



## Day 2 Breakout Session Summary

April 27, 2021

### Strategies for Supporting Special Populations

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**Presenters:** Rorie Fitzpatrick and Michele Rovins from the [National Center for Systemic Improvement](#)

This tabletop discussion focused on key considerations for supporting students disproportionately impacted by the pandemic.

### Session Highlights

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- » To address the needs of students disproportionately impacted by the pandemic (e.g., English learners, students with disabilities, and students experiencing homelessness), there are four considerations to keep in mind.
  - › Harness community systems and family leadership.
  - › Focus on peer interactions.
  - › Remember kids receive multiple support services.
  - › Be systemic about building capacity.
- » It is important to think holistically and to engage all resources within the community for effective programming. Communities in Schools is a good model for taking the services in the community and schools and weaving them together.
- » Being intentional about inclusion and having heterogeneous settings for students is also key. Programs should plan for differentiation to meet individual and group needs.
- » Alignment across funding streams can help programs to efficiently use their time and resources.
- » Finally, it is imperative to pay close attention to students to ensure that they are not getting burned out in summer programming and feeling exhausted by the start of the new school year.

### Shared Resources

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- » [Analysis: Stimulus Funds Alone Won't Help Underserved Students](#)
- » [Blending and Braiding Funds to Mitigate the Impact of COVID-19 on the Most Vulnerable Students](#)
- » [Building Partnerships in Support of Where, When, and How Learning Happens](#)
- » [Center for IDEA Fiscal Reporting](#)
- » [Communities In Schools](#)
- » [Dr. Bruce D. Perry on Trauma-Informed Care](#)
- » [Evidence-based Considerations for COVID-19 Reopening and Recovery Planning: Afterschool Coordination Systems to Support Afterschool Programming](#)



- » [Expanded Learning Programs Are Essential for COVID-19 Recovery: Key Principles for Expanding Learning to Support Student Re-Engagement](#)
- » [Maximize Student Recovery: Community-Based Afterschool and Summer Programs Accelerate Student Learning](#)
- » [Reimagining Excellence: A Blueprint for Integrating Social and Emotional Well-Being and Academic Excellence in Schools](#)
- » [Strategic Resource Management in Response to COVID-19](#)
- » [The Three R's: Regulate, Relate, And Reason](#)

## Questions and Answers on Strategies for Supporting Special Populations

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**Can you give specific examples of braiding and/or blending when funding streams are generated for specifically eligible students?**

It may be helpful to think about how teachers co-plan and co-teach. Also, consider connecting with business managers at the state level who know the rules for the funds. Support is available as well from the Center for IDEA Fiscal Reporting. Finally, the National Center for Systemic Improvement did a webinar on blending and braiding. Materials from the session are available by scrolling down to the session from the following link. <https://ncsi.wested.org/uncategorized/ncsi-webinar-series-strategic-resource-management-in-response-to-covid-19-recording-and-slides/>

**With the collective and individual trauma that students have faced during the pandemic, what supports will students need in the next five years to heal from this trauma?**

IES will be funding research in this area. While not specific to the pandemic, principles that Dr. Bruce Perry has put out relative to trauma-informed care may be helpful. <https://www.commcare1.org/post/dr-bruce-d-perry-on-trauma-informed-care>

**Do you have ideas on locating and recruiting students? There may be students who have limited trust or access.**

Think about who the thought leaders are in the community and who has trust already in place and partner with them. Leverage existing relationships.

**Is differentiation needed in social and emotional learning for students with disabilities?**

The Center on Positive Behavioral Interventions and Supports has done work in this particular area. Visit their website at <https://www.pbis.org/>.

