

DoSE Advisory Group

VIRTUAL MEETING
May 27, 2020

Today's Agenda

1. Roll Call of Members (Kim Chevalier)
2. Review Minutes from Last Meeting (Kim Chevalier)
3. Welcome (Kevin Brown and Gretta Hylton)
4. CARES Funding (Robin Kinney)
5. Summer Professional Learning for Teachers (Misty Higgins)
6. Re-entry in the Fall (Gretta Hylton and Kay Kennedy)
7. Webcasts for DoSEs (Amanda Waldroup)
8. Mental Health (Damien Sweeney)
9. CEIS/CCEIS Funding (Jarrod Slone)
10. Exit Slip
11. Adjournment



Roll Call of Members

- Please turn on your camera
- Please unmute your mic before speaking
 - Respond when called on by the Chair

Review of Meeting Minutes

- Each member will verbally vote
- Please respond to the Chair for the official review of last meeting minutes

Welcome

Kevin C. Brown
Interim Commissioner, KDE

Gretta Hylton
Associate Commissioner, OSEEL

CARES Funding for COVID-19

Robin Kinney, Associate Commissioner
Office of Finance and Operations

Guiding Question: What recommendations would special education staff offer to their districts about the CARES funding?

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The Coronavirus Aid, Relief, and Economic Security (CARES) Act – H.R. 748 - 116th Congress (2019-20)

- Federal Legislation
- Effective March 27th
- \$2.2 trillion in emergency funding
- \$30.75 billion in emergency education funding to states
- Kentucky - \$1.73B in CARES Act funds
- Governor's Emergency Education Relief (GEER) Fund - \$44M
- Elementary and Secondary School Emergency Relief (ESSER) Fund - \$193M

Governor's Emergency Education Relief (GEER) Fund

- Kentucky's allocation - \$43,799,187
- Notice of Funds and Application - April 14th
- **Requires District Superintendent Assurances with Board Notification**
- Governor Beshear may award funds to provide:
 - Emergency support to school districts that the state educational agency (KDE) deems most significantly impacted by coronavirus,
 - Emergency support to institutions of higher education the Governor determines are most significantly impacted by coronavirus, and
 - Support to any other higher education institution, school district or education related entity within the State that the Governor deems essential for carrying out educational services.



GEER Fund Uses

- Governor Beshear is allocating \$30M of GEER Funds to support elementary and secondary education
- All Kentucky School Districts “significantly impacted” by Coronavirus
- GEER funds can be used by districts to support Remote Learning/Technology and School District Food Service

Elementary and Secondary School Emergency Relief (ESSER) Fund

- Kentucky's grant is approximately \$193M
- Minimum of 90% to Districts
 - Notice of Funds and Application - April 23rd
 - **Requires District Superintendent Assurances with Board Notification**
- Broad uses under the Act including:
 - Any activities authorized under ESSA, IDEA, Perkins, Subtitle B of McKinney-Vento Homeless Assistance Act, Adult Education and Family Literacy Act
 - Coordinate emergency response
 - Support school leaders
 - Ensure preparedness and coordination
 - Purchase cleaning supplies
 - Purchase education technology
 - Mental health supports
 - Summer learning
 - Etc.



Questions/Comments

Robin Kinney

Associate Commissioner

Office of Finance and Operations

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KDE COVID-19 Webpage

<https://education.ky.gov/comm/Pages/COVID-19-Updates.aspx>

Summer Professional Learning for Teachers

Misty Higgins, Consultant
Office of Teaching and Learning

Guiding Question: What professional learning opportunities are available for special education teachers this summer? What additional opportunities are needed?

Re-entry in the Fall

Gretta Hylton, Associate Commissioner, OSEEL

Kay Kennedy, Office of Finance and Operations

Guiding Question: What options are being considered for re-entry for the next school year?

What type of guidance and support are needed for re-opening and once school is re-opened?

Webcasts for DoSEs

Amanda Waldroup

Assistant Director

Division of IDEA Implementation and Preschool

Guiding Question: Have the NTI webcasts been useful? What would you like to see next?

Behavioral Health
for
Staff and Students During COVID-19:
Considerations for
Distance Learning and Re-Entry

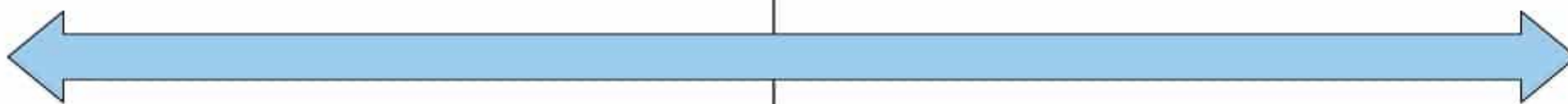
Damien Sweeney, Ed.D.



Unhappy



Happy



1

2

3

4

5

6

7

8

9

10

Happiness rating

Sources of COVID-19 Stress

- Anxiety about exposure and illness
- Limited connections to others, limited support system
- Lack of cognitive stimulation, monotony
- Limited access to normal coping strategies
- Family members stressed
- Limited resources, financial stress
- Losses and grief
- Uncertainty



Signs of Stress in Students

- Clingy, whiny, tearful, frightened, anxious
- Agitated, hyperactive, over-reactive
- Irritable, impatient, aggressive, angry
- Withdrawn, disengaged, lethargic, depressed, sad, hopeless, suicidal
- Poor concentration, limited comprehension, poor memory
- Vague physical complaints
- Sleep disturbance, appetite disturbance
- Seeking attention, “in your face”

Signs of Stress in Students

- What signs of stress are you seeing in your students?
- How are you handling this?



Signs of Stress in Staff

- Anxious, fearful
- Depressed, sad
- Withdrawn, less engaged, absent
- Irritable, impatient, frustrated, angry, explosive, over-reactive
- Agitated, poor concentration, poor memory
- Vague physical complaints, headaches, GI problems, sleep disturbance, appetite disturbance
- Overwhelmed, confused, difficulty with problem-solving or making decisions
- Loss of creativity, lack of motivation



Signs of Stress in Staff

- What signs of stress are you seeing in your staff?
- How are you handling this?



Risk for Increased Stress Response

- Recent loss or history of significant loss
- Past or current exposure to trauma
- Pre-existing behavioral health concerns or history of such
- Limited support systems in family, community, workplace
- Feeling of isolation, difficulty with attachment and relationships
- Poor coping skills and supports

What Can Schools Do?

A Awareness

B Build Resilience

C Crisis Plan

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Awareness



Based on psychological first aid

Awareness

Look

- Practical needs
- Psychosocial needs
- Academic/professional needs

Listen

- Students and families
- Staff
- Community

Link

- Internal resources
- Community partners

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Build Resilience



Build Resilience

Connection

- Frequent, sustained outreach
- Mentors/buddies
- Check-in, check-out

Safety

- Normalize stress response
- Look, ask and listen
- Model appropriate emotional expression

Nutrition & Exercise

- Healthy snacks
- Recess
- Movement breaks

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Build Resilience

Competence

- Frequent targeted affirmation
- Small chunks
- Repetition, patience

Empowerment

- Choice
- Voice
- Flexibility

Self-Regulation

- SEL and emotional literacy
- Mindful focusing
- Regular breaks

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Crisis Plan

- Crisis team: must have representation from *all* components of school community
- Assume SEL is part of process and content
- Ensure flexibility and real-time response
- Warm, caring culture and climate
- Re-open with sense of renewal and hope
- Address grief and loss
 - *Students have to be ready to learn*
 - *Staff have to be ready to teach*

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Compassion

- ▶ For students:
 - There's a reason for their behavior, mood, attitude, engagement, learning style
- ▶ For staff:
 - Compassion, grace and generosity for ourselves as well as for one another



*Ask what's happened to them and
what's strong with them ...
(not what's wrong with them)*

Compassion

How are you making sure your students remember their character strengths?



Contact Information

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Resources for School Counselors During the Pandemic

- [Resources for Counselors During Pandemic](#)
 - [Highlighting Seniors](#)
- [High School/Graduation Resources for Covid-19](#)
 - [Elementary Resources](#)
 - [Middle School Resources](#)
- [Framework of Practice for Kentucky School Counselors](#)
 - Need Guiding Document on Tier 1, 2, 3 During Pandemic
- *Guiding Questions: Are there additional resources school counselors need from KDE during this time? What are you working on? What else is needed at this time?*

CEIS/CCEIS Funding
Jarrod Slone
Consultant
Office of Special Education and Early Learning

Guiding Question: What additional codes can be opened for districts? How can further financial guidance be offered specifically to CEIS/CCEIS districts?

Future Meetings

TBD: Quarterly

Questions?



Exit Slip