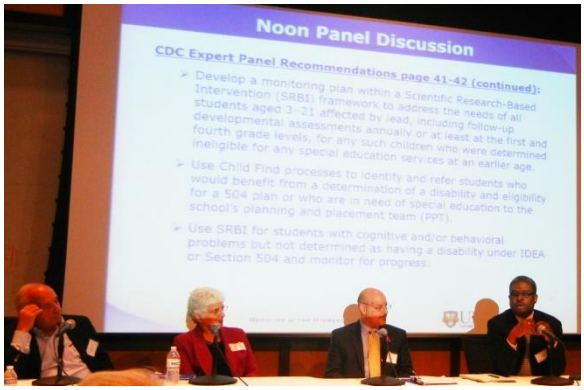

TOP: Presenters at the UR Nursing School conference on lead poisoning included Andrew MacGowann III, Rochester CSD Project Administrator; Dr. Ralph Spezio, former Rochester CSD Principal and co-founder of the Coalition to Prevent Lead Poisoning; Dr. Patricia McLaine, Faculty Member at University of Maryland School of Nursing and member of committee that developed CDC guidelines on educational interventions for lead poisoning; Dr. Stanley Schaffer, Pediatrician and Associate Professor of Pediatrics, URMC, and Director of the Western NY Lead Poisoning Resource Center; and Dr. Peteer Simon, retired Medical Director, Division of Community, Family Health and Equity, Rhode Island Department of Health, developer of KIDSNET, a program that helps to coordinate health and education services for children .

MIDDLE: Panelists discussing educational interventions recommended by the CDC included Dr. Peter Simon; Dr. Patricia McLaine; Dr. Ray Giamartino, Rochester CSD Chief Accountability Officer; and Wade Norwood, Chief Strategy Officer, Common Ground Health, and Member, NYS Board of Regents.

BOTTOM: Kathleen Graupman, Greece CSD Superintendent; Dr. Suzanne Bamonto, Associate Professor, Graduate Program Director, RIT Department of Psychology; Elizabeth Devaney, Director of Social Emotional Leaning Center, Children's Institute; and Caterina Mannino, Rochester CSD Principal.

Progress, remaining challenges in war against **lead poisoning**

Lead, which is still an environmental factor in older homes and public buildings, is known to be a factor in causing ADHD, autism, and brain malfunctions in central processing, auditory processing, and executive functioning (including impulse control). In turn these issues lead to lower IQ scores as well as an increased risk of later delinquency and incarceration. While some of the effects of lead poisoning are thought to be permanent, recent brain research has shown that the brain can recover and re-build if the source of the poison is removed and if steps are taken to stimulate brain cells to grow and re-connect. This intervention is more successful the earlier the problem is discovered, preferably preK-2, while the brain is still growing.

"**The Effect of Lead Exposure on learning: The Way Forward**" Conference

Presenters at this October 18 conference, hosted by the WNY Lead Poisoning Resource Center's Rochester Office for educators and medical professionals, focused on how recent research has led to guidelines for educators to help children who have been exposed to lead poisoning. The federal Centers for Disease Control (CDC) in 2015 published a document providing educational interventions for children affected by lead. Since lead can poison each child differently, each child needs to be monitored: first to find blood lead levels, then for signs of different learning disorders if the presence of lead is detected. Once a learning disorder is discovered, IDEA interventions can be initiated. The key to success is blood lead level testing for all young children and intervening early on if lead-poisoned children develop delays. Various systems are being constructed to collect data that can be used to help educators determine which services their students need.

Legislative initiatives

* In NYS outside NYC, school districts are prohibited from accessing blood lead level data that exist in the NYSIIS (NYS Immunization Information System). Legislation supported by Assembly Majority Leader Joseph Morelle, among others, is seeking to give districts the same access as NYC schools have to medical data on students that would help educational leaders identify educational needs and methods for meeting them. Such action on the Legislature's part would be compliant with one recommendation of the CDC that governmental agencies helping children take steps to overcome the silo effect, to share data, and to collaborate on developing programs to help children.
* Another legislative issue is funding for preK special education so interventions can be provided when they would be most beneficial to children.

Benefits of Social Emotional Learning

Social Emotional Learning is now understood to be useful for all students, brain damaged or not, but is seen as a critical factor in overcoming the effects of lead poisoning. Teachers can learn strategies that work with all students to help them to make better decisions and to practice self-control. Schools in our area are developing an SEL curriculum and classroom practices that permeate academics. In addition, there is now software that can help to restore cognitive function for brain damaged children, whether that damage was caused by lead, stress, and/or trauma.

Resources:

"Educational Interventions for Children Affected by Lead." CDC. April 2015 https://www.cdc.gov/nceh/lead/publications/educational_interventions_children_affected_by_lead.pdf;
Rochester Office, Western NY Lead Poisoning Resource Center https://www.urmc.rochester.edu/childrens-hospital/lead-poisoning-resource-center.aspx