

# FUTURE OF PEDIATRICS TALKS!

A VIRTUAL SUMMER SERIES

Pediatric Health Network  
 Children's National.



# A few notes about today's Webinar

- All lines are muted throughout the webinar.
- Please use the Q&A box to ask questions or make comments.
- Today's Webinar recording and slides will be posted to the PHN website following the presentation. You can find past FOP presentations on our website at <https://pediatrichealthnetwork.org/future-of-pediatrics/>

# PHN Grand Rounds

**September 22 @ 12-1pm**

**Liberating Black Wellness: Grappling with the History of Anti-Black Racism, its Modern-Day Impact, and the Way Forward for Pediatric Practices**

Nia Heard-Garris, MD, MSc, FAAP  
Nevin Heard, PhD

This interactive session will allow participants to join break out groups to discuss addressing racism and implicit bias in their own practice. The main session will be recorded and the handouts and guidelines reviewed during the Grand Rounds will be available on [pediatrichealthnetwork.org](https://pediatrichealthnetwork.org)

# Speakers



**Amy Dyett, MEd**



**Asad Bandealy, MD, MPH**



**Heidi Schumacher, MD**



**Brooke Bokor, MD, MPH**



**Natasha Ramsey, MD, MPH**

## **No conflicts to disclose:**

- No financial or business interest, arrangement or affiliation that could be perceived as a real or apparent conflict of interest in the subject (content) of their presentation.
- No unapproved or investigational use of any drugs, commercial products or devices.

# Identifying and Addressing School Absenteeism in Pediatric Practice



August 26, 2020

# Meeting Presenters

- Dr. Asad Bandealy, Children's National
- Dr. Heidi Schumacher, DC Office of the State Superintendent of Education
- Amy Dyett (Moderator), Healthy Schools Campaign



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# Meeting Objectives

- **Participants will be able to:**
  - Describe key **aspects of chronic absenteeism and school attendance** and what is occurring with school **attendance tracking during COVID-19**.
  - Identify actions to support families with **distance learning and school attendance and engagement**.
  - Determine ways to **connect families to services** being provided to children and youth during this time (i.e., mental health, IEP/504 services, etc.).



# AAP Policy Statement on School Attendance

In February 2019 , AAP released a policy statement regarding the role of pediatric providers in addressing school attendance.



American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

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## The Link Between School Attendance and Good Health

Mandy A. Allison, MD, MSPH, FAAP,<sup>a</sup> Elliott Attisha, DO, FAAP,<sup>b</sup> COUNCIL ON SCHOOL HEALTH



# Key Aspects of Chronic Absenteeism

## TRUANCY

Counts only unexcused absences

Emphasizes compliance with compulsory school attendance law

Can result in legal and administrative action (e.g., truancy court)


VS

## CHRONIC ABSENCE

Counts all absences:

Excused, unexcused and suspensions

Uses community-based strategies as solutions



**Missing 10% =**  
About 2 days/month  
or almost a full  
month of school

# Who is Most Impacted by Chronic Absenteeism

4x

*more likely to be  
chronically  
absent*

- Youth from **low income** backgrounds
- **Youth of color**
- Youth who have experienced **trauma** or **Adverse Childhood Experiences (ACEs)**
- Youth with **disabilities**
- Youth who **experience homelessness**
- Youth who have been in contact with the **juvenile justice system**

## *Additionally:*

- *Students in extracurricular activities (e.g. athletics and band)*
- *Families that vacation during the school year*

# Lasting Impact of Chronic Absenteeism

→ Chronic absenteeism in early grades can lead to below grade-level reading in 3rd grade, which in turn impacts high school graduation rates



→ By high school, irregular attendance is a better predictor of school dropout than test scores



→ Not earning a high school diploma is associated with increased mortality risk or lower life expectancy



# Health-Related Conditions and Social Factors are a Leading Cause of Chronic Absenteeism

- Asthma
- Oral health and dental pain
- Influenza
- Anxiety
- Depression
- Parental physical or mental health issues
- Type I and II Diabetes Mellitus
- Seizure disorders
- Obesity

# Health-Related Conditions and Social Factors are a Leading Cause of Chronic Absenteeism

## Social factors:

- Exposure to trauma
- Safety concerns
- Housing instability
- Access to:
  - Food
  - Transportation
  - Healthcare

*Over 80% of health outcomes are driven by socioeconomic factors, behaviors, and the physical environment*

# Chronic Absenteeism Rates

During the 2018-2019 school year, the following percentage of all **public school students** were chronically absent:

**11%** → of all students in [Virginia](#)

**20%** → of all students in [Maryland](#)

**30%** → of all students in [DC](#)

# *Straight A's*

## How Pediatricians Support School Attendance

### "ASK" ABOUT SCHOOL ATTENDANCE & ENGAGEMENT

- Routinely ask about the number of absences a student has experienced and if they are engaged in distance learning (as applicable).



### "AMPLIFY" THE IMPACT OF SCHOOL ATTENDANCE & ENGAGEMENT ON HEALTH AND ACADEMIC OUTCOMES

- Provide guidance on when a sick child should stay home, especially regarding high-risk COVID-19 symptoms, and when to return to school after a positive COVID-19 test in the household.
- Put up posters and provide handouts to convey the importance of attendance to caregivers/patients.



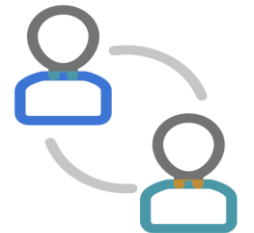
## “ADDRESS” BARRIERS TO SCHOOL ATTENDANCE & ENGAGEMENT

- Conduct comprehensive well-child exams that screen for:
  - ◆ Physical health
  - ◆ Mental health
  - ◆ Oral health
  - ◆ Social determinants of health, including access to internet and technology



## “ACTIVELY” PARTNER WITH SCHOOLS AND FAMILIES TO SUPPORT ATTENDANCE

- Help with or inform families about available school and community-based supports.
- Help address access issues by:
  - ◆ Extending office hours
  - ◆ Offering [telehealth](#)
  - ◆ Providing information for the family to connect with the school regarding IEPs





# School Year 2020-21 and COVID-19

- Reopening Schools
  - Nationally
  - Locally
- AAP Role: COVID-19 Planning Considerations: Guidance for School Re-entry
- AAP State Chapters
- Role of Individual Pediatricians

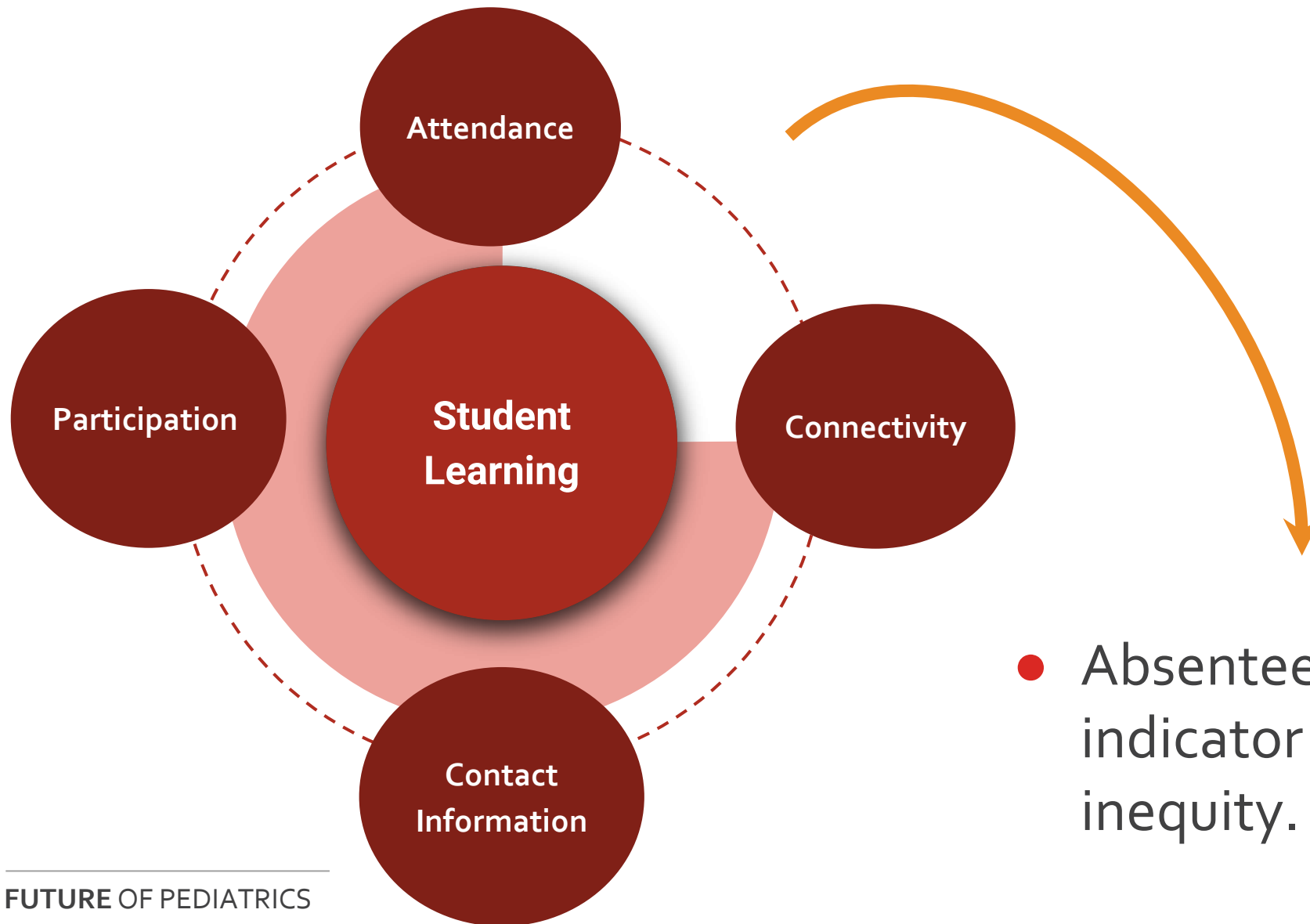
# School Year 2020-21 and COVID-19

- **District of Columbia**
  - DCPS - **virtual**
  - [DC Public Charter Schools](#) - **varies**
- **Maryland**
  - Montgomery, Howard, Anne Arundel, Prince George's, Baltimore City, Baltimore Counties - **virtual**
  - Originally (since rescinded), all private and parochial schools ordered to go **virtual through Oct 1**
- **Virginia**
  - Arlington County, Alexandria City, Fairfax County, Falls Church - **virtual**

# School Year 2020-21 and COVID-19

- Many public, charter and private schools across the DMV are operating fully virtually or in hybrid posture.
  - Equity concerns
  - Digital divide
  - Non-instructional services (mental health, meals, IEP services)
- Attendance data will vary by State or Local Education Agency and may not be comparable to prior years' data.

# Tracking Attendance During COVID-19



- Absenteeism is still a **leading** indicator of educational inequity.

# School Actions for School Attendance and Engagement During COVID-19

- **Schools need to:**

- Monitor lost learning time in school - participation in asynchronous or synchronous virtual or in-person learning opportunities
- Adopt a holistic approach to collect attendance data and expanded measures of connectivity and participation
- Promote a tiered approach to supporting students beginning with prevention

# School Actions for School Attendance and Engagement During COVID-19

- **Schools need to:**
  - Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities
  - Provide IEP services, including mental health
  - Provide meal services

# Pediatric Actions for School Attendance and Engagement During COVID-19

- Consider you may be the only touch point for youth during this time
- Become familiar with resources provided by the local school district and refer families to the school for IEP services, technology access issues, etc.
  - If entitled IEP services are not being addressed, contact a local advocacy organization on children's law
- Ask about school attendance and engagement

# Pediatric Actions for School Attendance and Engagement During COVID-19

- Adopt a holistic approach and conduct mental health and other screening tools, referring out when needed
  - Social, emotional and mental health supports are lacking for many youth
- Become familiar with local public health recommendations for:
  - Staying home when exhibiting high-risk COVID symptoms
  - School closure protocols
  - Clearance protocols to return to school
- Advocate at the school and/or district level



# Resources



*Straight A's*  
**Supporting School Attendance**

**“ASK” ABOUT SCHOOL ATTENDANCE**

- Routinely ask at preventive care visits and sick visits about the number of absences a student has experienced and if they are engaged in distance learning (as applicable).
  - ◆ NOTE: This can be coded and billed as Z55.8, “challenges with school attendance”

**“AMPLIFY” THE IMPACT OF SCHOOL ATTENDANCE ON HEALTH AND ACADEMIC OUTCOMES**

- Provide **guidance** on when a sick child should stay home, especially regarding high-risk COVID-19 symptoms, and when to return to school after a positive COVID-19 test in the household.
- Put up **posters** and **provide handouts** to convey the importance of attendance to caregivers/patients.



- [Access resource here.](#)

# Resources continued...

## School and Community Resources for Students and Families During COVID-19

District Name	Reopening Status	Devices Access	Meals	Mental Health Services	IEP and Related Services
Arlington	<a href="#">Virtual Only</a>	<a href="#">Digital Learning Device Plan</a>  Upon request <a href="#">internet service assistance</a> will be provided  Contact your school for <a href="#">tech support</a>	<a href="#">Meal Services</a>  Meals will be offered to all students at 21 school sites	<a href="#">Mental Health Services</a>  Services will be referred to school level teams  <a href="#">Community Mental Health Resources</a>	<a href="#">Special Education Plan</a> (in development)  Students will receive IEP services and supports during distance learning

- [Access resource here.](#)

# Resources continued...

- Mental Health Access Programs
  - [DC](#)
  - [MD](#)
  - [VA](#)
- Local Advocacy Organizations for Children's Law
  - [DC](#)
  - [MD](#)
  - [VA](#)





# DC AAP Fall Symposium: The Pediatric Provider's Role in School Attendance and Engagement

September 29, 2020  
6:00-8:00pm  
Zoom Video Conference

Join providers and educators from DC, Maryland and Virginia to learn how to support school attendance and engagement this school year.

*Learn more and register [here](#) by Sept. 28, 2020.*



# Closure

“For the 2020-2021 school year, partnerships across the education, public health and healthcare sectors are more vital than ever”

- **Contact Information:**

- **Heidi Schumacher, MD**

- Assistant Superintendent, Health and Wellness

- DC Office of the State Superintendent of Education (OSSE)

- Email: [heidi.schumacher@dc.gov](mailto:heidi.schumacher@dc.gov)

- **Asad Bandy, MD MPH**

- Affiliate Faculty, Child Health Advocacy Institute

- Children's National Hospital

- Email: [abandy@childrensnational.org](mailto:abandy@childrensnational.org)

# Q&A



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