Whole Child Education: Meeting the Demands Associated with Students' Health, Wellness, and Success

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Attendance

Background

Every school day counts in a student's life. Regular attendance is essential to providing students with opportunities to learn, and these opportunities are limited when students do not attend school. Students are more likely to succeed in academics when they attend school consistently.

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. In most cases, strong attendance correlates with academic success, and poor attendance correlates with academic struggles. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program. *Attendance Works*, a non-profit dedicated to improving school attendance, has categorized school attendance into three distinct categories. Students who have 9 or fewer absences are satisfactory. Those with 10-17 absences are exhibiting warning signs for potential attendance issues. Students with 18 or more absences have a clear-cut chronic attendance issue. These numbers are based on the traditional 180-day school calendar.

Alabama Compulsory Attendance Law

Every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling their child in school at the age of six years by notifying the local school board of education, in writing that the child will not be enrolled in school until he or she is seven years of age.
(Authority: Ala. Code §16-28-1, §16-28-3 and §16-28-7(1975) as amended by Alabama Act No: 2014-245)

ABSENCES

1. EXPLANATION REQUIRED

    a. Every parent, guardian, or other person having control or charge of any child required to attend public school, private school, or church school, shall as soon as practical explain the cause of any absence of the child under his control or charge which was without permission of the teacher.

    Authority: Ala. Code §16-28-15(1975)

    b. Failure to furnish such explanation shall be admissible as evidence of such child being a truant with the consent and connivance of the person in control or charge of the child, unless such person can show to the reasonable satisfaction of the court that he had no knowledge of such absence and that he had been diligent in his efforts to

secure the attendance of such child.

Authority: Ala. Code §16-28-15(1975)

c. A good cause or valid excuse, as used in this section, exists when on account of sickness or other condition attendance was impossible or entirely inadvisable or impracticable or when, by virtue of the extraordinary circumstances, the absence is generally recognized as excusable.

Authority: Ala. Code §16-28-13(1975)

2. EXAMPLES OF EXCUSED ABSENCES (as referenced in the 2019 Alabama Attendance Manual)

- Illness that endangers the student's health or the health of others.
- Students that are deemed ill by the school nurse on a given day
- Death of an immediate family.
- Legal quarantine.
- Students that are receiving healthcare, hospitalized, etc.
- Inclement weather that would be dangerous to the life and health of the child as determined by the LEA.
- Legal requirements for students.
- Observance of any sacred day set aside by a recognized religious denomination of which the student is a member.
- Military deployment date of a student's parent.
- Emergency conditions as determined by the LEA.

Chronic Absenteeism

It is generally accepted that a strong relationship exists between student attendance and student achievement. In 2019, the United States Department of Education (USDOE) reported "about one out of every six students missed three weeks or more of school in 2015-16" (USDOE, 2019). While the reasons for students missing school can vary, the obstacles our students and families face includes poor health, limited transportation, and a lack of safety (USDOE, 2019).

According to the United States Department of Education (USDOE), a K-12 student is chronically absent when he/she misses 10% of the school days in the school in which he/she is enrolled at for a minimum of 10 days. Students are considered absent when they are not physically on school grounds and were not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day (USDOE, 2018).

Regarding a virtual environment, institutions of higher education gleam guidance from the Federal Student Aid Handbook. This handbook specifically states that "in a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student" (United States, 2018 p. 5-63). This same handbook provides the following examples of acceptable evidence of attendance:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters,
- an email from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

With the recent increase in online/virtual classes for K-12 students due to COVID-19 pandemic, the ALSDE encourages school systems to view student attendance and chronic absenteeism through a slightly different lens while adhering to the underlying premise behind student attendance—the active engagement of students in relevant school instruction. Considering the information provided above and the varied level of resources available to school districts across Alabama, the ALSDE suggests the following guidance regarding enrollment and withdrawal during these unprecedented times.

Enrollment

A student is enrolled when the student, his/her parent, or legal guardian has fulfilled all of the school district's registration requirements to attend school in the district, is listed in the system's student information system (SIS) database with an "enrolled "status, and has a class schedule.

During this unprecedented time, traditional school enrollment is evolving and transitioning to digital formats or being conducted from a distance via phone or video conferencing. Although these practices are necessary to protect the health and safety of all involved, it is important to remember some enrollments could present challenges, which may require the school or district enrollment specialist to take a more personal approach when enrolling the student. Schools and districts should be reminded that the current economic status of the student's household could result in circumstances that have lead to the loss of housing due to economic hardship, students living with other family members, students living in locations not usually considered for housing, or other living arrangements. When this occurs, the district's enrollment specialist or Federal Programs' Liaison should assist with the enrollment. Furthermore, the possibility of a student being unaccompanied due to the death of a parent or guardian, could occur, which could result in a lack of proper documentation. Careful consideration of each individual case is necessary to ensure no barriers to enrollment exist.

Withdrawal

A student is withdrawn when the school district's withdrawal requirements have been fulfilled by his/her parent or legal guardian or when another Local Education Agency has made a formal request for school records for the student.

Every attempt should be made to gather all necessary documentation and information regarding the reason for withdrawal and the destination school/district. All pertinent information should be properly documented in the Student Information System and/or the student's cumulative record. The school/district should obtain the signature of the parent or legal guardian on all requests for withdrawal.

Those students withdrawing and not continuing their education, must participate in an Exit Interview with their parent and the school designee prior to the completion of the withdrawal.

Unique circumstances could exist and should be handled with confidentiality and care.

Virtual Learning Attendance (as referenced in **2019 Alabama Attendance Manual**)

a. Students enrolled in virtual learning are considered present daily and counted in the system's ADM based on law.

Authority: Ala. Code §16-46A-2(a(2016))

b. It is suggested although not required by law that each LEA has a clear procedure/process to determine both success/progress with participation in a virtual learning experience.

c. Guidelines for virtual learning opportunities should be clear and reasonable considering the nature of the flexibility of virtual learning.

d. Guidelines to be considered may include, but are not limited to the following:
- Login time and requirements
- Academic benchmarks
- State testing and accountability
- Requirements through local school system and upon satisfying graduation requirements of the local school system and upon satisfying graduation requirements of the local board of education, receive a diploma from the local school system. (*Section 2, SB71)*

e. Characteristics to consider of virtual leaners:
- Ability to self-pace
- Ability to work independently
- Self-motivated
- Non-traditional parameters

    f.   There should be communication with student and family regarding the requirements and expectations of virtual learning.

Activities/Events/Resources

September is Attendance Awareness Month

Activities

- Create and disseminate parent information flyers https://www.attendanceworks.org/resources/handouts-for-families/
- Create and post awareness posters
- Use public awareness announcements
- Post positive attendance messages on school website
- Use group activities with faculty and parents. Activities available at https://www.everystudentpresent.org/educator_resources/resources/attendance-awareness-activities

Attendance Resources

Ala. Code, (1975), http://www.legislature.state.al.us/   (then click on the Ala. Code tab)

https://awareness.attendanceworks.org/resources/toolkit - Activities for attendance awareness

https://www.attendanceworks.org/resources/exercises/ - Exercises school officials can use with parents to help them understand the importance of regular school attendance
https://www.attendanceworks.org/resources/handouts-for-families/ - Handouts for families to help stress the importance of regular school attendance

https://healthychildren.org - School Attendance, Truancy and Chronic Absenteeism: What Parents Need to Know

https://www.attendanceworks.org/resources/student-attendance-success-plans/ - Student attendance success plans that help emphasis the importance of regular attendance

https://sites.ed.gov/nsaesc/files/2017/06/AWTeacherToolkitFINAL10.5.151.pdf
Teaching Attendance: Everyday Strategies to Help Teachers Improve Attendance and Raise Achievement

Bullying Prevention

Background

Bullying is a widespread social issue that impacts the quality of education students receive. Bullying occurs when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students. It is a continuous pattern of intentional behavior that takes place on or off of school property, on a school bus, or at a school sponsored events including, but not limited to, cyberbullying or written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student or by the association of a student with an individual who has a particular characteristic. Any of the following may result in a pattern of bullying. The behavior may result in any of the following:

a. Place a student in reasonable fear of harm to his/her person or damage to his/ her property.
b. Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
c. Have the effect of substantially disrupting or interfering with the orderly operation of the school whether the conduct occurs on or off school property, online, or electronically.

Forms of bullying:

Verbal bullying
- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying
- Exclusion - leaving someone out on purpose
- Telling other students not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying – the victim's personal boundaries are violated
- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Cyber bullying
- Mean text messages or emails
- Rumors by email or social networking sites

- Embarrassing pictures and videos

Rationale

- Faculty / Staff are required to attend bullying and harassment training each year to learn the signs and effects of bullying. This training also teaches them how to respond to bullying.
- School staff can keep parents informed by inviting them to workshops, or informational meetings on bullying prevention. Meeting times should be convenient for parents and may consider additional incentives such as providing dinner or childcare.
- Involve students in a bullying prevention program by developing a mentoring program that requires older students to mentor younger students.
- Parents can contribute to a positive school climate through the parent teacher association, volunteering, and school improvement events.
- Parents should monitor their child's texts and phone activity. This not only helps to eliminate or prohibit bullying, but it also minimizes the chances for child internet crimes and abuse.

Activities/Events/Resources

Bullying/Harassment Complaint Form

Any student, parent or guardian of the student, who is the object of bullying may file a complaint outlining the details of the bullying, on a form authorized by the local board, and submit the form in person or by mail to the official designated by the local board to receive complaints at that school. A copy of the form is posted and accessible on the website of each local board of education and school. It should also be available at each school and included in the student handbook that is distributed to each student at the beginning of each school year.

https://www.stopbullying.gov/ - Provides information on what bullying is, who is at risk, and how to prevent it.

Jennifer Claire Moore Foundation

Peer Helpers are students who are trained to recognize when their peers may have a problem. They listen to fellow students confidentially and assist them with emotional, societal, or academic struggles.

Community Resources

Background

Out-of-school-time (Community) programs are as important to learning as the traditional in-school day. Out-of-school-time (Community) programs provide learning settings for young people, an opportunity for children to form meaningful relationships with caring adults, access to key health resources, and a meal or snack (*American Promise Bulletin,* April 2020).

Rationale

In an era of transition from a traditional school setting to an online setting due to COVID-19, Alabama's educational VILLAGE (schools, parents, and community) must remain linked. Community programs, organizations, and resources provide support services for school systems, parents, and community leaders to ensure a seamless continuity in the social/emotional/learning processes of the whole child conceptual framework.

Activities/Events/Resources

State/Local Agencies

- https://www.alabama.gov/ - The official website for the State of Alabama
- https://www.alabamapublichealth.gov/index.html - Alabama Department of Public Health (ADPH) – the official site for COVID-19 information and other health related information
- https://medicaid.alabama.gov/ - This site provides complete information of applying for Medicaid and details the services available through Medicaid.
- http://www.alabamapublichealth.gov/allkids/ - All Kids, All Covered – Health Insurance for Children
- Administrative Offices for the Court Systems of Alabama

- https://dys.alabama.gov/ - Department of Youth Services serves juvenile offenders and their families who have been assigned by the Juvenile Court System.
- https://mnc.state.al.us/ - a multiple needs child is A child coming to the attention of the juvenile court or one of the entities listed herein who is at imminent risk of out-of-home placement or a placement in a more restrictive environment, and whose needs require the services of two or more of the following entities: Department of Youth Services, public school system (services for exceptional needs), Department of Human Resources, Department of Public Health, juvenile probation officers, or Department of Mental Health and Mental Retardation. Each county has a Multiple Needs Committee.
- http://children.alabama.gov/ - Alabama Department of Early Childhood Education (Head Start and Pre-K)
- https://children.alabama.gov/infant-early-childhood-mental-health/ - Infant and Early Childhood Mental Health
- https://www.first5alabama.org/ - The Alabama Association for Infant and Early Childhood Mental Health - helping all Alabama children thrive by five.
- https://alabamapartnershipforchildren.org/ - Information on the variety of programs available for children in Alabama.

- http://dhr.state.al.us/ - Alabama Department of Human Resources – DHR provides the following services: Adult Protective Services, Child Protective Services, Food Assistance, Child Support, Adoption, Foster Care, Family Assistance, Family Services or Child Care. Call 1-334-242-1310 for general information about DHR and its services. To make a report of child abuse or neglect or request specific services from

DHR, click this link http://dhr.state.al.us/counties/county_select.aspx and choose the county of residence from the drop down menu.

- https://adeca.alabama.gov/Pages/default.aspx - ADECA is responsible for administering a broad range of state and federal programs that contribute to economic development projects, infrastructure improvements, job training, energy conservation, law enforcement, traffic safety, recreation development and assistance to low-income families. ADECA also works to monitor and protect Alabama's water resources. ADECA programs are as diverse as the people of Alabama and impact every corner of the state. The department works to assist children, the elderly, victims of crime and abuse, the disadvantaged and poor and the unemployed.

- https://tourism.alabama.gov/about/alabama-destination-marketing-organizations/
The official Department of Tourism for Alabama

Community Programs

- Parent Project- https://parentproject.com/ , the award-winning Parent Project®, an evidence based juvenile diversion program, including activity examples, program philosophy, program results and a step-by-step plan to implement a Parent Project® program in your community.
- WhyTry, LLC- https://whytry.org/ , drop-out prevention, school violence prevention, and character education lesson plans
- ThriveWay- https://thriveway.com/ , a comprehensive peer helper program with online support tools
- CharacterStrong- https://www.characterstrong.com/ , Character education and Social-Emotional Learning (SEL) curriculum- Free resources available
- Sylacauga Alliance for Family Enhancement (SAFE)- https://www.safefamilyservicescenter.com/ , provides opportunities for families to contribute to the growth of the community based on a strategic agenda.
- Community Matters- https://www.community-matters.org , provides virtual restorative practices training.

Local Organizations

- Alabama Association for Prevention Attendance and Support Services (AAPASS)- https://www.clasleaders.org/affiliates/alabama-association-of-prevention-attendance-and-support-services/aapass-about-us
- Alabama Parent Education Center (APEC)- http://alabamaparentcenter.com/

Resources

- *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools* - http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf
- *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence* - https://www.attendanceworks.org/wp-content/uploads/2017/09/Attendance-Works-Portraits-of-Change-Executive-Summary-Final-Sept.-1.pdf
- *The Link Between School Attendance and Good Health* http://pediatrics.aappublications.org/content/143/2/e20183648

Educators and School Staff

- AASA The Schools Superintendent Association- https://connect.aasa.org/communities/community-home?CommunityKey=77b6b3e9-aa56-43d2-bbe3-df27ff284713
- Attendance Works- https://www.attendanceworks.org/coronavirus-resources-for-educators/
- Digital Promise - https://digitalpromise.org/covid-19-online-learning-resources-and-faq/

- Center for Mental Health in Schools and Student/Learning Supports- http://smhp.psych.ucla.edu/netexch.htm - a variety of professional development and networking resources to support professional practitioners and community resource/ support agencies

Community Staff

- Every Hour Counts- [COVID-19 Resources from Every Hour Counts](#)
- MENTOR - [Virtual Mentoring Portal](#)
- National Afterschool Association - [COVID-19 Centralized Resources For Afterschool](#)

Parents, Families, and Caregivers

- Learning Heroes: [Trusted, high quality, FREE learning tools that can be sorted by grade and subject](#)
- National Association of School Psychologists: [Talking to Children About COVID-19 (Coronavirus): A Parent Resource](#)
- National Child Traumatic Stress Network: [Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19)](#)
- PBS Learning Media: [PreK-12 Resources for Emergency Closings](#) ([Español](#))
- PBS Teachers Lounge: [At-Home Learning Tips From an Educator Mom](#)
- Playworks: [#PlayAtHome Playbook and Recess Live on Facebook](#)
- Reading is Fundamental: [Social and Emotional Learning Resources](#)
- Sesame Street: [Caring for Each Other](#)
- United Ways of Alabama – dial 211 or text or call 1-888-421-1266 – assistance in every county in Alabama-United Way will direct the user to the appropriate resources. The agency has information to assist families with housing assistance, homeless shelters, utilities, food pantries, employment and job skills training, senior care, childcare, etc. The website has a drop-down menu for each county and services needed http://www.211connectsalabama.org/
- Fifteen Alabama counties are included on this website spanning the entire state north to south. The county links include food pantry and housing information for the counties. The cities included in those county services are also listed under each county link https://www.thehelplist.com/states/alabama

Students

- DoSomething.org: [Resource Hub](#)
- Leading for Kids: [COVID-19 Resources for Kids and Families](#)
- NPR: [Just For Kids: A Comic Exploring The New Coronavirus](#)
- Science News for Students: [Free resources for kids (and parents) now learning at home](#)
- Voices of Youth (UNICEF): [Studying at home due to coronavirus? This is how young people around the world are keeping their mood up](#)

Local and State Leaders

- CASEL: [Collaborating States Initiative COVID-19 Resources](#)
- Council of Chief State School Officers: [CCSSO Supporting States Amid Coronavirus Outbreak](#)
- Education Commission of the States: [Policy Responses and Other Executive Actions to the Coronavirus in Public Schools](#)
- My Brother's Keeper: [Resources for Non-Profits and Cities Impacted by COVID-19](#)
- National League of Cities: [Coronavirus Response Resources for Local Leaders](#)
- Native Americans in Philanthropy: [Resources for Native Communities](#)

Coping Strategies during Stressful Events

Background

The Center for Disease Control reports that as public conversations around coronavirus disease 2019 (COVID-19) increase, children may worry about themselves, their family, and friends becoming ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear. CDC has created guidance to help adults have conversations with children about COVID-19 and ways they can avoid getting and spreading the disease (Center for Disease Control, 2020). Meaningful and truthful dialogues with children during times of crisis can have a significant impact in helping children to cope in crisis.

In an article written by Rachel Ehmke that was published by the National Child Traumatic Stress Network, Jamie Howard, PhD, a child psychologist at the Child Mind Institute, notes, "Kids feel empowered when they know what to do to keep themselves safe" (Ehmke, 2020)

The National Child Traumatic Stress Network highlights parental roles in leading discussions for helping children and teens to overcome the effects of trauma. For young children, parents can offer invaluable support, by providing comfort, rest, and an opportunity to play or draw. Older children will also need encouragement to express fears, sadness, and anger in the supportive environment of the family. Parents can be invaluable in supporting their children in reporting to teachers when their thoughts and feelings are getting in the way of their concentrating and learning. For adolescents who have experienced a traumatic event, the family can encourage discussion of the event and feelings about it and expectations of what could have been done to prevent the event. (National Child Traumatic Stress Network, 2020)

Rationale

- To provide children and teens with suggested methods, and activities for coping during the COVID-19 Pandemic
- To promote awareness of the impact of the COVID-19 Pandemic on children and Teens
- To provide resources to parents, educators and other adults to be used for providing support to children and teens during the COVID-19 Pandemic

Activities/Events/Resources

Coping Skills

Types of Coping Skills in Recovery - Thrive Treatment
https://thrivetreatment.com/blog/2018/10/24/coping-skills-in-recovery/

Coping with Stress during the COVID-19 outbreak
https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf

Coping Mechanisms Relevant to various aspects of the COVID-19 Pandemic
https://www.apa.org/practice/programs/dmhi/research-information/pandemics

Coping Skills Toolbox Activities   The Coping Skills toolbox

Emotional Support for Kids in Crisis and During a Pandemic

The National Child Traumatic Stress Network- Resources for Helping Children during a Pandemic Crisis
https://www.nctsn.org/what-is-child-trauma/trauma-types/disasters/pandemic-resources

Social and emotional Resources for Children during the COVID-19 Pandemic
https://insidesel.com/2020/03/12/covid-19/

Supporting Children's Emotional Well-Being During the COVID-19 Pandemic
supporting children's emotional well-being during the COVID-19 Pandemic

Fact Sheets and Instructions on Coping with Caring for Others and Self-Care

Fact Sheet and Resources Available to Individuals affected by the Coronavirus pandemic - https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019

How to care for yourself while practicing physical distancing - https://www.mentalhealthfirstaid.org/2020/03/how-to-care-for-yourself-while-practicing-physical-distancing/

Parent-Caregiver Guide to Helping Families Cope with the Coronavirus disease 2019 - https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019

Video Resource

Talking to Kids About the Coronavirus- **https://youtu.be/WhVad8ToCiU**

Fun Activities for Kids while in Quarantine during a Pandemic

Handwashing Lessons Activities

100 non-screen activities to occupy your kids in quarantine
https://www.wsj.com/articles/put-down-the-phone-100-non-screen-activities-to-occupy-your-kids-in-quarantine-11586350800

125 Things to do with kids during Coronavirus Quarantine
https://parade.com/1009774/stephanieosmanski/things-to-do-with-kids-during-coronavirus-quarantine/

20 Hands-on Activities to Keep Kids busy during Quarantine
https://www.sun-sentinel.com/features/south-florida-parenting/fl-fea-parenting-20-activities-to-keep-kids-busy-20200318-btivmliodbffvnkhag5nmjrc7m-story.html

How Parents Can Keep Kids Busy (and Learning) in Quarantine
https://www.theatlantic.com/family/archive/2020/03/activities-kids-coronavirus-quarantine/608110/

Virtual Activities to Entertain You and Your Kids During the Coronavirus Outbreak
- https://www.mother.ly/lifestyle/virtual-activities-to-entertain-kids-during-self-quarantine

Nickelodeon Parents
http://www.nickelodeonparents.com/

Educational Insights at Home Activities for Kids
https://www.educationalinsights.com/at-home-activities-for-kids?gclid=EAIaIQobChMIla_PicTc6AIVtBx9Ch2LjgIEEAMYAiAAEgIUlPD_BwE

(verywellfamily.com)

World Health Organization

Coping with stress during the 2019-nCoV outbreak

It is normal to feel sad, stressed, confused, scared or angry during a crisis.

Talking to people you trust can help. Contact your friends and family.

If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.

Don't use smoking, alcohol or other drugs to deal with your emotions.

If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.

Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.
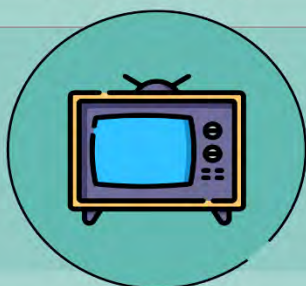
Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.

Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.

Dropout Prevention

Background

In an effort to decrease the number of students not successfully earning a K-12 education, dropout prevention programs have become the overarching mechanism by which to keep K-12 students on a pathway to graduation. An effective dropout prevention program involves the early identification of students at-risk of dropping out of school and then providing those students with the relevant-support needed to help them stay in school (Dynarski, Clarke, Cobb, Finn, Rumberger, & Smink, 2008).

According to the National Dropout Prevention Center (2020), effective dropout prevention strategies can be grouped into four broad categories: foundational strategies (school-community perspective), early identification and appropriate interventions, basic core strategies, and monitoring progress.

Rationale

With the recent increase in online/virtual classes for K-12 students due to COVID-19 pandemic, there is a slight paradigm shift for how schools and educators can help students who are at-risk of dropping out while adhering to the best practices recommended by dropout prevention research. As face-to-face student and teacher interactions are limited, school systems must think of ways to stay meaningfully connected to students and parents as an added avenue by which to diagnose student needs. The following are suggestion of activities that school systems can use when striving to maintain the effectiveness of their dropout prevention programs and meet the social/emotional/academic needs of students and families.

Activities/Events/Resources

Continue to use the existing early warning system to identify those students who are at-risk of dropping out of school.

1. Set up intentional virtual meetings with students and/or groups of students. This provides an opportunity for educators to check-in with their students, helping to cultivate the student-teacher relationship one would see in a typical face-to-face classroom.

2. Classroom teachers, school counselors, and other relevant school staff make intentional efforts to maintain healthy and open communication with students and parents. This can be done my developing grade-level and/or classroom webpages/blogs that are updated regularly (daily); student-mentor phone conferences; and weekly newsletters from the school, etc.

3. Schedule one-on-one/group instructional time via video conferencing for students who are having difficulty with instructional material.

4. Schedule additional one-on-one mentoring/tutoring time with high-risk students.

5. Educators develop or provide students with multiple instructional video clips teaching a specific concept/standard to students.

6. Additional strategies can be found at the following websites:

- National Dropout Prevention Center: http://dropoutprevention.org/effective-strategies/

- George Lucas Educational Foundation: https://www.edutopia.org/student-dropout-retention-strategies

- The Institute for Education Sciences: https://ies.ed.gov/ncee/wwc/PracticeGuide/9

- Everyone Graduates Center Johns Hopkins University: Keeping Secondary School Students Connected to School When Schooling is Remote - http://new.every1graduates.org/keeping-secondary-school-students-connected-to-school-when-schooling-is-remote/

Internet Safety

Background

The Internet can be a great resource, especially in the age of Distance Learning. Anyone can Google anything. Unfortunately, the internet can also be a pathway to a dark world of cyberbullying and sexual predators. It is not a new conversation this "be careful what you download," but parents often only want to know the most dangerous apps to safeguard their child. Sadly, it is not as simple as, the top 10 most dangerous apps. Even "safe" apps can become dangerous.

What Parents Need to Know and Do.

o Know your child - Talk to Them (communicate)
o Use your device; just because you let them use it, does not mean it's off limits.
o Just because it says "Kid Safe" doesn't mean it is (Research the App)
o Learn how to use Parental Controls on device.
o Require children to ask permission before installing apps.
o Tell your children to notify you know if they are being bullied

Rationale

Some sobering facts

- Even commonly used apps can be dangerous, Netflix, YouTube, Hulu etc. can allow children into inappropriate areas. There are approximately 151 million Netflix subscribers.
- 90% of kids ages 8-18 have seen online pornography.
- 96% of teens use some form of social media.
- 1 in 20 kids between the ages of 7 and 16 admitted to arranging a meeting with someone they met online.
- Snapchat has 186 million users
- Online gaming is more than ever, players can connect through a gaming console or play through a device or computer.

- FORTNITE the internet's most popular game reports 250 million users.
- 59% of children report being bullied, 20% have resorted to bullying.
- 39% of children report unwanted sexual contact.
- Law Enforcement estimates there are over 50,000 sexual predators online at any given moment.

Activities/Events/Resources

- www.internetsafety101.org
- Don't let this information scare you away from the internet, because it is still a great and useful tool. Just be aware of the dangers and monitor your child's activity.

Intimate Partner Violence

Background

According to the United States Department of Justice, the term "Intimate Partner Violence" (IPV) includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabited with the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction (United States Department of Justice, 2019).

In an emergency, victims of domestic violence should call 911 or contact state or local law enforcement officials, who can respond to these crimes. Individuals in need of non-emergency assistance can also call the National Domestic Violence Hotline at 1-800-799-SAFE or visit www.TheHotline.org.

IPV includes four types of behavior:

- **Physical violence** is when a person hurts or tries to hurt a partner by hitting, kicking, or using another type of physical force.
- **Sexual violence** is forcing or attempting to force a partner to take part in a sex act, sexual touching, or a non-physical sexual event (e.g., sexting) when the partner does not or cannot consent.
- **Stalking** is a pattern of repeated, unwanted attention and contact by a partner that causes fear or concern for one's own safety or the safety of someone close to the victim.
- **Psychological aggression** is the use of verbal and non-verbal communication with the intent to harm another person mentally or emotionally and/or to exert control over another person.

Several types of IPV behaviors can occur together. IPV is connected to other forms of violence and causes serious health issues and economic consequences. By using a public health approach that addresses risk and protective factors for multiple types of violence, IPV and other forms of violence can be prevented. For more information about intimate partner violence definitions please see Intimate Partner Violence Surveillance: Uniform Definitions and Recommended Data Elements, Version 2.0. pdf icon (National Center for Injury Prevention and Control, 2019).

What does Alabama Say?

WHAT IS DOMESTIC VIOLENCE? Domestic violence is the willful intimidation, physical assault, battery, sexual assault and/or other abusive behavior as part of a systematic

pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, threats, and emotional abuse. The frequency and severity of domestic violence can vary dramatically. (https://www.acesdv.org/domestic-violence-graphics/)

It's Against the Law:

a) A person commits the crime of domestic violence in the second degree if the person commits the crime of assault in the second degree pursuant to the Code of Alabama (1975) (COA), Section 13A-6-21 ; the crime of intimidating a witness pursuant to COA, Section 13A-10-123 ; the crime of stalking pursuant to COA, Section 13A-6-90 ; the crime of burglary in the second or third degree pursuant to COA, Sections 13A-7-6 and 13A-7-7 ; or the crime of criminal mischief in the first degree pursuant to COA, Section 13A-7-21 and the victim is a current or former spouse, parent, child, any person with whom the defendant has a child in common, a present or former household member, or a person who has or had a dating relationship, as defined in COA, Section 13A-6-139.1 , with the defendant. Domestic violence in the second degree is a Class B felony, except the defendant shall serve a minimum term of imprisonment of six months without consideration of probation, parole, good time credits, or any reduction in time for any second or subsequent conviction under this subsection.

(b) The minimum term of imprisonment imposed under subsection shall be double without consideration of probation, parole, good time credits, or any reduction in time if a defendant willfully violates a protection order issued by a court of competent jurisdiction and in the process of violating the order commits domestic violence in the second degree.

(c) The minimum term of imprisonment imposed under subsection (a) shall be double without consideration of probation, parole, good time credits, or any reduction in time if the offense was committed in the presence of a child under the age of 14 years at the time of the offense, if the victim was the parent or legal guardian of the child.   For purposes of this subsection, "in the presence of a child" means in the physical presence of a child or having knowledge that a child is present and may see or hear the act.

Statistics:

DOMESTIC VIOLENCE IN ALABAMA
- 31% of Alabama women and 26.9% of Alabama men experience intimate partner physical violence, intimate partner sexual violence and/or intimate partner stalking.
- 16 percent of violent offenses in Alabama in 2013 were domestic violence incidents.
- A firearm was used in 15 percent of these offenses.
- 24 domestic violence victims were killed in Alabama in 2013.
- In 2013, there were 2,872 domestic violence aggravated assaults and 32,587 domestic violence simple assaults in Alabama.vi A firearm was used in half of 2013 Alabama domestic violence homicides.

- As of December 31, 2015, Alabama had submitted one domestic violence misdemeanor record and protective order to the NICS Index.

Types of Domestic Violence

When the general public thinks about domestic violence, they usually think in terms of physical assault that results in visible injuries to the victim. This is only one type of abuse. There are several categories of abusive behavior, each of which has its own devastating consequences. Lethality involved with physical abuse may place the victim at higher risk, but the long-term destruction of personhood that accompanies the other forms of abuse is significant and cannot be minimized.

Types of Abuse:

- o Control
- o Physical Abuse
- o Sexual Abuse
- o Emotional Abuse & Intimidation
- o Isolation
- o Verbal Abuse: Coercion, Threats, & Blame
- o Using Male Privilege
- o Economic Abuse

Domestic Violence Intervention

Tip #1: Know the signs.

Tip #2: Get your community educated!

Tip #3: Get your community organized!

Tip #4: Boost your community support network with technology!

Tip #5: Stopping the violence is good for business.

Tip #6: Ring the bell.

Tip #7: Bring a back-up.

Tip #8: BE the back-up.

Tip #9: Make the call, NOW.

Tip #10: Listen to empower.

Tip #11: Be on standby.

Tip #12: Have an intervention plan.

Tip #13: Provide some relief.

Tip #14: Check in regularly.

Tip #15: Be a resource.

Tip #16: Document! Document! Document!

Rationale

IPV is common. It affects millions of people in the United States each year. Data from CDC's National Intimate Partner and Sexual Violence Survey (NISVS) indicate:

- About 1 in 4 women and nearly 1 in 10 men have experienced contact sexual violence, physical violence, and/or stalking by an intimate partner during their lifetime and reported some form of IPV-related impact.
- Over 43 million women and 38 million men experienced psychological aggression by an intimate partner in their lifetime.

IPV starts early and continues throughout the lifespan. When IPV starts in adolescence, it is called teen dating violence (TDV). TDV affects millions of US teens each year. About 11 million women and 5 million men who reported experiencing contact sexual violence, physical violence, or stalking by an intimate partner in their lifetime said that they first experienced these forms of violence before the age of 18.

(National Center for Injury Prevention and Control, 2019).

Activities/Events/Resources

- National Domestic Violence Hotline
  1-800-799-SAFE (7233)
  1-800-787-3224 (TTY)
  Advocates are also available to chat 24/7.

- National Center for Victims of Crime
  1-855-4-VICTIM (1-855-484-2846)

- Overview of Intimate Partner Violence -
  https://nij.ojp.gov/topics/articles/overview-intimate-partner-violence

- CDC - Violence Prevention -
  https://www.cdc.gov/violenceprevention/intimatepartnerviolence/index.html

- Intimate Partner Violence Fact Sheet -
  https://www.cdc.gov/violenceprevention/pdf/ipv-factsheet508.pdf

- Prevention Intimate Partner Violence Across the Lifespan: A Guide -
  https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf

Mental Health

Background

The U.S. Surgeon General defined mental health as "the successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity" (Lake, Miranda, & Wheaton, J., 2013). However, mental illness occurs when there is a change in emotions, thought processes or behaviors (or a combination of these). Mental illnesses are associated with distress and/or problems functioning in social, work or family activities (American Psychiatric Association, 2020). According to information obtained by Lake, Miranda, and Wheaton (2013), mental health is a critical component influencing children's learning and overall general health. The quality of children's mental health can be influenced by a variety of external factors placing them at a higher risk for problems which can lead to everyday struggles at home, school, in their communities, and within their relationships with others which can pose harm if children are ill equipped to manage them effectively.

Unfortunately, the mental health needs of school age children have grown exponentially over the years. A study conducted by Brookman (2017), reported that one in every four to five youth in the U.S. between the ages of 9-17 currently has a diagnosable mental health disorder that causes some degree of impairment; one in 10 has a disorder that causes significant impairment with severe impairment across their lifetime. According to a another study by Das, Salam, Lassi, et,al (2016), "mental health disorders emerge in mid to late adolescence…more than 50% of adult mental health disorders had their onset before the age of 18 years. Some of the most common mental illnesses in adolescents are anxiety, mood, attention, and behavior disorders. Carrion, Carballido, and Gallego (2019) reported that "childhood and adolescence are critical periods to promote mental health" (p. 2).

There is a significant amount of literature that addresses the damaging effects that mental health problems can have on children's overall development and well-being such as school failure, poor social skills, adjustment difficulties, substance abuse, communication problems, suicide, and a wide range of social, emotional and behavioral problems. Therefore, according to Carrion, Carballido, and Gallego (2019), school systems play a major role in providing services since children spend a majority of their day there and can employ techniques through partnering with trained personnel to promote "social-emotional competencies and skills" (p 2). Furthermore, many school districts offer a range of programs and services oriented to student needs and problems.

Rationale

- To explain the need for schools to respond to the growing mental health problems in children and teens.
- To provide resources for school districts, parents, and caregivers

Activities/Events/Resources

The Alabama State Department of Education (ALSDE) understands how difficult staying home and isolation can be, but with the ongoing pandemic, it is very important that we all work together to keep our families safe. Now that your children are home, it may be challenging to keep them engaged in family activities. Here are some helpful tips for you and your children to maximize and enjoy your time together.

Helpful videos:

- How do germs enter your body: (video available for Kindergarten and 5th grade) https://mysteryscience.com/mini-lessons/germs?code=e6a6a181e835354f8c7b2dffec020893#slide-id-8055
- How to sanitize your hands: (video available for Kindergarten and 5th grade) https://mysteryscience.com/mini-lessons/germs-sanitizer?code=d1220d5754c6fab7c9de53d6654f41d

Take charge of your family's emotional health.

- Remember that this is stressful for both adults and children. Children respond differently to stressful situations.

  ○ Talk to your children
  ○ Remain calm
  ○ Answer all the questions
  ○ Reassure their safety
  ○ Remember, it is ok to say "I don't know" if you do not know the answer to a question

- How to manage your child's anxiety about Pandemics: https://www.njfamily.com/how-to-manage-your-kids-anxiety-over-coronavirus/

Schedule

- Your children are used to having a daily routine on a regular basis. The disruption in this routine might create emotional chaos.

  ○ Use a dry erase board to allow flexibility
  ○ Schedule a mix of education and fun activities to keep a healthy balance

Fun things to do

- Cooking classes
  ○ Free recipes -

https://www.kids-cooking-activities.com/kids-cooking-lessons.html

- Raddish Kids is also providing free cooking kits for families https://www.raddishkids.com/
- Dance parties
- Go for a walk
- Board games
- Arts and crafts
- Legos
- Puzzles
- Read a book (see virtual library below)
- Coloring books/ Draw
- Gardening
- Exercise videos (Many are on Youtube.)
- Write poems
- Bake goodies
- Spring cleaning

Free educational websites

- Database of education websites

- Museum educational tours https://www.educatorstechnology.com/2014/01/20-wonderful-online-museums-and-sites.html

- Short educational videos and lessons (Kindergarten to 5th grade) https://mysteryscience.com/school-closure-planning

Free apps

- Public library app – Did you know your local library has thousands of ebooks and audiobooks? You can borrow them instantly for free using just the device in your hand.
  https://www.overdrive.com/apps/libby/

- Meditation: Headspace for Kids
  https://www.headspace.com/blog/2019/01/25/headspace-for-kids-meditations/

- PlantNet ID app Go for a walk and explore nature with your child.
  https://www.educationalappstore.com/app/plantnet-plant-identification

- Create an emergency contact list so that all family members know who to contact in case of an emergency.

Additional Resources

- Simple Activities for Children and Adolescents
  https://www.nctsn.org/resources/simple-activities-children-and-adolescents

Pandemics COVID-19) and Healthy Practices

Background
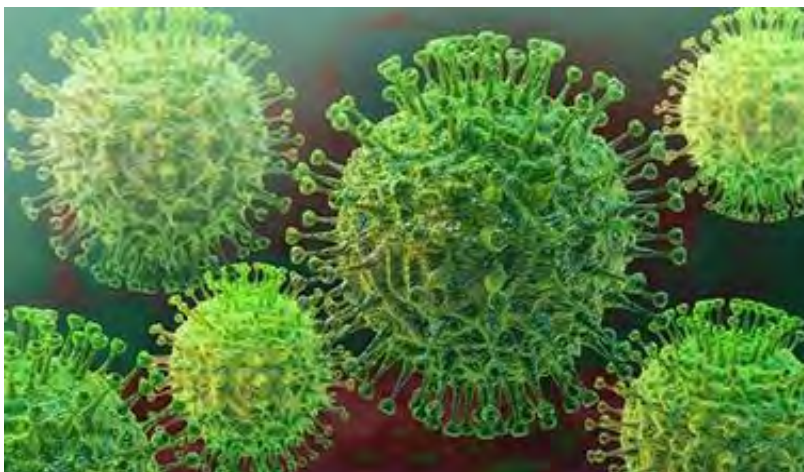
The COVID-19 outbreak has led schools across the country to assess their level of preparedness for a pandemic. Schools are invested in the community and care about community health and well-being. As COVID-19 continues to spread around the world, timely response is imperative to ensure continuity of operations. Schools, working together with local health departments, have an important role in slowing the spread of diseases and protecting vulnerable students and staff by ensuring students have safe and healthy learning environments. Schools should continue to collaborate, share information, and review plans with local health officials to help protect the whole school community, including those with special health needs.

Know How it Spreads:

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person through the following ways:
  - between people who are in close contact with one another (within about 6 feet);
  - through respiratory droplets produced when an infected person coughs, sneezes or talks (these droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs);
  - COVID-19 may be spread by people who are not showing symptoms.

How Germs Spread

Washing hands can keep people healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces by the following methods:

- touching eyes, nose, and mouth with unwashed hands;
- preparing or eating food and drinks with unwashed hands;
- touching a contaminated surface or objects;
- blowing your nose, coughing, or sneezing into hands and then touching other people's hands or common objects.

During the COVID-19 pandemic, should occur in the following order:

- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens, etc.
- Before touching your eyes, nose, or mouth because that's how germs enter our bodies.

Teach and reinforce healthy hygiene practices.

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices

Clean and disinfect things you or your family touch frequently.

- If possible, have someone who doesn't have asthma do the cleaning and disinfecting. When they use cleaning and disinfecting products, have them:

  o make sure that people with asthma are not in the room.
  o minimize use of disinfectants that can cause an asthma attack.
  o open windows or doors and use a fan that blows air outdoors
  o Clean and disinfect surfaces like phones, remotes, tables, doorknobs, light switches, countertops, handles, desks, keyboards, toilets, faucets, and sinks daily.
  o always follow the instructions on the product label.
  o spray or pour spray products onto a cleaning cloth or paper towel instead of spraying the product directly onto the cleaning surface (if the product label allows).

Additional information on cleaning and disinfection of community facilities such as schools can be found on CDC's website.

Use Hand Sanitizer When You Cannot Use Soap and Water

You can use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

How should schools prepare for, and respond to, COVID-19?

Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission, for example a case associated with recent travel to an area with sustained COVID-19 transmission. The following decision tree can be used to help schools determine which set of mitigation strategies may be most appropriate for their current situation.
How should schools prepare for, and respond to, COVID-19?

Communicate with staff, parents, and students.

- Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
- This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act
- Consider alternatives for providing essential medical and social services for students.
  - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.
- Ensure continuity of meal programs.
  - Consider ways to distribute food to students.

o   If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery.

If you feel sick…

- Stay home and call your doctor if you have symptoms like coughing, shortness of breath, fever, sore throat.
- If you do not feel better in 24-48 hours, contact your doctor.
- Do not go to school or to work until you have been fever-free for at least 72 hours without the use of fever reducing drugs like Tylenol or ibuprofen.
- If you need help getting medical care, call 911.

Emphasize staying home when sick, respiratory etiquette, and hand hygiene by all employees:

- Place posters that encourage staying home when sick, cough and sneeze etiquette, and hand hygiene at the entrance to your workplace and in other workplace areas where they are likely to be seen.
- Provide tissues and no-touch disposal receptacles for use by employees.
- Instruct employees to clean their hands often with an alcohol-based hand sanitizer that contains at least 60-95% alcohol or wash their hands with soap and water for at least 20 seconds. Soap and water should be used preferentially if hands are visibly dirty.
- Provide soap and water and alcohol-based hand rubs in the workplace. Ensure that adequate supplies are maintained. Place hand rubs in multiple locations or in conference rooms to encourage hand hygiene.
- Visit the coughing and sneezing etiquette and clean hands webpage for more information.

How long does it take to develop symptoms after you have been exposed to COVID-19?

Symptoms could appear as soon as two days after exposure or as long as 14 days later, according to the Centers for Disease Control and Prevention (CDC). A new study led by researchers at the Johns Hopkins Bloomberg School of Public Health shows that the median time for symptoms to show up is about five days. That is why the CDC uses the 14-day quarantine period for people with likely exposure to the new coronavirus.

Is it possible to have other coronavirus symptoms without the fever?

It is possible to be infected with the new coronavirus and have a cough or other symptoms with no fever, or a very low-grade one, especially in the first few days. Keep in mind that it is also possible to have COVID-19 with minimal or even no symptoms at all.

What are the early symptoms of coronavirus?

Early symptoms reported by some people include fatigue, headache, sore throat or fever. Some people experience a loss of smell or taste. Symptoms can be mild at first, and in some people, symptoms become more intense over five to seven days, with cough and shortness of breath worsening if pneumonia develops. It is important to know that the type and severity of the first symptoms can vary widely from person to person.

Can coronavirus symptoms come and go?

Yes. During the recovery process, people with COVID-19 might experience recurring symptoms alternating with periods of feeling better. Varying degrees of fever, fatigue and breathing problems can persist for days or even weeks.

Can you have COVID-19 without symptoms?

Yes. Symptoms of COVID-19 usually show up from two to 14 days after exposure to the new coronavirus, but some people who are infected do not develop symptoms or feel ill.

Are COVID-19 symptoms different in children than in adults?

Like adults, babies and children with COVID-19 can have fever, cough, sore throat, difficulty breathing and diarrhea. Children with COVID-19 generally have milder illness and rarely require treatment at a hospital, but in a few reported cases, very young babies have become seriously ill with pneumonia due to infection with the new coronavirus.

Social Emotional Learning

Background

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined Social Emotional Learning (SEL) more than two decades ago. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL's Widely Used Framework Identifies Five Core Competencies of SEL include:

- Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Rationale

There are a range of conditions the country and the world respond to the coronavirus (COVID-19). As students face unprecedented school closures and educational practices, along with the disappointment of not being able to complete the school year, it is important to attend to the social and emotional needs that arise. Social Emotional Learning offers a powerful means to explore and express emotions, build relationships, and support each other – children and adults alike – during this challenging time.

Activities/Events/Resources

- Research-based resources for K-12 focuses on the five competencies of SEL – Free Webinars and other resources-includes COVID-19 resources for parents, teachers, and leaders here

- https://www.cfchildren.org/what-is-social-emotional-learning/ research-based programs, resources, and downloadable guides
- https://www.cfchildren.org/resources/free-classroom-activities/ activities for children ages 5-13
- https://www.cfchildren.org/resources/child-abuse-prevention/ Hot Chocolate Talk – How to talk to your children about sexual abuse – a downloadable guide is available for every age group. Includes signs to look for and videos to help parents and care givers recognize the signs of child sexual abuse. *Parents or caregivers who suspect sexual abuse should call their local police or sheriff's department to file a report or contact their county's Department of Human Resources Child Welfare Services Division. Educators and education employees are mandatory reporters of suspected abuse or neglect of children and must follow their training directives and mandates pursuant to the Code of Alabama.*
- https://www.secondstep.org/covid19support lesson plans and activities to support educators, students, and families for grades K-5 including a section for early learners. User creates an account and has free access through June 2020.
- https://www.parenteenconnect.org/ helps parents navigate screen time, independence, responsibility, and communication with their teens. Available for English and Spanish users. Allows users to submit "What's Your Struggle" topics for help from a licensed professional.
- http://alabamapbis.ua.edu/ – positive behavioral support for parents and educators – ideas and webinars
- COVID-19 resources for families, teachers, administrators, LiM Talks, and a message from Sean Covey
- https://www.edutopia.org/social-emotional-learning – quick tip videos covering all aspects of SEL for educators, students, parents and caregivers
- https://medium.com/inspired-ideas-prek-12/5-guiding-principles-of-social-emotional-learning-2f9fb554edad lots of information on SEL and links to other resources for pre-K-12
- https://medium.com/inspired-ideas-prek-12/tagged/covid-19edu includes topics on how to educate students about COVID-19, how to set up an at-home learning environment, etc. includes short videos

- http://smhp.psych.ucla.edu/ Center for Mental Health in School and Student/Learning Supports-this link provides a wide variety of resources, links, newsletters, and professional support to help support the needs of students, parents, professionals, and the community.
- https://i.redd.it/bpp32v0ztxn41.jpg Image of what "I" can and cannot control – emotional regulation
- https://www.youtube.com/watch?v=8UE2mWPPj0k&t= Strategies for being your best possible 'SEL'F with Dr. Marc Brackett access slides

Suicide Prevention

Background

Suicide is the tenth cause of death in the US according to the Centers for Disease Control and Prevention. For youth between the ages of 10 and 24, the cause of death rankings are 2nd and 3rd in the nation, and these rankings are higher for youth in the same age brackets in the state of Alabama. The Jason Flatt Act was passed in order to equip educational institutions, and their personnel to recognize and act on signs of suicide risk in order to provide prevention, intervention and postvention with students at risk, their families and the communities who may be affected.

- Suicide Death caused by self-directed injurious behavior with an intent to die as a result of the behavior.
- Suicide attempt A non-fatal, self-directed, potentially injurious behavior with an intent to die as a result of the behavior; may not result in injury.
- Suicidal ideation Thinking about, considering, or planning suicide.
- Non-suicidal self-directed violence Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself.

Rationale

School districts' suicide policy must include the following:
- Programs that foster individual, family, and group counseling services related to suicide prevention.
- Information on making referrals and crisis intervention should be available to students, parents and school personnel.
- Annual training on suicide awareness and prevention for school personnel who counsel and supervise students.
- Strategies to increase student awareness of the relationship between drug and alcohol use and suicide.
- Training/education for students in recognizing signs of suicidal tendencies and other facts and warning signs of suicide.
- Information to students on available community suicide prevention services.
- Promote cooperative efforts between school personnel and community suicide prevention program personnel.
- Foster school-based or community-based, or both, alternative programs outside of the classroom.
- A strategy to assist survivors of attempted suicide, students, and school personnel in coping with the issues relating to attempted suicide, suicide, the death of a student, and healing.
- Any other program or activity which the local board determines is appropriate and prudent in the efforts of the school system to prevent student suicide.

- Training for **all** school employees and volunteers who have significant contact with students on the local board policies to prevent harassment, intimidation, violence, and threats of violence.
- A process for discussing with the students' local board policies relating to the prevention of student suicide and to the prevention of harassment, intimidation, violence, and threats of violence

Goals of Alabama Youth Suicide Program are as follows:

- Decrease the rate of adolescents (ages 15-24) who complete suicide from 11.7 to 9.2 per 100,000
- Decrease the percentage of high school students who seriously considered attempting suicide from 18.1 to 13.1%
- Decrease the percentage of high school students who made a plan about how they would attempt suicide from 14.3 to 13.8%
- Decrease the percentage of high school students who attempted suicide from 10.4 to 8.9%
- Decrease the percentage of high school students who attempted suicide that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse from 3.6 to 2.1%.

Parents can do the following:

- Encourage your local service organizations, churches and community centers to become aware of the problem of youth suicide and its prevention opportunities.
- Watch and listen to your children and pay attention to sudden changes in behavior that cause you concern.
- Engage in positive parenting practices by monitoring your children's activities, know their friends and parents, know their location at all times, know when they will be home, talk to them about their choices, set and enforce rules about expected behavior and set consequences if rules are not followed.
- Be willing to seek professional help and guidance if you feel your child is becoming depressed or contemplating hurting him/herself.
- Talk openly and honestly with your child or your child's friends about your concerns and be supportive in helping them cope with their feelings.
- Use the Community Assistance Resource Line (C.A.R.L.) to talk with a professional, about any concerns you have about a young person or a situation. The C.A.R.L. Line is answered 24/7, is confidential and is provided at no-cost. **1-877-778-CARL (2275)**
- Don't fall into the "Not my child syndrome".

Activities/Events/Resources

ASPARC
Location: Birmingham, Alabama
President: David Coombs

Family Sunshine Center
Location: Montgomery, Alabama
Coordinator: Jennifer Hartley

Email: info@asparc.org   Email: jhartley@familysushine.org

Crisis Services of North Alabama   Family Counseling Center of Mobile
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Crisis Center, Inc.   Spectra Care Health Systems, Inc.
Location: Birmingham, Alabama   Location: Dothan, Alabama
Coordinator: Abby Litovsky   Educator(s): Ebony Crews & Odell Chambers
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jasonfoundation.com- The Jason Foundation, Inc. (JFI) is dedicated to the prevention of the "Silent Epidemic" of youth suicide through educational and awareness programs that equip young people, educators/youth workers and parents with the tools and resources to help identify and assist at-risk youth.

Websites for faculty and staff:

American Foundation for Suicide Prevention (AFSP)

American Association of Suicidology (AAS)
www.suicidology.org

National Suicide Prevention Lifeline (NSPL)
1-800-273-TALK (8255)
https://suicidepreventionlifeline.org/

Crisis Services of North Alabama (CSNA)
Huntsville and North AL
1-256-716-1000
www.csna.org

Comprehensive Suicide Prevention & Resources
Directory www.asparc.org

Teen Dating Violence

Background

Teen dating violence (TDV) is a type of intimate partner violence. It occurs between two people in a close relationship. TDV includes four types of behavior:

- Physical violence is when a person hurts or tries to hurt a partner by hitting, kicking, or using another type of physical force.
- Sexual violence is forcing or attempting to force a partner to take part in a sexual act, such as sexual touching, or a non-physical sexual event (e.g., sexting) when the partner does not or cannot consent.
- Psychological aggression is the use of verbal and non-verbal communication with the intent to harm another person mentally or emotionally and/or exert control over another person.
- Stalking is a pattern of repeated, unwanted attention and contact by a partner that causes fear or concern for one's own safety or the safety of someone close to the victim.

Teen dating violence also referred to as, "dating violence", can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online without consent. Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name-calling, are a "normal" part of a relationship—but these behaviors can become abusive and develop into serious forms of violence. However, many teens do not report unhealthy behaviors because they are afraid to tell family and friends.

Rationale

TDV is common. It affects millions of teens in the U.S. each year. Data from the Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Survey and the National Intimate Partner and Sexual Violence Survey indicate that:

- Nearly 1 in 11 female and approximately 1 in 15 male high school students report having experienced physical dating violence in the last year.
- About 1 in 9 female and 1 in 36 male high school students report having experienced sexual dating violence in the last year.
- 26% of women and 15% of men who were victims of contact sexual violence, physical violence, and/or stalking by an intimate partner in their lifetime first experienced these or other forms of violence by that partner before age 18.
- The burden of TDV is not shared equally across all groups—sexual minority groups are disproportionately affected by all forms of violence, and some racial/ethnic minority groups are disproportionately affected by many types of violence.

Nearly 1 in 11 female teens **About 1 in 15** male teens reported experiencing physical dating violence in the last year.

About 1 in 9 female and **1 in 36** male high school students reported experiencing sexual dating violence in the last year.

26% of women and **15% of men** experienced intimate partner violence for the first time before age 18.

Activities/Events/Resources

- Support the development of healthy, respectful, and nonviolent relationships
- Teacher pre-teens and teens the skills needed to create and maintain healthy relationships

    o How to manage feelings
    o How to communicate in a healthy way

- CDC: *Dating Matters®: Strategies to Promote Healthy Teen Relationships* to stop teen dating violence before it starts. It focuses on 11-14 year olds and includes multiple prevention components for individuals, peers, families, schools, and neighborhoods. All of the components work together to reinforce healthy relationship messages and reduce behaviors that increase the risk of dating violence. Please visit the Dating Matters website to learn more (National Center for Injury Prevention and Control, 2019)!

Title IV, Part A

Background

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. It reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). Newly authorized under subpart 1 of Title IV, Part A of the ESEA, the Student Support and Academic Enrichment (SSAE) Program is intended to increase the students' academic achievement by increasing the capacity of State Educational Agencies (SEAs), Local Educational Agencies (LEAs), schools, and local communities to the following: Provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

An LEA that receives at least $30,000 in SSAE program funds must conduct a comprehensive needs assessment that includes, at a minimum, a focus on the three content areas. (*ESEA* section 4106(d)). Based on the results of that assessment, the LEA must use:

- At least 20 percent of funds for activities to support well-rounded educational opportunities (*ESEA* section 4107);
- At least 20 percent of funds for activities to support safe and healthy students (*ESEA* section 4108); and
- A portion of funds for activities to support effective use of technology (*ESEA* section 4109).

Allowable uses of funds under each of the three content areas may include but are not limited to: Direct services for students; professional development for teachers and administrators; salaries of personnel to carry out identified programs and services; and supplemental educational resources and equipment.

Rationale

- To explain the purpose of Title IV, Part A
- To identify allowable and unallowable uses of Title IV, Part A
- To identify resources for administrators, teachers and parents for Title IV, Part A

Overview of Examples of Activities and Use of Funds:

Well-Rounded Education
- Improving access to foreign language instruction, arts, and music education
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA

- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education *(ESEA section 4107)*
- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent5 enrollment programs and early college high schools

Safe and Healthy Student
- Promoting community and parent involvement in schools
- Providing school-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline
- Establishing or improving dropout prevention
- Supporting re-entry programs and transition services for justice-involved youth
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
- Implementing systems and practices to prevent bullying and harassment
- Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships *(ESEA section 4108)*

Effective Use of Technology
- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
- Building technological capacity and infrastructure
- Carrying out innovative blended learning projects
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology *(ESEA section 4109)*

Unallowable Expenditures:
- The administrative costs that exceed 2%
- Technology infrastructure costs that exceeds over 15% of the funds allocated for Effective Use of Technology. These include devices, equipment, software applications, platforms, and digital instructional resources.
- Costs for activities that supplant and are not supplement

Activities/Events/Resources

Title IV, Part A
The State of Arizona: Guidance for COVID-19

Well-Rounded Education

Education.com offers online lessons and activities for Math, Reading, Science, Social Studies and STEM
https://www.education.com

STEMScopes: K-5 STEM Activities for At-Home Learning
https://www.stemscopes.com/resources/stemscopes-k5-activity-pack-at-home-learning-web.pdf

Safe and Healthy Students

Online Physical Education Network
https://openphysed.org/activeschools/activehome

IBS Health and PE Learning Resources - Discover resources that provide essential lessons on physical, mental, and emotional health for grades K-12.
https://aptv.pbslearningmedia.org/subjects/health-and-physical-education/physical-education/?fbclid=IwAR2N_x67TgVY9GKsAviRhc-Hcj3_5VdwmvSHbAJTq4-k1rfi5ru2HaAIPCo

SmokeSCREEN - Video game designed to teach kids the dangers of smoking and vaping for students ages 10-16
https://www.smokescreengame.org/

Effective Use of Technology

Splash Learn
The Complete K-5 Math Learning Program
https://www.splashlearn.com/

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