



**HEALTHY SCHOOLS
CAMPAIGN**

Reducing the Adverse Impact of the Coronavirus on Students and Families



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

Website Resource Page:

[Coronavirus: Resources for Educators](#)

which includes links to resources from CDC, AFT, Johns Hopkins, Education Week and other sources.

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:

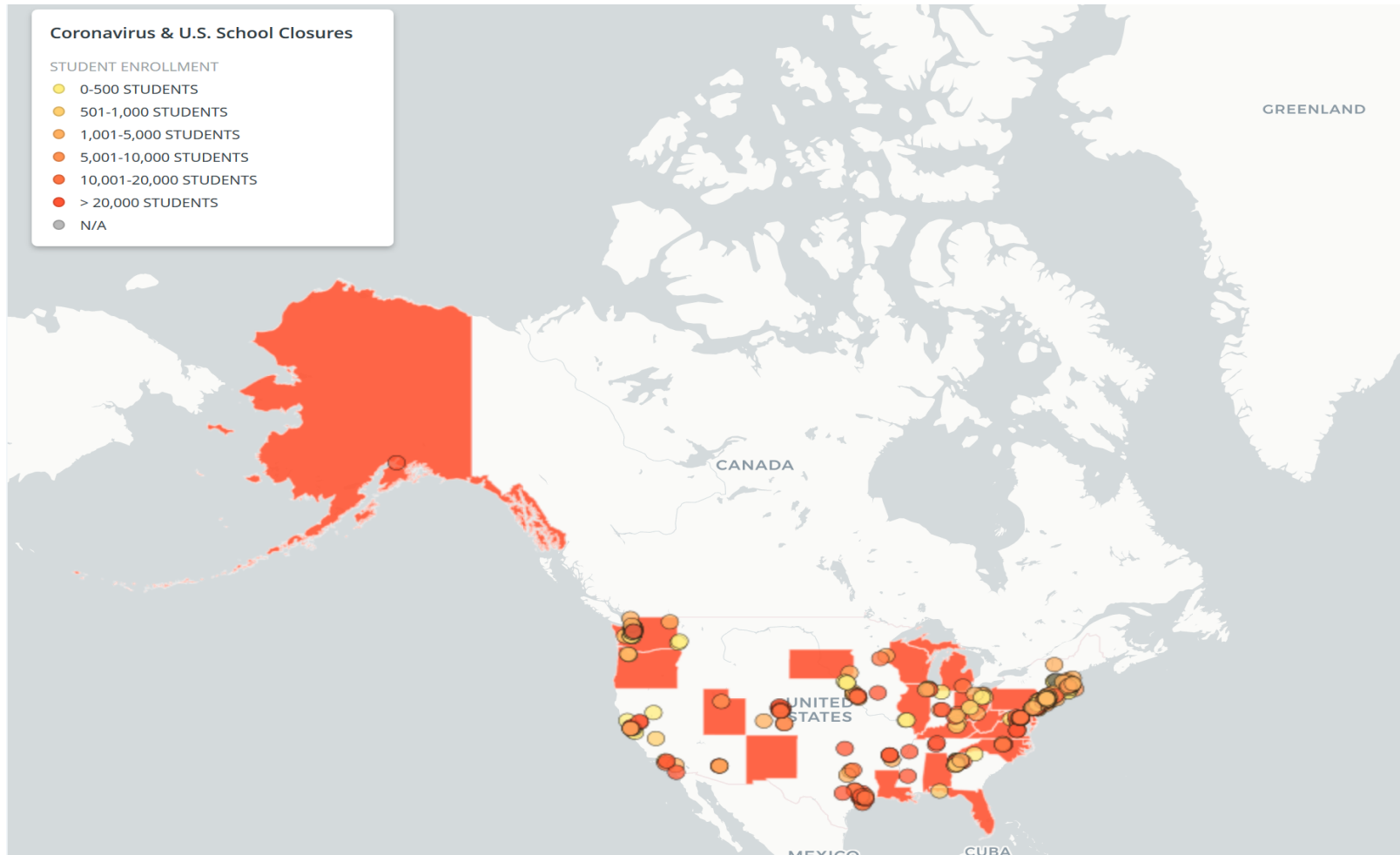
www.attendanceworks.org

The Nature of Schooling is Changing at an Unprecedented Pace!

Ed Week Map: Coronavirus and School Closures

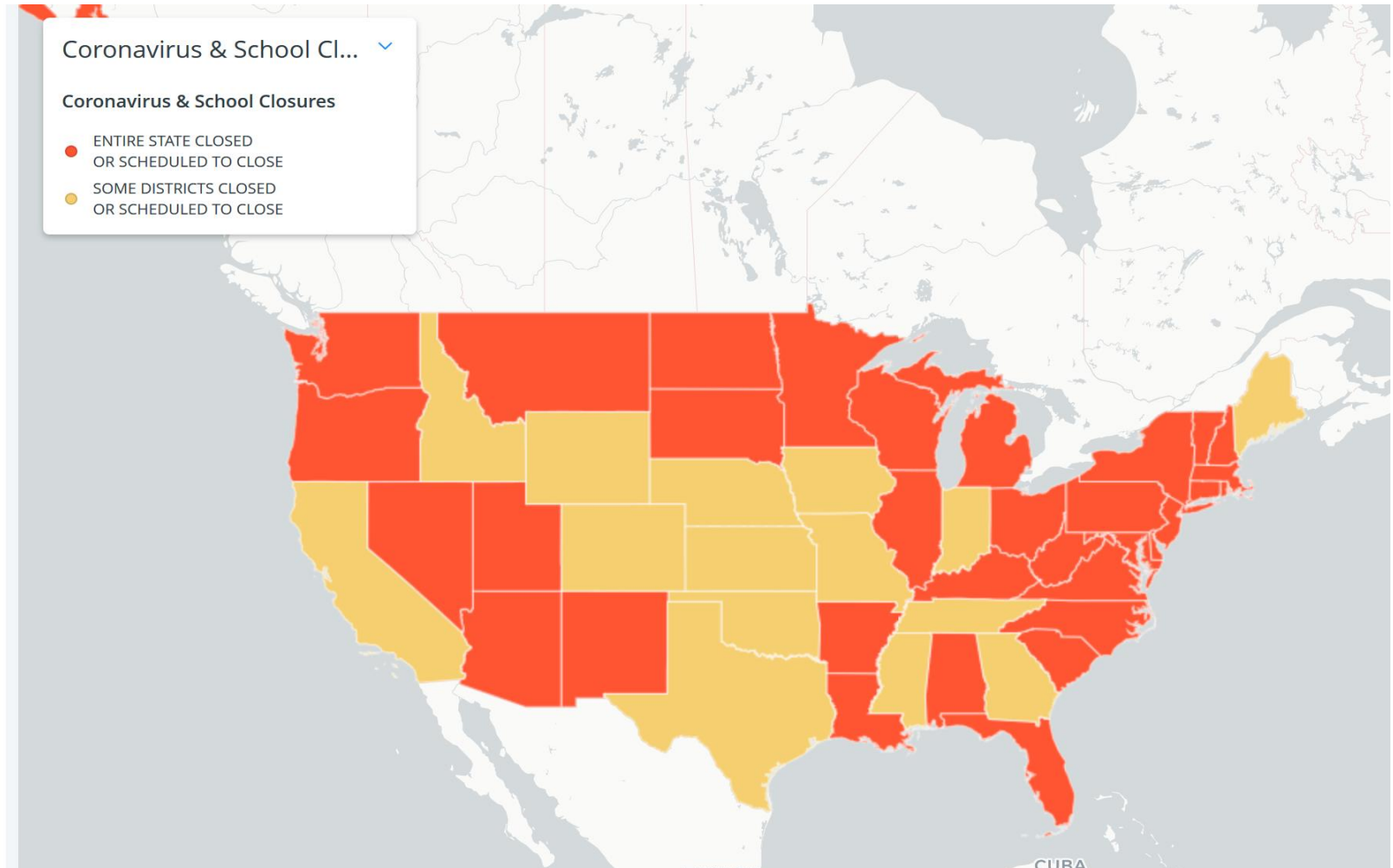
(March 14, 2020)

20 States Plus Washington D.C. Closed



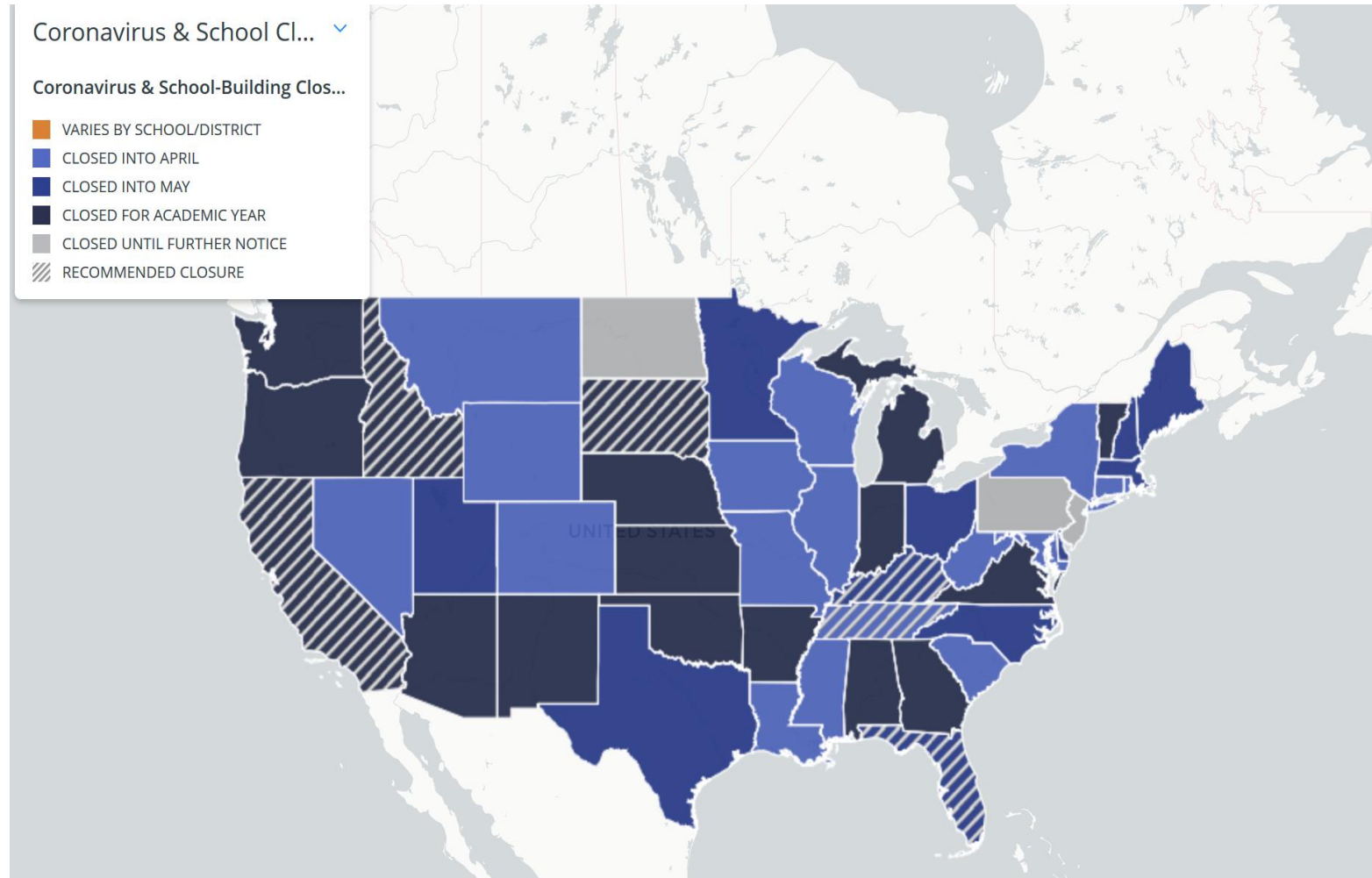
Ed Week Map: Coronavirus and School Closures (March 16, 2020)

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





Phases of COVID 19 Response

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

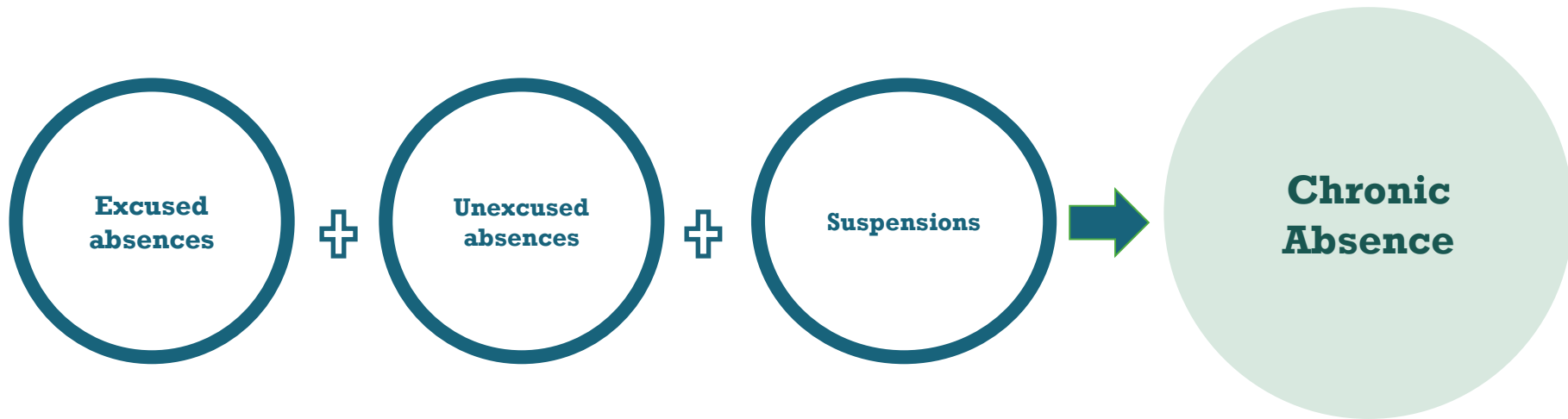
4. Transition Back to School

- 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.

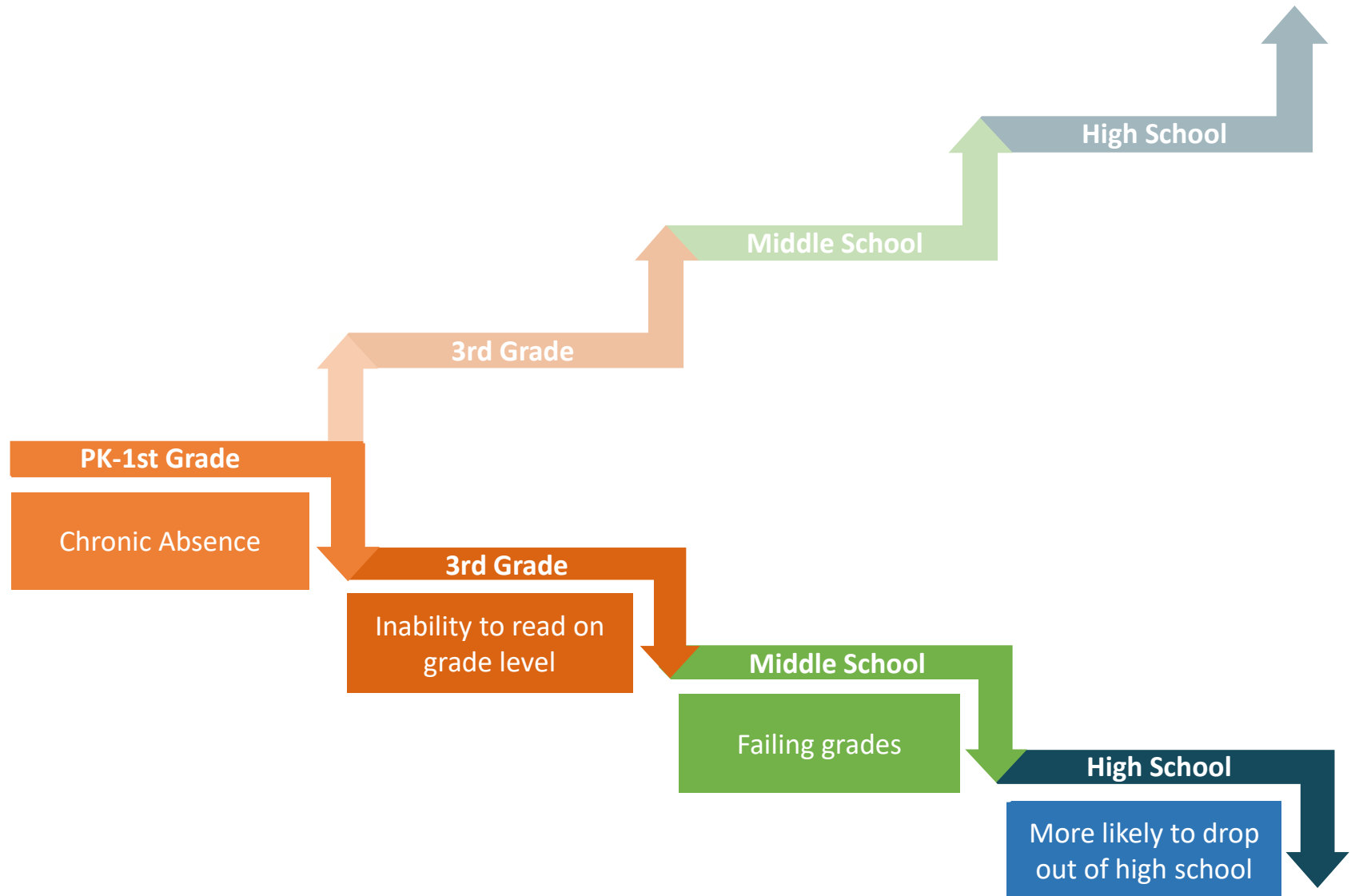
Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, it has been defined as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

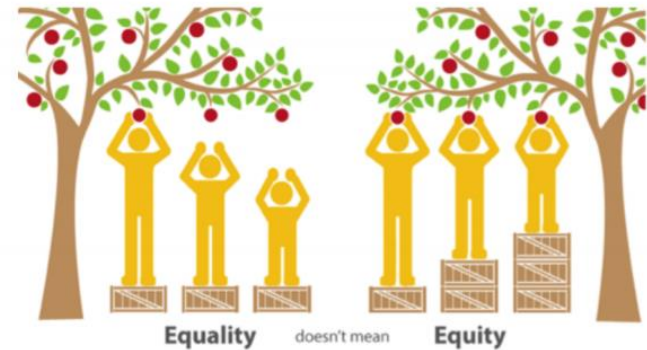
Why Chronic Absence Data Can Help:

It signifies that students are academically at risk and need support





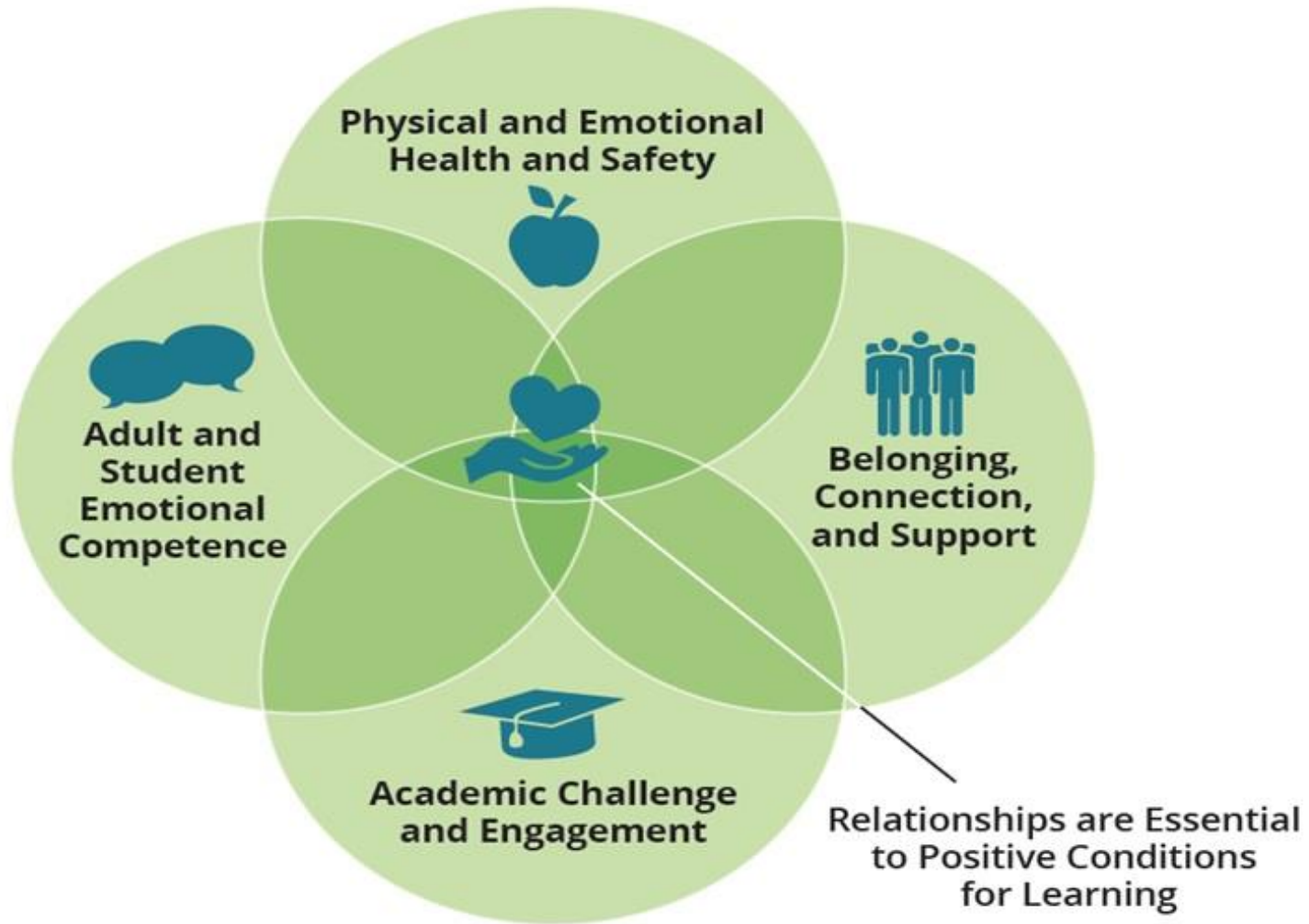
Chronic Absence Reflects Existing Equity Gaps



- 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.

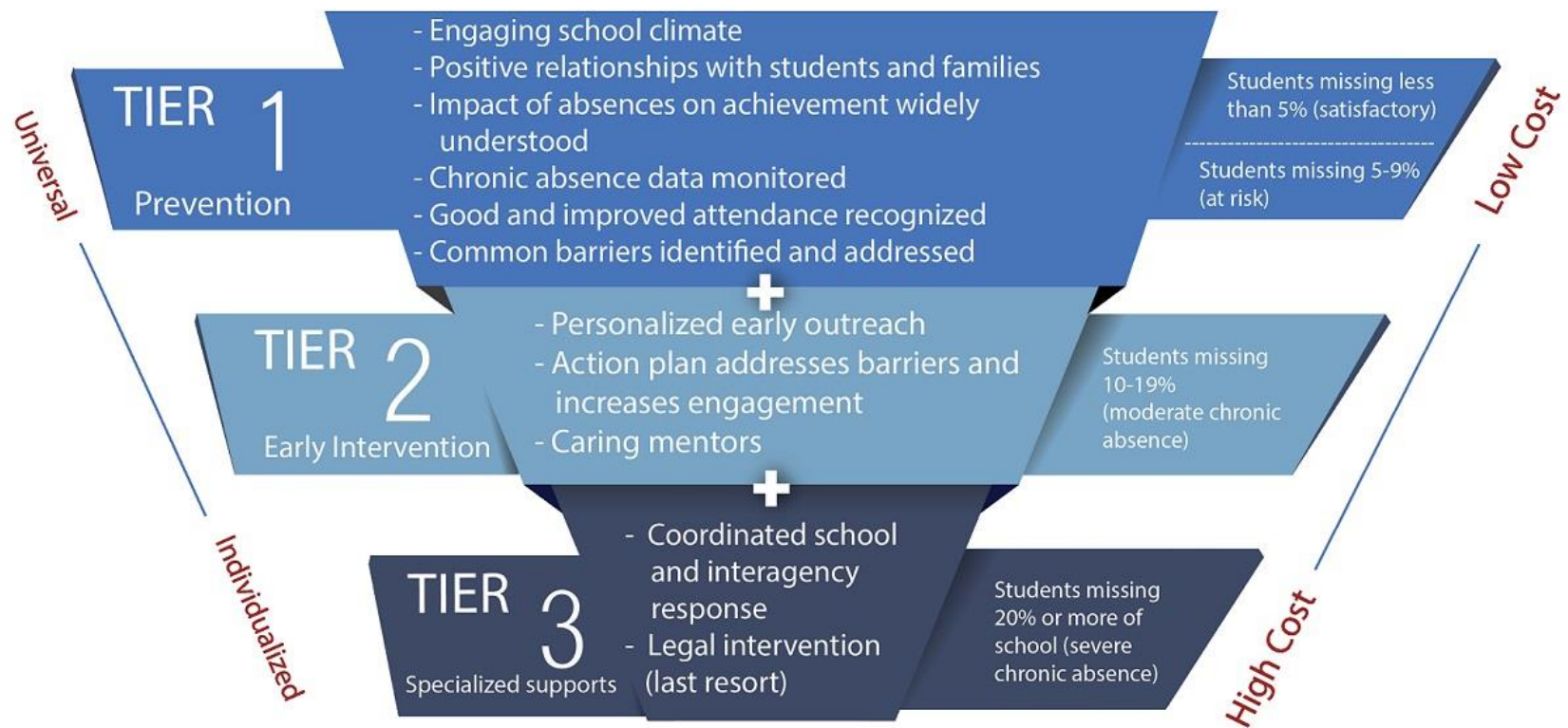
Reducing the Adverse Impact of Covid 19 Requires Ensuring Positive Conditions of Learning



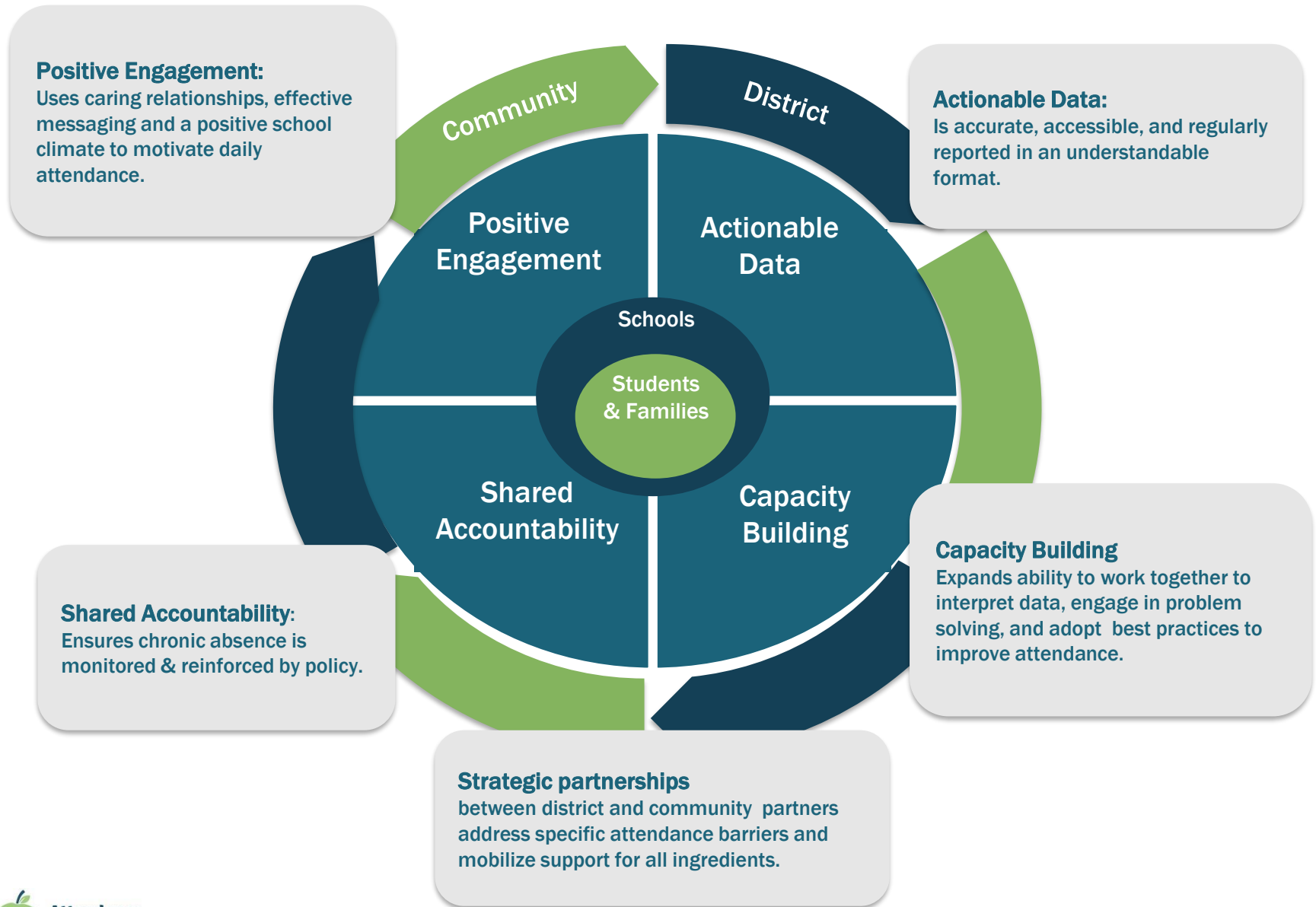


Invest in Prevention and Early Intervention

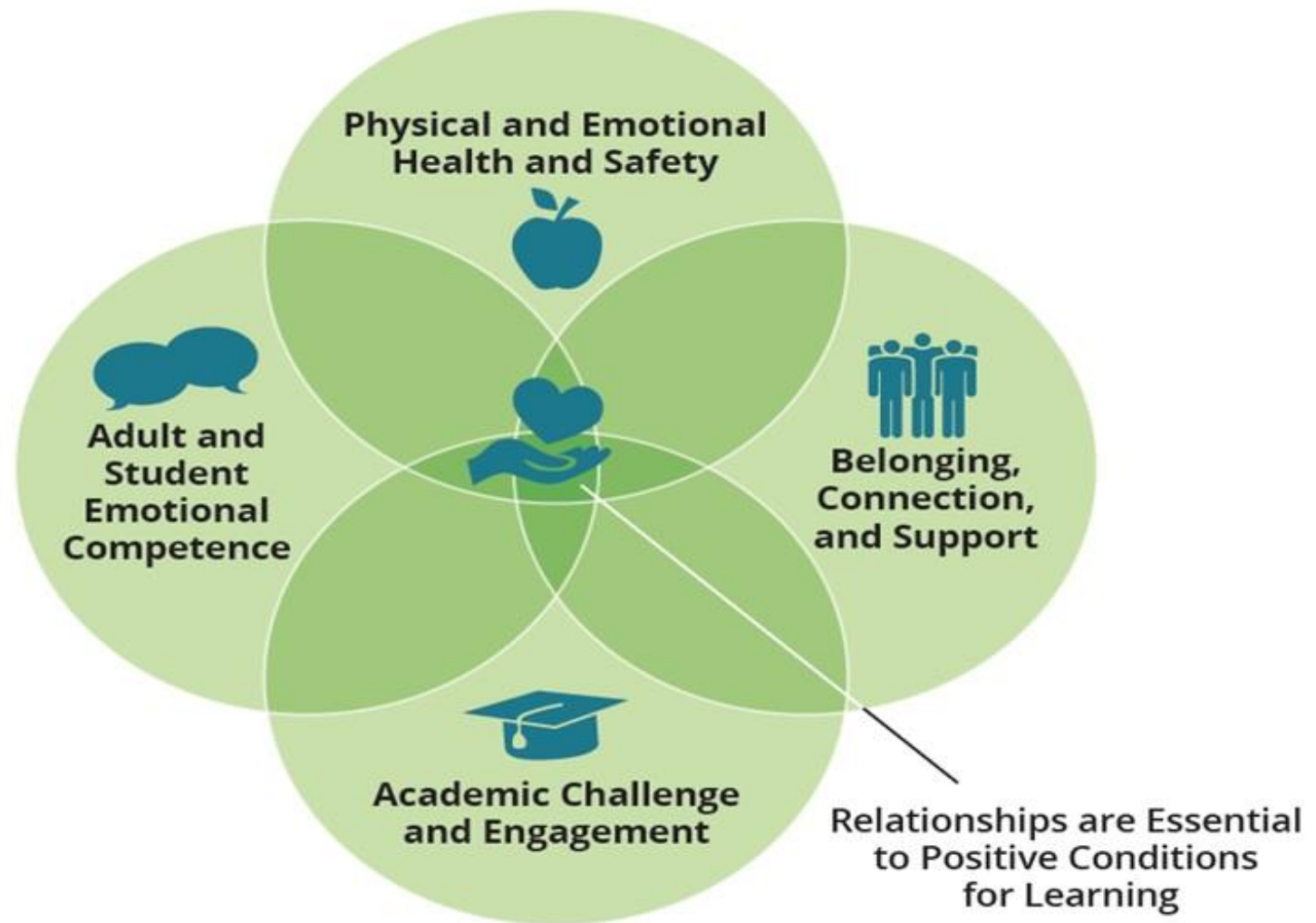
High and extreme levels of chronic absence are an alert that additional support is needed to put in place positive conditions of learning in distance and in person learning settings.



Take a Data Driven Systemic Approach



Initial Actions Have Focused on Keeping Students Safe and Healthy





Healthy Schools Campaign

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*Centers for Disease Control and Prevention

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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

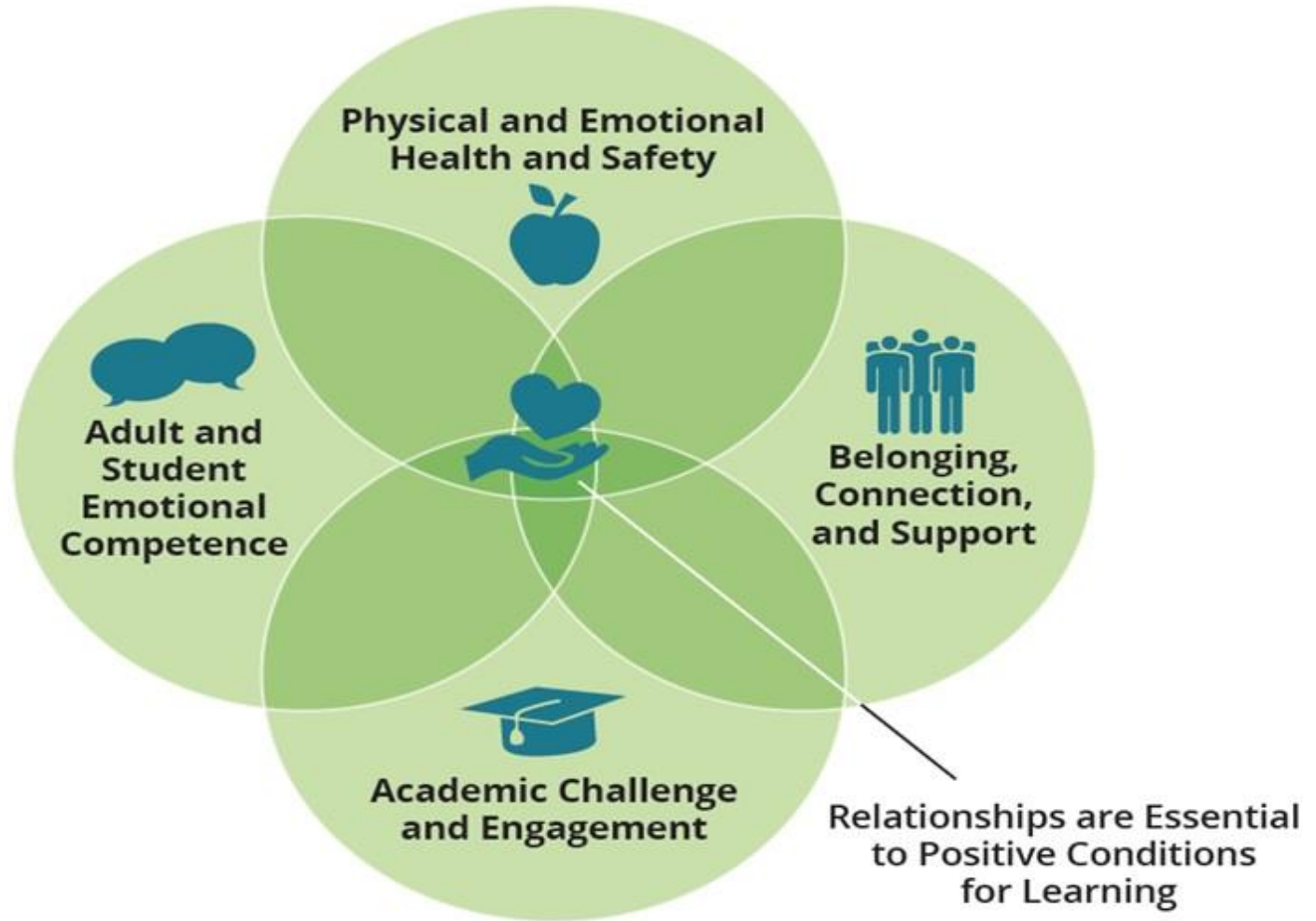
Alex Mays
Senior National Program Director
alex@healthyschoolscampaign.org
www.healthyschoolscampaign.org

Access the Guide:
<http://bit.ly/ChronicAbsenceSchoolHealthToolkit>

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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

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

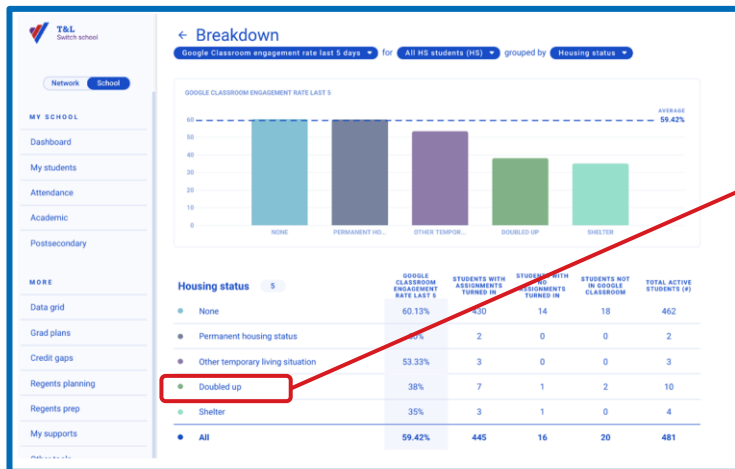


**New York City
Schools closed
March 16, 2020.**



**Remote
Learning began
March 23,
2020.**

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

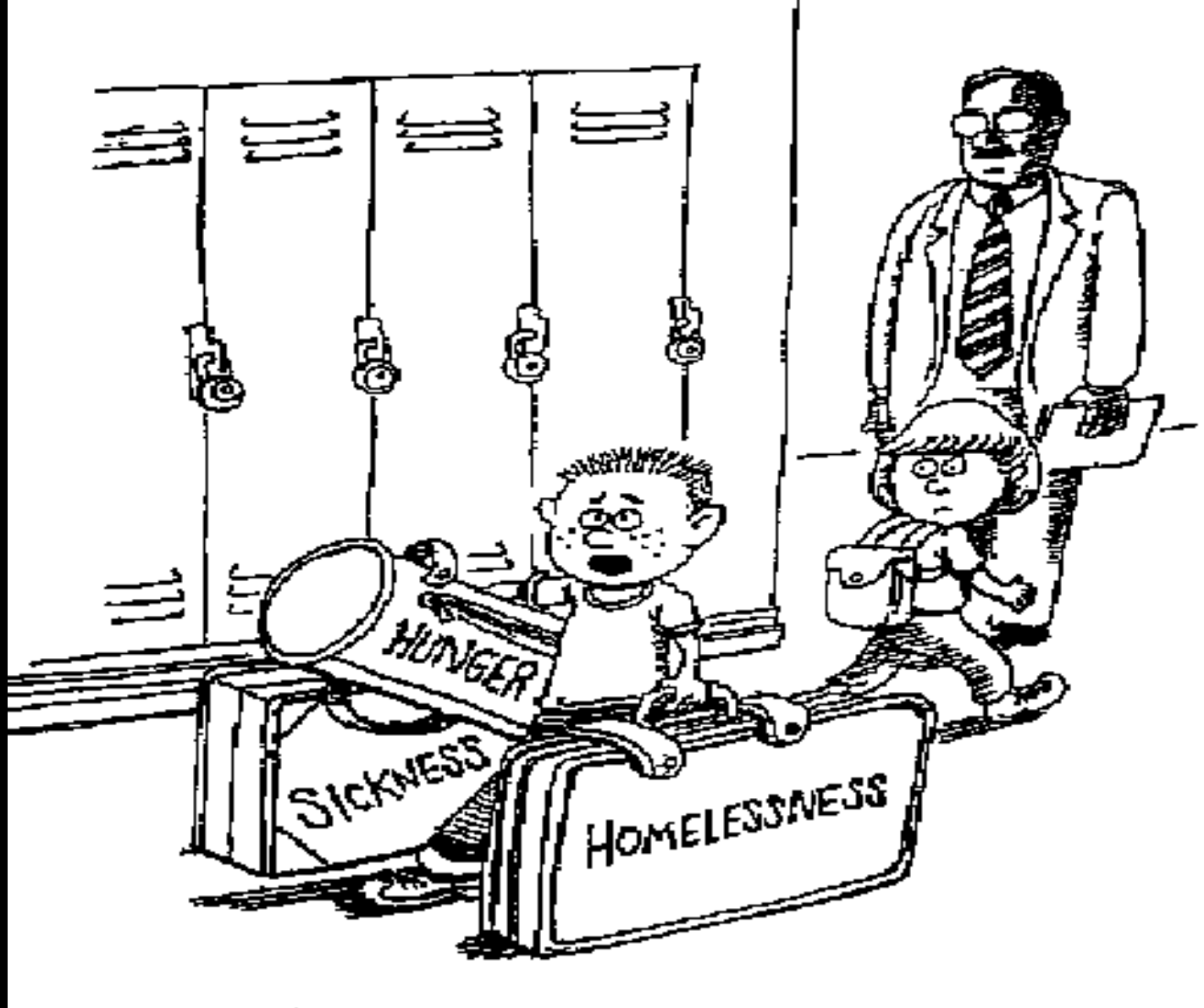


Student list

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

Search by name or ID

4 of 5 days 4 1	ENGAGEMENT SINCE START OF REMOTE LEARNING	ATTENDANCE PRIOR TO REMOTE LEARNING	TOTAL ASSIGNMENTS	TOTAL ASSIGNMENTS TURNED IN
Bear, Cindy850798103	92.30%	60.60%	61	34
Bear, Fozzie839449296	92.30%	97.30%	100	66
Bear, Fozzie855448041	84.61%	93.60%	85	55
Bear, Yogi843760449	76.92%	90.00%	48	24
3 of 5 days 1 1	ENGAGEMENT SINCE START OF REMOTE LEARNING	ATTENDANCE PRIOR TO REMOTE LEARNING	TOTAL ASSIGNMENTS	TOTAL ASSIGNMENTS TURNED IN
Rubble, Barney855616508	53.84%	85.20%	61	19
0 of 5 days 3 1	ENGAGEMENT SINCE START OF REMOTE LEARNING	ATTENDANCE PRIOR TO REMOTE LEARNING	TOTAL ASSIGNMENTS	TOTAL ASSIGNMENTS TURNED IN
Bear, Fozzie855448041	0.00%	50.00%	44	—
Doo, Scooby854924949	7.69%	83.60%	40	1
E. Coyote, Wile861520315	38.46%	90.80%	67	16
Students not enrolled in a Google ... 2 1	ENGAGEMENT SINCE START OF REMOTE LEARNING	ATTENDANCE PRIOR TO REMOTE LEARNING	TOTAL ASSIGNMENTS	TOTAL ASSIGNMENTS TURNED IN
Chef, Swedish867295833	0.00%	49.50%	—	—
Hawk, Henery856186251	0.00%	0.90%	—	—



***“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



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Every Child. Infinite Possibilities.

Baltimore's Promise + Elev8 Baltimore: Early Pandemic Response Strategies



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Context for Baltimore

- 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%



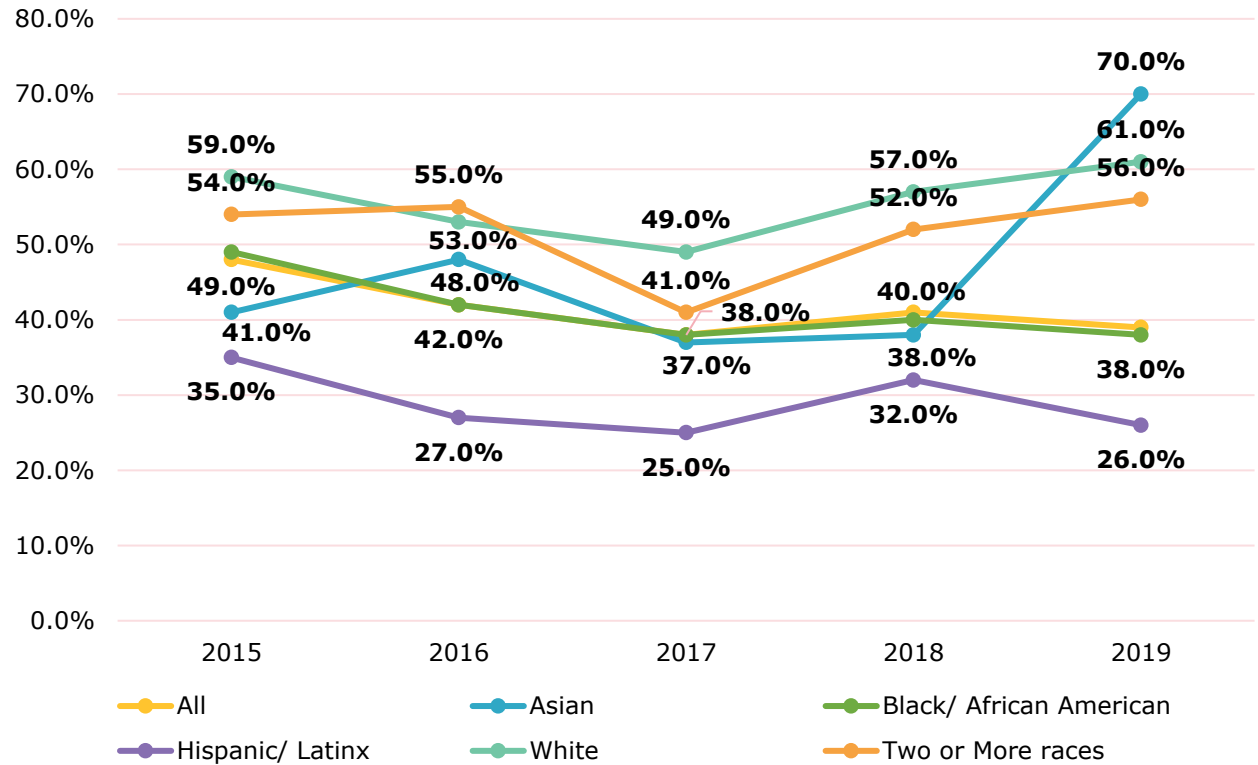
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Context for Baltimore



Kindergarten Readiness Assessment: Percent Demonstrating Readiness by Race/ Ethnicity



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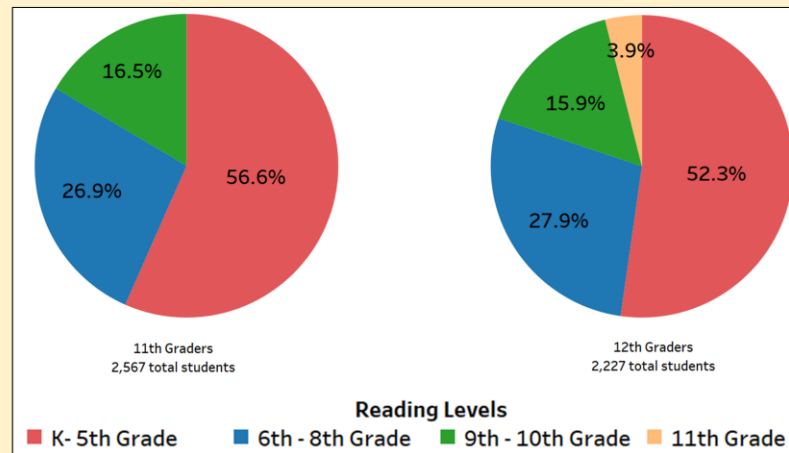
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Context for Baltimore



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 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.

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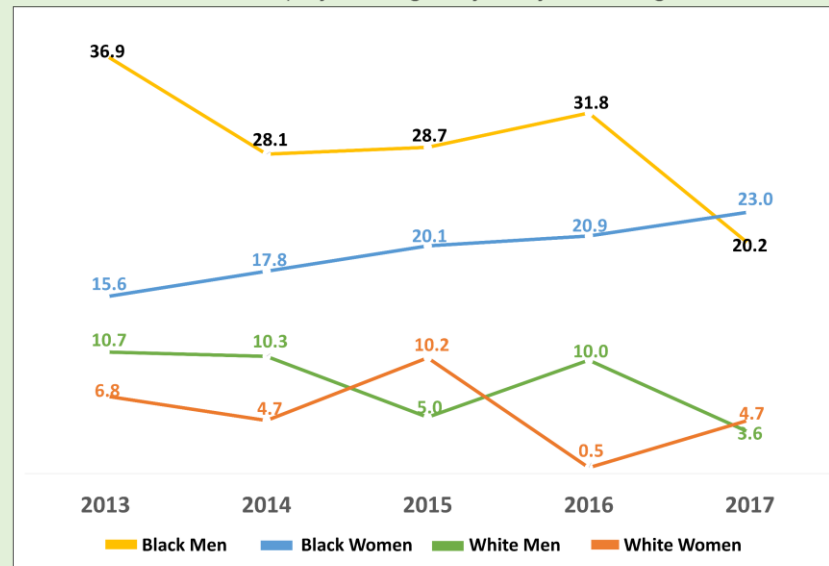
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Context for Baltimore



Baltimore City Young Adult Unemployment Rates Ages 20 – 24 (2013 – 2017)

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.

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Major Inequities Being Addressed

- 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



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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

Place Based Strategy: Elev8 Baltimore

- 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)

Other Strategies:



- **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



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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

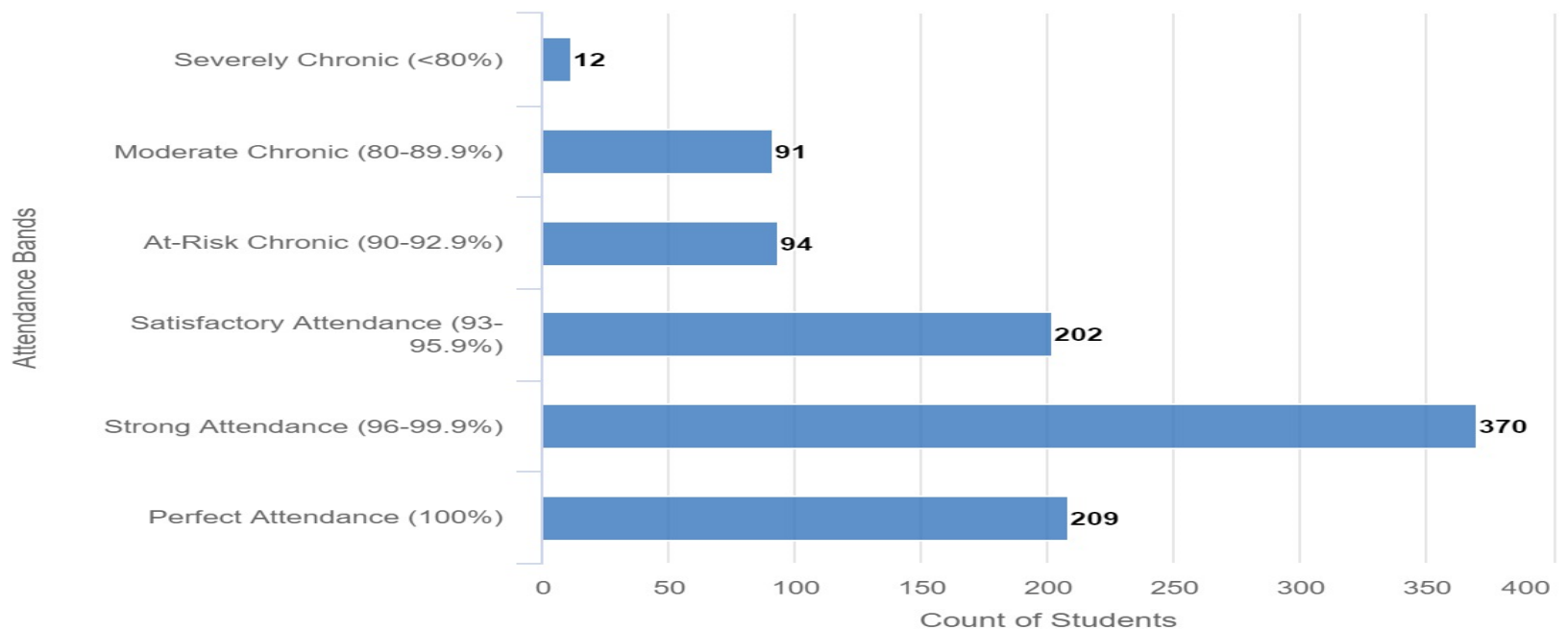


Paradigm Shift During School Closures

- 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



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



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Director, Student Support Services
Long Beach Unified School District
Esimon@lbschools.net



Emily Partin, TN Licensed
Professional Counselor
Grundy County Dept. of
Education Family Resource
Center
Discover Together Grundy

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

Educational Attainment

75.7% +/- 2.2%

High school graduate or higher in Grundy County, Tennessee

Age and Sex

43.2 +/- 0.9

Median age in Grundy County, Tennessee

Health Insurance

17.0% +/- 2.9%

Uninsured population in Grundy County, Tennessee

19.5% +/- 0.2%

Children under 18 in poverty in the United States

87.7% +/- 0.1%

High school graduate or higher in the United States

37.9 +/- 0.1

Median age in the United States

9.4% +/- 0.1%

Uninsured population in the United States

Social Determinants of Health

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

Holly Fletcher, USA TODAY NETWORK – Tennessee Published 9:24 a.m. CT Jan. 31, 2017 | Updated 11:06 a.m. CT Jan. 31, 2017



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

Grundy County

Census ID 47061

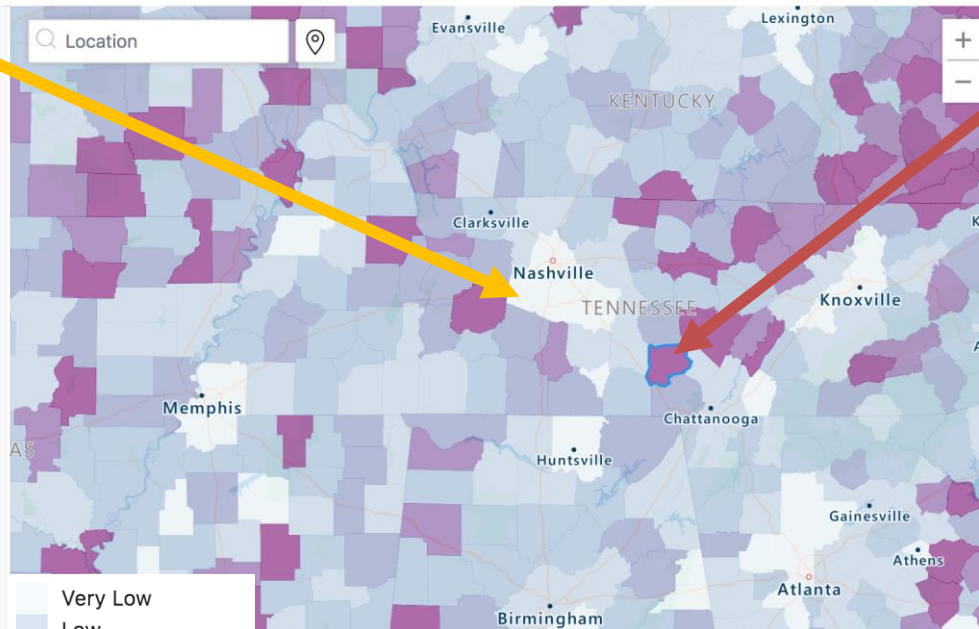
Average density (38.0 ppl / mi²)

Community Vulnerability

Extremely High

Top Socioeconomic Influencers

- Low retail job density
- Low unemployment rate
- Low transportation availability
- Low industrial/commercial job density
- Low income



Very Low
Low
Medium
High
Very High
Extremely High

<https://covid19.jvion.com/>

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

1 County

High density (314.4 ppl / mi²)

Community Vulnerability

Very Low





Top Socioeconomic Influencers

- Low unemployment rate
- Highly likely food desert
- Average environmental health hazard
- Low frequency of prolonged commute (60+ min)
- Average access to employment

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

Emails came pouring in

Fwd: Special Edition: New Resources from NIET, including Tips for Supporting for Students with Special Needs -	Mar 27
Fwd: Titanic Museum Virtual Field Tour Available Now! - FYI ----- Forwarded message ----- From: ...	   
Zoom - Zoom is another option that's free for educators to connect with their students. I know Karen has already...	Mar 26
Fwd: Study Island Support During School Closures - Paul E. Conry, Ed.S. Principal, Tracy City Elementary School ...	Mar 26
Fwd: Video Prize Challenge - FYI ----- Forwarded message ----- From: Melanie F. Harrison (CENSUS/PHED)...	Mar 26
Fwd: FW: FREE Access to a Family eBook Library & More - Paul E. Conry, Ed.S. Principal, Tracy City Elementary S...	Mar 25
Fwd: DCMP Accessible Videos Support Remote Learning - Paul E. Conry, Ed.S. Principal, Tracy City Elementary ...	Mar 25
Fwd: Typesy COVID-19 Update - Paul E. Conry, Ed.S. Principal, Tracy City Elementary School 276 3rd Street Trac...	Mar 25
Fwd: How can I help? - Paul E. Conry, Ed.S. Principal, Tracy City Elementary School 276 3rd Street Tracy City, TN ...	Mar 25
Fwd: [VIDEO] 4 ways to learn from Thomas R. Guskey - Paul E. Conry, Ed.S. Principal, Tracy City Elementary, Con...	Mar 25
Owl Learning - Hey Folks, I had a board member share with me that Marion County is using Owl Learning. It goe...	Mar 25
Fwd: [Media] RELEASE: TDOE Announces Partnership with PBS to Deliver Daily Instructional Content for Tenne...	Mar 25
Fwd: Effective Communication Webinars For School District's - FYI Glenda M. Dykes, Ed.S. Director of Grundy Co...	Mar 25
Fwd: Reminder: Free Webinar Today - Building Capacity for At Home Literacy - FYI Glenda M. Dykes, Ed.S. Direc...	Mar 25
Fwd: Tomorrow: Supporting Parents & Students with eLearning Including Students with IEPs - Paul E. Conry, Ed...	Mar 24
Fwd: Hi Paul, last chance to sign up! K-12 Online Reading Summit Mar 25: Reading Instruction in the Virtual Cl...	Mar 24
Fwd: [Upcoming Live Webinars] Supporting Schools & Students During School Closures - FYI ----- Forwarded ...	Mar 24
Fwd: Webinar: Inclusiveness in STEAM Using E-learning Platform to learn from home - ----- Forwarded mess...	Mar 23

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

When we meet again, what then?

Trauma Informed Practices

“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](https://doi.org/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.***

<https://www.psychologytoday.com/us/blog/self-reg/201607/self-regulation-vs-self-control>

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)
 - <https://pdfs.semanticscholar.org/2428/9dab105789dfccb5bc42f471d8b9180c3673.pdf>
- ACEs and life events were found to be reliable predictors of inhibition ability.
 - <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
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City Department of Education



Erin Simon, Director of
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Long Beach Unified School
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Emily Partin
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Julia Baez
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Baltimore's Promise, Maryland



Alex Warrick Adams
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Baltimore, Maryland



Closing Comments



S. Kwesi Rollins

Vice President for Leadership & Engagement



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:

<https://www.surveymonkey.com/r/reducing-coronavirus-impact>

THANK YOU!