Incident</b> Tragedy has impacted employees; sudden death or other traumatic loss, work-related accident, natural disaster, other</p>	<p>Call your HR Department to review requesting onsite/virtual support</p>	<p>Call your HR Department</p>
<p><b>Employee is in emotional distress (non-emergency)</b> An employee has expressed that they are struggling to deal with an issue/express harm to self *In case of an emergency, call 911 or local emergency personnel</p>	<ul style="list-style-type: none"> <li>+ Inform your employee about the free and confidential EAP</li> <li>+ Ask if they would like for you to assist in connecting them with a Crisis Counselor or be assisted with a referral to a local therapist. If yes, call to speak with someone on our Care Management team</li> </ul> <p><b>Information helpful for call:</b></p> <ul style="list-style-type: none"> <li>+ Identify that you are a manager/supervisor calling for support of an employee who is in crisis</li> <li>+ Provide name of the employee</li> <li>+ Inform Care Management that you would like the outcome of assessment for employee safety</li> <li>+ Put the employee on the phone and provide privacy in a safe place</li> </ul> <p><b>If the employee does not wish for you to call the EAP on their behalf:</b></p> <ul style="list-style-type: none"> <li>+ If they expressed harm to self, inform the employee you will need to call local authorities to provide support</li> <li>+ Provide the employee with the EAP contact information</li> </ul> <p><b>Notify your HR Department of the situation</b></p>	<p>Call Your EAP <b>800-324-4327</b></p> <p>Monday – Friday 7:30 a.m.-6:00 p.m. CST</p> <p>Ask to be connected with a Care Coordinator</p> <p><b>After-Hours/Holidays</b> Crisis Counselors available 24/7 <b>800-324-4237</b> <i>Press option 7</i></p>
<p><b>Need assistance with a challenging supervisory issue/need guidance in handling the issue</b></p>	<p>Call the EAP for management consultations on how to handle sensitive employee issues</p> <p><b>Notify your HR Department to review your contact with the EAP</b></p>	<p><b>800-324-4327</b></p> <p>After speaking with the EAP team, call your HR Department to review your call</p>
<p><b>Employee expresses concern about a personal/work related challenge; Requests EAP phone number of contact information</b></p>	<p>Suggest the EAP to the employee. Provide the EAP brochure/toll-free number to access the EAP</p> <p><b>Remind the employee that the EAP services are free and confidential</b></p>	<p><b>800-324-4327</b></p> <p>Monday – Friday 7:30 a.m.-6:00 p.m. CST</p> <p><b>After-Hours/Holidays</b> Crisis Counselors available 24/7 <b>800-324-4237</b> <i>Press option 7</i></p>



## Employee Assistance Program Tips for Managers/Supervisors

### WHAT IS AN EAP?

Your Employee Assistance Program is a free and confidential professional service that offers counseling and resources for all types of personal issues. It is available 24 hours a day, seven days a week by calling the toll-free number. This service is available for all employees and extends to their spouse and eligible dependents under the age of 26.

### THE IMPORTANCE OF KNOWING ABOUT THE EAP

Managers are typically one of the best resources for the EAP. As a manager, you want to assist employees with issues that affect job performance. The EAP is a useful resource in a range of situations and for many kinds of issues at work or home. As a manager, you are in a key position to remind employees that help is available through the EAP. The EAP helps maintain professional boundaries while still showing support for the employee.

### SUPPORT FOR MANAGERS AND SUPERVISORS

As a manager/supervisor, there may be times when you encounter an employee who is dealing with a personal/work-related issue that may impact their job. The EAP can help in dealing with performance problems and helps address tough situations that you may need guidance on how to handle. The EAP can assist with a management consultation with the support of your HR Department.

### WHEN SHOULD YOU USE THE EAP?

- + An employee is in crisis and in need of support
- + An employee's work is suffering because of personal issues
- + There is an incident/crisis that affects the workplace
- + There is a sensitive issue and guidance/consultation is needed to determine the best way to support the individual or team

Call our **Care Management Team** to receive assistance in assessing a situation

Contact your **HR Department** to review your support under the EAP

800-324-4327  
Free and Confidential  
Crisis Counseling 24/7

Monday - Friday  
7:30 a.m. - 6:00 p.m. CST

[4eap.com](http://4eap.com)

Toll-free 800-324-4327  
Español 800-324-2490



**Interface  
Behavioral  
Health**

## Training and Seminars

### EAP Presentations

- EAP Benefit Orientation:
  - + *Understanding Your EAP*
- Supervisor Training:
  - + *How to effectively utilize your EAP as a resource for addressing an employee with job performance concerns*
- Department of Transportation: Reasonable Suspicion

### Leadership and Management Seminars

- Leading (managers) Through COVID-19
- Conflict Resolution in the Workplace
- Leading Through Organizational Change
- Effective Communication with Employees and Teams
- Managing Challenging People

### Legal Seminars

- Family Law Legal Issues
- Wills, Trusts and Estate Planning
- Elder Care Issues
- Steps to Buying or Selling a Home

### Wellness Seminars

- Facing a Pandemic and Mental Health Concerns
- Race: A Look at History and Perspective
- The New Normal and the New Workplace
- Effective Communication Skills
- Dealing with Difficult People
- Effective Time Management
- Understanding Resilience
- Building Positive Relationships at Work
- Mindfulness Matters
- Surviving and Managing Stress Through Uncertain Times
- Depression: Effects on the Family and Workplace
- Emotional Wellness: Building Better Mental Health

### Financial Planning Seminars

- Put Your Compensation at Work
- Living Well Today and Tomorrow
- Sending Your Child to College
- Maximizing Your Social Security Benefits

### Financial Counseling Seminars

- Identity Theft \*\*
- Credit: Using It and Abusing It \*\*

\*\* Available via webinar only

Seminars/trainings may be provided onsite or via a virtual platform. Sessions are designed to provide general information. Most seminars/trainings are approximately 60 minutes in length.

We request **four weeks minimum advance notice** on requests to ensure the date requested and to reserve the best qualified presenter.

To request a seminar/training, please contact your account manager.

Stress management  
Legal/financial  
Child/adolescent issues  
Depression/anxiety  
Marriage and family  
Grief/loss  
Substance use  
Career development

Crisis  
Counselors  
**24/7**

**For free and confidential assistance, contact your Employee Assistance Program.**

4eap.com

713-781-3364

Se Habla Español

800-324-4327

800-324-2490

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