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# Trauma Informed Practices

San Diego Unified's Journey

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Office of Children & Youth in Transition

# SDUSD Overview

- 2nd largest district in California
- 103,000 student
- 13,559 employees
- represents more than 15 ethnic groups and more than 60 languages and dialects
- 117 traditional elementary schools, 9 K-8 schools, 24 traditional middle schools, 22 high schools, 49 charter schools, 13 atypical/ alternative schools and 5 additional program sites



# Office of Office of Children and Youth in Transition



The Office of Children & Youth in Transition supports the continuity of education of students in transition including: students in foster care, students experiencing homelessness, students who are military dependents, students who are refugees, and students transitioning from juvenile justice facilities. The office also includes the district's Home/ Hospital and Transition Supports School, SARB, and Placement and Appeals.

# Our Story - 2015/2016

- 2015/2016
- Gabriella Grant, Director of the California Center of Excellence for Trauma Informed Care
- Trainer 1,030 staff and community members including
  - Survivors of Torture
  - SDUSD Police
  - Nurses
  - Counselors
  - Teachers
  - Classified Staff
  - MH Providers/School Psychologists
- Community and site Paper Tigers screenings

# Our Story - 2016/2017

- New leadership
- Change in staff
- Regroup
- Analyzed data and the impacts of past TIC work
- SDCOE Train the Trainers
- Creation of a 4 Series TIC Professional Development Series

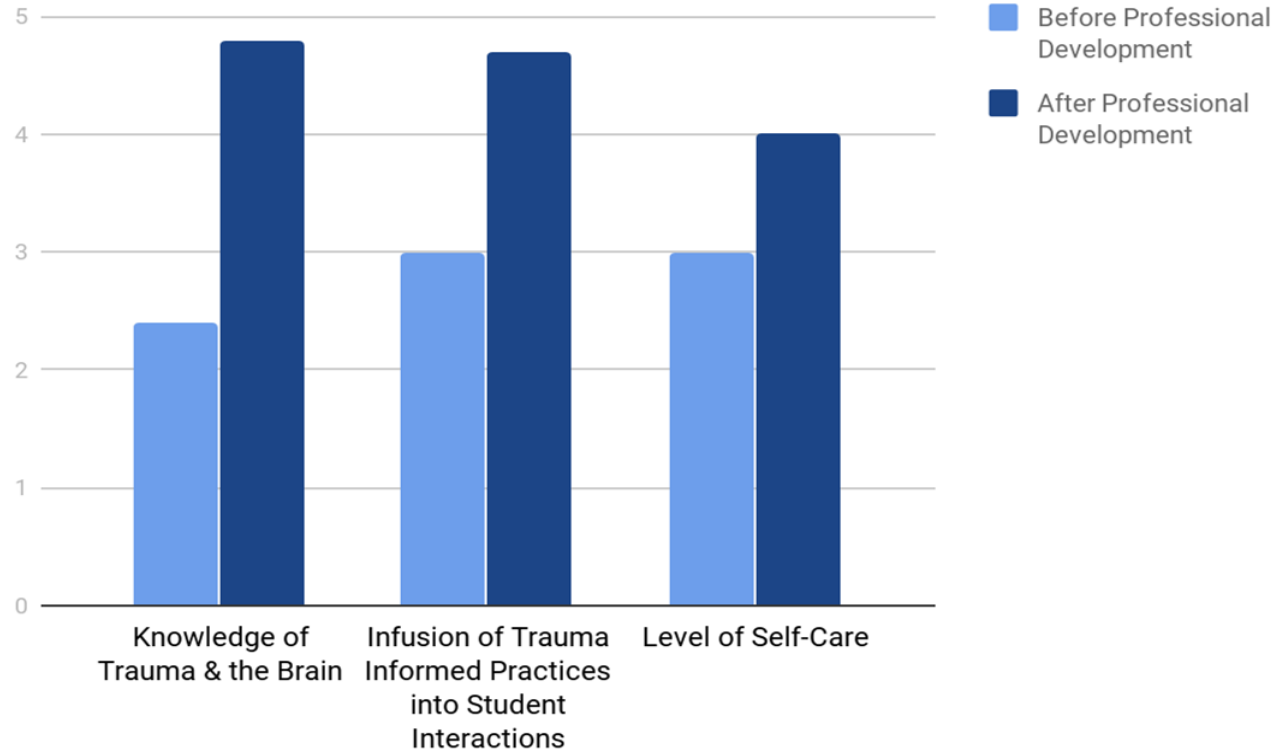
# Our Story - 2017/2018

1. Trauma and the Brain
1. The Trauma Informed School Site
  1. Self-Care for the Educator
1. MindUp Curriculum Implementation



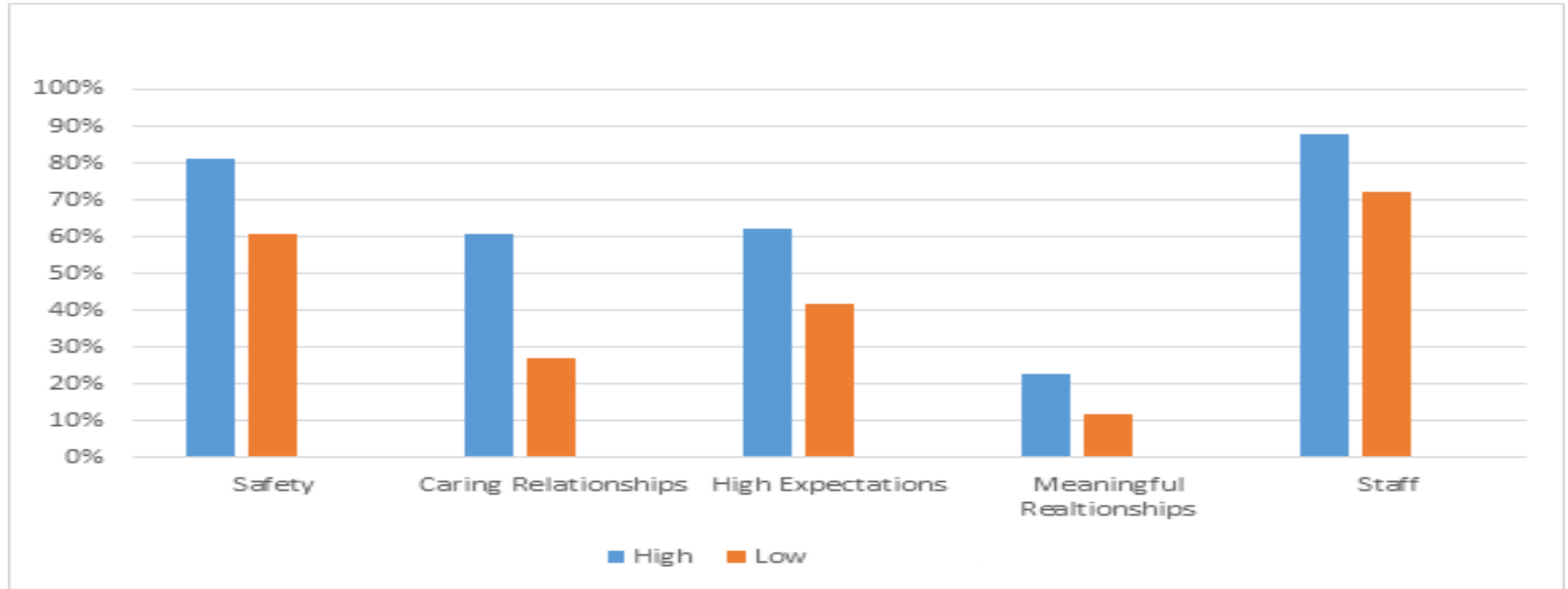
# Results

- 71 trainings held
- 35 school sites trained
- 1,002 participants



# CALIFORNIA HEALTHY SCHOOL SURVEY

Data



\*Perception vs. Reality



**Levels of Interventions and Disciplinary Responses**

- |                |  |  |
|----------------|--|--|
| <b>Level 1</b> | <ul style="list-style-type: none"> <li>Teacher/Student Conference</li> <li>Reminders and Re-Direction</li> <li>Teaching of Expectations and Skills</li> <li>Written Apology</li> </ul> | <ul style="list-style-type: none"> <li>Reflective Essay or Other Reflective Activity</li> <li>Independent Study</li> <li>Role-Play</li> <li>Substance Use Intervent</li> </ul> |
|----------------|--|--|

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| <b>Level 2</b> | <ul style="list-style-type: none"> <li>Any Lower-Level Interventions</li> <li>Parent/Guardian Outreach</li> <li>In-Class Time-Out</li> <li>Seat Change</li> <li>Self-Charting of Behaviors</li> <li>Daily Report Card on Behavior, Task Completion, and Achievement</li> </ul> | <ul style="list-style-type: none"> <li>Reprimand by Administ</li> <li>Removal from Class to s</li> <li>Another Classroom</li> <li>Loss of Privileges (e.g., t</li> <li>lunch or extra activities</li> <li>Mini-Course/Training (e</li> <li>anger management, so</li> <li>behavior)</li> <li>Substance Use Intervent</li> </ul> |
|----------------|--|--|

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|----------------|---|--|
| <b>Level 3</b> | <ul style="list-style-type: none"> <li>Any Lower-Level Interventions</li> <li>Student/Teacher/Parent Conference</li> <li>Referral to Support Staff (e.g., counselor, psychologist, nurse, etc)</li> <li>Short-term Behavioral Progress Reports</li> <li>Behavioral Intervention Plan</li> <li>Change in Schedule/Class</li> <li>Referral to After-School Program</li> <li>In-School Suspension – 1 day</li> </ul> | <ul style="list-style-type: none"> <li>Community Service</li> <li>Mentoring Program</li> <li>Peer Mediation</li> <li>Functional Behavioral A</li> <li>Referral to School-Base Clinics</li> <li>Referral to Community-</li> <li>Substance Use Intervent</li> <li>Modification of IEP (if a</li> </ul> |
|----------------|---|--|

- |                |  |   |
|----------------|--|---|
| <b>Level 4</b> | <ul style="list-style-type: none"> <li>Any Lower-Level Interventions</li> <li>Detention</li> <li>Saturday School</li> <li>Restorative Justice</li> <li>In-School Suspension—1 to 3 days</li> </ul> | <ul style="list-style-type: none"> <li>Teen Court/Peer Jury</li> <li>Restitution</li> <li>Out-of-School Suspensi</li> <li>needed)</li> <li>Substance Use Intervent</li> </ul> |
|----------------|--|---|

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|----------------|---|--|
| <b>Level 5</b> | <ul style="list-style-type: none"> <li>Any Lower-Level Intervention</li> <li>Out-of-School Suspension—1 to 5 days (and may be extended as necessary)</li> </ul> | <ul style="list-style-type: none"> <li>Alternative Educational</li> <li>Recommendation for E</li> <li>Arrest or Referral to Law Enforcement</li> <li>Substance Use Intervention Group</li> </ul> |
|----------------|---|--|

- |                |  |   |
|----------------|--|---|
| <b>Level 6</b> | <ul style="list-style-type: none"> <li>Mandatory recommendation for expulsion</li> </ul> | <ul style="list-style-type: none"> <li>Arrest/referral to Law Enforcement</li> <li>Alternative Educational Placement</li> <li>Recommendation for Expulsion</li> </ul> |
|----------------|--|---|

**Note: On the first instance of inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions/disciplinary responses from the shaded boxes should only be considered with proper documentation.**

<b>Inappropriate or Disruptive Behavior</b>	<b>Levels</b>					
	1	2	3	4	5	6
<b>Substance in Lieu of Controlled Substances (04)</b> <i>Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in the Health and Safety Code, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance.</i>			●	●	●	
- Delivered, furnished, and/or sold						
<b>Robbery/Extortion (includes attempts) (05)</b>						●
- Robbery (the felonious taking of personal property in the possession of another against his/her will as accomplished by force or fear)						
- Extortion (obtaining of property of another with his/her consent induced by wrongful use of force or fear)						●
<b>Property/Damage (06)</b>		●	●			
- Attempted to cause minor damage						
- Caused minor damage		●	●	●		
- Caused major damage			●	●	●	
<b>Property/Theft (07)</b>		●	●			
- Attempted to steal property						
- Stole			●	●	●	
- Receipt of stolen property			●	●	●	

# ACADEMICS & AGENCY

A<sup>2</sup>

## Core SEL Competencies



# Transforming School Climate.

## National Standards of Positive & Collaborative School Culture

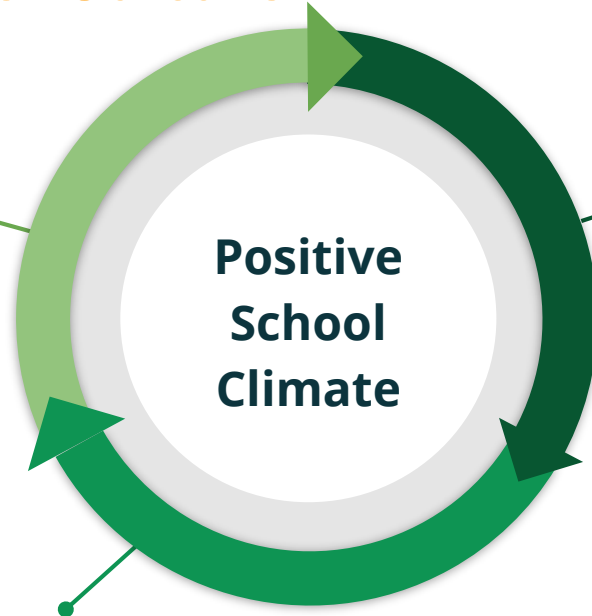
### PROMOTING STUDENT COMPETENCIES

Educators that model and nurture love for learning.

Students that understand how learning is relevant to their life experiences and relate to core content understanding their strengths and those of others.

### ENHANCING STUDENT ENGAGEMENT

Students, staff and families working together to develop and foster meaningful experiences for students. ;



### FOSTERING SAFETY & CONNECTION FOR STUDENTS AND ADULTS

Norms, values, expectations that support people socially, emotionally and physically.

Members of the school community are engaged and respected.