



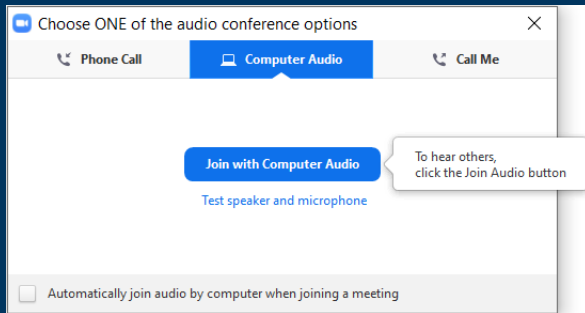
# Responding to COVID-19

Identifying Students in Need through Handle with Care

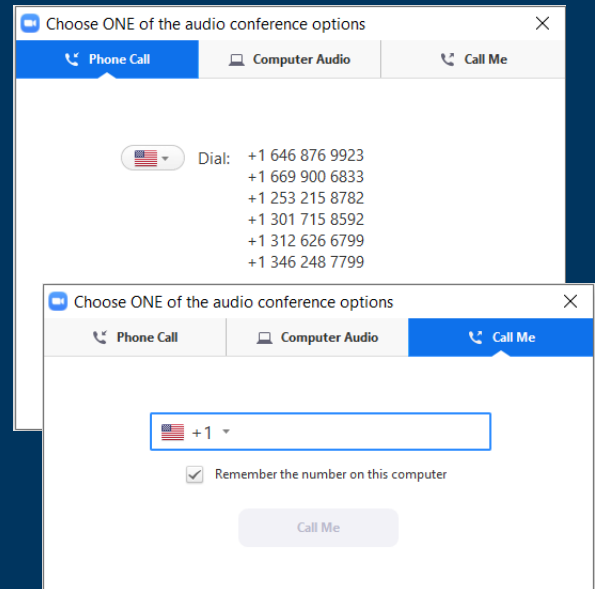
April 21, 2020

# Audio Options in Zoom

1 Use your computer's audio and microphone through Zoom

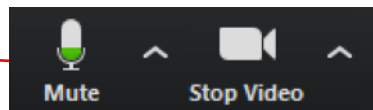


2 Dial in using your phone

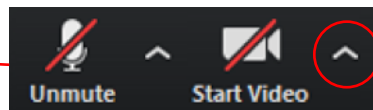


X Do not do both – it will cause feedback

# Audio Mute/UnMute & Video Stop/Start



You are live.  
Everyone can hear you.  
Everyone can see you



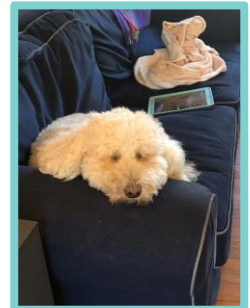
You are not live.  
You are muted.  
Your video is turned off.

Clicking the Up arrow next to the Mic and Camera icon at any time during the meeting will provide you with audio and video options.

# A Few Helpful Hints

1. Always remember to mute your mic when you're not speaking. This reduces background noise and feedback.
2. Turn off non-essential software that may be using the internet while you are in a Zoom meeting.
3. Be aware of your location's bandwidth. Too many devices connected to your Wifi can slow Zoom. Consider disconnecting smart phones, tablets, etc. while in the Zoom meeting
4. If your internet connection becomes unstable, disable your webcam (stop video) and enable only when you need to speak.
5. No apologies necessary for the appearance of 'co-workers' or when life otherwise interrupts.

*(My four-legged office-mate)*



# Traumas of the Great Recession Returning

5

## Home Stability at Risk for the Second Time in a Generation

### Today's Students Were Born Amid Economic Downturn...

*Economic and Societal Hardships Resulting from the Great Recession (2007-2009)*



**21.3%**

Percentage of **food-insecure households with children** in 2009



**30M**

Americans lost jobs over the span of **two years**



Domestic violence grew in relation to unemployment, resulting in **75% of shelters reporting** an increase in women with children seeking assistance<sup>1</sup>

### ...and Are Seeing Similar Impacts During COVID-19 Quarantine

*Economic and Societal Hardships Emerging During COVID-19*



**51.6%**

Percentage of children **without consistent access to free and reduced-price school lunches**



**22M**

Americans lost jobs over the span of **four weeks**



The French police reported a nationwide spike of about **30%** in domestic violence since the beginning of coronavirus closures

1) Based on national findings from a survey of domestic violence shelters, n=672.

# Emerging Signs of Trauma Due to Quarantine



## The Risk of Mental Health Issues Increases for Children and Parents

### Children Are Showing Signs of Stress and Anxiety

**36%** of children are anxious about missing schoolwork

**33%** of children are worried about contracting COVID-19 themselves

**19%** of children are worried about not having enough food following news coverage of panic buying

**17%** of children are afraid to go outside their house

### The Mental Health Tax of Family Quarantine



**28% of quarantined parents** warranted a diagnosis of “trauma-related mental health disorder” in a recent study of quarantined families in China.



In a 2013 study<sup>1</sup>, **post-traumatic stress symptoms were 4x stronger** in adults and children who had been quarantined than in those who were not quarantined.

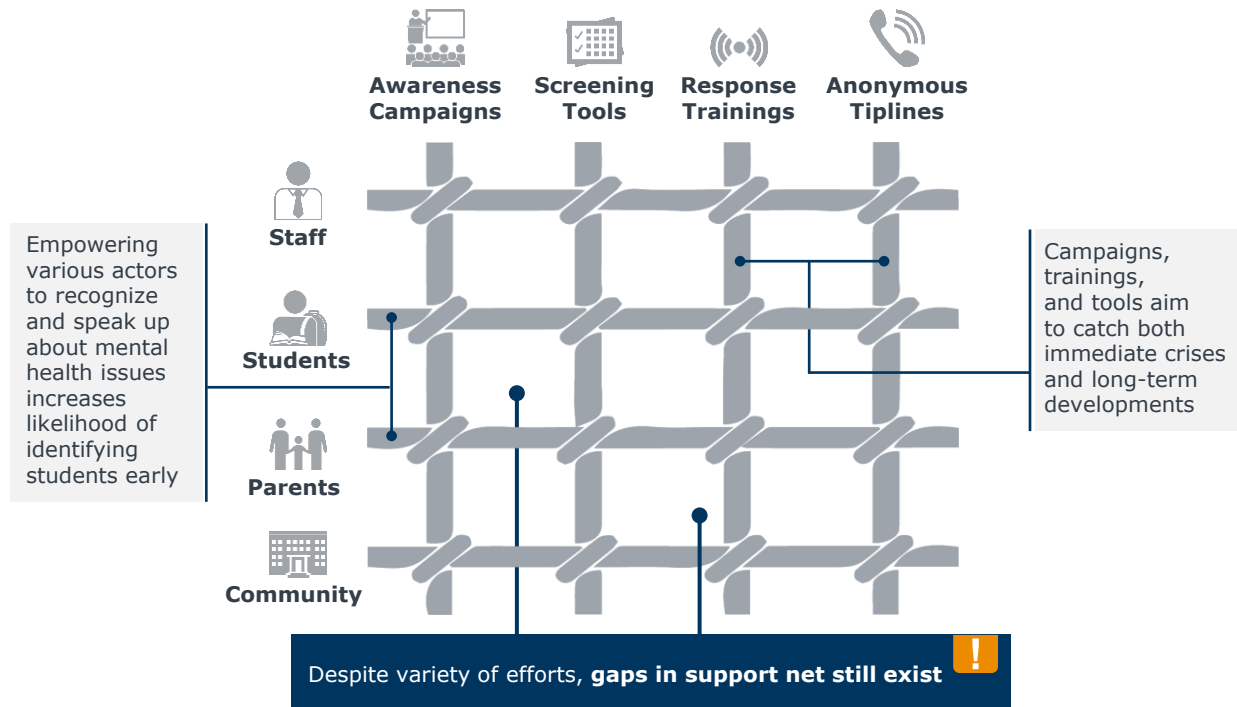
1) Sprang, Ginny & Silman, Miriam. (2013). [Posttraumatic Stress Disorder in Parents and Youth After Health-Related Disasters](#). Disaster Medicine and Public Health Preparedness, 2013.

Sources: [“Fifth of primary children afraid to leave house over Covid-19, survey finds,”](#) The Guardian, 2020; [“Lockdown is the world’s biggest psychological experiment – and we will pay the price,”](#) World Economic Forum, 2020; Brooks, et. al., [“The psychological impact of quarantine and how to reduce it: rapid review of the evidence,”](#) 2020.

# Variety of Means to Catch Students Early



## Districts Employ Multiple Channels to Prevent Students from Falling Through the Support Net



# Knowing What Happens Outside of School

Partnership with Law Enforcement Keeps Educators in the Know

**Handle with Care (HWC) Warns Schools of Potentially Traumatic Incidents in Community**



## Police Notification Informs Educators of Potential Concern

- Officer speaks to student at scene of incident, records school they go to
- Police notifies designated district staff with "Handle with Care" message
- Notification contains no incident details, lets educators know of potential concern

### Profiled Initiative:

*Handle with Care, West Virginia Center for Children's Justice, WV*



## Awareness Allows Schools to Be Vigilant About Student Needs

- School notifies teachers and support specialists that student may need attention
- Educators observe student for signs of trauma
- Additional support provided if student is showing signs of distress

The image shows a 'Handle With Care Notice' form and a 'FRAGILE' sticker. The form is titled 'Handle With Care Notice' and is from Law Enforcement to the School. It includes fields for 'To: (School)', 'From: (Law Enforcement Agency)', 'Date: Time: Incident Date:'. Below these fields is a paragraph: 'The child referenced below was on the scene of a police action in the last 24 hours and could exhibit academic, emotional and/or behavioral problems as a result of exposure to a traumatic event. Please handle him/her with care. For more information go to [www.handlewithcarewv.org](http://www.handlewithcarewv.org)'. There are three 'Childs Name: Age:' fields. A dashed line with a scissors icon indicates where to cut. Below the dashed line are 'To: (Teacher)' and 'From: (Principal/Counselor)' fields. At the bottom of the form is a 'FRAGILE' sticker with the words 'FRAGILE' written in red on a blue background, being held by hands.





# Going Beyond a Simple Notification

## Program Becomes Standard for Cooperation Between Districts and Police

### Program Launch

### Current Status

### Upcoming Expansion



#### Scope

Program launches at one district, coordinator triages cases to schools

Program expands to all 12 districts served by OCPD<sup>1</sup>; triage point remains unchanged

Partnership currently under consideration by Oklahoma City Fire Department



#### Process

Link to district coordinator's email added to officers' laptops

Notification now a mandatory dropdown item in system before officer can close case involving a minor

Anonymous public HWC tipline set to pilot in OCPD<sup>2</sup> next year



#### Impact

District received 80 notifications during '18-'19 school year

Coordinator has received 200 notifications during first 9 weeks of '19-'20 school year

Ongoing review by State Legislature for potential statewide expansion

#### Profiled Institution:

*Oklahoma City Public Schools, OK*



See Appendix for sample **HWC notice** and **MOU with law enforcement**



# Flexible Follow-Up to Student Needs

## Results Shows Improved Early Warning and Change in Schoolwide Practices

### HWC Helps Oklahoma Schools Adjust Perception, Response to Student Behavior



**Comes to school without homework**



**Falls asleep in class**



**Did not bring permission slip for field trip**

**Before**

*Received a "0"*

*Withheld from recess*

*Was not allowed to go*

**After**

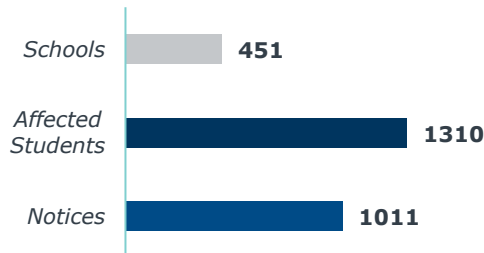
*Given extra time and/or 1:1 time with teacher*

*Allowed to rest in Nurse's office*

*Parents called; child allowed to go upon verbal confirmation*

### Data from Maryland Shows Broad Impact of Initiative Across 11 Counties

*September 2018 – June 2019*



**93**

Students have received follow-up mental health services after HWC notice

Source: Oklahoma City Public Schools, Oklahoma City, OK; Handle with Care Dashboard, Maryland Governor's Office of Crime Control and Prevention, <http://goccp.maryland.gov/juveniles/handle-with-care-dashboard/>; EAB interviews and analysis.

# Access EAB's Support Resources Now

## COVID-19 Resource Center

Support your school through the coronavirus crisis  
K-12 resource center

- 1 Hear from EAB's Experts
- 2 Use EAB's research to support your school's emergency response
- 3 Address the unique needs of your students
- 4 Address a pandemic and other disasters your students may face
- 5 Hear the executive insights from EAB's COVID-19 expert resources by topic

1 Hear from EAB's 12 experts

How to help teachers and students get the most out of online learning

Our [resource center](#) provides quick access to what major public health organizations, education associations, and other institutions are doing to respond to the crisis.

## Promoting Resiliency and Wellness

Support mental health and well-being of K-12 students and staff during COVID-19

- 1 Hear from EAB's Experts
- 2 Use EAB's research to support your school's emergency response
- 3 Address the unique needs of your students
- 4 Address a pandemic and other disasters your students may face
- 5 Hear the executive insights from EAB's COVID-19 expert resources by topic

1 Hear from EAB's 12 experts

How to help teachers and students get the most out of online learning

Our [expert insight](#) provides strategies to support the wellbeing of students and staff during this time, including:

- How to [talk with students](#) about COVID-19
- Combating [stigma and racism](#) related to COVID-19
- [Self-care](#) resources and strategies

## Tech-Enabled Mental Health Support

Technical solutions for improving access to mental health support for K-12 students during the COVID-19 outbreak and beyond

- 1 Hear from EAB's Experts
- 2 Use EAB's research to support your school's emergency response
- 3 Address the unique needs of your students
- 4 Address a pandemic and other disasters your students may face
- 5 Hear the executive insights from EAB's COVID-19 expert resources by topic

1 Hear from EAB's 12 experts

How to help teachers and students get the most out of online learning

Our [expert insight](#) provides guidance on using technology to provide mental health services during and after COVID-19, including:

- Best practices from EAB's study [Responding to the Adolescent Mental Health Crisis](#)
- Supplementary [state policy](#) and [discussion](#) resources

# Joining Us Today: Andrea Darr

We Welcome the Director of the West Virginia Center for Children's Justice



## Andrea Darr, Director, WV Center for Children's Justice

Andrea Darr is the director of the West Virginia Center for Children's Justice which is housed in the Crimes Against Children Unit at the WV State Police. Before devoting her work full time on children's initiatives, Andrea served as the Coordinator of Victim Witness Services for the West Virginia Prosecuting Attorneys Institute from 2005-2015. In that capacity she coordinated with prosecution-based victim witness assistance programs as well as community-based programs. Andrea has also worked in direct services with victims of crime, violence and abuse while serving as the Victim Liaison at the Kanawha County Prosecuting Attorney's Office.



## WEST VIRGINIA CENTER FOR CHILDREN'S JUSTICE

PROTECT • HEAL • THRIVE

Handle with Care is a program to help mitigate the negative effects experienced by children exposed to crime, violence and abuse and highlights a promising initiative between schools/child-care agencies, law enforcement and treatment providers. "Handle with Care" provides the school with a "heads up" when a child has been identified by law enforcement at the scene of a traumatic event. Schools are responding with interventions to help mitigate the trauma and mental health providers are co-locating at the school to provide services. Handle with Care programs promote safe and supportive homes, schools, and communities that protect children, and help traumatized children heal and thrive. [Handle with Care Program Overview](#)

Support your school through the coronavirus crisis

1. Bookmark these pages for the latest official information about the coronavirus.
2. Use EAB research and resources to support your school's response to coronavirus.
3. Reference peer policies and other guidance when developing response plans.
4. Use these peer examples to help communicate coronavirus information.

2. Use EAB research and resources to support your school's response to coronavirus

Most of these resources were not created specifically for infectious disease outbreak responses. That said, many of our existing resources can complement, supplement, and inform a variety of crisis response, planning, and mitigation efforts. Explore the three topic areas below.

NEW Support student success during instructional disruption

Provide transparent and timely communication.

Support your school through the coronavirus crisis

1. Bookmark these pages for the latest official information about the coronavirus.
2. Use EAB research and resources to support your school's response to coronavirus.
3. Reference peer policies and other guidance when developing response plans.
4. Use these peer examples to help communicate coronavirus information.
5. Read the coronavirus responses from the major education associations.
6. Find Department of Education resources by state.

4. Use these peer examples to help communicate coronavirus information

Websites

| Independent Schools  | School Districts  |
|--|---|
| <ul style="list-style-type: none"><li>- NEW Castilleja School</li><li>- Lakeside School</li><li>- NEW National Cathedral School</li><li>- NEW The College Preparatory School</li><li>- The Episcopal Academy</li></ul> | <ul style="list-style-type: none"><li>- Cypress Fairbanks Independent School District</li><li>- NEW Halton School District Board</li><li>- NEW Paulding County School District</li><li>- Renton School District</li><li>- San Jose Unified School District</li><li>- West Windsor-Plainsboro Regional School District</li></ul> |

Direct Communication

| Independent Schools | School Districts |
|---------------------|------------------|
|---------------------|------------------|

Regional and global information hubs, relevant EAB research and resources, responses from major education associations help partners stay up to date and make informed decisions.

District specific examples of comprehensive websites, direct communication, and social media messaging help partners navigate varied communication needs.



**To Learn More:**

[eab.com/K12covid19response](http://eab.com/K12covid19response)

# Keep the Conversation Going

## Connect with Peers on our K-12 Discussion Board



Invitation email was sent to all main points of contact on **Friday, March 20<sup>th</sup>**. Please email **Pete Talbot** ([ptalbot@eab.com](mailto:ptalbot@eab.com)) if you or one of your team members needs to be added to the discussion forum.

### 1 Access Link in Your Email




### 2 Create a log-in



### 3 Join the Conversation



EAB Research (EABResearch) invited you to join discuss.eab.com

 EAB Discussion Forum <eabdiscussions@discoursemail.com>  
To: Richards, Rebecca

EXTERNAL

EAB Research (EABResearch) invited you to join

**EAB Discussion Forum**



A meeting ground for EAB discussion boards across forums

If you're interested, click the link below:

<https://discuss.eab.com/invites/622ef26df4a00ca9428f696fad903ef4>

Welcome to EAB Discussion Forum!

You were invited by:

  EABResearch

**Username**  
 ✓ Your username is available  
unique, no spaces, short

**Name**  
  
your full name (optional)

**Set Password**  
 ✓ Your password looks good.  
at least 10 characters (optional)

Welcome to EAB Discussions!

This is a meeting ground for EAB discussions across forums where partners can engage with our content experts thinking about. We believe in civilized community behavior at all times so please make sure to review our guide.

Below, you will find the discussion boards to which you have been invited to attend. This will serve as your home within to post and reply to a variety of topics hosted by EAB experts and partner institutions.

Let's discuss!

Latest Top

Topic

**# About the EAB K12 Coronavirus Discussion Board**

The EAB Coronavirus Discussion Board is a space created for partner institutions to engage in conversations regarding responses to the COVID-19 outbreak. EAB is closely monitoring the outbreak and its impact to all of o... read more

Independent School Executive Forum Discussions

District Leadership Forum Discussions

# Upcoming Virtual Roundtables

Mark Your Calendars for These K-12 Working Sessions



## **Identifying Students in Need: A Conversation with the Executive Director of "Handle with Care"**

*Question and Answer with Andrea Darr, Director of West Virginia Center for Children's Justice*



*Tuesday, April 21<sup>st</sup> at 12 p.m. ET*

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## **Critical Lessons on the COVID-19 Crisis from Northshore School District (Bothell, WA)**

*Question and Answer with Superintendent Dr. Michelle Reid*



*Thursday, April 23<sup>rd</sup> at 1:30 p.m. ET*

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## **Supporting the Mental Wellness of Teachers: A Discussion with the Founder and CEO of Happy Teacher Revolution**

*Question and Answer with Happy Teacher Revolution's Danna Thomas*



*Thursday, April 30<sup>th</sup> at 2 p.m. ET*