



WEBINAR SERIES

Children of Puerto Rico and COVID-19: At the Crossroads of Poverty and Disaster

Session #5: Strategies and considerations in addressing
domestic violence and child abuse during a pandemic

Wednesday May 6th, 2020, 1:00-2:30 PM ET



¿Do you want to participate in the session?

Chat: General questions, general comments, individual introductions

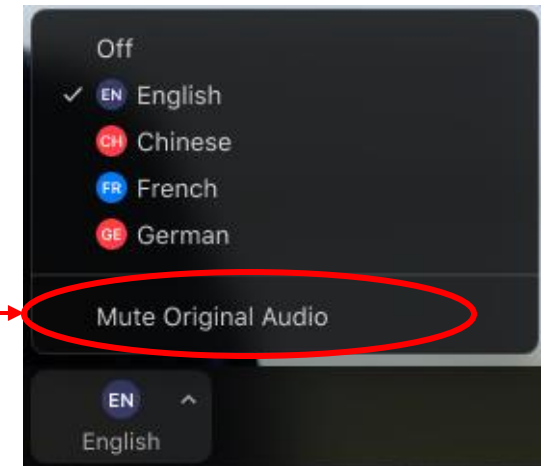
Q&A: **ONLY** questions for **PANELISTS**

SIMULTANEOUS ENGLISH INTERPRETATION

Spanish and English Session

Bottom Zoom Menu:

- ❖ Switch between the Original Language (Spanish/English) and the translation - Every time that the presenter language changes
- ❖ "Mute original audio"



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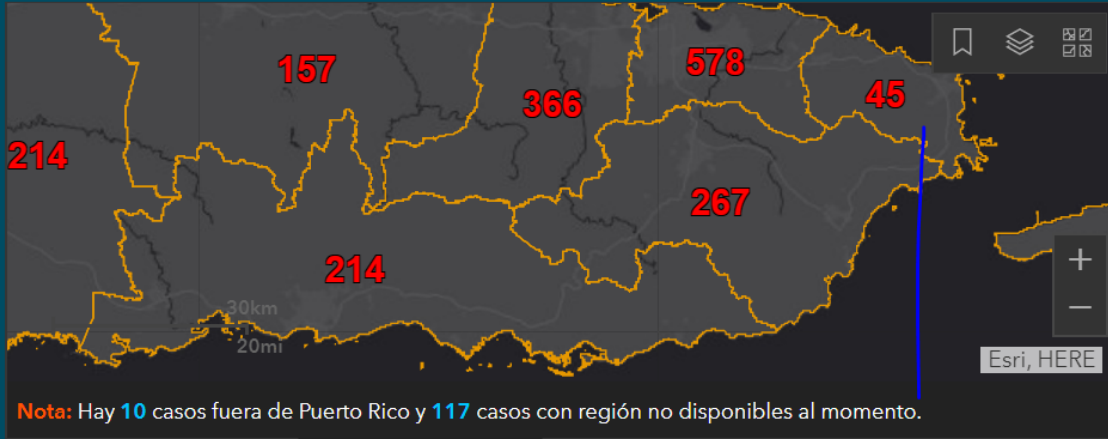
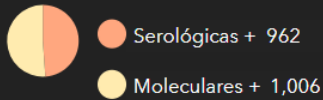


Puerto Rico COVID-19

Total Casos Únicos

1,968

Pruebas de Casos Positivos



Nota: Hay 10 casos fuera de Puerto Rico y 117 casos con región no disponibles al momento.

Casos por Municipios Casos por Regiones

Casos Positivos por Municipio de Residencia

San Juan
Total: 294

Bayamón
Total: 109

Guaynabo
Total: 107

Carolina
Total: 88

Caguas

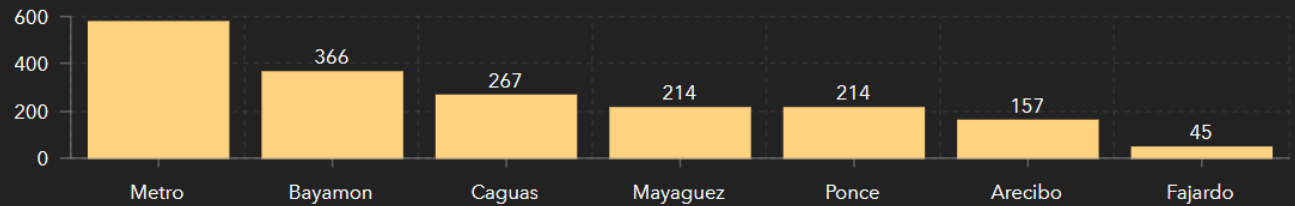
Total Muertes por COVID-19

99

Total Muertes COVID...

Última Actualización: 6 de mayo de 2020, 6:00 AM

Total de Casos Positivos por Regiones



Casos por Regiones

ALERTAS COVID-19

Si tienes síntomas como fiebre, tos o dificultad respiratoria, llama a la línea de consulta y orientación

ALERTAS

*** DISCLAIMER

FUENTE DE DATOS

Source: <https://bioseguridad.maps.arcgis.com/apps/opsdashboard/index.html#/3bfb64c9a91944bc8c41edd8ff27e6df/>



Summary Session #4 – Abril 29th

**“Supporting education continuity (K-12)
in a context of limited resources”**

Elba Aponte, PR Teachers Association
Enid Reyes, Puerto Rico Education
Foundation

Carlos Rodríguez & Katherine Miranda,
Flamboyán Foundation

TAKE-AWAYS SESSION #4

Elba Aponte, PR Teachers Association

Current situation:

- March 13th – First curfew in PR & **school closings**
- **There has been a falling behind and a lack of continuity** in the public schools of Puerto Rico. There has been no **strategic plan** since the Department
- **PRDE decides to move to pass all students from their grade and close the school year early.**

Challenges:

- **There has been a lack of access** to internet, lack of access to computers, and lack of parental support
- There has been no **continuity of services for children with special needs**
- There has been **emotional deterioration of teachers and parents** – that is why the decision to close the school year early is the right one
- Passing all students discredits the teacher's **moral authority** to demand effort from their students – there was worry regarding this decision
- There was a consideration for **students who did not have the means to continue their education**



TAKE-AWAYS SESSION #4

Elba Aponte, PR Teachers Association

Response Proposals:

- **Deliver internet equipment** to teachers and students
- **Reinstate** special education therapies in the summer
- **Create remedial courses** for small groups
- **Previous grade tutoring** for all subjects upon return to class
- **Design online educational modules** for all units and subjects
- **Create educational capsules** of essential subjects and offer announcements periodically
- **Educational Camps**
- **Start first three weeks** with reviews of the previous grade

TAKE-AWAYS SESSION #4

Enid Reyes, PR Education Foundation

Early academic closure – means falling behind in skills

- Disparities between municipalities due to **late start of the school year** in February, March or schools that could not reopen
- **Lack of skills can affect** the period of adjustment to the school routine

What will happen in the summer?

- 20,000-25,000 computers and tablets **will be sent** in June, including the license of textbooks on computers
- **PRDE** is considering **summer classes**
- There must be a **strategic plan** to address the gaps identified in the evaluations upon return
- **Remedial courses should be given** to students who are falling behind – create partnerships organizations external to PRDE for tutoring
- **Reconsider the academic load of the teachers** who will have different levels to respond to

Accessibility and availability of services

- **Open forums** like YouTube and Zoom should be considered
- **Network access is limited** in some geographic locations
- **New teaching opportunities for teachers** given the lag behind



TAKE-AWAYS SESSION #4

Enid Reyes, PR Education Foundation

What steps will be taken to return to school?

- **Improvement in school facilities**
- Social-emotional reinforcement **plan**, remedial modules, interactive forums for parents and students, teacher training, program design for planning schools for continuity of online education

PREF – Path to the GOAL:

- The greatest challenge is academic performance – PREF made a diagnosis of the challenges to improve teaching practices – Pilot in Bayamón
- **Virtual Notebook Initiative** – 65% student participation
 - Online educational resources for parents, teachers, students

TAKE-AWAYS SESSION #4

Carlos Rodríguez & Katherine Miranda, Flamboyán Foundation

Challenges/Recommendations

- **Student health and safety:** Ensuring student food & Creating policies and practices to prevent contagion in schools
- **Ensure continuous learning:** Access to distance education and special education & respond to academic lags and have contingency plans
- **Teacher profesional developent:** Training to provide distance education and intervention for lags
- **Teacher and student mental health:** Remote services for vulnerable students & support to respond to trauma

Literacy in grades K-3

- Students with reading difficulties are **4X more likely to drop out of school**
- Study with the Department of Statistics PR 2011-2015
 - 85% of K-3 students live in poverty, 25% are chronically absent
 - 12% of 1st graders are held back and 40% of 3rd graders do not achieve reading proficiency



TAKE-AWAYS SESSION #4

Carlos Rodríguez & Katherine Miranda, Flamboyán Foundation

- There have been **many disruptions in the last 3 years** – Maria (2017), school closings (2018-19), earthquakes and COVID-19 (2019-20) – for the youngest K-3rd graders, this has serious implications
- In general, **academic progress is lost** during the summer, and low-income students are the most impacted

Priorities for K-3 Teaching

- Provide opportunities for the continuity of education including **alternative means to the internet**
- **Assess reading levels** when schools reopen and prioritize core curriculum areas and core skills
- **Comprehensive** professional development for teachers
- **Ensure health of students and families** including food security – **You can't learn hungry**



TAKE-AWAYS SESSION #4

Carlos Rodríguez & Katherine Miranda, Flamboyán Foundation

- **Food security**
 - Family First Coronavirus Response Act gives districts flexibility to distribute food.
 - **Almost 300,000 students** receive food at school and need to continue receiving it
 - The People's Social Taskforce has asked to reopen dining rooms
- **Limitations of current response:**
 - Donations that have been made so far **only cover** the equivalent of 10 days of food since March 30th
 - Today, non-profit organizations are **held responsible**
 - **Lack of clarity in communication** with families on how to receive food

SESSION 5

Strategies and considerations for addressing domestic violence and child abuse



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Jodie Roure

Associate
Professor @John Jay
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Director of the Domestic
Violence in Puerto Rico
Project

NEXT SESSIONS

Session 1	Children & Pandemics: Understandings the Context of Puerto Rico	Wednesday April 8 1 PM ET
Session 2	Policy Implications of COVID-19 for Puerto Rico's Children, Youth and their Families	Wednesday April 15 1 PM Et
Session 3	Mitigating the Impacts of COVID-19 on Children in Puerto Rico: what individuals & organizations can do	Wednesday April 22 1 PM ET
Session 4	Supporting educational continuity (K-12) in limited resource context	Wednesday April 29 1 PM ET
Session 5	Strategies and considerations in addressing domestic violence and child abuse during a pandemic	Wednesday May 6 1 PM ET
Session 6	The mental health impacts of the pandemic on children, youth and families in a post-disaster environment	Wednesday May 13 1 PM ET
Session 7	Housing stability and COVID-19: Ensuring healthy housing and living environments	Wednesday May 20 1 PM ET

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Thank you very much!

Please send your comments and suggestions
to afs2163@cumc.columbia.edu



RESOURCES COVID-19 & CHILDREN

- **Resilient Children/Resilient Communities Initiative Website:** <https://ncdp.columbia.edu/microsite-page/resilient-children-resilient-communities/rcrc-home/>
- **Instituto del Desarrollo de la Juventud (IDJ) Website:** <http://juventudpr.org/>
 - Informe "Los Efectos del Huracán María en la Niñez en Puerto Rico": <http://juventudpr.org/sobre-nosotros/biblioteca/?librold=93277>
 - Informe "Un futuro de pobreza infantil en Puerto Rico: cuánto nos cuesta y qué podemos hacer": <https://www.cuantonoscuesta.com/>
- **RCRC Toolbox:** <https://rcrctoolbox.org/>
 - "Catálogo de recursos COVID-19 de la Caja de Herramientas RCRC": https://rcrctoolbox.org/wp-content/uploads/2020/04/RCRC-Toolbox_COVID19-menu_es.pdf
 - "Los Niños y el Coronavirus: Guía para Familias y Proveedores": <https://rcrctoolbox.org/es/toolbox/children-coronavirus-a-guide-for-families-providers/>
 - "Planificación para la Continuidad de Operaciones (COOP) en tiempos de COVID-19": <https://rcrctoolbox.org/es/toolbox/planificacion-para-la-continuidad-de-operaciones-en-tiempos-de-covid-19/>
- **National Center for Disaster Preparedness (NCDP) COVID-19 Resource Center :** https://bit.ly/ncdp_covid19
- **Puerto Rico Children and Youth Taskforce (PRCYTF) Website:** <https://www.prcytaskforce.org/>
- **Fact Sheet First Focus: Help Children During the Coronavirus Pandemic:** <https://firstfocus.org/blog/fact-sheet-coronavirus>

