

Innovative Trauma/Resiliency Practices To Incorporate Into Your Existing Program

Fusion Charter

Scholarship Prep Charter School

Torrance Unified School District



Homeless Innovative Programs Grant

Education Program Consultants

Jacqueline
Matranga

Heidi
Brahms



- California Department of Education
- 20 Grantees
- Homeless Education
- School Years 2022–23 to 2023–24
- Model Innovative Practice Toolkits
- hbrahms@cde.ca.gov (Program)
- jmatranga@cde.ca.gov (Program)



Diving Deep Into Implementation

© 2024 CA Homeless Education Conference

Twenty Innovative Homeless Programs

HOMELESS INNOVATIVE PROGRAMS (HIP)

California Department of Education, Homeless Education Integrated Student Support and Programs Office



BACKGROUND

A set-aside of the State Education Agency's allocation of the California's American Rescue Plan-Homeless Children and Youth (ARP-HCY) funds were used to fund twenty local education agencies (LEAs) through a competitive grant process and announced March 2022.

PURPOSE

Identify innovative practices previously implemented and aligned with the provisions of the McKinney-Vento Homeless Assistance Act (Title 42 of the United States Code, Section 11431 et seq.)

Improve and demonstrate to other LEAs programs to strengthen the educational stability, access, support, and academic achievement of children and youth experiencing homelessness.

HIP GRANTEEES

- 2 PreK-8 Elementary LEA
- 1 High School LEA
- 8 Unified LEAs
- 2 Charter High Schools
- 1 Charter TK-8
- 1 Charter 6-12
- 5 County Offices of Education

DIGITAL TOOLKITS

Digital online Model Innovative Practice (MIP) topics include:

- Youth Engagement and Empowerment
- Tiered Systems and Referral Systems
- Building Interagency Connections
- Collaboration with Higher Education Interns, Social Workers, and Case Management Systems
- Internal Systems to Streamline Homeless Education Programs for Equity and Access.
- Building Equitable Supports through a Tiered System
- Tiny Homes and Housing Strategies
- Engagement Through Facilitated Discussions and Community Meetings

QUESTIONS:

- Jacqueline Matranga
jmatranga@cde.ca.gov
- Heidi Brahms
hbrahms@cde.ca.gov
- CDE Homeless Education
HomelessEd@cde.ca.gov

SCAN QR CODE FOR MODEL INNOVATIVE PRACTICE (MIP) TOOLKITS



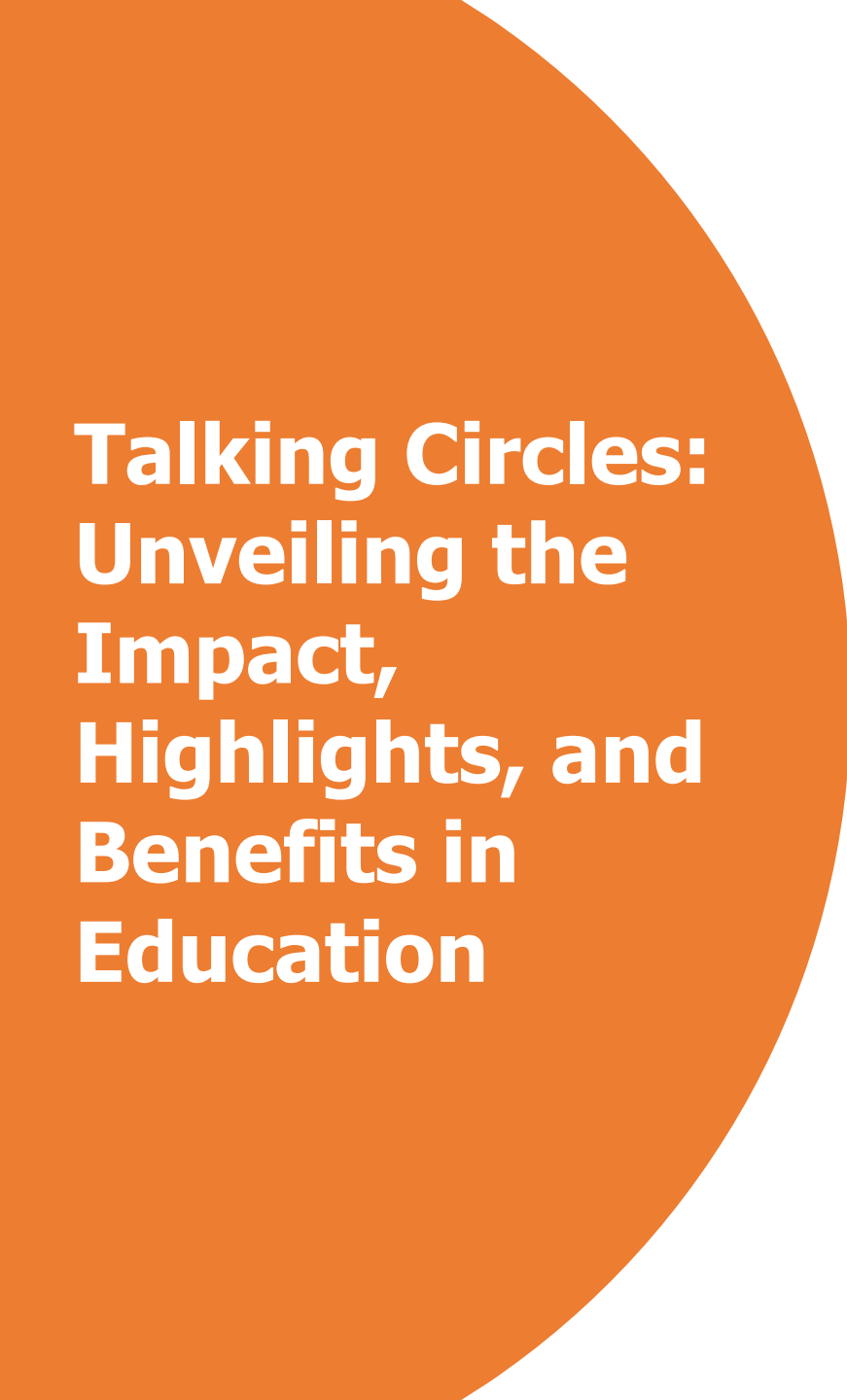


Fusion Charter

Restorative Practices: The Art and Science of Talking Circles


Utilizing the transformative impact of Talking Circles in education by discovering the inclusive communication, community-building, and restorative principles embedded in Circles and how they serve as effective alternatives to traditional disciplinary measures, fostering conflict resolution and identifying homelessness.





Talking Circles: Unveiling the Impact, Highlights, and Benefits in Education

Agenda

- The Power of Talking Circles
 - Key Highlights of Talking Circles in Schools
 - Benefits of Talking Circles Over Suspensions
 - Review the Talking Circle Process
 - Discuss what is being practiced in the Circle
 - Participate in interactive demonstrations
 - Why Invest in Talking Circles?
 - Q&A and Audience Engagement
- 



Circle Process

- **Circle Seating**
- **Mindful Moment**
- **State the Purpose**
- **Opening Activity**
- **Centerpiece and Talking Piece**
- **Introductions and Check-In**
- **Identifying Values**
- **Guidelines**
- **Trust Building**
- **Discussion**
- **Closing Round/Check Out**
- **Closing Activity**

Fusion Charter

Turlock, CA
(209) 667-9047

Restorative Practices: The Art and Science of Talking Circles

Talking Circles to
develop communication
skills

Discover Empowering,
Systemic Social Emotional
Learning Practices to
Support Mental Health
Needs Among Students
Experiencing Homelessness

Fusion Charter's Model Innovative Practice (MIP) Toolkit

- [Identifying Homelessness](#) - Video created to demonstrate how Fusion Charter uses Talking Circles to identify homelessness.
- [Talking Circles Slideshow](#) - PowerPoint Presentation introducing participants of the benefits of utilizing Talking Circles.
- [Talking Circles Live Presentation](#) - Video recorded at Project Surf Camp Conference Morro Bay, California June 2023.
- [Fusion Charter YouTube Channel](#) - Training videos and graduation ceremonies.
- [Talking Circles Guidelines \(PDF\)](#) - Rules of the Circle, used to hold a good space with participants.
- [Introducing Talking Circles to Staff \(PDF\)](#) - A lesson plan outlining all elements of a Talking Circle.
- [Talking Circle Process \(PDF\)](#) - All of the elements used for a talking circle.
- [Community-building Circles \(Detailed Instructions\) \(PDF\)](#) - Use this tool to plan community-building circles for middle and high school classrooms.

Innovative Trauma/Resiliency Practices To Incorporate Into Your Existing Program

Torrance Unified School District

Nancy Gutierrez, Coordinator Parent Community
Engagement

Carolina Esquivias, District Social Worker





Homeless Innovative Programs

Building Bridges

Torrance Unified School District



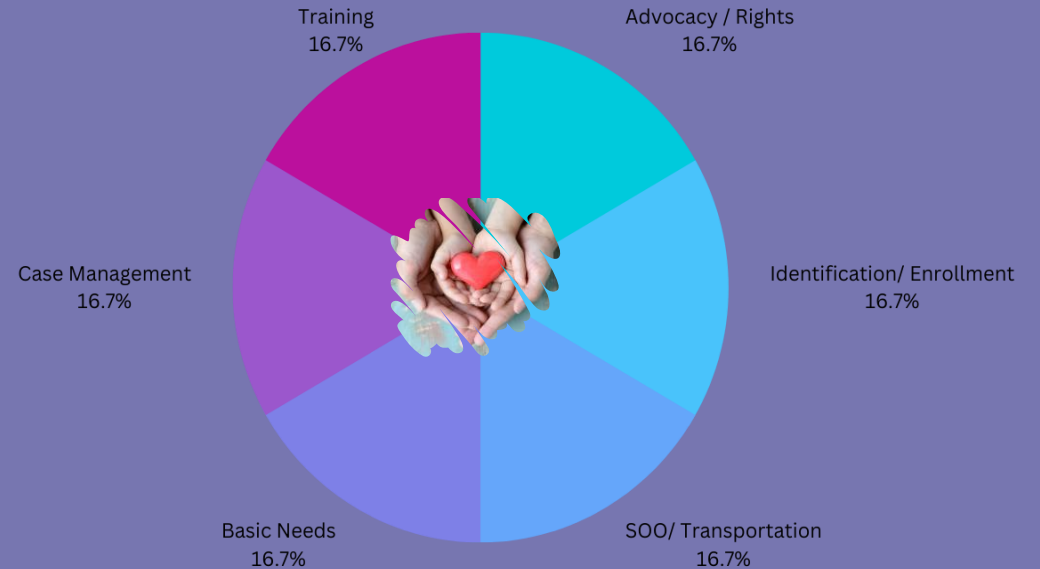
Nancy Gutierrez, Ed.D
Coordinator, Parent Community Engagement
District Homeless/Foster Liaison

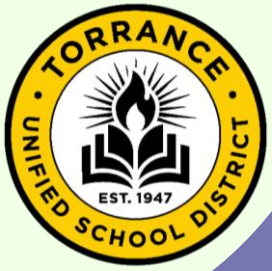
Carolina Esquivias, LCSW
District Social Worker
Mental Health Intern Program Clinical Supervisor



- Parent Engagement
- Community Partners
 - Partnerships Guide
- Mental Health
 - Trauma Informed Strategies
 - Intern Training Program
 - Case Management
- Outcomes
 - Innovative strategies
 - Customized tools
 - Reporting

Core McKinney Vento





Systemic Interventions Across a Comprehensive District with 31 schools across 4 regions
Mental health integration in all Intervention Systems



McKinney Process

- A. Referral
- B. Identification
- C. Intake
- D. Assessment
- E. Supplies
- F. Referrals
- G. Ongoing Progress
Monitoring

Targeted Outreach

- A. Consultations
- B. School Site Referrals
- C. Parent Referrals
- D. Identified Risk Factors

Engagement/Outreach

- A. Back to School
- B. Halloween
- C. Thanksgiving
- D. Holiday/Winter
- E. Spring
- F. Summer
- G. Parenting Classes
- H. Parent Workshops



Homeless Innovative Programs

Torrance Unified School District was one of the Local Educational Agencies (LEA) selected by the California Department of Education (CDE) through a competitive grant process to administer a Homeless Innovative

Contact Us

Quick Links

HOMELESS INNOVATIVE PROGRAM TOOLKIT

TUSD HIP TOOLKIT
By: Torrance USD

- Table of Contents
- Partnerships Guide
- Presentations
- Handouts
- Program Shared Materials

TUSD HIP TOOLKIT

HIP TOOLKIT

Torrance USD

Views: 116



Table of Contents

- Partnerships Guide
- Presentations
 - Intern Orientation
 - SEL
 - Child Abuse Awareness
 - Clinical Assessment
 - Suicide Prevention
 - Goals, Treatment, Intervention
- Handouts
 - EOY Report
 - Case Management Checklist
 - Calling MKV Parents Guidelines
 - MKV Flowchart
 - MKV Definitions
 - Assessment Questions

Customized Tools Developed

Student ID: _____
Intern: _____

McKinney-Vento Academic Check-In

Student Name:	Parent Name:	Family Size:	Date:
Subject:	Grade:	Check all that apply: <input type="checkbox"/> Special Education <input type="checkbox"/> IEP Plan <input type="checkbox"/> English Language Learner <input type="checkbox"/> Foster <input type="checkbox"/> Other:	

Powerschool (PS): Taken directly from powerschool	Interventions Used: Interventions you have utilized, calling school, parents, etc. (short interventions)	Comments: Are there any problems? Changes from the last check-in? (if any)
Attendance: Total absences: Excused: Unexcused: Tardies:	Reason for absence? Is the student on track to receive an education?	
Grades:		
Behavior:	Behavior concerns out of PS?	

Follow up Plan:
How do you plan to follow up during supervision?

Once follow-up is completed, scan form into the family's Google Drive folder.

Home Visit Form

Student Name:	School:
Teacher Name:	School:
Student Name:	School:
Teacher Name:	School:
Parent Name:	School:
Parent Phone:	
Address:	
Visit Start Date:	Visit End Date:

Reason for Home Visit:

Educational Concerns:	Social / Emotional / Behavioral / Developmental Concerns:
<input type="checkbox"/> Low Academic Performance <input type="checkbox"/> Truancy <input type="checkbox"/> Attendance Barriers <input type="checkbox"/> Oaps in Enrollment <input type="checkbox"/> Transfer / Move within district <input type="checkbox"/> Missing Partial Credits <input type="checkbox"/> A-G Requirements (not on track to graduate) <input type="checkbox"/> Limited college / Vocational placement <input type="checkbox"/> Other:	<input type="checkbox"/> Student at risk of self-harm <input type="checkbox"/> Depression / Sad mood <input type="checkbox"/> Anxiety <input type="checkbox"/> Details in the Family <input type="checkbox"/> History of trauma <input type="checkbox"/> CSAC <input type="checkbox"/> Substance abuse <input type="checkbox"/> Disruptive behavior <input type="checkbox"/> Poor peer relationships <input type="checkbox"/> School refusal <input type="checkbox"/> Running away from home <input type="checkbox"/> Other:

Previous Interventions:

Home Visit Observations:

Notes: If this document is not for your use, please contact your parent liaison at 310.309.3000.

Notes: If you are concerned about something you do not have time to address, let the parent know you will follow up with them. NEVER PROMISE THEM ANYTHING THAT YOU AREN'T SURE OF.

Follow-up with TUSD program/parent:

<input type="checkbox"/> Follow up later visit date <input type="checkbox"/> Weekly parent check-in date <input type="checkbox"/> No parent <input type="checkbox"/> School on track <input type="checkbox"/> Family Day out or school health team <input type="checkbox"/> Age for the PEP (school required) <input type="checkbox"/> Drop off time	<input type="checkbox"/> Follow up with needs assessment <input type="checkbox"/> Parent counseling <input type="checkbox"/> Family resources clients <input type="checkbox"/> Medical <input type="checkbox"/> C&D Form <input type="checkbox"/> City of Torrance Involvement <input type="checkbox"/> The ATTC (optional) <input type="checkbox"/> Children <input type="checkbox"/> Community sharing leads <input type="checkbox"/> Community events <input type="checkbox"/> Family events <input type="checkbox"/> Children Care collaboration
---	---

Notes: Please check all that apply to the student's needs. If the student is not on track to receive an education, please check the appropriate box.

Notes: Please check all that apply to the student's needs. If the student is not on track to receive an education, please check the appropriate box.

Innovative Trauma/Resiliency Practices To Incorporate Into Your Existing Program

Scholarship Prep Charter School

Andrew Crowe, Deputy Director





COMMUNITY MEETING

SCHOLARSHIP PREP TK-8 PUBLIC CHARTER SCHOOLS

As a trauma-informed school, we recognized that our students experiencing homelessness required a warm and welcoming environment, trustworthy adults and peers, explicit opportunities to learn and practice coping skills, and to have their basic needs met.

Our Community Meeting toolkit has had a lasting impact on all students, especially those in underserved populations. Through this CDE-recognized Model Innovative Practice, we can now better identify, support, and serve our students experiencing homelessness.



Threshold Greetings



Daily Check-in with SEL Activities



Weekly Universal Screener






Classroom Resource Center



Diving Deep Into Implementation

© 2024 CA Homeless Education Conference




When Consistency is Key

-  Making SEL a consistent part of your daily schedule helps to ensure that it is prioritized and not left to chance.
-  While the staff at Scholarship Prep dedicates the first 30 minutes of each school day to this dedicated meeting time, this programming is flexible for the time and length allotted for your school's advisory schedule.
-  As long as your dedicated meeting time occurs at a consistent length and time of day each day, your students will reap the benefits benefit of routine and structure.

THRESHOLD GREETINGS PROVIDE OPPORTUNITIES TO

Lead with Love



-  **Recognition and Belonging**
By meeting them at the threshold, we're acknowledging the humanity, worth, and potential of all students, especially those experiencing homelessness. These greetings may be the first positive adult interaction for the students since they were last on campus.
-  **Redirection and Regulation**
More than a fist bump or a high five, Threshold Greetings provide a chance for staff to assess where a student is at, recognizing opportunities to help with regulating emotions or redirecting negative emotions before entering the classroom and interacting with peers.
-  **Breaking Down Barriers**
Staff members are also supported through this positive interaction, especially those who may have trouble connecting with their students. Threshold Greetings break down communication barriers and provide an opportunity to connect outside of calling on a student when instruction begins.



Diving Deep Into Implementation

© 2024 CA Homeless Education Conference



Creating Community Through Common Language



Naming Feelings

With SEL Curriculum, students learn vocabulary that puts feelings and emotions into words.



Creating Community

As this common language is developed and our classrooms evolve into a community, students and faculty are better equipped to navigate everyday school experiences.



Establishing Trust

In this safe and welcoming environment, students experiencing trauma can build trust with adults and peers.

BUILDING COPING AND CONFLICT RESOLUTION SKILLS



Lifelong Tools

With Social Emotional Learning (SEL) Curriculum, students develop coping mechanisms, behavior management tools, and conflict resolution skills.



Understanding Emotions

Students experiencing homelessness and other traumas can better understand and regulate their emotions and learn how to relate to and interact with their peers.



Focused Learning

Effective conflict resolution enables students to refocus their efforts on learning.



EXAMPLE PROMPTS



Identifying Feelings

If you could name a feeling you feel the most, what would it be and why?



Conflict Resolution

What strategies have you learned to disagree with someone respectfully?



Coping Strategies

How do you calm yourself when you're upset?



Classroom Connections

How does it feel for you when you share how you're feeling? Tell me about a time during the last week when you shared your feelings with someone.

Read. Respond. React.



Classroom teachers review and acknowledge each response and flag any concerns for further review by the school counselor. This helps them to connect with each student, recognize their vulnerability, reinforce their trust, and build strong relationships.



In addition, school counselors review weekly the responses of students flagged by the online platform, by the teacher, or those on their caseload.



From here, counselors can determine a collaborative approach with teachers to support students in need.



Please take this survey now!

This survey asks about your experiences attending a California Homeless Innovative Practices (HIP) presentation.

Your feedback will help us understand the reach and usefulness of these presentations, as well as help inform future investments in Homeless Education Services at the CA State level.

Link:

https://ucsf.co1.qualtrics.com/jfe/form/SV_6g5rWUxwEeOp9Do

QR code:



University of California
San Francisco



Innovative Trauma/Resiliency Practices To Incorporate Into Your Existing Program

THANK YOU

