Reducing the Adverse Impact of the Coronavirus on Students and Families

April 14, 2020

www.attendanceworks.org
Welcome

S. Kwesi Rollins
Vice President for Leadership & Engagement
About IEL

The Institute for Educational Leadership acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

✓ identifies and implements innovative strategies particularly where educational, economic, and social challenges or gaps exist.
✓ has developed, trained, and supported thousands of leaders across various networks.
✓ works at the local, state, and national level, investing in community leaders of all ages, stages, and sectors.

To learn more, visit our website: www.iel.org
Background

Hedy Chang
Executive Director
Attendance Works

Alex Mays
Senior National Program Director
Healthy Schools Campaign
About Attendance Works

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

✓ Advances better policy
✓ Nurtures proven and promising practice
✓ Promotes meaningful and effective communication
✓ Catalyzes needed research

Since our launch in 2010, we have become the nation’s “go-to” resource for improving student attendance. To learn more, visit our website:

www.attendanceworks.org

Website Resource Page: Coronavirus: Resources for Educators which includes links to resources from CDC, AFT, Johns Hopkins, Education Week and other sources.
The Nature of Schooling is Changing at an Unprecedented Pace!

Ed Week Map: Coronavirus and School Closures
(March 14, 2020)

20 States Plus Washington D.C. Closed
Ed Week Map: Coronavirus and School Closures (March 16, 2020)
35 States plus Washington D.C. Closed
**Ed Week Map: Coronavirus and School Closures (April 11, 2020)**

21 states and 3 U.S. territories have ordered or recommended school building closures for the rest of the academic year.
1. Decide To Close Schools
- Involve the public health department
- Monitor absenteeism to detect potential health challenges
- Communicate clearly and frequently with families and students

2. Outreach After School Closure
- Reach out to students in families in a positive, trauma-informed, relationship building manner
- Address need for food, shelter, and other supports
- Connect to learning supports and determine access to technology
- Link to needed virtual behavioral, emotional and physical health supports
- Leverage data (including absences, special ed status, and other demographic info) to triage and tailor supports
- Coordinate outreach

3. Support and Engagement During Remote Learning
- Emphasize engagement and school connectedness for students and families
- Monitor attendance and participation in remote learning activities
- Use data on lack of participation for real-time problem-solving
- Use cross-departmental district and school teams to orchestrate a whole child/family approach to learning.
- Document challenges and interventions to inform current and future support

4. Transition Back to School
- Partner with students and families to develop and implement plan
- Tailor plans to each student’s situation (health, academic, attendance & engagement during and prior to remote learning.
- Use chronic absence and other participation data to additional supports
- Promote trauma-informed, welcoming school climate
- Support seamless transitions between virtual and in-person settings.
- Strengthen team approach to organizing the work
Use Chronic Absence and Other Data To Guide Outreach and Support.

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, it has been defined as missing 10% or more of school for any reason.

Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).
Why Chronic Absence Data Can Help: It signifies that students are academically at risk and need support.

- **PK-1st Grade**: Chronic Absence
- **3rd Grade**: Inability to read on grade level
- **Middle School**: Failing grades
- **High School**: More likely to drop out of high school
Chronic Absence Reflects Existing Equity Gaps

- Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absence at earlier ages.
- Vulnerable children are much less likely to have the resources to make up for lost learning time in the classroom.
- Vulnerable children are more likely to experience multiple years of chronic absence.

Note: Chronic absence maybe one of the few data points still available to identify who is at academic risk in SY 19-20.
Reducing the Adverse Impact of Covid 19 Requires Ensuring Positive Conditions of Learning
Invest in Prevention and Early Intervention

High and extreme levels of chronic absence are an alert that additional support is needed to put in place positive conditions of learning in distance and in person learning settings.

TIER 1
Universal
Prevention
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

TIER 2
Individualized
Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

TIER 3
High Cost
Specialized supports
- Coordinated school and interagency response
- Legal intervention (last resort)

Low Cost
Students missing less than 5% (satisfactory)
Students missing 5-9% (at risk)
Students missing 10-19% (moderate chronic absence)
Students missing 20% or more of school (severe chronic absence)
**Positive Engagement:** Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

**Actionable Data:** Is accurate, accessible, and regularly reported in an understandable format.

**Capacity Building**
Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

**Shared Accountability:** Ensures chronic absence is monitored & reinforced by policy.

**Strategic partnerships** between district and community partners address specific attendance barriers and mobilize support for all ingredients.

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To improve attendance:

1. **Positive Engagement**
   - Use caring relationships, effective messaging, and a positive school climate to motivate daily attendance.

2. **Actionable Data**
   - Ensure data is accurate, accessible, and regularly reported in an understandable format.

3. **Capacity Building**
   - Expand the ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

4. **Shared Accountability**
   - Monitor and reinforce chronic absence through policy.

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**Strategic Partnerships**

- Address specific attendance barriers.
- Mobilize support for all ingredients.

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**Take a Data Driven Systemic Approach**

- **Community**
  - Students & Families
  - Schools
  - District

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[www.attendanceworks.org](http://www.attendanceworks.org)
Initial Actions Have Focused on Keeping Students Safe and Healthy
Healthy Schools Campaign
HEALTHY SCHOOLS
CAMPAIGN

Social determinants of health

*Centers for Disease Control and Prevention
What are we hearing from states and school districts?

- Food access
- School health services
- Student and staff mental health and wellness
- Disinfection of school facilities
- Students caring for sick family members
- Strategies for building community partnerships
- Equitable access to programs and services for vulnerable children (low-income students, students with Individualized Education Programs, homeless youth, rural students)
Addressing the challenges: food access

- USDA has approved all state requests to transition to Summer Food Service Program/Seamless Summer Option
- USDA has waived requirement that meals be served and consumed in congregate setting and that children be present for meal pickup
- What do local programs look like?
  - Grab-and-go meals at designated pick-up sites
  - Drive-through lanes for meal distribution
  - Regular school bus routes doubling as meal delivery routes
  - Meal delivery to students’ households if meals are shelf-stable, without a member of the household being physically present
  - Partnerships with local food banks
Addressing the challenges: telehealth

• Administration is encouraging states to consider telehealth options as a flexibility in increasing access to care.

• Many states are pursuing state legislative changes to remove policy barriers to telehealth utilization (e.g. licensing requirements, parental consent, billing)

• School health services delivered via telehealth: behavioral health services, speech therapy, school nursing services, occupational therapy, etc.
What can you do?

• Understand what is happening in your state and school district:
  • Telehealth - [Center for Connected Health Policy](#)
  • School meals
    • [USDA Food Nutrition Service](#)
    • [Tisch Center for Food, Policy & Education](#)
• Build cross-sector collaboration (e.g. public health, health care, transportation)
• Develop data-informed strategies
• Share your story
Thank you

Alex Mays
Senior National Program Director
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www.healthyschoolscampaign.org

Access the Guide:
Ensuring Positive Conditions of Learning While Responding to the COVID-19 Crisis
Panelists

Sarah Jonas
Executive Director, Office of Community Schools, New York City Department of Education

Erin Simon, Director of Student Support Services, Long Beach Unified School District, California

Emily Partin
Director, Grundy County Schools Family Resource Center, Tracy City, Tennessee

Sarah Peterson
Director of Research and Development, Office of Community Schools, New York City Department of Education

Julia Baez
Executive Director, Baltimore’s Promise, Maryland

Alex Warrick Adams
Executive Director, Elev8 Baltimore, Maryland

www.attendanceworks.org
Your Presenters

Sarah D. Peterson
Director of Research and Development, Office of Community Schools

Sarah Jonas
Executive Director of Community Schools
Office of Community Schools
NYC Department of Education
New York City Community and Demographics

Collecting data on student participation & interactions during remote learning is a top priority for the city.
### Student list

**Google Classroom engagement rate last 5 days for All HS Doubled-up students**

<table>
<thead>
<tr>
<th>Housing status</th>
<th>4 of 5 days</th>
<th>3 of 5 days</th>
<th>0 of 5 days</th>
<th>Students not enrolled in a Google Classroom</th>
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<tbody>
<tr>
<td></td>
<td>Engagement</td>
<td>Attendance</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>score</td>
<td>score</td>
<td>assignments</td>
<td>assignments turned in</td>
</tr>
<tr>
<td></td>
<td>since start</td>
<td>prior to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of remote</td>
<td>remote</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning</td>
<td>learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>92.30%</td>
<td>60.60%</td>
<td>61</td>
<td>34</td>
</tr>
<tr>
<td>Permanent</td>
<td>92.30%</td>
<td>97.30%</td>
<td>100</td>
<td>66</td>
</tr>
<tr>
<td>housing status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>84.61%</td>
<td>93.60%</td>
<td>85</td>
<td>55</td>
</tr>
<tr>
<td>temporary</td>
<td>76.92%</td>
<td>90.00%</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>living situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaker</td>
<td>53.84%</td>
<td>85.20%</td>
<td>61</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>58.41%</td>
<td>44%</td>
<td>481</td>
<td>481</td>
</tr>
</tbody>
</table>

**Dashboard**

- **Student list**
  - **Google Classroom engagement rate last 5 days for All HS Doubled-up students**
  - **Housing status**
    - None
    - Permanent housing status
    - Other temporary living situation
    - Shaker
    - All
  - **Engagement score**
    - Since start of remote learning: 92.30%
    - Prior to remote learning: 60.60%
  - **Attendance scores**
    - Since start of remote learning: 92.30%
    - Prior to remote learning: 97.30%
  - **Total assignments**
    - 61
    - 100
  - **Total assignments turned in**
    - 34
    - 66

**Table columns**

- **Engagement score**
- **Attendance score**
- **Total assignments**
- **Total assignments turned in**

**Notes**

- Students not enrolled in a Google Classroom:
  - Chef, Sweedih857255823
  - Hawk, Harvey656180251
“Could someone help me with these?
I’m late for math class.”  
Scott Spencer
New York City uses the Community School strategy to draw upon resources and networks to engage students and families in remote learning
How are Community Schools engaging students in participation and remote learning?

- **Positive Communication:** Virtual morning greetings and wake-up calls
- **Wellness Check-Ins:** Virtual meetings with students that incorporate trauma informed practices and privacy protocols
- **Virtual Clubs:** Activities such as lunch chats or exercise classes that help students stay connected to school and to each other
- **Virtual attendance meetings:** Working with teachers to monitor remote attendance and lift up/troubleshoot barriers that students and families are facing
- **Tech Support:** Helping students and families request, obtain, and use technology/devices for remote learning, especially students in temporary housing (living in shelters, foster care, transitional housing)
- **Connection to Community Resources:** Helping families meet basic needs by connecting them to food pantries and virtual health/mental health supports
Additional Resources

➢ NYC Community Schools Website
   http://www.communityschools.nyc

➢ Attendance Works
   http://www.attendanceworks.org

➢ National Mentoring Partnership
   http://www.mentoring.org

➢ inspired activities and teams
   http://www.inspired.fb.com
Baltimore’s Promise + Elev8
Baltimore: Your Presenters

Julia Baez
Executive Director, Baltimore’s Promise, Maryland

Alex Warrick Adams
Executive Director, Elev8
Baltimore, Maryland
Baltimore City pop. Approximately 620,000 (23% decrease in school-age children since 2000 census)

24% of residents live below the poverty in highly concentrated communities through Baltimore

Longstanding history of structural racism demonstrated through housing segregation + redlining (schools in Baltimore remain racially segregated today)

April 2015, death of Freddie Gray in police custody, Baltimore Uprising, 6 police charged
  - Since 2015 murder rate has skyrocketed, shootings in thousands, broken community-police relationships

SY2109-2020 City Schools Student Enrollment: 79,187
  - African American: 76.6%
  - Hispanic/Latino: 13.5%
  - White: 7.6%
  - Asian: 1%
  - American Indian: 0.2%
  - Low income: 90% FARMS
  - English learner: 9.2%
Kindergarten Readiness Assessment: Percent Demonstrating Readiness by Race/Ethnicity

- All
- Asian
- Black/African American
- Hispanic/Latinx
- White
- Two or More races

Every Child. Infinite Possibilities.
Context for Baltimore

High School: Literacy Rates

The graphs below show the reading levels of rising Baltimore City Public Schools 11th and 12th graders who took the i-Ready reading test in fall of 2017.

- Over 80% of 11th and 12th grade students are reading at Middle School level or lower.
- Less than 0.05% of 11th grade students are reading at grade level.
- Only 3.9% of 12th grade students are reading at 11th grade level.
- 19% the students represented in this data are Special Education students.
Context for Baltimore

Baltimore City Young Adult Unemployment Rates

This graph shows the percentage of Baltimore City 20 – 24 year olds that were unemployed in a given year by race and gender.

Since 2013, the unemployment rate has decreased overall for most populations, except black women.

Overall, the unemployment rate for white young adults is less than black young adults.
As of last week approximately 1/3 of Baltimore City residents are food unstable
- City Schools, Parks and Recs, Anchor Institutions, City of Baltimore Coordinating Response
- Community Based Organizations Supplementing

Transportation system severely lacking before pandemic + creating further disparities during pandemic (unequal distribution of neighborhood resources like food, health, housing)

Lack of technology in homes + communities
- Digital divide includes access + literacy
- Lack of community wi-fi

Lack of stable adult-youth relationships

Youth + family homelessness

Access to information
Role of CS and OST in COVID Response

- Connecting families + community partners with up to date and accurate information
- Serving as a lead point of contact for district meal sites
- Coordinating volunteers to support distance learning + access to remote services
- Supporting + supplementing virtual learning through OST programs + 21st CCLCenters
- Coordinating with providers to create new access points for community food distribution or telehealth (e.g. MD Food Bank, Health Department)
- Providing remote mentoring and mental health support
Cherry Hill Response Team (Elev8 Baltimore, Restoring Inner City Hope (RICH), Black Yield, Cherry Hill Development Corp., Youth Resiliency Inst.)
- 500 hot meals daily within first two weeks of school closure (totaling 5,700) in partnership with Wild Tyme and Mera Kitchen
- 150 youth engagement bags
- 300 household supply bags (bleach, soap, tissue, disinfectant)
- 20,000 pounds of groceries for local churches, in partnership with South Baltimore Gateway Partnership and Maryland Food Bank

Elev8 Baltimore
- Emergency grocery delivery through Instacart
- Out of School Time engagement through Elev8 Online
- 50 laptops for students in afterschool program (funded through JP Morgan Chase)
COVID-19 Emergency Fund: Funders in the Greater Baltimore area are working together to streamline the application process for non-profit organizations seeking resources to support changes in operations and sustainability due to COVID-19.

- Baltimore’s Promise, a non-profit collective impact organization, is supporting the effort as the administrative backbone and primary point of contact for applicants.
  - Mirrors process used in Baltimore for Summer Learning Programs.
  - Priority funding areas based on recent 211 data from United Way of Central Maryland.

Summer Learning Programs: Coordinating disbursements of philanthropic funding to stabilize sector
Presented by:
Dr. Erin M. Simon
Director of Student Support Services, Long Beach USD
Reducing the Adverse Impact of the Coronavirus on Students and Families

Presented by:
Dr. Erin M. Simon
Director of Student Support Services, Long Beach USD
Long Beach USD Demographics

- Located in southern Los Angeles County, LBUSD serves the communities of Long Beach, Lakewood, Signal Hill and Avalon on Catalina Island
- 3rd largest school district in California with 71,800 students and 85 public schools
- 65% Socio-economically disadvantaged
- 12.3% English Language Learners
- 12% Students with IEPs

- Ethnic Breakdown:
  - ✓ 57.3% Hispanic
  - ✓ 12.1% African American
  - ✓ 12.4% White
  - ✓ 6.9% Asian
  - ✓ 2.8% Filipino
  - ✓ 1.2% Pacific Islander
  - ✓ 0.1% American Indian/Native Alaskan
  - ✓ 2.6% Other
Paradigm Shift During School Closures

• Schools closed on March 16, 2020 and will not reopen for the remainder of the academic school year. Shifted to online enrollment only until schools reopen.

• Attendance rates & chronic absence rates to participation rates.
Attendance Band Tool

<table>
<thead>
<tr>
<th>Attendance Bands</th>
<th>Count of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severely Chronic (&lt;80%)</td>
<td>12</td>
</tr>
<tr>
<td>Moderate Chronic (80-89.9%)</td>
<td>91</td>
</tr>
<tr>
<td>At-Risk Chronic (90-92.9%)</td>
<td>94</td>
</tr>
<tr>
<td>Satisfactory Attendance (93-95.9%)</td>
<td>202</td>
</tr>
<tr>
<td>Strong Attendance (96-99.9%)</td>
<td>370</td>
</tr>
<tr>
<td>Perfect Attendance (100%)</td>
<td>209</td>
</tr>
</tbody>
</table>
Basic Needs Support for Students During School Closures cont.

- LBUSD is leveraging its school nurses to reach out to families with a known history of health and attendance challenges.
- Free meals to go distribution for families Monday – Friday from 11:30 a.m. to 12:30 p.m. which includes lunch and the next day’s breakfast.
- Community Resource Guide was created by support staff who are for students and families amid the Coronavirus (COVID-19) outbreak.
Academic Support for Students During School Closures cont.

- Chromebooks have been distributed to students in need, along with information on how to access low-cost or free Internet access.
- Distance learning has been put into place. Staff will be reaching out to students who have not logged into (at least twice) the distance learning platform.
- LBUSD now has materials in braille for Visually Impaired students in need; assistive technology devices are at home with consultation from assistive technology specialist.
Social, Emotional and Behavioral Support for Students During School Closures

- LBUSD has 26 Family Resource Centers (FRCs) sites. FRCs staff is reaching out to students weekly.
- FRCs staff is reaching out to all school counselors/psychologists to provide additional support and check-ins during school closures.
- Modified Suicide Assessment - to assist staff who are working remotely with students who are deemed to be in emotional pain.
- SEL resources
Support for Foster and Homeless Youth Students During School Closures

• Foster Youth staff is reaching out to all foster families, especially those who were in the moderate and at-risk chronic absence bands

• Homeless Education Program staff is reaching out to all homeless students, especially those who were in the moderate and at-risk chronic absence bands.
Contact Information

Dr. Erin M. Simon
Director, Student Support Services
Long Beach Unified School District
Esimon@lbschools.net
Reducing the Adverse Impact of the Coronavirus on Students and Families in Rural Tennessee.

Emily Partin, TN Licensed Professional Counselor
Grundy County Dept. of Education Family Resource Center
Discover Together Grundy
Was January really just 3 months ago??

- A new virus in China
- China is so far away
- Possible case in Seattle, but contained
- Italy is pretty far away too
- No one in US need be worried
- Rural counties will be best place to be if something does happen......
Grundy County: Tennessee’s unspoiled playground!

But it is not all fun and games here.
Grundy County Demographics

**Population**
13,331

**Median Household Income**
$36,987

**Poverty Rate**
24.3%

**Employment Rate**
44.3%

**Poverty**
31.2% +/- 7.8%
Children under 18 in poverty in Grundy County, Tennessee

19.5% +/- 0.2%
Children under 18 in poverty in the United States

**Educational Attainment**
75.7% +/- 2.2%
High school graduate or higher in Grundy County, Tennessee

87.7% +/- 0.1%
High school graduate or higher in the United States

**Age and Sex**
43.2 +/- 0.9
Median age in Grundy County, Tennessee

37.9 +/- 0.1
Median age in the United States

**Health Insurance**
17.0% +/- 2.9%
Uninsured population in Grundy County, Tennessee

9.4% +/- 0.1%
Uninsured population in the United States
Social Determinants of Health

Tennessee counties' health, wealth 'perfectly correlated,' report says

Williamson County is the state's wealthiest and healthiest county.

Grundy County is the exact opposite: The county of 13,425 north of Chattanooga has both the highest number of people below the poverty line and the poorest health, a state study has revealed.

- Those most vulnerable to Covid 19:
  - Underlying health issues such as asthma, diabetes and heart disease
  - Older population
  - Low socio-economic status
COVID Community Vulnerability Map

Identification of the populations at risk for severe outcomes once infected to inform resource planning, interventions, outreach and other community initiatives

Total pop: 13,331
current cases: 17
127 per 100,000

Total Pop: 202,686
current cases: 288
142 per 100,000

https://covid19.jvion.com
Rolling out distance learning in Grundy County, TN

• Grundy Board of Education: 1945 students
  – 1 central high school, 681 students
  – 6 pK-8th elementary schools: combined student population of 1264
  – 74.9% free and reduced lunch

• Grundy County Spring Break was regularly scheduled for March 16th-20th
• TN Dept. of Education recommended closure of schools around this timeframe
• Grundy students have been out of the classroom since March 13th
• The Monday after spring break, all classroom teachers contacted each of their students regarding access to online learning and whether they had any specific needs
• Curriculum rolled out on multiple platforms as teachers became familiar with the programs.
• 12% of our elementary and HS students do not have access to data plans for online learning
<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Fwd: Special Edition: New Resources from NIET, including Tips for Supporting for Students with Special Needs</td>
<td>Mar 27</td>
</tr>
<tr>
<td>Fwd: Titanic Museum Virtual Field Tour Available Now!</td>
<td>Mar 26</td>
</tr>
<tr>
<td>Fwd: Zoom - Zoom is another option that's free for educators to connect with their students. I know Karen has already...</td>
<td>Mar 26</td>
</tr>
<tr>
<td>Fwd: Study Island Support During School Closures</td>
<td>Mar 26</td>
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<tr>
<td>Fwd: Video Prize Challenge - FYI Forwarded message</td>
<td>Mar 26</td>
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<td>Fwd: FW: FREE Access to a Family eBook Library &amp; More</td>
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<td>Fwd: DCMP Accessible Videos Support Remote Learning</td>
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<td>Fwd: Typesy COVID-19 Update - Paul E. Conry, Ed.S. Principal, Tracy City Elementary School 276 3rd Street Trac...</td>
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<tr>
<td>Fwd: How can I help? - Paul E. Conry, Ed.S. Principal, Tracy City Elementary School 276 3rd Street Tracy City, TN ...</td>
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<td>Fwd: [VIDEO] 4 ways to learn from Thomas R. Guskey</td>
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<td>Fwd: [Media] RELEASE: TDOE Announces Partnership with PBS to Deliver Daily Instructional Content for Tenne...</td>
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<td>Fwd: Effective Communication Webinars For School District's</td>
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<tr>
<td>Fwd: Reminder: Free Webinar Today - Building Capacity for At Home Literacy</td>
<td>Mar 25</td>
</tr>
<tr>
<td>Fwd: Tomorrow: Supporting Parents &amp; Students with eLearning Including Students with IEPs</td>
<td>Mar 24</td>
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<td>Fwd: Hi Paul, last chance to sign up! K-12 Online Reading Summit</td>
<td>Mar 24</td>
</tr>
<tr>
<td>Fwd: [Upcoming Live Webinars] Supporting Schools &amp; Students During School Closures</td>
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<tr>
<td>Fwd: Webinar: Inclusiveness in STEAM Using E-learning Platform to learn from home</td>
<td>Mar 23</td>
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</tbody>
</table>
Feeding the Most Vulnerable

• School meals
  – Meals began the first day after spring break and have continued (3 weeks)
  – On Monday, April 6, five day’s of breakfast and lunch servings were distributed to 1052 children, accounting for over 50% of the school population
  – The school prepares meals for children in the area Head Start programs as well
  – School weekend sack program has transitioned to family pantry model with more family size portions

• Community meal giveaways
  – Ongoing local foodbank services, though short handed. Additionally, Churches and local government have partnered with Statewide Foodbanks to provide food boxes to those in need.
    • Traditional Food Bank typically serves 208 families a month
    • New food giveaway does not duplicate foodbank clients and has served:
      – Week 1: 97 families
      – Week 2: 110 families
      – Week 3: already 125 on list
Connecting with Families

- **Head Start** making home deliveries of food, formula and diapers.
- **Healthy Families** home visiting program helping with client needs
- **Safe Baby Court** providing diapers and other resources to clients
- **Discover Together** offering birth-five programming virtually with kids and parents and maintaining contact with school families
- **Local Churches** streaming services and helping with food delivery
- **Family Resource Center** helping with food and other necessities
- **Our towns and communities** are asking how they can help
Redirecting Resources

• BSB grantees signed a “gentlemen’s agreement” to reduce expenditures and pool funding for COVID 19 funding across the state.

• South Cumberland Community Fund placing greater emphasis on emergency relief and other strategies to help struggling families and communities

• State and Federal dollars through TANF and SNAP
"Teaching and learning are both robbed of their pleasures when students are expected to make achievements for which they are not ready."
Alvin W. Schindler (1948)
Readiness for Learning, Childhood Education, 24:7, 301-304,
DOI: 10.1080/00094056.1948.10726027

Readiness is not synonymous with a pupil’s ability...
https://resourced.prometheanworld.com/differentiation-ability-readiness-interest/
Trauma Informed Practices

– Trauma Informed Practices must be in place from day one

• **Self-regulation and self-control** ....what neuroscience is telling us is that kids aren’t going to learn anything from lectures however well-intentioned while they’re in survival brain mode.......For all of them, you have to turn off their alarm in order for them to hear and absorb what you’re saying, much less think about consequences and have the capacity to choose a different action.

Executive functioning skills
- Paying attention
- Organizing, planning, and prioritizing
- Starting tasks and staying focused on them to completion
- Understanding different points of view
- Regulating emotions
- Self-monitoring (keeping track of what you’re doing)

ACEs and life events were found to be reliable predictors of inhibition ability.

Impact of Trauma on Classroom Setting

• Executive functioning skills
  – Paying attention
  – Organizing, planning, and prioritizing
  – Starting tasks and staying focused on them to completion
  – Understanding different points of view
  – Regulating emotions
  – Self-monitoring (keeping track of what you’re doing)

  [Link to resource 1](https://pdfs.semanticscholar.org/2428/9dab105789dfccb5bc42f471d8b9180c3673.pdf)

  [Link to resource 2](https://prc.springeropen.com/articles/10.1186/s41155-018-0107-y)
Although some individuals are able to cope and demonstrate resiliency after experiencing trauma, others are often burdened with aggressive behaviors, occasional distancing from life, despair, dangerous tendencies of reenactment, self-destruction, and poor learning and social skills (Terr, 2008).

https://pdfs.semanticscholar.org/2428/9dab105789dfccb5bc42f471d8b9180c3673.pdf
• Grief and loss
  • Kids here were already very aware of the fragile nature of their families
    • Raised by grandparents, even great-grandparents; parents suffering with addiction, in jail, or deceased
  • Pray our kids don’t have to grow up any more quickly than they already are
Thank you and God bless you and your families!
Questions and Answers with the Panelists
Post Questions in the Chat

Sarah Jonas
Executive Director, Office of Community Schools, New York City Department of Education

Erin Simon, Director of Student Support Services, Long Beach Unified School District, California

Emily Partin
Director, Grundy County Schools Family Resource Center, Tracy City, Tennessee

Sarah Peterson
Director of Research and Development, Office of Community Schools, New York City Department of Education

Julia Baez
Executive Director, Baltimore’s Promise, Maryland

Alex Warrick Adams
Executive Director, Elev8 Baltimore, Maryland

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Closing Comments

S. Kwesi Rollins
Vice President for Leadership & Engagement

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And special appreciation to our philanthropic partners:

The California Endowment
The Heising Simons Foundation
Webinar Recording

We will post a recording of this webinar within 72 hours:

http://www.attendanceworks.org/resources/webinars/
Feedback

Please let us know how we can improve:


THANK YOU!