

2020 Education Summit

**WE'RE ALL
CONNECTED**

DAY 2

SOCIAL EMOTIONAL

OCT. 14
Early
Literacy

OCT. 20
Social
Emotional

OCT. 22
Career
Readiness

Education **Alliance**
2020 West Virginia Education Summit

Welcome!

Education [★]Alliance

2020 West Virginia Education Summit

50,000

meals
distributed

285

partnerships
supported

10,000

mentoring
sessions

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Gold Sponsor



An **AEP** Company

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Bronze Sponsors

Bowles **Rice**



FirstEnergy
Foundation

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KELLY PLLC



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Friend Sponsors





SOCIAL EMOTIONAL

- **Virtual Student Expo:**
Communities in Schools
- **Champion Keynote:** Rey Saldaña
- **Policy & Practice Guest Speaker:**
Dr. Pamela Cantor

OCT. 14
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Readiness

#WVEdSummit

Education Alliance
2020 West Virginia Education Summit



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Poll Question

___% of kids ages 12 to 18 experience bullying?

- 12%
- 21%
- 53%
- 83%



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Virtual Student Expo



Communities
In Schools

Erin Boyd

Woodrow Wilson High School

Communities in Schools

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... doesn't just

PAID

... into place...

... need to be intentional

... and work at it.

"LAZY PEOPLE
WANT MUCH BUT
GET LITTLE,
BUT THOSE WHO
WORK HARD WILL
PROSPER."

"If you run into a
wall, don't turn
around and give up.
Figure out how to
climb it."
-Michael Jordan

"Always bear in
mind that your own
resolution to succeed
is more important
than any other."
-Abraham Lincoln

"Good planning and hard
work lead to prosperity,
but hasty decisions lead to
poverty."

How can we help you work to make today

• Living Needs

• Academically

• Socially &
Emotionally

...

...

...

"O
weak
The
way
all
one
-Th...

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Do you need items to help you succeed this year: food, clothes, shoes, toiletries, help with home utilities, tutoring, help with time-management or remote learning, help communicating with teachers, encouragement?



Use the QR code to make an appointment with Mrs. Boyd or to tell her what you need to have a successful year.

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We are All Connected

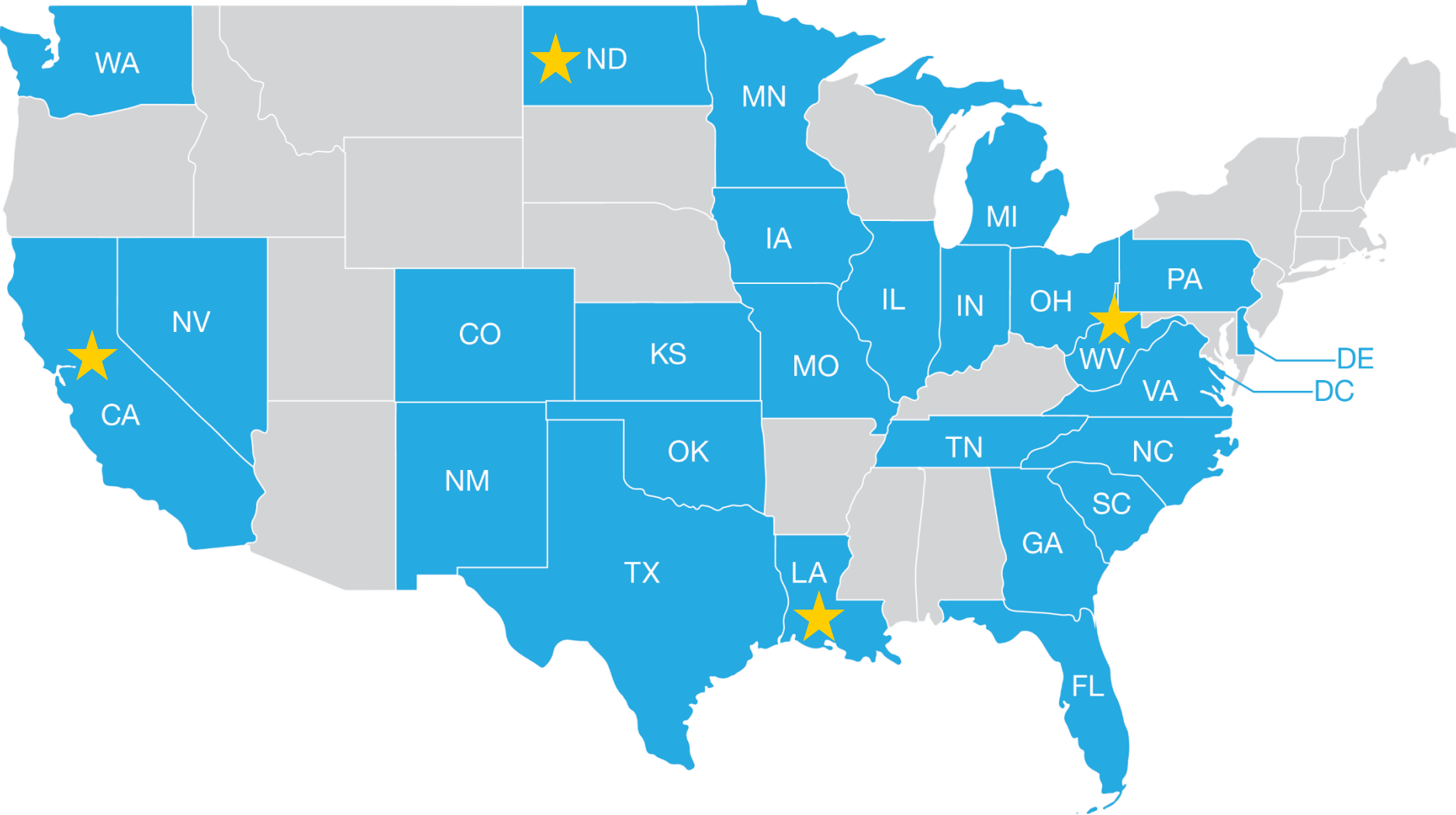


Communities
In Schools

In schools to help kids stay in school.

Our Footprint

Currently serving 1.62 Million Students Across 26 States + DC



West Virginia Map to show growth

2018-19 Pilot Counties:

Berkeley, Greenbrier, McDowell, Wyoming

2019-20 Expansion Counties:

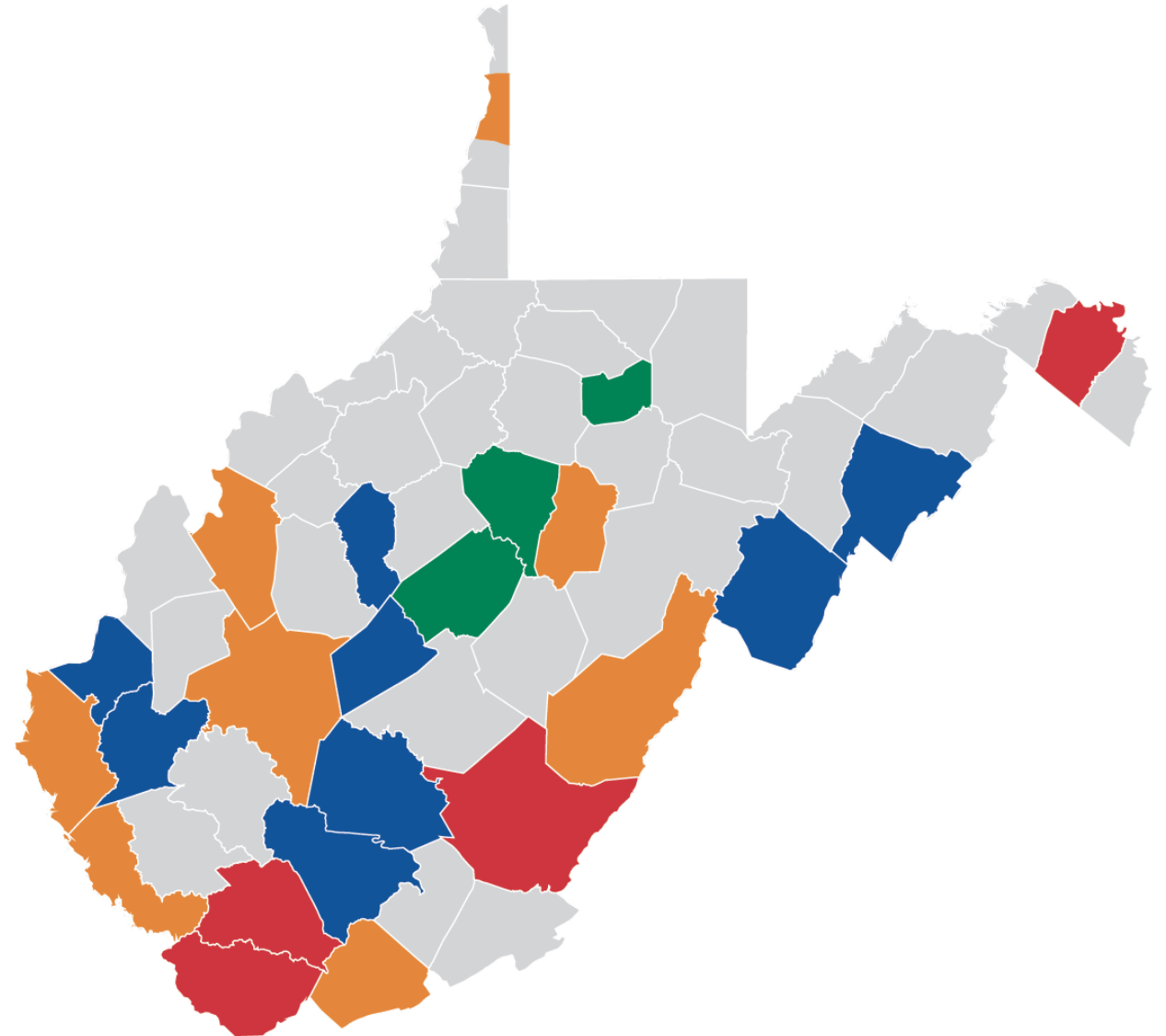
Cabell, Calhoun, Clay, Fayette, Hardy,
Lincoln, Pendleton, Raleigh

2020 January Expansion Counties:

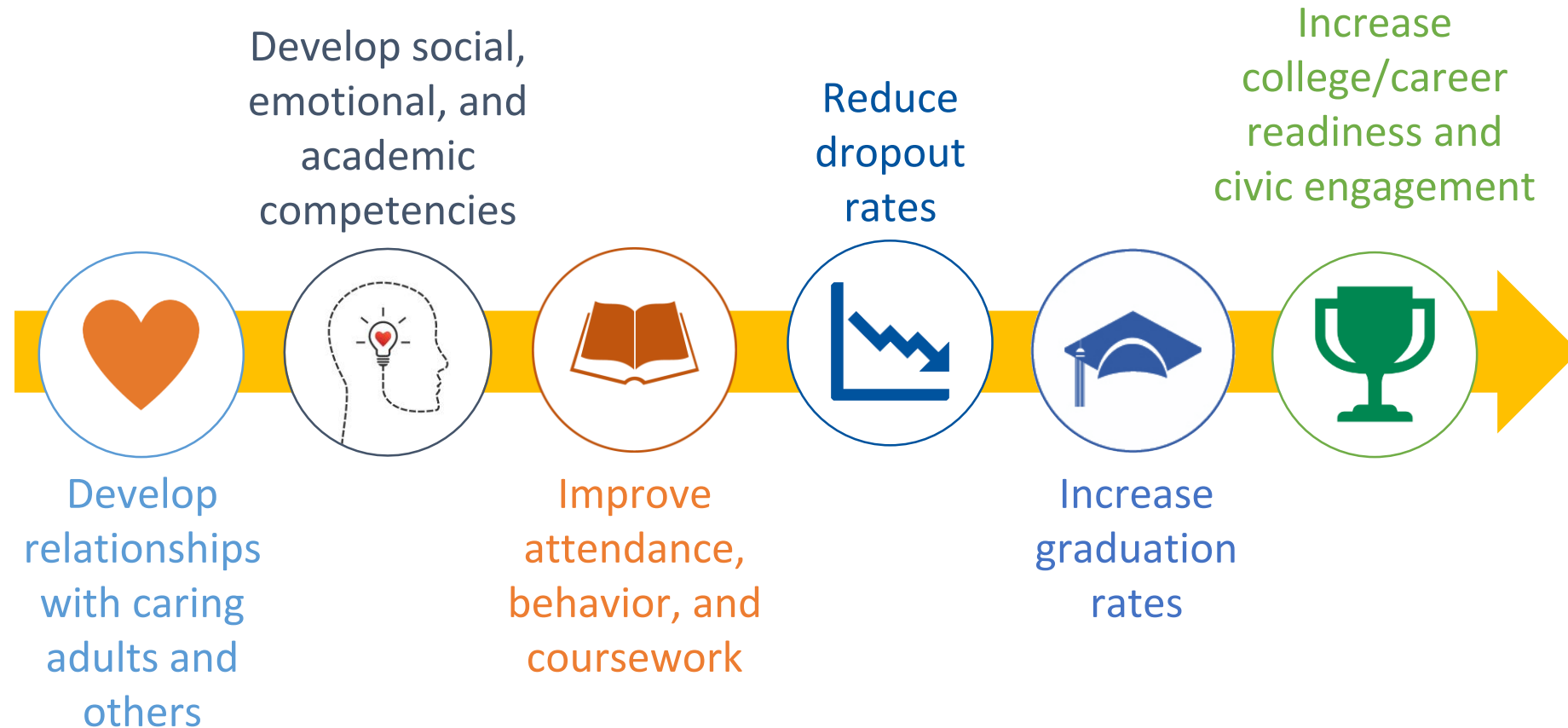
Braxton, Lewis, Taylor

2020-21 Expansion Counties:

Brooke, Jackson, Kanawha, Mercer,
Mingo, Pocahontas, Upshur, Wayne



CIS Theory of Change



Our Case Managed Student Outcomes



99%

of students **remained in school** through the end of the 2018-19 school year



96%

of K-11 students were **promoted** to the next grade



95%

of seniors **graduated** or received a **GED**



5,600

graduates went on to some form of **postsecondary education**



76%

of students met or made progress toward at least one of their **attendance goals**



86%

of students met or made progress toward at least one of their **academic goals**



86%

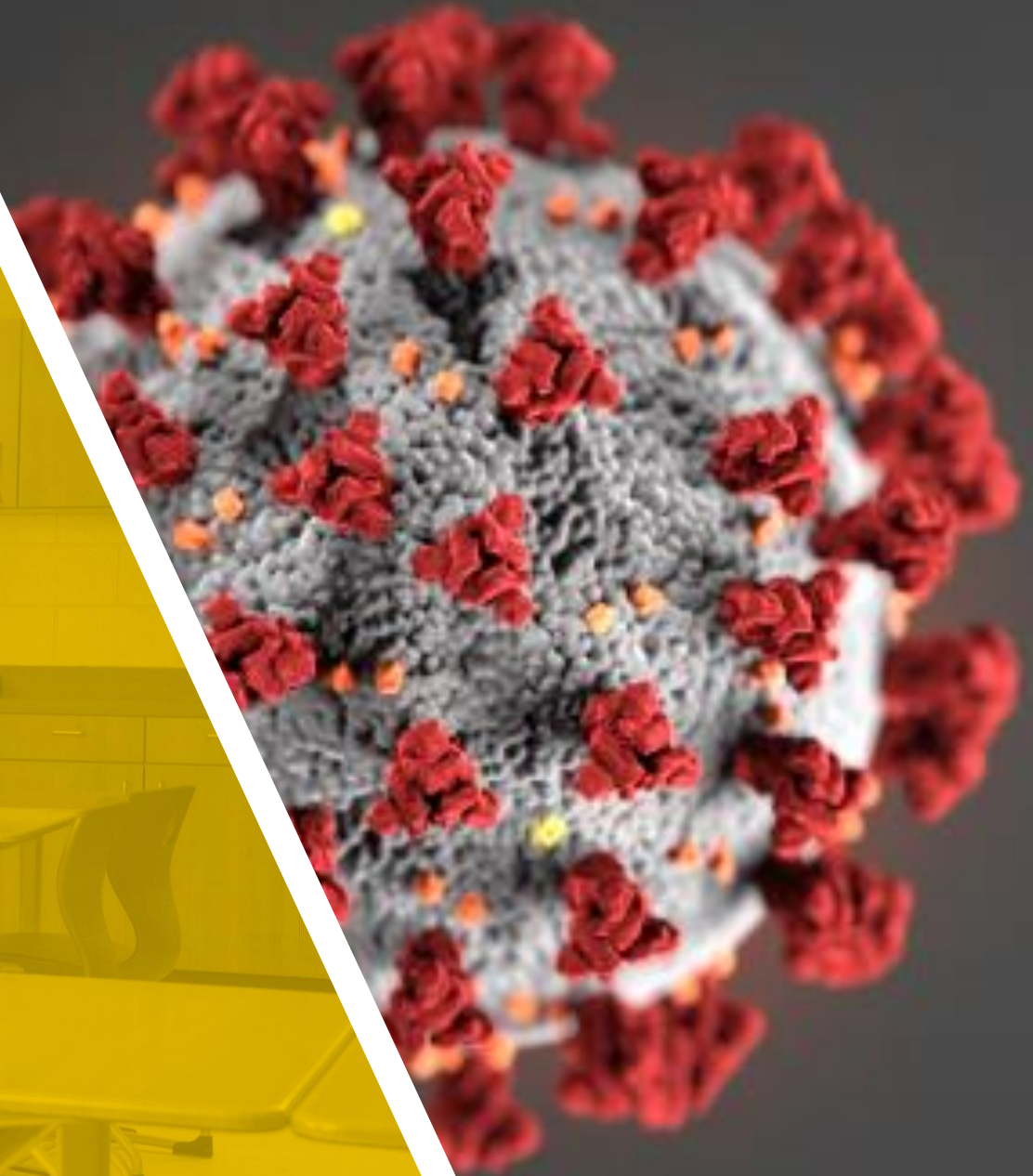
of students met or made progress toward at least one of their **behavior goals**



90%

of students met or made progress toward at least one of their **social and emotional learning (SEL) goals**

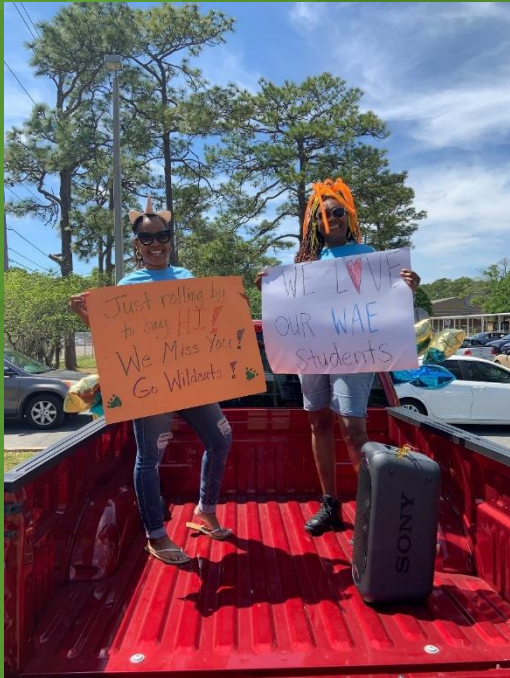
A national pandemic with wide-ranging health, economic and social impacts.





School building closures, leaving no physical space for learning or services.





In Schools and Beyond
In Times of Crisis, Always **#AllinforKids**

LEARN ABOUT OUR COVID-19 RESPONSE
AND HOW YOU CAN HELP

- 1. Schools must examine their approaches to re-opening and reengagement critically to ensure we “do no harm”.**
- 2. For learning to begin, physiological needs (food, clothing, shelter) must be met for students and families to focus on learning.**
- 3. Social and emotional needs must ALSO be met, and school climate must be conducive to learning for all students.**
- 4. SEL must become part of the instructional and curriculum planning**
- 5. Social and emotional supports should target BOTH students and adults in the school building, as well as the families and communities the schools serve.**
- 6. Education policy must consider and address equity.**

What is required?

To effectively meet the needs of the moment, schools and CBOs need to work together to form equitable learning climates and culture.



Communities In Schools:
A Catalyst for an Equitable Learning Climate
and Culture

Sesame Street in West Virginia



- CIS and Sesame Street are partnering to pilot a 7-module curriculum in West Virginia in the 2020-21 school year.
- The modules focus on building student (PK – age 8) and caregiver resiliency and increasing social-emotional learning.
- **Objectives for students include:**
 - Increase student social/emotional well-being
 - Improve school readiness
 - Improve parent/family/caregiver engagement
 - Improve attendance



Thank You

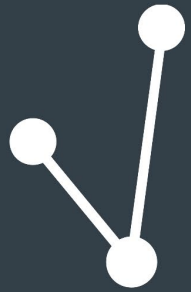


Communities
In Schools

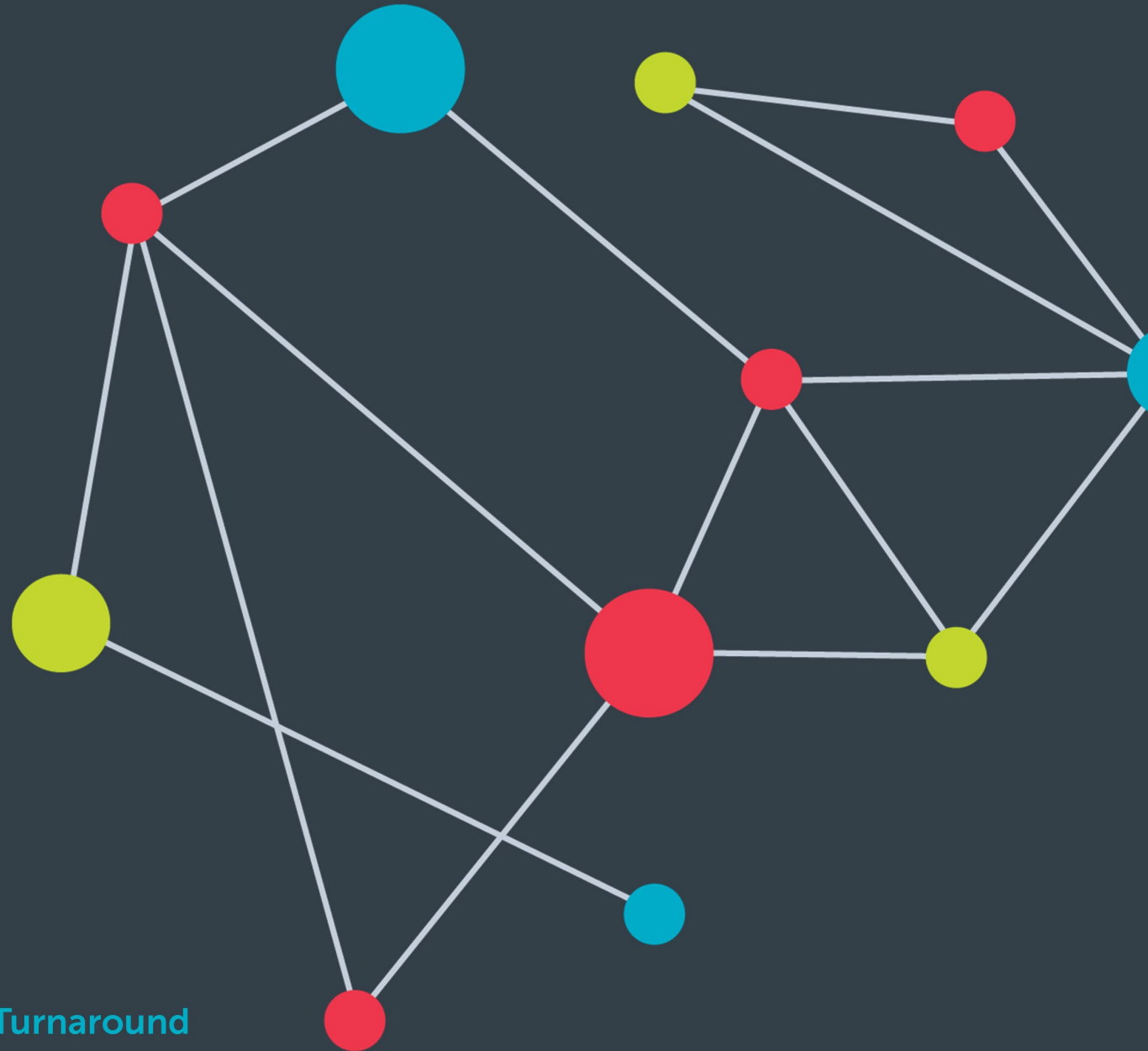
In schools to help kids stay in school.

PAMELA CANTOR, M.D.

FOUNDER and SENIOR SCIENCE ADVISOR



TURNAROUND
FOR CHILDREN



turnaroundusa.org



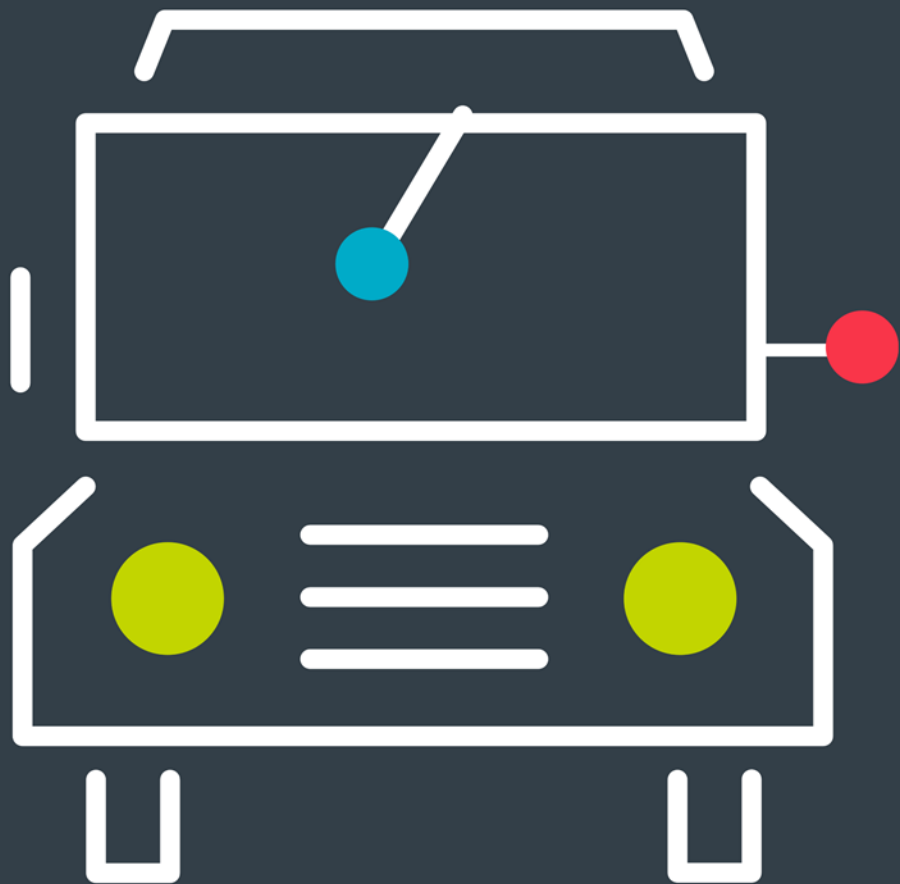
[@DrPamelaCantor](https://twitter.com/DrPamelaCantor)

[@Turnaround](https://twitter.com/Turnaround)



There are
20,000 genes
in the
human genome —

fewer than 10%
get expressed.



Context is the
primary driver
of who we
become.



Adversity
doesn't just
happen *to*
children, it
happens *inside*
their brains
and bodies.



ONE IN THREE

*PARENTS OF INFANTS AND
TODDLERS SKIPPING OR
REDUCING MEALS*

17 MILLION

STUDENTS WITH NO ACCESS TO BROADBAND

PREFRONTAL CORTEX

- Attention
- Concentration
- Focus

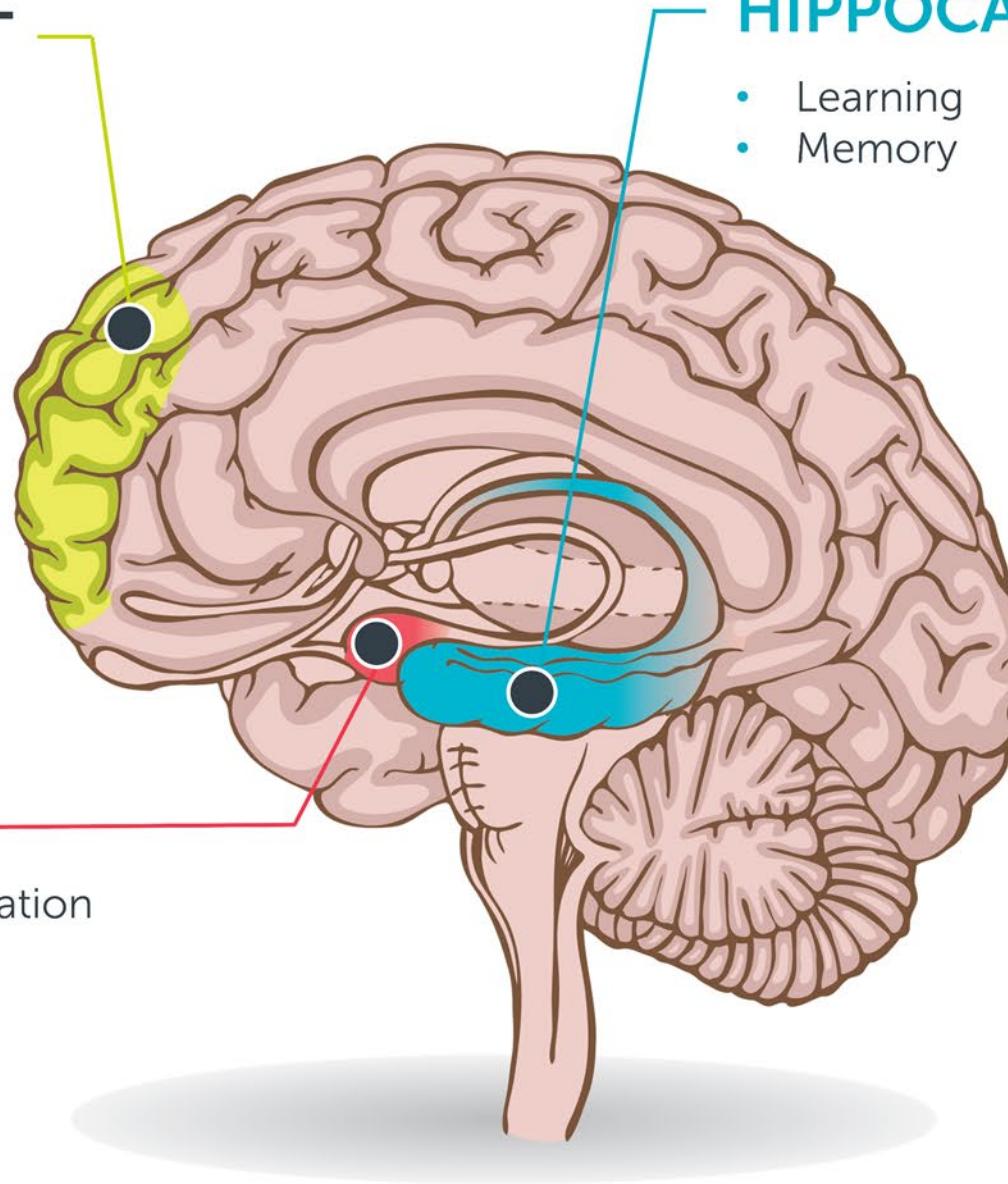
HIPPOCAMPUS

- Learning
- Memory

LIMBIC SYSTEM

AMYGDALA

- Emotional Regulation
- Reactivity





CORTISOL



OXYTOCIN



OXYTOCIN



CORTISOL





There is no
such thing as a
developing
child
independent
of context.

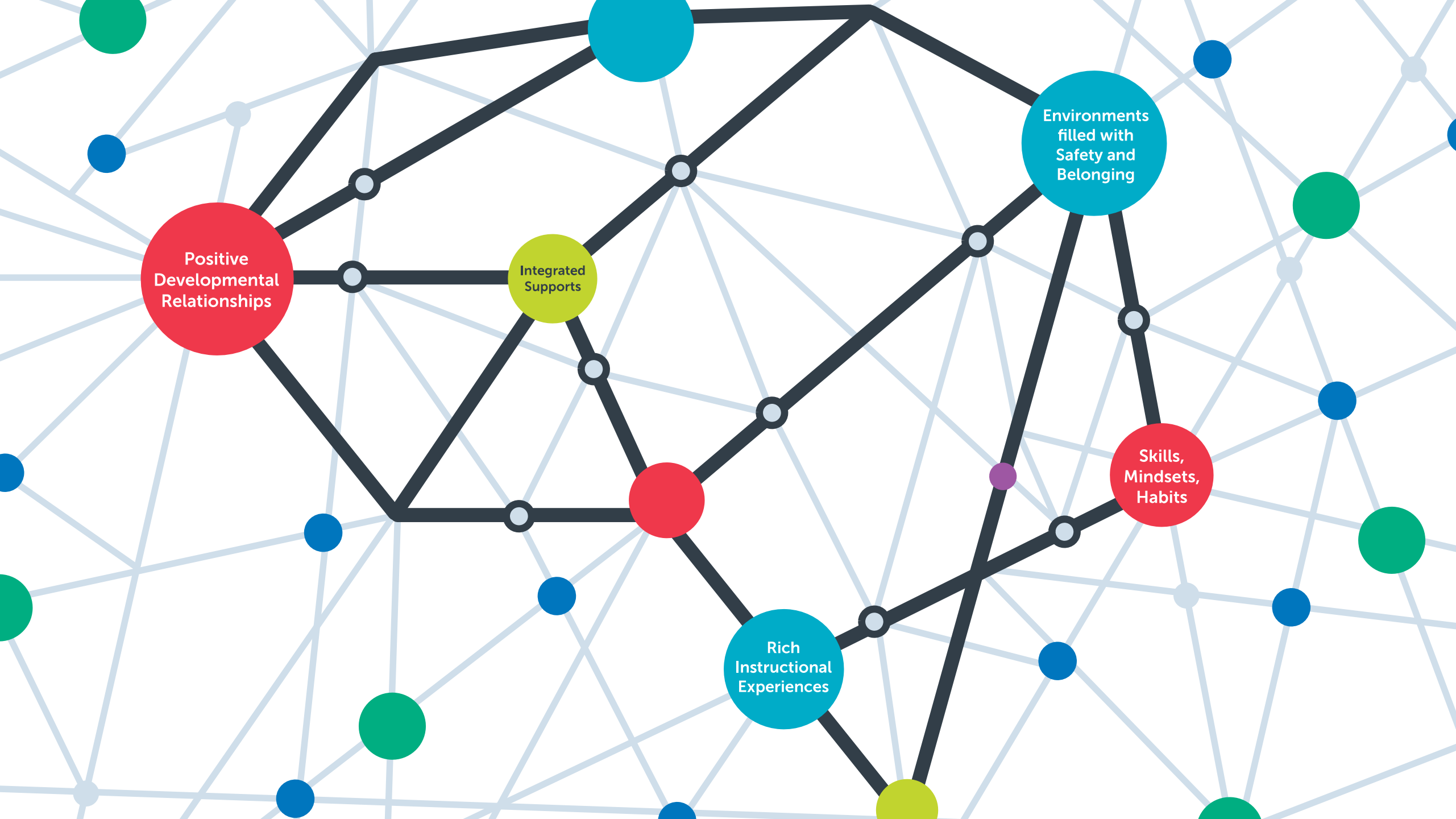


Skills and talents exist in a potential state in all children.

FIVE NON-NEGOTIABLES FOR WHOLE-CHILD DESIGN



Derived from SoLD Practice Principles:
Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2019).
Implications for educational practice of the
science of learning and development.
Applied Developmental Science, 2.



Positive
Developmental
Relationships

Integrated
Supports

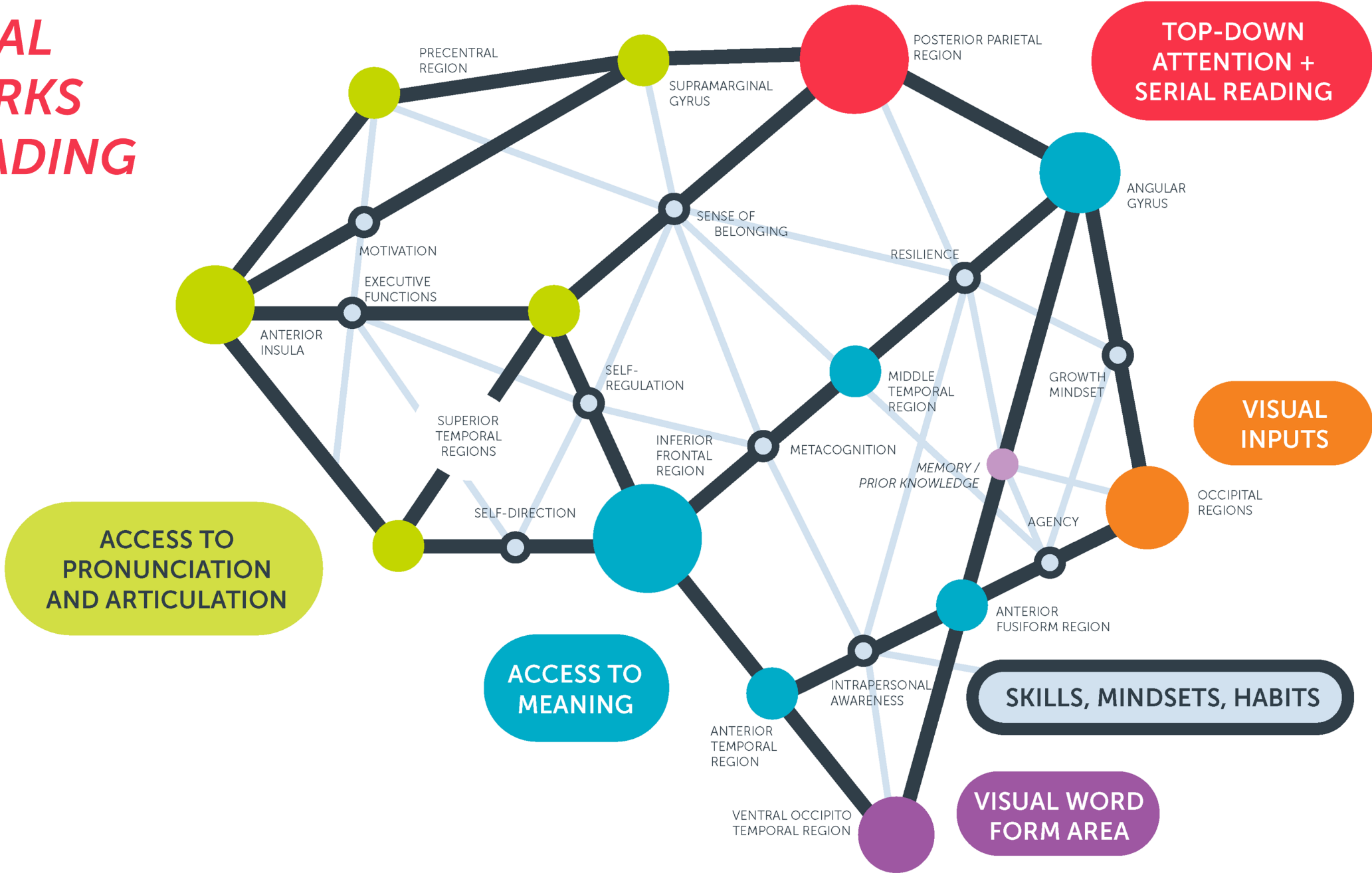
Rich
Instructional
Experiences

Environments
filled with
Safety and
Belonging

Skills,
Mindsets,
Habits

Unlabeled Red Circle

CORTICAL NETWORKS FOR READING



Why hatch chickens when you can raise dragons?



...anting... It will set... imaginations soaring."—*Publishers Weekly* (starred review)

...the magical tale of friendship will send youngsters scurrying to find (or invent) a dragon of their own."—*Los Angeles Times*

"A joyous tale of friendship and adventure."—*School Library Journal*

An Oppenheim Toy Portfolio Best Book Award Winner

A *Smithsonian Magazine* Notable Book for Children

A California Young Reader Medal Winner

An Irma Simonton Black Award Winner

A Show Me Readers Award Winner

A *Sesame Street* Parents Best Book

A Christopher Award Winner

Savage Books
Harcourt, Inc.
www.harcourt.com
Printed in Mexico

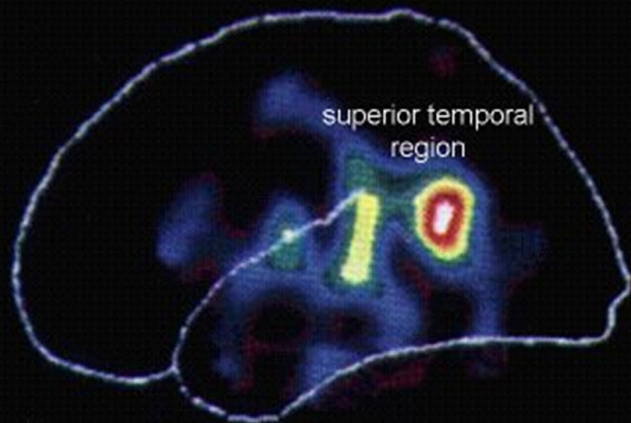


Raising Dragons

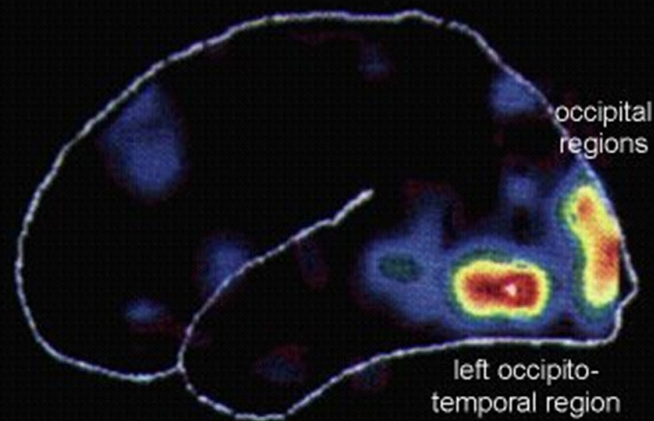


WRITTEN BY
Jerdine Nolen

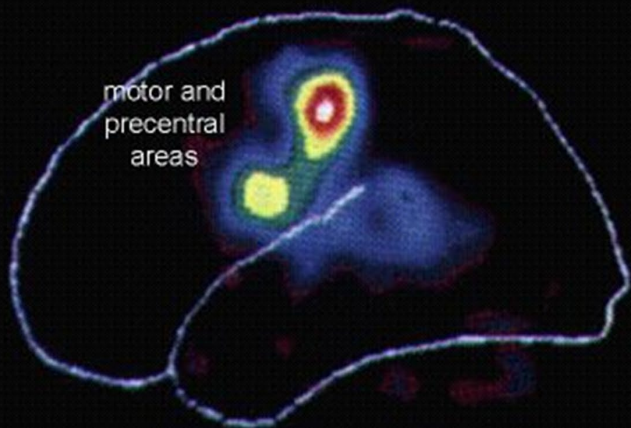
ILLUSTRATED BY
Elise Primavera



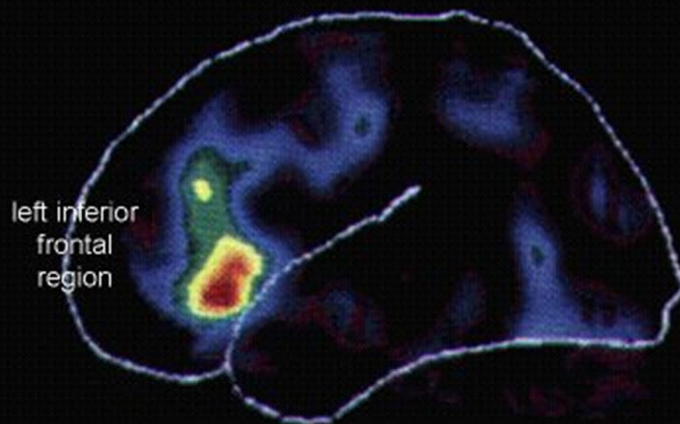
Listening to words



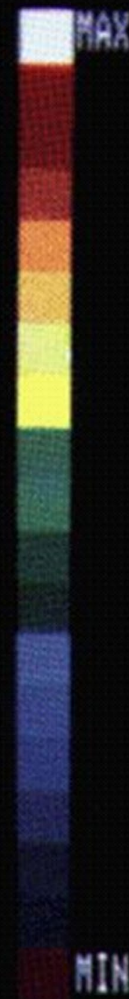
Reading words



Producing words



Associating words



Tiered Supports

A responsive, holistic continuum of integrated supports provided to all students.

PREVENTION

Proactive, Universal Supports

1

Protective Factors

- Students feel they can take risks
- Culture of belief, high expectations and support
- Positive relationships
- Fair discipline built with restorative practices

2

Identifying Student Experience and Needs

INTERVENTION

Targeted Supports

Multi-Disciplinary Team

3





TURNAROUND
FOR CHILDREN

BUILDING BLOCKS FOR LEARNING

A Framework for
Comprehensive
Student
Development

INDEPENDENCE
AND SUSTAINABILITY

Self-
Direction

Curiosity

Civic
Identity

PERSEVERANCE

Resilience

Agency

Academic
Tenacity

MINDSETS FOR
SELF AND SCHOOL

Growth
Mindset

Self-
Efficacy

Sense of
Belonging

Relevance
of School

SCHOOL
READINESS

Self-
Awareness

Social Awareness/
Relationship Skills

Executive
Functions

HEALTHY
DEVELOPMENT

Attachment

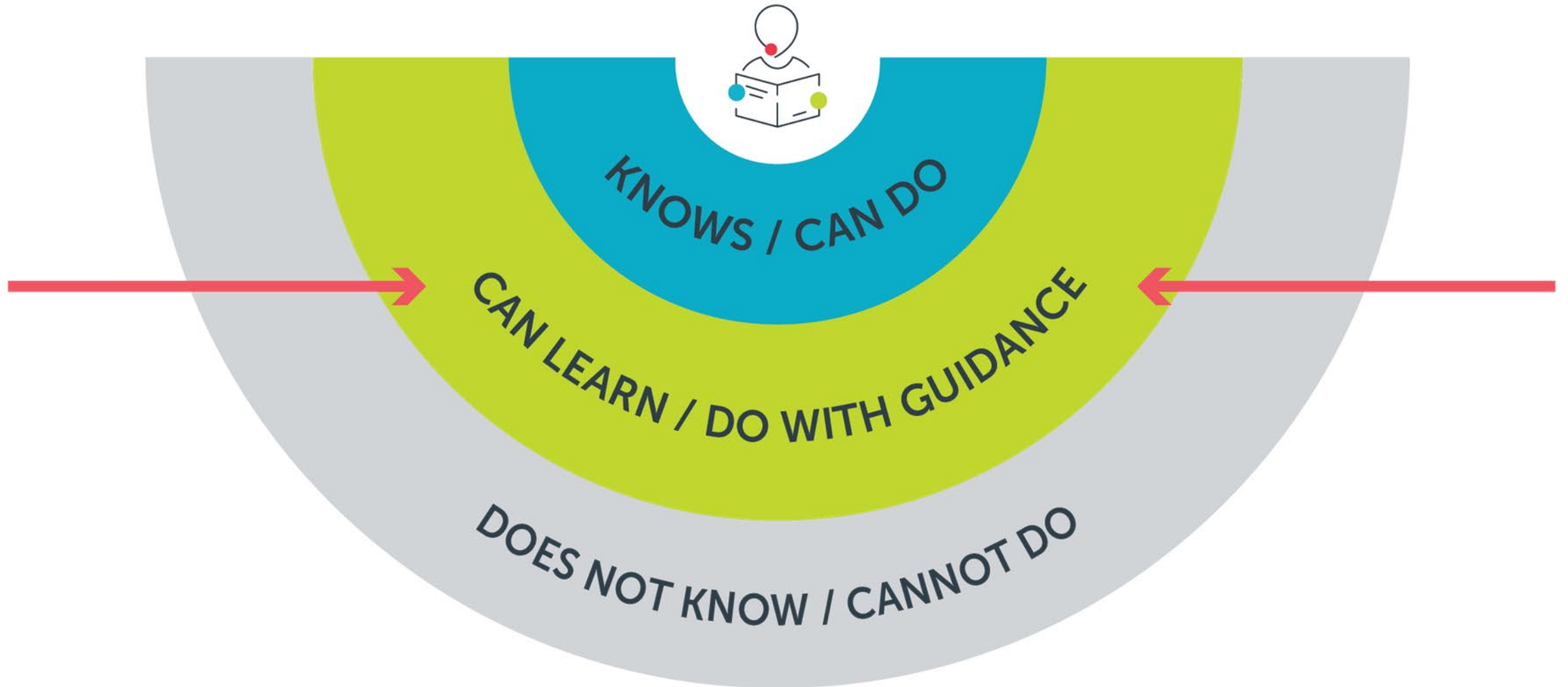
Stress
Management

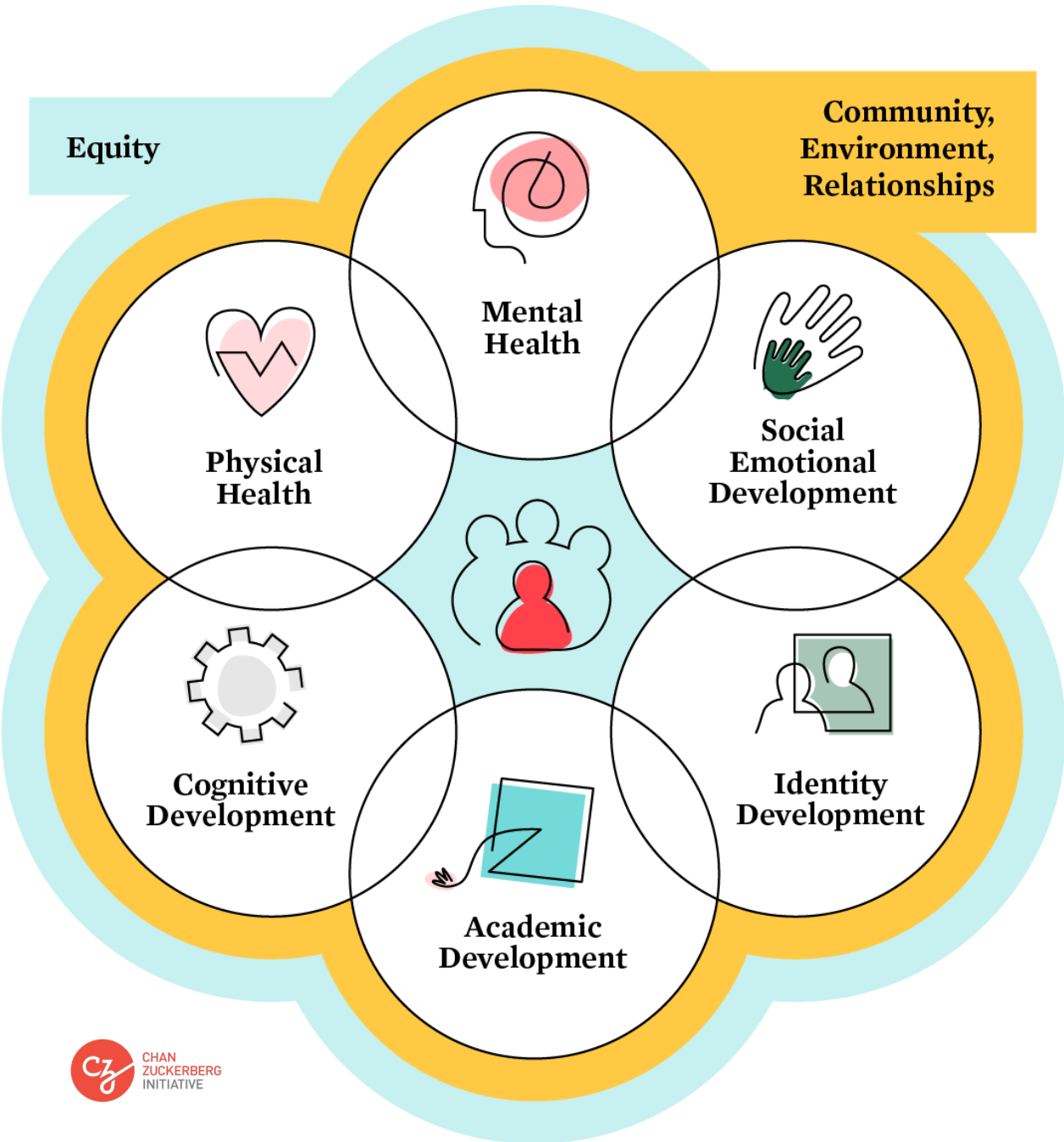
Self-
Regulation



ZONE OF PROXIMAL DEVELOPMENT

LEV VYGOTSKY

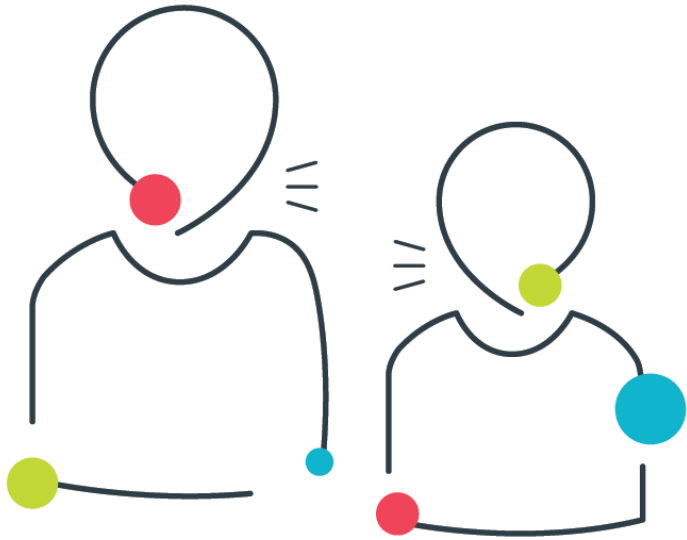




The brain is malleable.



RELATIONSHIPS



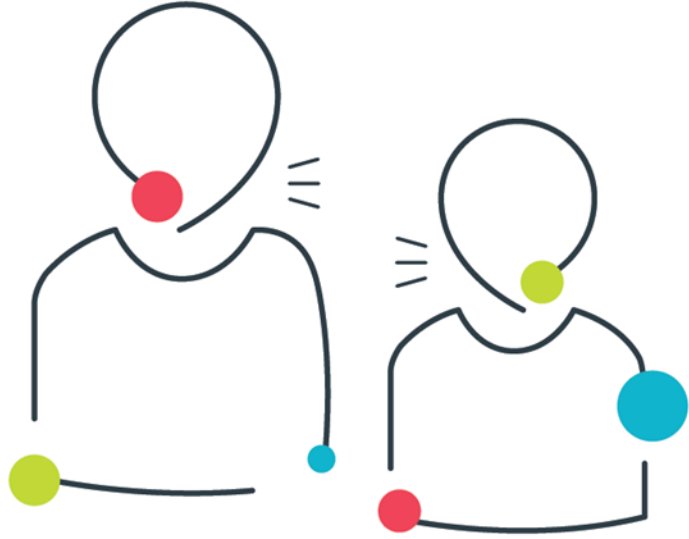
ROUTINES



RESILIENCE



RELATIONSHIPS



Relationships are the “active ingredient” in the learning environment.

EXAMPLES

- Banking Time
- Looping
- Dedicated time to rebuild relationships, establish new ones, and understand student wellbeing and growth

ROUTINES



Build consistent routines in schools, classrooms and homes.

EXAMPLES

- Daily routine planner created by students
- Set achievable goals and celebrate successes

RESILIENCE



Build resilience like a muscle.

EXAMPLES

- Recognize strengths
- Co-regulation
- Tiered support systems
- Meditative activities
- Mental health supports



THE POWER YOU CARRY

MATH CENTERS

LOOK WHO'S PITCHING IN!

Social Studies Wall

Math Wall

100 chart

5x3=15
3x5=15



Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz
1 2 3 4 5 6 7 8 9 10

MINUS
PLUS
DIVIDE
MULTIPLY
GREATER THAN

WORDS of the WEEK
Charles H.
Houston
pledge
positive
respect
behavior
courage
copious
voracious
punctual
studious
institution



soldalliance.org

@SoLDAlliance



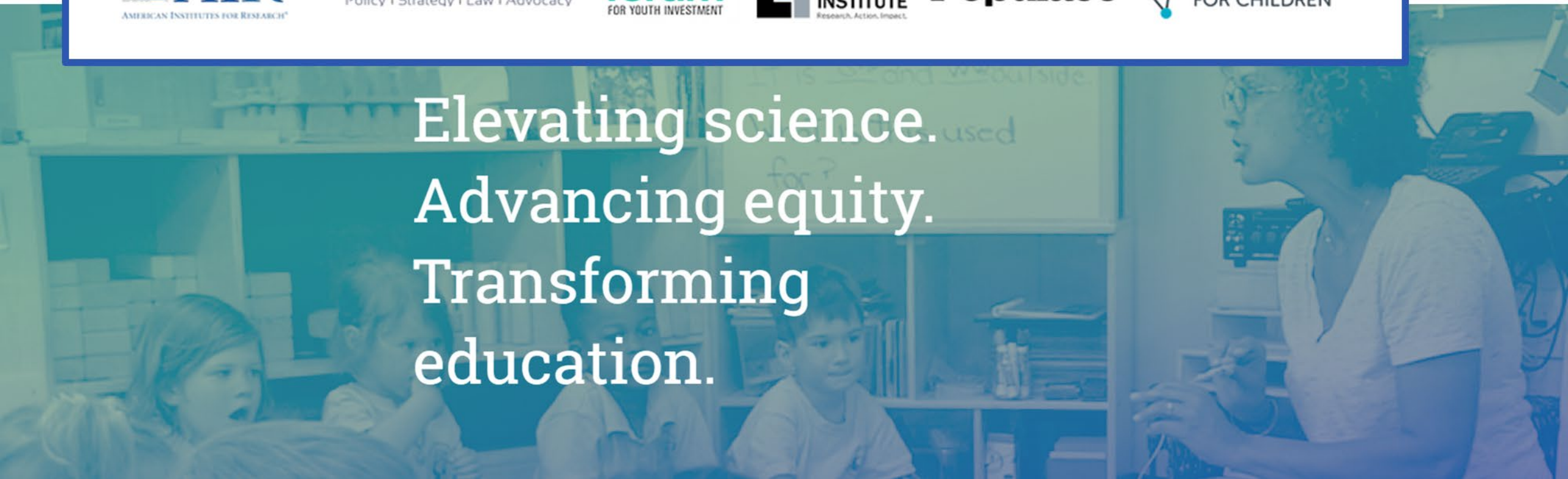
EducationCounsel
Policy | Strategy | Law | Advocacy



Populace



Elevating science.
Advancing equity.
Transforming
education.





Context
shapes the
expression of
our genetic
potential.



TURNAROUND FOR CHILDREN

turnaroundusa.org





OCTOBER
22nd

Career Readiness

#WVEdSummit

EducationAlliance.org/Summit