ALLIANCE *for* **CHILDREN'S RIGHTS**

AUGUST POLICY WEBINAR

2020 Learning Continuity and Attendance Plan

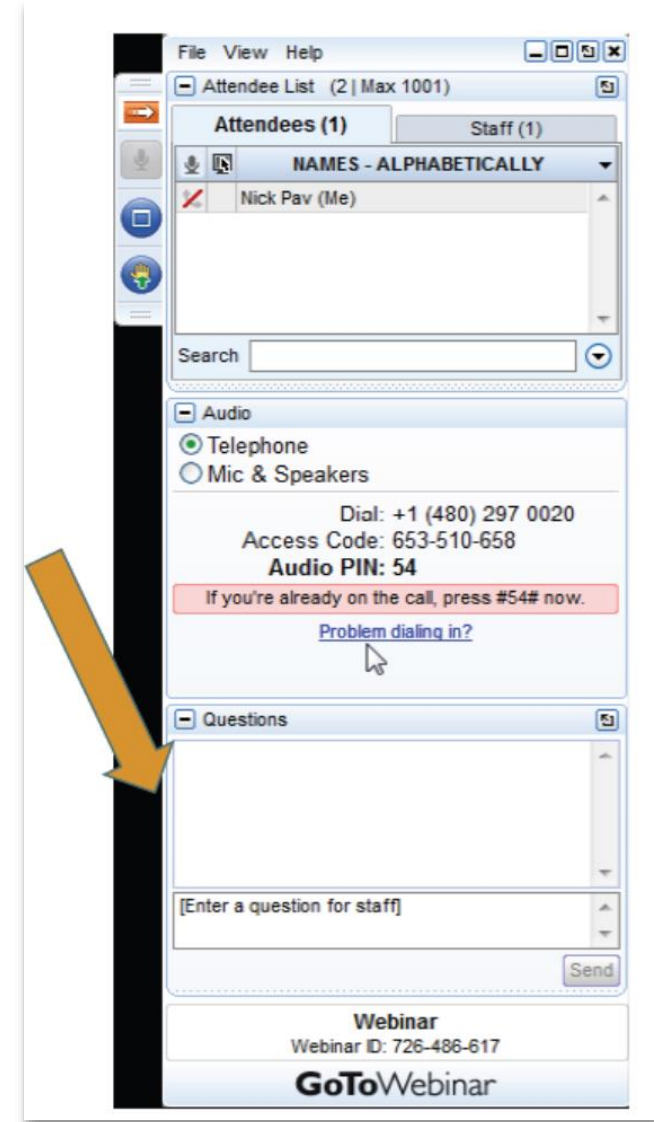Recommendations for Schools and Stakeholders to Support Students with Unique Needs

Logistics

- ✓ Slides and supporting materials, including webinar recording, will be available at https://kids-alliance.org/resources/

- ✓ All attendees are muted during webinar.

- ✓ Please submit questions using the "Questions" function on your GotoWebinar dashboard.

- ✓ Email Ines Rosales at i.rosales@kids-alliance.org if you experience technical difficulties.

Agenda

Learning Continuity Plan Overview
District Best Practices
Recommendations
Resources
Q&A

RECOMMENDATIONS TO SUPPORT YOUTH WITH UNIQUE NEEDS

Presenters

Alliance for Children's Rights
◦ Kristin Power, Government Relations Director

Bonita Unified School District
◦ Mark Rodgers, Senior Director, Specialized Student Services

California Department of Education
◦ Deborah Avalos, Education Programs Consultant, Student Achievement and Support Division
◦ Heidi Brahms, Education Programs Consultant, Student Achievement and Support Division

California Youth Connection
◦ Kate Teague, Lead Community Advocacy Coordinator
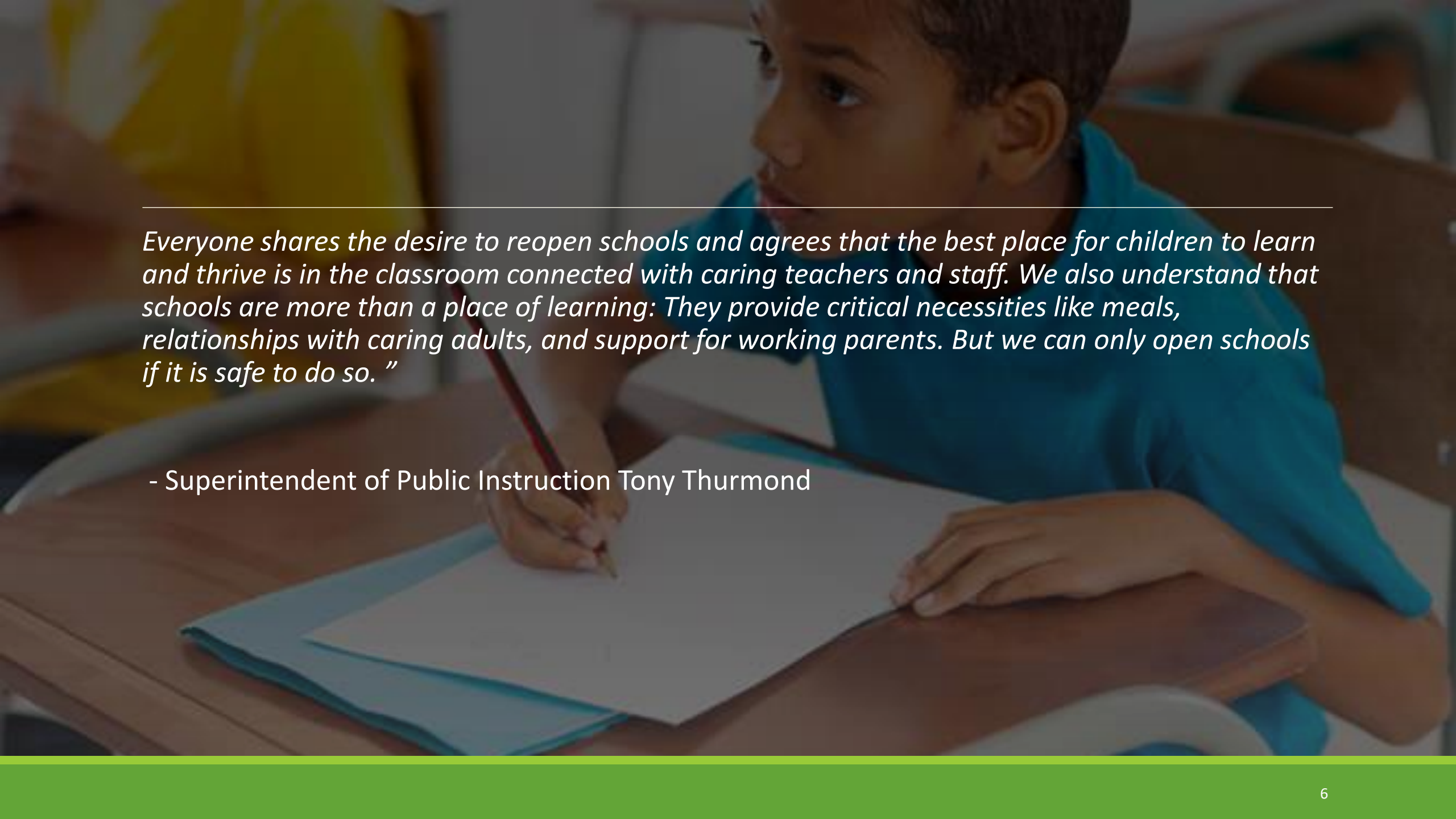
Children Now
◦ Danielle Wondra, Senior Associate, Child Welfare Policy

Loyola Law Youth Justice Education Clinic
◦ Megan Stanton-Trahan, Director and Adjunct Professor

National Center for Youth Law
◦ Atasi Uppal, Senior Policy Attorney, Juvenile Justice and Education

Everyone shares the desire to reopen schools and agrees that the best place for children to learn and thrive is in the classroom connected with caring teachers and staff. We also understand that schools are more than a place of learning: They provide critical necessities like meals, relationships with caring adults, and support for working parents. But we can only open schools if it is safe to do so. "
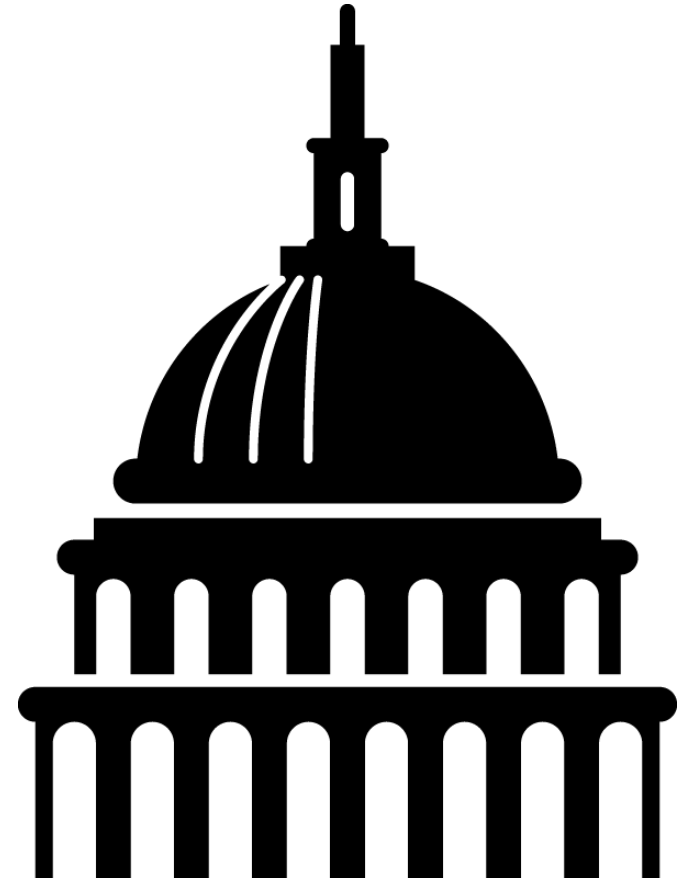
- Superintendent of Public Instruction Tony Thurmond

Overview

LCP: *ADDRESSING STUDENT LEARNING CONTINUITY*

SB 98 (Chapter 24, Statutes of 2020)

- Governor Newsom signed Senate Bill (SB) 98 on 6/29/20.

- Intent of SB 98 is to provide LEAs with flexibility to respond to the impact of the COVID-19 pandemic on their local community and to clarify requirements for LEAs.

- Among other things, SB 98 created the requirement for school districts, county offices or education, and charter schools (LEAs) to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan or LCP) for the 2020-2021 school year.

- Learning Continuity Plan should be developed with the totality of SB 98 in mind.

SB 98

Learning Continuity Plan Development

The State Superintendent of Public Instruction, in consultation with the executive director of the state board, was required to develop a template for the Learning Continuity Plan on or before August 1, 2020.

- In spite of the one-month timeline to develop the template and instructions, the CDE engaged in robust stakeholder engagement to inform development.
  - July memo and presentation to the State Board of Education
  - Two meetings of the Local Control and Accountability Plan Advisory Group
  - Three webinars to the present requirements of SB 98 and drafts of the template and instructions feedback
  - Collected feedback about the template and instructions through the CDE's LCFF email account

Learning Continuity Plan

- Learning Continuity Plan is a vehicle to:
  - **Clarify and communicate thinking around how the LEA is supporting its students and families.**
  - **Reflect on planning and stakeholder engagement** that has taken place.
  - **Communicate with stakeholders** through meaningful engagement.

- Requirements of what must be included in the Learning Continuity Plan are provided within the plan template and instructions.

- Learning Continuity Plan Template and Instructions on CDE webpage.

CDE's Learning Continuity and Attendance Plan web page:
https://www.cde.ca.gov/re/lc/learningcontattendplan.asp

District Best Practices

NOTES FROM THE FIELD

District Best Practices - Support

- ✓ **Be ready and generous with technology**, both machines and internet access solutions, especially for STRTPs.

- ✓ **Develop a specific plan for ongoing support of foster parents and STRTP staff** – don't assume that the plan to support all families will be enough. Consider frequent planning meetings, and create systems to assist staff with monitoring groups of students with multiple teachers and at different schools. This is considerably more complex than what a typical family is facing.

- ✓ **Develop a thorough engagement intervention plan** that addresses and responds to needs in every area of support that a youth might typically receive at school – education, intervention, services, counseling, transportation, food.

- ✓ **Consider a variety of sources for people to contribute to the support and engagement effort** – dedicated foster youth staff, interns (social work, psychologist, counseling), staff repurposed from other duties (campus security, school resources officers, para-educators), shift in duties for existing staff (guidance counselors, assistant principals).

District Best Practices - Advocacy

- ✓ **Build a team to quickly collect records** (especially IEPs), to advocate for inbound credits for high school students, to find and involve educational rights holders, and to coordinate with agencies such as STRTP, Child Protective Services, and Probation in placement decisions.

- ✓ **Seek out and develop relationships**, and, if possible, create joint process, with job-alike colleagues in your area. In particular think about connecting as many foster liaisons and pupil services directors as possible. Regional coalitions, even informal ones, can accomplish a great deal on behalf of highly mobile youth.

- ✓ **Be prepared to advocate within your own district** with other departments and with site staff. Increase the frequency of planned communication and connection to replace the loss of organic connection that comes with working daily in the same physical environment.

- ✓ **Make decisions and develop systems with an equity lens** that addresses access for the members of the community least likely to have access. Many systems will need to be reconsidered if students and families have no or limited access to school buildings.

District Best Practices - Leadership

✓ **Lead from the middle.** Become a bridge between the work that happens alongside students and the process and politics that provides the resources to make that work happen. A good bridge is firmly connected, and is respected and valued, in both worlds.

✓ **Understand the chain of command and the true forces in your district that result in decisions**. Connect directly, if possible, with the people who get things done (food services, transportation, counseling services, special education). Bring ideas to those people to keep things moving.

✓ **Connect with site leadership to leverage the changes that already need to happen to ensure equity and the needs of foster youth are worked into planning.** These times allow for some divergent thinking and new approaches to old problems – be in a good position to bring specific ideas and inclusive perspective to any forum in which you operate.
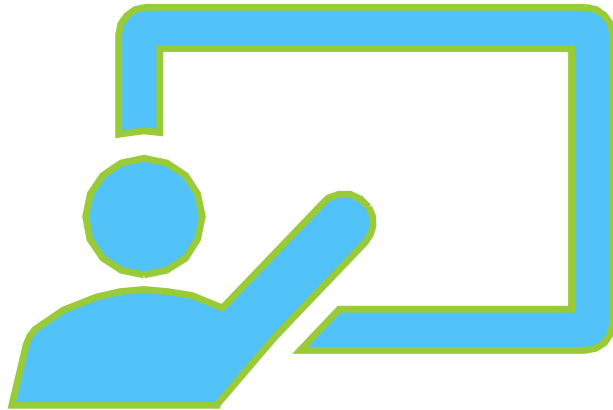
Recommendations to Support Youth with Unique Needs

In-Person Instructional Offerings

- Develop and implement **policies to ensure priority enrollment of foster youth in district-run early education programs** and that **no child is asked to leave their early education program due to behavioral concerns**.

- Develop and offer **school-based interventions and supports to promote healing, and prevent suspension and expulsion**, including but not limited to priority access to restorative justice, Positive Behavior Interventions and Supports initiatives, extracurricular and after school/enrichment programs (regardless of missed enrollment dates).

- Establish and **support community resource centers as spaces to support learning**, structured to accommodate social distancing requirements, including school sites, parks and recreation sites, libraries and other community spaces.

In-Person Instructional Offerings

- **Create new or restructure existing space to ensure there is a physical location for all youth in juvenile detention to participate in in-person instruction** while also abiding by social distancing guidelines.

- **Create new or restructure existing space for the provision of special education related services or other programming that require a quiet space or confidentiality** (such as counseling) to youth in juvenile detention.

In-Person Instructional Offerings

- Develop and **implement an ESSA transportation plan for youth in foster care to their school of origin**, including child welfare and probation agencies, other school districts as appropriate, and the County Office of Education Foster Youth Services Coordinating Program, and address the health and safety needs of the transportation options covered in the plan.

- Develop and **implement a McKinney-Vento transportation plan for students who are experiencing homelessness to their school of origin, or school of best interest**, and address the health and safety needs of the transportation options covered in the plan. The plan should be immediately implemented when youth begin to physically attend school, or participate in person school activities, including if students with disabilities or other student cohorts attend school prior to a complete physical school reopening.

Continuity of Instruction

- **Provide compensatory educational opportunities, utilizing resources such as tutors and instructional aides**, for all students who did not or have not yet received meaningful distance learning due to physical closure of schools. Ensure priority access to these resources for foster youth, youth in the juvenile justice system, and youth experiencing homelessness.

- **Ensure youth receive timely special education assessments**, all the special education programs and services required by their last consent to an Individualized Education Program (IEP), allowing for the convening of distance learning IEPs and modification to services as agreed upon by the district and education rights holder, and plan for the provision of compensatory special education services for any youth who did not receive all of their special education services prior to the adoption of the LCP.

- **Develop an alternative plan for students who might not have access to a learning environment at home**.

Access to Devices & Connectivity

- **Increase technology funding to ensure that foster youth, youth in the juvenile justice system, and youth experiencing homelessness receive priority access to devices**, like Chromebooks or laptops, and Wi-Fi hotspots as gifts (not loans).

- **Increase technology funding to support learning in families by providing EACH student a device**, versus one device per household.

- **Purchase technology devices for every youth in juvenile detention, purchase multiple wireless hotspots for every juvenile housing unit, and purchase software to support two-way learning** through technology and connection with family, service providers, and other social connections.

- **Cover costs of liability if technology devices are damaged, stolen or lost** through County Office of Education or school discretionary funds.

Pupil Participation & Progress

- **Prioritize professional development for distance learning to include strategies to support and build capacity of students and families to access online learning and technology**, particularly if pupil progress will be assessed in whole or in part based on engagement with online learning platforms.

Distance Learning Professional Development

- **Prioritize professional development for liaisons, counselors/registrars, and other LEA staff about supporting students with complex trauma, youth-centered re-engagement strategies when youth do not participate in distance learning for three days, and school-based interventions and supports to promote healing, and prevent suspension and expulsion**, including but not limited to priority access to restorative justice, Positive Behavior Interventions and Supports initiatives, extracurricular and after school/enrichment programs (regardless of missed enrollment dates).

- **Prioritize professional development for distance learning to include strategies to support and build capacity of students and families to access online learning and technology.**
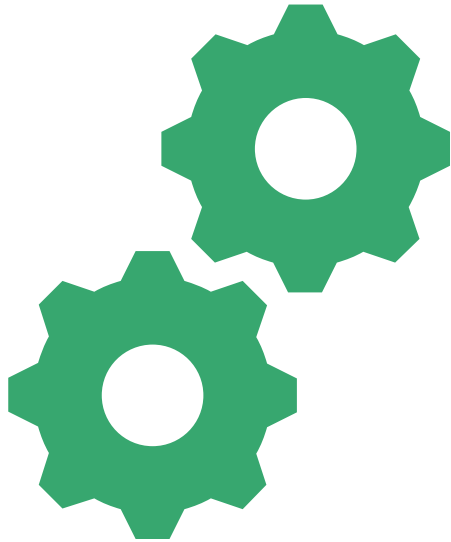
Distance Learning Professional Development

- **Prioritize distance learning professional development to ensure school staff reengagement strategies are successful and targeted to those groups who are identified as disproportionately struggling with distance learning engagement, including students with disabilities and foster youth, youth in the juvenile justice system, and youth experiencing homelessness.**

- **Provide distance learning to special education assessors and providers on how to administer assessments** through virtual methods with validity and reliability to ensure appropriate and timely provision of services.
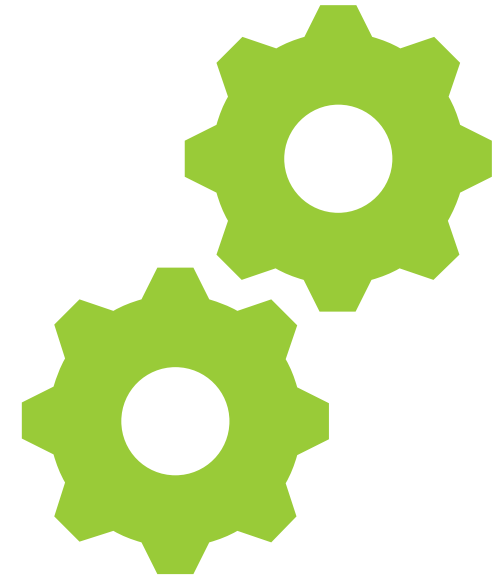
Staff Roles & Responsibilities

- **Hire or designate specific tutors and instructional aides for all students who did not or have not yet received meaningful distance learning due to physical closure of schools**.

- **Hire or designate specific re-entry liaisons to assist youth being released from juvenile detention facilities during the COVID-19 pandemic with reenrollment in and reengagement** with appropriate schools in their communities, including but not limited to their school of origin or local comprehensive school.

- **Hire or designate additional counseling and social work staff to work with existing McKinney-Vento and foster youth education liaisons.**

Staff Roles & Responsibilities

- **Hire additional, full-time, on-site academic counselors to ensure youth in juvenile detention have learning experiences that are individualized** and that they have the proper support to engage with distance, in-person or hybrid learning.

- **Create capacity for foster youth education liaisons, McKinney-Vento Liaisons and other trained staff (including student workers) to contact and attempt to re-engage foster youth, youth in the juvenile justice system, and youth experiencing homelessness after <u>one</u> day's absence from distance learning.**

Supports for Pupils with Unique Needs

- **Provide compensatory educational opportunities**, utilizing resources such as tutors and instructional aides, **for all students who did not or have not yet received meaningful distance** learning due to physical closure of schools. Ensure priority access to these resources for foster youth, youth in the juvenile justice system, and youth experiencing homelessness.

- **Hire additional counseling and social work staff or specifically designate staff to work with existing McKinney-Vento and foster youth education liaisons to ensure**:
  - **ongoing coaching and support to students, Education Rights Holders, and caregivers**, including meaningfully including youth's voices in decisions that are made on their behalf;
  - **strengthened coordination between probation, child welfare, and school personnel;**
  - **timely provision of credit recovery, extended school day and weekend programming;**
  - **efforts to promote school stability** by ensuring each foster youth and youth in the juvenile justice system has a best interest determination (BID) meeting including their education rights holder to discuss the youth's right to remain in their school of origin and that each foster youth, youth in the juvenile justice system and youth experiencing homelessness be immediately enrolled in whichever school the youth's ERH decides is in the youth's best interest;
  - **immediate transfer of records**, including health records to alert school districts of particularly vulnerable students, if they move and do not remain in their school of origin; and
  - **intensive specialized academic counseling**.

Supports for Pupils with Unique Needs

- **Establish and support community resource centers as spaces to support learning**, structured to accommodate social distancing requirements, including school sites, parks and recreation sites, libraries and other community spaces.

- **Hire additional, full-time, on-site academic counselors to ensure detained youths' learning experiences are individualized** and that youth have the proper support to engage with distance or hybrid learning.

- **Create new or restructure existing space to ensure there is a physical location for all detained youth to participate in in-person instruction** while also abiding by social distancing guidelines.

- **Create new or restructure existing space for the provision of special education related services or other programming services that require a quiet space or confidentiality** (such as counseling) to youth in juvenile detention.

Supports for Pupils with Unique Needs

- **Designate specific re-entry liaison(s) to assist youth being released from juvenile detention facilities** during the COVID-19 pandemic with re-enrollment in appropriate schools in their communities, including but not limited to their school of origin or local comprehensive school.

- **Develop and implement policies/practices to reduce disproportionate enrollment of youth in foster care in alternative education settings**, including continuation schools, county community schools, community day schools, credit recovery and independent study programs.
  - For example, create clear and consistent criteria for transfer recommendations that do not disproportionately impact foster youth (such as credit deficiencies); ensure that Education Rights Holders are presented with all information and options and consent to transfer; ensure students are not automatically enrolled in alternative schools after congregate care or detention.

Supports for Pupils with Unique Needs

- **Create capacity for foster youth education liaisons, McKinney-Vento Liaisons and other trained staff (including student workers) to contact and attempt to re-engage foster youth, youth in the juvenile justice system, and youth experiencing homelessness after <u>one</u> day's absence from distance learning**.

- **Develop and implement an ESSA transportation plan for youth in foster care to their school of origin**, including child welfare and probation agencies, other school districts as appropriate, and the County Office of Education Foster Youth Services Coordinating Program, and address the health and safety needs of the transportation options covered in the plan.

- **Develop and implement an ESSA school stability plan that ensures that foster youth and youth in the juvenile justice system are aware of their rights to remain in their schools of origin following a placement change**, even in the time of virtual learning, and that accounts for technology support and transfers of equipment between districts as needed to facilitate this.

Supports for Pupils with Unique Needs

- **Increase funding for the roles of the McKinney-Vento District Liaison and COE District Liaison**.

- **Ensure adequate funding for LEAs with small populations of youth experiencing homelessness to have a McKinney-Vento District Liaison**.
  - COEs with high populations of youth experiencing homelessness should allocate funding to increase capacity of the COE district liaison to support smaller districts located in the region, who may lack capacity.

- **Establish flexible, emergency funding to help meet the immediate needs most identified by homeless student liaisons**: access to food, hygiene supplies, technology devices and internet access; housing, rental, and eviction prevention assistance, including safe quarantine solutions; support to achieve housing stability; and transportation and make available on a needs basis.

Pupil Learning Loss Strategies

- **Develop multiple strategies to address learning loss for all students to encompass distance learning, in-person learning and hybrid models, and specifically include strategies to address learning loss for students with disabilities, foster youth, youth in the juvenile justice system, and youth experiencing homelessness, including credit recovery programs, summer programming, after school programming, and academic intervention programming.**

- **Hire additional or reassign existing tutors and instructional aides for all foster youth, youth in the juvenile justice system, and youth experiencing homelessness.** Ensure priority access to these resources for these students with unique needs.

- **Establish and support community resource centers as spaces to support learning**, structured to accommodate social distancing requirements, including school sites, parks and recreation sites, libraries and other community spaces.

Effectiveness of Pupil Learning Loss Strategies

Develop and implement a data system that:

- **tracks and analyzes weekly rates of attendance** during distance learning for foster youth, youth in the juvenile justice system, and youth experiencing homelessness and in other underserved student subgroups;

- **publishes the data in a publicly available location**;

- and **allows school staff to identify and implement reengagement strategies for students soon after they miss three days of distance learning**.

Effectiveness of Pupil Learning Loss Strategies

Create a data policy and infrastructure related to alternative education, **including practices** to:

- **determine baselines** of what percentage of foster youth, youth in the juvenile justice system, and youth experiencing homelessness attend alternative schools in the district compared with their overall total percentage of enrollment in the district;

- **continuously evaluate the number of youth enrolled in alternative schools and from what referring sources**, to ensure youth from congregate care/STRTPs and/or reentering from juvenile halls and camps are not disproportionately enrolled there;

- **track the duration of attendance**;

- **track credits earned by youth in relationship to enrollment period** (e.g., to determine whether youth are progressing within the program and earning all possible credits and ensure such credits are transferred back to their comprehensive schools; and

- **track rates of youth returning to local comprehensive schools**.

Effectiveness of Pupil Learning Loss Strategies

Create a data policy and infrastructure focused on foster youth and youth in the juvenile justice system, including practices to:

- **identify and designate each youth in the district's student information system** (SIS) (gain student consent for youth in the juvenile justice system);

- **track number of youth remaining in their school of origin**;

- **ensure all youth receive their partial credits**; and

- **compare indicators such as testing scores, A-G completion, CTE participation, and graduation rates under district requirements** for these youth to those of youth who are not foster youth or in the juvenile justice system.

Effectiveness of Pupil Learning Loss Strategies

- Establish **written policy on how to measure and award partial credits**, as applicable to foster youth, youth in the juvenile justice system, and youth experiencing homelessness, in alignment with district-wide policies on how to measure and award attendance, participation, grades and credits for all students; train staff on how to implement policies.

- Establish **written policy on how to notify foster youth, youth in the juvenile justice system, and youth experiencing homelessness and their Education Rights Holders of the students' eligibility for AB 216/167 and AB 1806 graduation procedures**, and
    - train staff on how to implement policies

- **Establish MOU with the child welfare agency to identify preschool-aged children in foster care living within the district** to improve referrals and track successful and unsuccessful enrollment.

Mental Health & Social & Emotional Learning

Invest additional funding (including redirecting funding previously used for on-campus law enforcement such as police and school resource officers) **in mental health assessments, services and partnerships**, *including:*

- **Hiring additional health and mental health professionals**, including school counselors, social workers, nurses, and psychologists;

- **Ensuring students (including infants and toddlers with disabilities) receive screenings** and, when appropriate, referrals for individualized mental health services;

- **Contracting with behavioral health agencies to provide increased mental health services** on school campuses during the 2020-21 academic year; and

- **Supporting School Based Mental Health Centers** to provide well-child exams and visits, vaccines, and comprehensive screenings and interventions addressing trauma, mental health, substance use, and/or reproductive and sexual health.
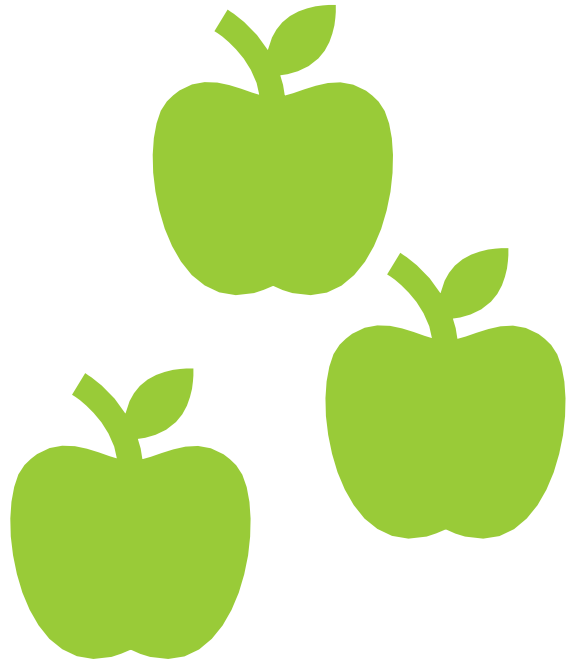
Pupil & Family Engagement & Outreach

- **Create capacity for foster youth education liaisons, McKinney-Vento Liaisons and other trained staff (including student workers) to contact and attempt to re-engage foster youth, youth in the juvenile justice system, and youth experiencing homelessness after <u>one</u> day's absence from distance learning.**

School Nutrition

- **Ensure families with students eligible for free and reduced-price meals are able to readily access meals and are effectively informed of opportunities to pick up meals** during distance learning and in-person learning.
  - **Provide opportunities to pick up meals at times and locations convenient for essential workers**.

Other Recommendations:
Community Support (Child Welfare Agencies, Other Agencies, CBOs, Philanthropy)

Support Academic Achievement

- **Coordinate tutoring support through CSU teacher credentialing programs** to support student learning and student teacher preparation

- **Coordinate tutoring support through CBOs like AmeriCorps**

- **In association with FKCE and/or other training providers, develop RFA training to support learning needs of youth** including monolingual Non-English/literacy/computer literacy

- **Offer caregiver stipends for additional training** to support learning needs of youth in the home

Other Recommendations:
Community Support (Child Welfare Agencies, Other Agencies, CBOs, Philanthropy)

Support Access to Distance Learning: Connectivity and Devices

- **Provide high speed access for youth in STRTPs** through expansion of CPUC California Teleconnect Fund

- **Provide mobile hotspots for youth in STRTPs**

- **Provide noise cancelling devices for youth in STRTPs or in homes with multiple children**

- **Child welfare agency serve as guarantor on contracts with school districts for liability** if technology devices are damaged, stolen or lost rather than caregiver

Resources

LCP: *ADDRESSING STUDENT LEARNING CONTINUITY*

Supporting Youth in Foster Care and Students Experiencing Homelessness

Resources

Learning Continuity and Attendance Plan

- **SB 98 - Education Omnibus Trailer Bill -** http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB98

- **CDE Learning Continuity and Attendance Plan -** https://www.cde.ca.gov/re/lc/learningcontattendplan.asp

- **CDE Senate Bill 98 and California Education Code Section 43509 -** https://www.cde.ca.gov/fg/aa/lc/documents/tues2sb98.pdf

Foster Youth Resources

Distance Learning Resources

- **Foster Youth Education Rights:** https://www.cde.ca.gov/ls/pf/fy/fosteryouthedrights.asp
- **Foster Youth Services Coordinating Program (FYSCP) Coordinators:** https://www.cde.ca.gov/ls/pf/fy/contacts.asp
- **FYSCP HUB:** https://fyscptap.scoe.net/news

Foster Youth Resources

Foster Youth Pupil Engagement & Outreach Resources

- **Ensuring Educational Stability for Children in Foster Care: Best Interest Determinations and Immediate Enrollment:** https://www2.ed.gov/policy/elsec/leg/essa/essaedstabilitywebinar082416.pdf

- **Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care:** https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf

Foster Youth Pupil Learning Loss Resources

- **State Level Outcome for Foster Youth:** https://www.cde.ca.gov/ds/sg/fosteryouth.asp
- **Blueprint for Change: Education Success for Children in Foster Care:** http://www.fostercareandeducation.org/DesktopModules/Bring2mind/DMX/Download.aspx?EntryId=1624&Command=Core_Download&method=inline&PortalId=0&TabId=124
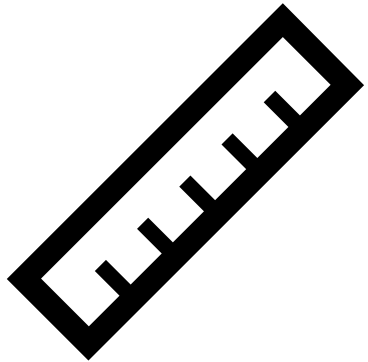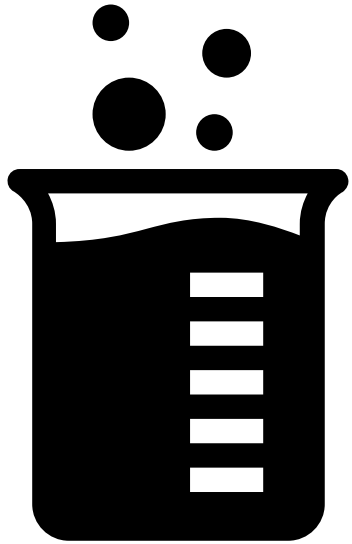
Foster Youth Resources

Foster Youth Mental Health and Social and Emotional Well-Being Resources

- **The National Child Traumatic Stress Network: Child Trauma Toolkit for Educators:** https://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf
- **FYSCP HUB Mental Health Resources:** https://fyscptap.scoe.net/resources/mental-health

Foster Youth Additional Actions

- Sacramento County Office of Education (COE) FYSCP—Summer Educational Activity Bags
- Placer COE—COVID Referral Forms
- Glenn COE—Emotional Support Group
- Fresno COE—Social Emotional Learning Art Kits

Students Experiencing Homelessness

Stakeholder Engagement

Outreach to families experiencing homelessness or unaccompanied youth will require unique and intentional outreach for input.

Stakeholder input opportunities should include phone calls, hardcopy surveys, and questionnaires in addition to outreach that requires digital devices and/or access to the internet.
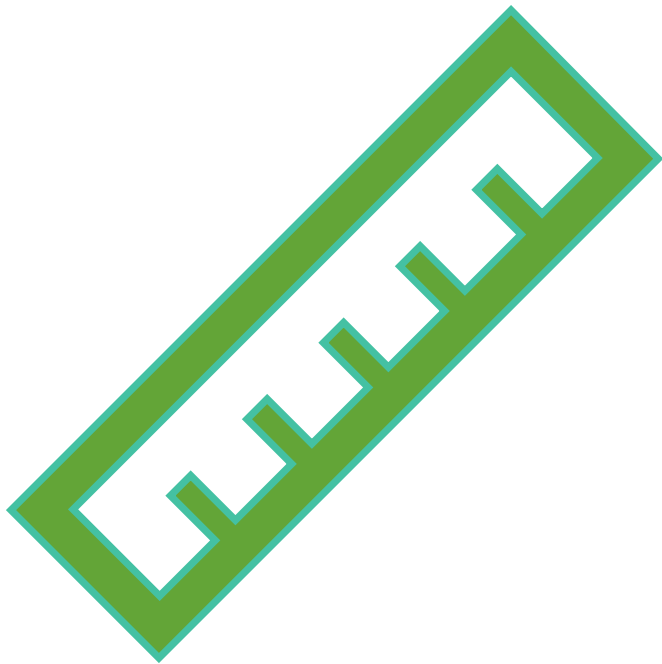
Definition of Homeless:
https://www.cde.ca.gov/sp/hs/homelessdef.asp

Homeless General Email at HomelessED@cde.ca.gov

Liaisons for California LEAs:
https://www.cde.ca.gov/sp/hs/documents/lealiaisonlist2019-2020.xlsx

Students Experiencing Homelessness

Continuity of Learning: In-Person Instructional Offerings

- LEAs must ensure that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.
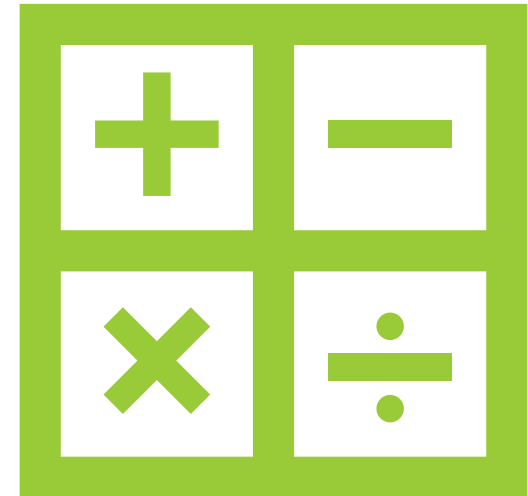
Identification Strategies:

https://www.cde.ca.gov/sp/hs/cy/documents/strategiesresponsetocovid.docx

Immediate Enrollment Strategies:

https://nche.ed.gov/wp-content/uploads/2018/10/enrollment.pdf
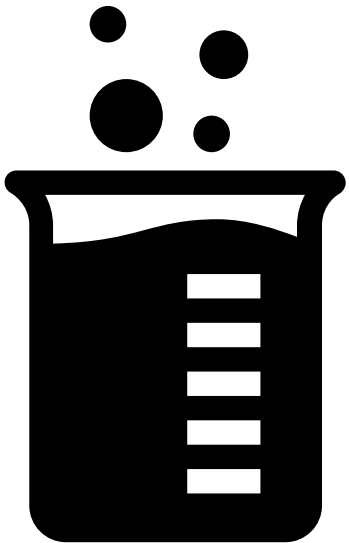
Students Experiencing Homelessness

Continuity of Learning: Distance Learning Program

- "You Can Enroll in School" Posters for Community Outreach
https://www.cde.ca.gov/sp/hs/cy/documents/homelesspostereng.pdf

- Translations to "You Can Enroll in School" Posters
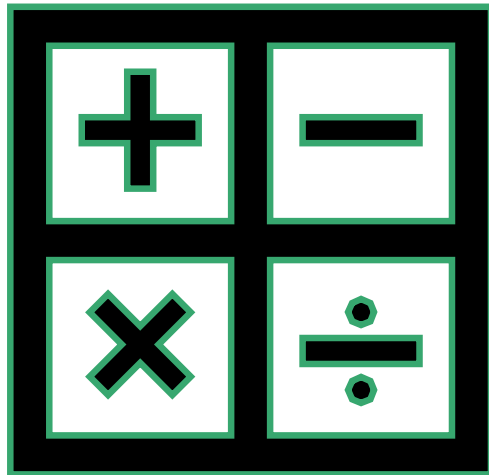https://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=9959-9965

Students Experiencing Homelessness

Continuity of Learning: Distance Learning Program

- School of Origin is defined as last school enrolled, school attending when permanently housed, or a school that the student has had a connection to within the last 15 months.
- Visit the National Center for Homeless Education Guidance regarding School of Origin at https://nche.ed.gov/wp-content/uploads/2018/10/sch_sel_checklist.pdf

Students Experiencing Homelessness

Access to Devices and Connectivity
- LEAs must ensure that pupils experiencing homelessness are able to participate fully in school activities, and that **barriers to access to devices and connectivity in school are identified and removed**.

Getting Internet Access: Available Plans from CDE: https://www.cde.ca.gov/ls/he/hn/availableinternetplans.asp

Immediate Enrollment Strategies: https://www.cde.ca.gov/sp/hs/cy/

Students Experiencing Homelessness

Distance Learning Professional Development Resources

- Homeless Education Module
https://www.cde.ca.gov/sp/hs/cy/documents/homelesseducation.pptx

- Homelessness and School Counselors
https://www.cde.ca.gov/sp/hs/cy/documents/homelessndcounselors.pptx

- Classroom Strategies for Teaching Homeless Children and Youth
https://www.cde.ca.gov/sp/hs/cy/documents/homelessnessclassroom.pptx

- Visit the CDE Homeless Education Training Modules web site for new and updated modules at https://www.cde.ca.gov/sp/hs/cy/

Students Experiencing Homelessness

Staff Roles and Responsibilities Resources
- **National Center for Homeless Education (NCHE) reference to duties of Homeless Liaisons in the Homeless Liaison Toolkit** https://nche.ed.gov/homeless-liaison-toolkit/

- **California Department of Education Sample Protocol for Homeless Liaison and School Site Liaison Coordination** https://www.cde.ca.gov/sp/hs/cy/documents/protocols.docx

- Please consider that **all staff members** should play a significant role in the identification, enrollment, and service for pupils experiencing homelessness

Students Experiencing Homelessness

Mental Health and Social Emotional Well-Being Resources

- **California Youth Crisis Line**: https://calyouth.org/cycl/

- **CDE: Help for Students in Crisis**: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

- **211** is a vital service that connects to local resources. Call **211** or search for your local **211 resources**: www.211.org

- **Resources for Supporting Children's Emotional Needs During the COVID-19 Epidemic**: https://www.childtrends.org/publications/resources-for-supportingchildrens-emotional-well-being-during-the-covid-19-pandemic

- **National Alliance on Mental Illness:** https://www.nami.org/covid-19-guide

Students Experiencing Homelessness

Pupil and Family Engagement and Outreach Resources

- **"You Can Enroll in School" Posters** can provide information to motels, shelters, and community agencies with local, county, and state homeless liaison's contact information: https://www.cde.ca.gov/sp/hs/cy/documents/homelesspostereng.pdf

- **Housing Questionnaire** can assist with identification of pupils experiencing homelessness and is recommended to be given to every enrolling student, at least annually: https://www.cde.ca.gov/sp/hs/cy/documents/housingquestionnaire.pdf

- **Guidance for Housing Questionnaire:** https://www.cde.ca.gov/sp/hs/cy/documents/guidanceforquestionnaire.docx

- To submit questions, click on the "Questions" panel, type your question, and click "Send"

- PowerPoint slides, webinar recording and supplemental materials will be posted at https://kids-alliance.org/resources/

Q&A