



## Healthy Youth and Schools Commission

### *November Quarterly Meeting*

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Nov. 18, 2020 | Jeff Travers, Chairman of the Commission



**Welcome**

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# Agenda

- Welcome and Introductions
- Recap of the Previous Commission Meeting
  - Approval of Minutes
- Update from OSSE
  - General Announcements
- COVID-19 Response and Recovery Updates
- Child and Family Services Agency Presentation
- Updates from Strategic Plan Working Groups
- Comments from Commissioners on Current Work
- Closeout and Priorities for Next Meeting
- 2021 Meeting Dates



## Recap Previous Commission Meeting

Jeff Travers, Chairman, Healthy Youth and Schools Commission

# Recap Previous Commission Meeting

- August Quarterly Meeting
  - Date: Wednesday, Aug. 26, 2020
  - Main topics covered:
    - COVID-19 Response and Recovery Resources
    - Operating within a Virtual School Environment
  - Approval of minutes



# General Updates from OSSE

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Heidi Schumacher, Assistant Superintendent, OSSE

# General Announcements and Updates

- New Interim Superintendent: Shana Young

# General Announcements and Updates

- OSSE awarded **Comprehensive Literacy State Development (CLSD)**



# Overview

In September 2020, The US Department of Education awarded the DC Office of the State Superintendent of Education (OSSE) with a **\$16 million** grant to improve literacy.

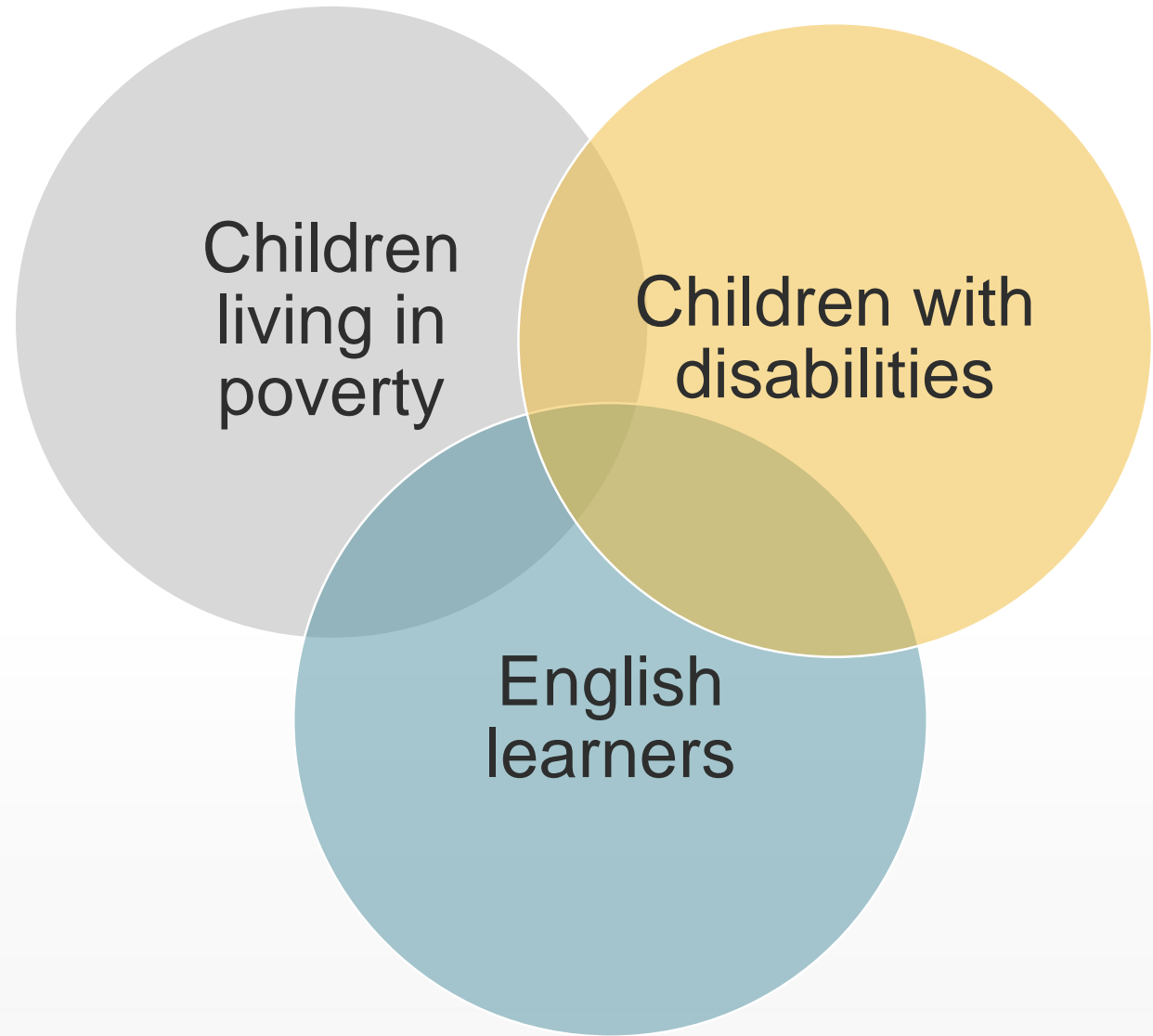
The five-year **Comprehensive Literacy State Development (CLSD)** grant will be used primarily to support local education agencies (LEAs) and community-based organizations (CBOs) in strengthening literacy development and instruction from **birth through grade 12**.

Press Release: [Mayor Bowser Announces \\$16 Million Federal Grant to Improve Literacy for Students](#)



# The Why

Grant funds will prioritize children and students who are **furthest from opportunity**



# Grant Objectives

Over the **next five years** OSSE will leverage the grants funds to:

Support early language and literacy skills

Increase the number of children reading on grade level in grade 3 through high school

Improve literacy outcomes for approximately 25,000 disadvantaged and traditionally underserved children and students

# General Announcements and Updates

- Released the following continuation grants for fiscal year 2021
  - Environmental Literacy Advancement Grant
  - National School Lunch Program Equipment Assistance Grant
  - Healthy Tots Wellness Grant
  - School Garden Grant

# Nutrition Team Updates

- National School Lunch Program Equipment Assistance Grant
  - Applications are open through Dec. 4, 3 p.m.
- [Register](#) to receive Sprout it Out, the e-newsletter for District school garden programs, directly to your inbox each month.
  - This newsletter provides information on upcoming events, trainings, funding opportunities, and highlights shared by school garden programs.

# Nutrition Team Updates

OSSE has been awarded a USDA Farm to School Grant in the amount of \$99,821!

- With these funds, we will increase local foods in eligible Child Nutrition Programs (CNPs) by implementing comprehensive farm to CNP programming. This will be accomplished through four activities:
  1. Establishing a DC Farm to CNP Advisory Board to share expertise and develop a five-year strategic plan for DC Farm to CNP;
  2. Developing a series of online trainings on high priority CNPs' needs;
  3. Providing expert and targeted technical assistance to new and challenged CNP operators; and
  4. Developing a DC Farm to CNP Toolkit that identifies best Farm to CNP practices.
- These activities will provide CNP operators with the knowledge and support they need to effectively procure local foods.



## COVID-19 Response and Recovery Updates

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# School Landscape

- DCPS continues to provide virtual learning.
  - Had planned to offer in-person learning at the start of Term 2 (Nov. 9) for select elementary school students.
  - Will begin by opening CARE classrooms as soon as staffing plans are confirmed.
  - For more information: [dcpsreopenstrong.com/school-plans/](https://dcpsreopenstrong.com/school-plans/)
- Many charter LEAs have also begun in-person learning.
  - For more information: [dcpcsb.org/public-charter-schools-reopening-update](https://dcpcsb.org/public-charter-schools-reopening-update)



# COVID-19 Guidance and Resources



Office of the State Superintendent of Education



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Guidance and Resources for COVID-19-related Closures and Recovery



OSSE is committed to helping child development facilities, local education agencies (LEAs), schools and families plan effectively for reopening and recovery after closures related to the coronavirus public health emergency. This page includes guidance, information and supports related to closures, reopening and recovery. This page is frequently updated – please check back as we continue to update information.





## Continuous Education and Recovery Plans

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Heidi Schumacher, Assistant Superintendent, Health and Wellness

# Guiding Principles for Continuous Education

- Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and distance learning settings.
- Guiding Principles:
  - Provide LEAs and families with clear and consistent expectations for the continuous education that will take place during the 2020-21 school year.
  - Help LEAs develop effective and equitable continuous education plans that strive to meet the needs of all students and are developed in partnership with families.
  - Support families in understanding what they can expect for their students and the two-way communication that schools should establish with them.
  - Offer a target for excellence rather than a floor for compliance.
- Includes principle on whole student supports: Addressing the needs of the whole student is essential for effective learning and remains an important function of LEAs, now more than ever.

# Continuous Education and Recovery Plans Purpose

- Provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic.
- LEAs have the flexibility to design continuous education and school recovery plans to best fit their individualized needs.
- Include the following sections:
  - School recovery operations plan
  - Instructional delivery plan
  - Assessment and promotion policy
  - Whole student support
  - Special populations
  - Technology policy
  - Family engagement policy

# Continuous Education and Recovery Plans Requirements

- From OSSE: All LEAs that serve students in grades K-12 must submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at six hours per day.
- From DC PCSB: All public charter school LEAs must submit plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19.
- Plans must meet certain baseline requirements: completion, clarity, alignment with applicable laws and policies, and for public charter schools, alignment with their approved charters.
  - In addition, all plans must align with public health guidelines.

# Continuous Education and Recovery Plans Process

- Plans were reviewed by OSSE and DC PCSB.
- Plans are available on the OSSE website: <https://osse.dc.gov/publication/lea-continuous-education-plans>
- LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic.



# Health and Safety Guidance

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David Esquith, Director, Policy, Planning, and Strategic Initiatives  
Kyle Flood, Manager, Policy and Compliance

# Health and Safety Guidance

- Based on guidance from DC Health and the Centers for Disease Control and Prevention (CDC)
- Public Health Lens
- Many of the health and safety requirements apply to both schools and childcare providers, and OSSE's guidance documents are structured similarly to the maximum extent appropriate for both.



# Health and Safety Guidance

Provides guidance on the following:

1. **Preventing** the spread of COVID-19, including actions schools and childcare providers either must take or should consider taking to protect children, students, and staff and to slow the spread of COVID-19.
2. **Responding** to COVID-19, including actions that schools and child care providers must take when a child, student, or staff member becomes sick with or is exposed to COVID-19.

OSSE's guidance targets both individual behavior as well as, and primarily, agency (i.e., schools, childcare providers/facilities) behavior.

- Individual examples: vaccines, social distancing, masks, hygiene, symptom self-regulation
- Agency examples: vaccine enforcement, daily screenings, cleaning, grouping, maintaining social distancing, modifying/canceling activities, ventilation and water systems, reporting to DC Health, responding to symptoms/positive tests, providing meals

# School Health and Safety Guidance

## Prevention

- Communicating with students, staff, and families
- Vaccines and health forms
- Reopening buildings
- Physical (social) distancing
- Daily health screening
- Non-medical (cloth) face coverings
- Hygiene
- Cleaning, disinfection, and sanitization
- Students with disabilities
- High-risk individuals
- Meals
- Residential Schools

## Response

- Exclusion, dismissal, and return to school criteria
- Exposure reporting, notifications, and disinfection

**Appendixes:** staff conducting physical temperature checks and PPE requirements for school staff interaction with students.

# Initial Feedback from Schools Offering In-Person Learning

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The DME interviewed 18 independent, parochial, and public charter schools that have reopened for varying levels of in-person student learning or support services.

## Primary topic areas covered

- Supports for Teachers
- Supports for Families
- Physical/Social Distancing
- Face Mask Usage and Compliance
- Hygiene Practices
- Arrival and Dismissal Processes
- Daily Health Screenings

All interviewed schools  
rely on OSSE's  
Health and Safety Guidance

# Initial Feedback: Supports for Teachers

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Building confidence among teachers that buildings will be safe

- Visibly transforming the building is reassuring.
- Teachers are more invested and feel safer when leadership revises their protocols based on their feedback.
- Opportunities to take students outside for class, recess, or other breaks also reduces the anxiety of being in the building.
- Teachers' anxiety levels lessens once they are back in the building with students (as opposed to imagining what it will be like).

# Initial Feedback: Supports for Families

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Building confidence among families that buildings will be safe

- Families need to understand the new processes and procedures before they return. Communicate early and allow parents to ask questions.
- Families need to see the new protocols implemented with fidelity. Families need to see leadership redirecting students who aren't following the new procedures.
- Assume families will congregate if given the chance. Carefully manage pick-up/drop-off, material pick-up, outdoor back to school nights, or any other events where congregating is possible.
- Many schools developed agreements or covenants that clearly state the rules and expectations.

# Initial Feedback: Physical Distancing, Face Masks, Hygiene

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## Maintaining physical distancing throughout the day

- Students need time to practice. Repetition and visual cues are helpful. Use colors or symbols.
- Time outdoors is helpful for screen and mask breaks but is harder to enforce social distancing.

## Compliance and correct use of face masks

- Many had no issue with students properly wearing masks; some schools reported challenges.
- Masks falling below the nose, remembering to put masks back on after meals are biggest issues.
- Face shields are a useful supplement (in addition to masks) for struggling students.

## Proper hygiene practices

- Create “student boxes” with all the materials the student will need for the day.
- Assign students and staff to everything they might interact with during a day: entrances, hallways, bathrooms, classrooms/desks, outdoor spaces, etc.

# Initial Feedback: Arrival/Dismissal and Daily Health Screenings

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## Precautions for arrival and dismissal

- Stagger arrival and dismissal for different cohorts and families is helpful.
- Entry and exit areas should be big enough to allow spacing and discourage congregating.
- Practice, practice, practice! Staff should be well-versed on the protocols.
- Clearly communicate the new protocols and expectations to families before their first day.

## Daily health screenings

- Using web-based applications for the health screening questionnaire sped up the arrival process. If doing a web-based screening, ask families to complete prior to arrival.
- Schools that conducted a temperature check on students and staff reported that it lessened the anxiety of those returning. It is just one more layer of protection.

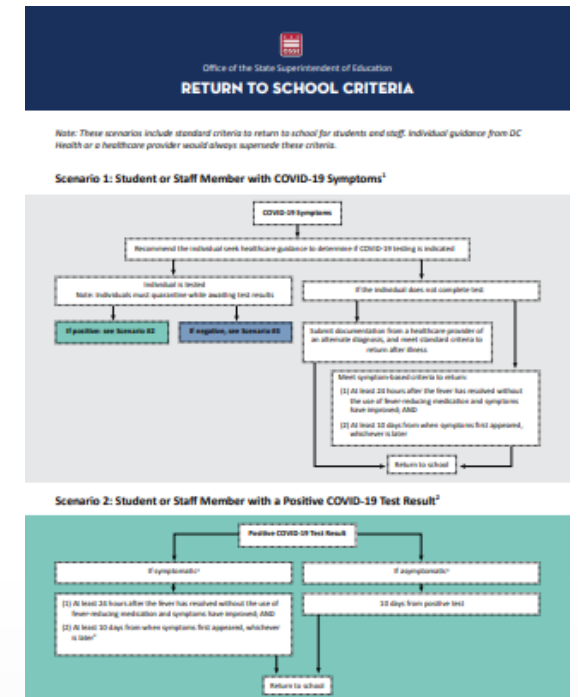
# Recent Areas of Focus

- Communication with families and staff
- COVID testing
- Travel and COVID



# School Health and Safety Support Using a Multi-Tiered Support Framework

- Tier 1 (Universal Supports): Guidance, FAQs, and Biweekly calls
  - Biweekly call deep dive topics have included:
    - Behavioral and mental health supports
    - Outdoor Learning
    - Operationalizing the health and safety guidance
  - One-pager resource on return to school criteria
  - Consolidated FAQs document
- Tier 2 (Subgroup Supports): Training Materials targeted to specific groups
  - *Forthcoming* trainings for: educators, families, custodians
- Tier 3 (Individual Supports): Office hours and Google Form question submission to provide one-on-one support



# Child Care Provider Health and Safety Supports

- **Guidance** and **FAQs** are updated regularly
- **Technical assistance calls** for child care providers and partners every other Monday at 10 a.m.
- **New resources released:**
  - Return to Child Care Criteria
  - Daily Screening Trackers for children and staff/visitors
  - Enhanced Health and Safety Checklist for Child Care Providers
  - Supplementary Guidance for Cleaning, Sanitizing, and Disinfecting Child Care Facilities
- **Updated Resources:**
  - Child Care Safety During COVID-19
  - What to Expect at Your Child Care Provider During COVID-19



# Immunizations Enforcement

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Kyle Flood, Manager, Policy and Planning



# Meal Service

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Liz Leach, Manager, School Programs  
Lindsey Palmer, Director, Nutrition Programs

# Child Nutrition Program Updates

## Previously

- Open feeding sites throughout the District will no longer be operating once the 2020-21 school year begins.
- Students will rely on the LEA in which they enrolled for access to meals.
- There are a number of waivers in place, allowing LEAs flexibility in how they distribute meals. LEAs must apply for and be approved to use each waiver.



## Current

- Open feeding sites throughout the District **can operate through June 2021**
- Students **can receive meals from their own LEA (if serving), or any open feeding site.**
- Waivers **continue to be in place through June 2021, easing regulations for child nutrition programs during the public health emergency.**

# DC Implementation of Programmatic Updates

- DCPS and DPR continue to serve open meal sites, listed on [coronavirus.dc.gov](https://coronavirus.dc.gov).
  - Meals are available for DC youth ages 18 and under
  - Parents/guardians may pick up on behalf of youth
  - Meals are free
  - Meals are provided via grab-and-go pick up
  - Three days worth of meals are provided (breakfast and lunch)
- Charter LEAs and other sponsors have tailored meal programs to meet the needs of their students and community. Some highlights:
  - Two largest charter networks (KIPP PCS and Friendship PCS) are both operating multiple open meal sites
  - IDEA PCS is operating a mobile delivery truck to reach students in their communities
  - Creative Minds PCS & others are operating home delivery to their students or students in need

# Meal Service Guidance: OSSE Support

- Updated: [Policy Guidance for SFAs to Serve Meals in the 2020-21 School Year](#) (anticipated release the week of Nov. 16). Includes updates on:
  - Ability to serve meals through open feeding sites through June 2021
  - Updates on flexibilities for the Fresh Fruit & Vegetable Program
- Meal service infographic
- Early November open office hours
- December FFVP best practices/peer to peer sharing opportunity
- As needed technical assistance calls, providing updates and guidance, a platform for peer-to-peer sharing, and answers to questions



Office of the State Superintendent of Education

**2020-21 SCHOOL FOOD AUTHORITY (SFA)  
MEAL SERVICE OPTIONS: COVID-19 RECOVERY PERIOD**

To ensure DC students have access to high quality meals in the 2020-21 school year, SFAs should use one or multiple of the following meal/food distribution scenarios and/or direct students and families towards [open meal sites](#).

School nutrition staff, administrators, teachers, and custodial staff should collaborate to develop a meal service approach that safely provides meals to students in line with [OSSE's Health and Safety Guidance for Schools and Policy Guidance for SFAs to Serve Meals in the 2020-21 School Year](#). There is no one size fits all model and including all stakeholders in the planning process will result in the best approach for each school community.

**Scenario 1: Students are all learning remotely. Meals are provided through grab and go pickup or home delivery.<sup>3</sup>**



## Pandemic-EBT

- Pandemic EBT or P-EBT provided EBT dollars to children and families who qualified for free or reduced price meals or attending a Community Eligibility (CEP) school that participated in the National School Lunch Program in the 2019-20 school year.
- March-June: > \$25 million in benefits extended
- Aug-Sept: \$7.6 million in benefits extended
- FY21 (through September 2021): Congress extended P-EBT. DC Department of Human Services finalizing plan to distribute.





# Meals Update from DCPS

Robyn Douglas, Manager, Nutrition, Compliance, & Partnerships



## Mental and Behavioral Health Support

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Tia Brumsted, Deputy Assistant Superintendent, Health and Wellness

# Mental and Behavioral Health Recovery Efforts

- Welcome OSSE's new SBH Outreach Specialist, Jes Duncan!
- Partner with DBH to provide resources, consultation, and technical assistance to 167 school behavioral health teams as they complete their annual School Strengthening Tool and Work Plan
- Co-facilitated DC Community of Practice session YRBS Data Literacy: Using Data to Understand Patterns and Trends in School Behavioral Health
- Offer Youth Mental Health First Aid to DC educators
  - [Upcoming OSSE Hosted Trainings](#) – Nov. 18; 2021 training schedule TBD

# DC Project AWARE



- Now in Phase II of the five-year school mental health grant project!
- Continued expansion of SDQ screenings
- LEAs are working on roll out of Sign of Suicide
- The Family and Youth Committee has opened applications for DCPS and DCPCS youth participants



# CFSA Presentation

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Samira Haaker, Program Manager, CPS Hotline and Support  
Services Administration

# DC Child and Family Services Agency

CPS Hotline & Support Services Administration

Samira Haaker, Program Manager

November 18, 2020

GOOD OUTCOMES FOR CHILDREN AND FAMILIES

# Four Pillars

## FRONT DOOR

*Families together, removal only when necessary*

- Family assessments
- Kinship care
- Family Team
- Meetings

## TEMPORARY SAFE HAVEN

*Plan for permanence from Day 1*

- Kinship care
- Frequent, quality family visits
- Reunification, guardianship, adoption

## WELL BEING

*Healthy growth and development*

- Nurturing environment, life skills
- Good health
- Evidence-based mental health services

## ○ Educational achievement

## EXIT TO PERMANENCE

*Forever home and family, productive adulthood*

- Reunification, guardianship, adoption
- Self-sufficiency for older youth

### CFSA PRACTICE MODEL, PRIMARY GOALS

CHILDREN ARE SAFE

FAMILIES ARE STRENGTHENED

CHILD/TEEN DEVELOPMENTAL NEEDS ARE MET

CHILDREN/TEENS HAVE PERMANENCE

CFSA  
Educational  
Supports

- Office of Well-Being (serves youth grades PreK-12 who are in foster care)
- Office of Youth Empowerment (older youth/college bound or vocational, apprenticeships, internships)
- Child Protection Services (ages 5-13 re: Ed Neglect only)



# Child Protective Services

- In 2013 CFSA implemented a specialized extension of the Child Abuse and Neglect Hotline with the sole purpose of partnering with DC Schools In addressing attendance matters.
- CFSA's Educational Neglect Triage unit is responsible for processing all educational neglect reports from DC Public Schools (DCPS), public charter schools (DCPCS) and all of DC schools.
- School personnel submit reports through The Educational Neglect Reporting Form located at [cfsa.dc.gov](https://cfsa.dc.gov) under the "For Partners" tab under "school Personnel" <https://octo.quickbase.com/db/bpvjgcpkfe>

# Child Protective Services

- “DC Law requires all educational institutions in the District of Columbia to report to CFSA when a child (age 5-13) accumulates 10 unexcused absences within the same school year.
- Once the report is submitted, it is the duty of CFSA to determine whether a child welfare response is required.
- Triaging the information on the forefront allows CFSA to better understand the situation and make appropriate screening decisions on a response.
- This helps to eliminate waste of resources and helps prevent the unneeded contact with families which do not require child welfare involvement.

# TRIAGE NUMBERS

- How many Reports are received each year?
  - The triage Unit receives over 4,000 reports each school year
  - Approximately 15% - 25% are assigned to a social worker for investigation
- Why does CFSA Screen-Out the majority of referrals?
  - The Law surrounding attendance issues and reporting to CFSA was designed to ensure that children who are missing school are being tracked and discussed.
  - Attendance issues are first and foremost a school-based issue.
  - A child welfare agency should only become involved once all school and community interventions have been exhausted.
  - The triage Unit is also able to resolve most issues between school and family during the triage process.

# COVID-19 Impact

## Education Guidance during COVID-19

### March – August: *Adjusting to Remote Learning*

- Due to classrooms going virtual, there were concerns about students who were not participating in distance learning. As a result, CFSA worked with education stakeholders to develop a “No Contact” guidance and reporting form in order to support DC Public and Charter Schools’ effort to ensure safety of children
- Developed “School Year 2020-21 Operating Procedures in Response to Student Attendance Concerns” together with education stakeholders during the summer to guide the Education Neglect reporting in the remote learning environment

### Since August 31: *Identifying and addressing barriers to remote learning*

- Education Neglect Triage and Social Work Units began receiving and addressing reports regarding lack of enrollment, attendance and/or participation in remote learning
- Reports that meet screening criteria are addressed either through a service referral or an investigation of Education Neglect

### Next Steps

- Provide ongoing support to DC Public and Charter Schools in addressing barriers to Enrollment, attendance and participation in remote and in-person learning

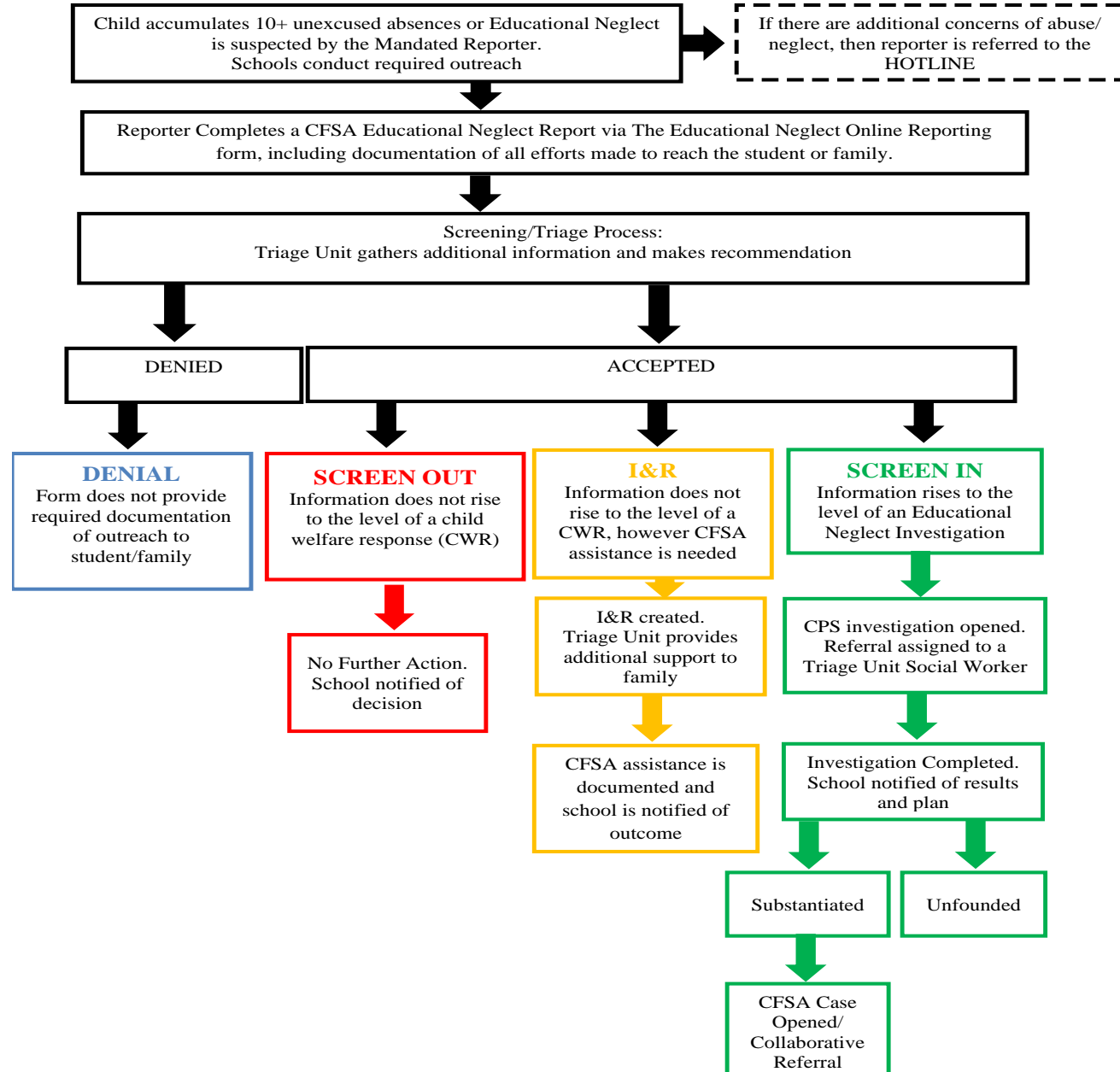


# Educational Neglect Analysis SY19-20

- Total of 225 reports investigated in SY 2019-2020
- Identified top 4 barriers to attendance as: **Family Health/Medical**
  - (Ex. Lack of shots, Insurance issue, Lack of medical documentation, high risk pregnancy, sick child at home, siblings home due to sick siblings, parent or child ill)
- **Transportation**
  - (Ex. Out of boundary school, use of Bus or Train, multiple children to transport via public transportation)
- **Family Behavioral/Mental Health**
  - (Ex. Trauma, Parent or child has mental health history/diagnosis, student behavior in school or in home)
  - Familial Conflict (Custody disputes, domestic violence, CFSA neglect case or history, complicated child/parent relationship)
- **Homelessness**
  - (Family without a home, living in a family shelter, living with relative(s), receiving homeless services, homelessness impacts attendance)

# New Process for Ed Neglect Referrals in SY20-21

**Educational Neglect Triage Unit Flow Chart**



## Resources:

Click here for: [School Year 20-21 Operating Procedures](#)

[Educational Neglect Reporting Form](#)

[Assessing Child Safety in a Virtual Environment Webinar](#)

[Mandated Reporter Training](#)

## Questions?

### Contact

Samira Haaker

(202)727-2220

samira.haaker@dc.gov



## Commissioners' Current Work

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Commissioners





## Research on the Quality of School Meals

Bill Dietz, Commissioner, Healthy Youth and Schools Commission

Sydney Pryor, PhD Candidate, GW Milken Institute School of Public Health



# Healthy Youth and Schools Commission Strategic Plan Update

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Jeff Travers, Chairman, Healthy Youth and Schools  
Commission



# ACEs Working Group

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Jeff Travers, Chairman, Healthy Youth and Schools  
Commission



## Nutrition Education and Meals Working Groups

Kristy McCarron, Commissioner, Healthy Youth and Schools Commission  
Beverly Wheeler, Commissioner, Healthy Youth and Schools Commission



# Data Working Group

Bill Dietz, Commissioner, Healthy Youth and Schools  
Commission



## Closeout and Priorities for Next Meeting

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Jeff Travers, Chairman, Healthy Youth and Schools Commission

# Tentative 2021 Meeting Dates

- Feb. 24, 2021
- May 19, 2021
- Aug. 18, 2021
- Nov. 17, 2021