



Toolkit for Caring Adults

2023-24

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WELCOME!



Letter from the NYC Mayor's Office

Colleagues –

It is with great pleasure that I'm writing to you as we collectively launch Every Child and Family is Known, an initiative of the NYC Children's Cabinet. Our aspiration is that every child and their family living in shelter in NYC will be part of an integrated and comprehensive support system that enables their educational success, nurtured and guided by one-on-one relationships with a caring adult.

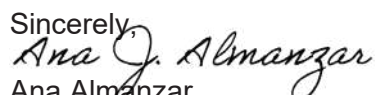
In the 2021-2022 school year, there were over 17,000 NYC students residing in shelters, half of whom were chronically absent from school, which is more than twice the rate of their permanently housed peers. For students living in shelters, that level of disengagement from school can have negative effects that follow them throughout their lives. Compared to their peers with permanent housing, unhoused students are 20% less likely to read proficiently and 18% less likely to graduate high school within four years.

To better address obstacles to school attendance and ensure the academic success of students in shelter, the NYC Children's Cabinet is launching the *Every Child and Family is Known* (ECFIK) initiative, a broad-based collaboration between a host of city agencies, including the Department of Social Services (DSS) and New York City Public Schools (NYCPS). Our vision is to support this population by connecting every child and family to a "caring adult" at their school, prioritizing a relationship that will help families receive support they need.

ECFIK will begin this year with a pilot of students living in shelters in the Bronx, and will have a strong focus on individual mentorship, a proven intervention strategy. ECFIK is considered an "upstream measure" and recognizes that families often need support before they place a call for help. We are working collaboratively with city agencies and our community-based partners to deliver coordinated support to our most vulnerable children and families. The core goal of this initiative is to create a school and community-based "advocate system" that supports children and their families living in shelters.

That goal is a priority for Mayor Eric Adams and his entire administration. We'll work together towards this goal, with a strength-based approach that recognizes the positive traits each person brings and engages the full community around healing and transformation. We have already begun to build this community, including a partnership with Harvard Graduate School of Education's Success Planning initiative and significant financial support from Congressman Jamaal Bowman, a former Bronx school principal.

Thank you for your participation in this initiative and for playing a unique role supporting our students and families.

Sincerely,

Ana Almanzar
Deputy Mayor of Strategic Initiatives
Office of the Mayor

The Value of Mentoring

A mentor is someone who allows you to see the hope inside yourself. A mentor is someone who allows you to know that no matter how dark the night, in the morning joy will come. A mentor is someone who allows you to see the higher part of yourself when sometimes it becomes hidden to your own view."

Oprah Winfrey (2002)¹

Thank you for agreeing to be a Caring Adult!

Mentors, or Caring Adults, can play a significant role in young people's lives. Caring Adults serve as positive, nurturing role models and sources of support. It is a partnership anchored in reciprocity between two people. The mentor and the mentee are learning and growing together. All people, especially young people, have the ability to grow and change for the better when given the right guidance, support and resources. One Caring Adult can make a big difference.

According to Clutterbuck (2014)², **mentors (Caring Adults)**:

- **M**anages the relationship
- **E**ncourages
- **N**urtures
- **T**eaches
- **O**ffers mutual respect
- **R**esponds to the mentee's needs

Here are some ways research demonstrates mentoring can help young people:

- Increased academic performance
- Enhanced decision-making skills
- Decrease in behavior challenges
- Increase avoidance of involvement with drugs, bullying, and justice system
- Increased participation in extracurricular activities
- Increased self-esteem and self-confidence
- Enhanced relationships with other adults

Source: The Mentoring Effect (2014)³

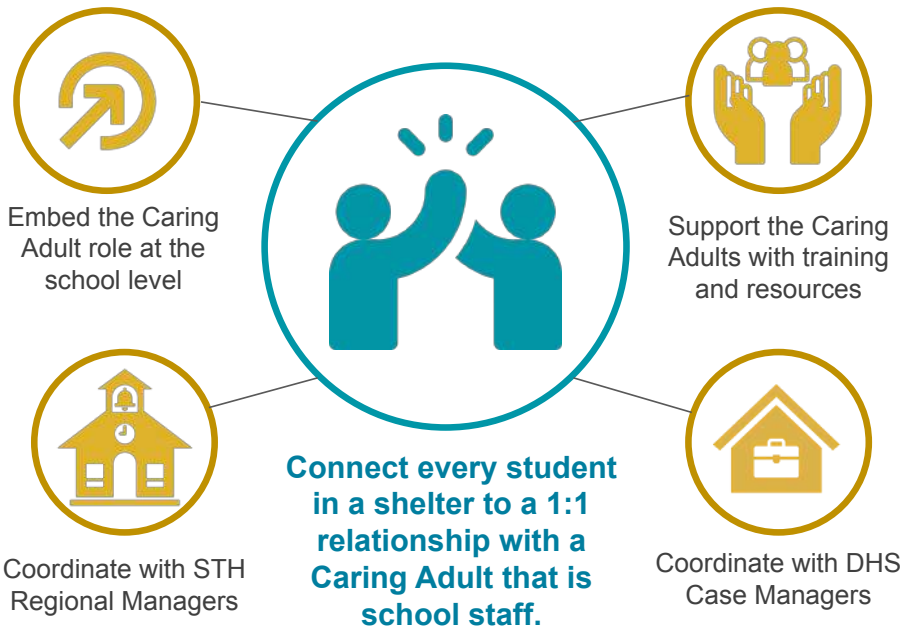
This guide includes a list of supporting tools to help Caring Adults navigate the process of mentoring. With a trauma-informed and positive youth development lens, this toolkit includes self-awareness and -care tools for the Caring Adult, coaching tools and strategies, sample daily check in questions, motivational interviewing techniques, information on students living in shelter, matching information, along with other resources to help you sustain a positive relationship with your mentee.

About the Program



Every Child and Family is Known

Every Child and Family is Known (ECFIK) is a communication and coordination strategy that aims to have every child and their family living in shelter be part of an integrated and comprehensive support system that enables their educational success, nurtured and guided by one-on-one relationships with a caring adult.



Why?

ECFIK aims to make it easier for families and students to access resources. Instead of having to navigate through different and confusing systems, families can seek support from their child's Caring Adult to connect them to the help they need.

Individual mentorship impact is well-documented in several NYC and state interventions.

Supporting Roles:

- ECFIK Caring Adults
- ECFIK Program Points
- STH School-Based Liaisons
- STH School and Shelter-Based staff
- STH Regional Managers
- DHS Shelter Case Managers





Every Child and Family is Known

Program Overview:

Every Child and Family is Known (ECFIK) is a program that will connect a Caring Adult, a member of your child's school staff, to your child and you for the September 2023 - June 2024 school year.

New York City would like to make sure every child and family living in shelter has the resources they need to succeed. The Caring Adult will regularly check-in with you and your child. They will work with your Shelter Case Manager and others to connect you to resources that you may need.

Pilot

(2023-24 Academic year)

- Geographic focus on **the Bronx**, where 34% of the population of families with children in DHS shelters resided at the start of the 2022-2023 school year.
- The pilot aims to connect **500 caring adults** with **1500 students in shelters** across **65 schools**.

Key Partners in this Program:

- New York City Public Schools
- Superintendents
- City Agencies
- Community-Based Organizations





Team Roles and Responsibilities:

Caring Adult Role and Responsibilities

Participate in Routine Check Ins:

- Caring Adults will have a quick check-in with their mentees once a day and a longer check-in once a week
 - A check-in entails connecting with the child in person and asking “How are you today?”
 - Most Caring Adults already connect with students at various points of the day; this will be up to the Caring Adult and student’s discretion of when would be a good time to stop by and say hi and connect
- Commit to meet in person for a deeper check-in with each mentee for 15-20 minutes once a week *during the school day
- Caring Adult will check-in with family/guardian weekly (can be done virtually, by text, phone, or in-person; any modality and location at an agreed upon time)
- Caring Adults will log their interactions with students and families

Resource Referrals:

- Communicate with Shelter Case Managers, Community-Based Organizations, and Students in Temporary Housing staff at the shelter and school about the child and family’s needs
 - Might include referrals to SNAP, WICC, Cash Assistance, Vaccination and Grief Support
- Refer mentees to additional resources or direct them to someone that can help (see interventions strategies and decision trees along with the resource guide)

Attend In-Service Training:

- Participate in one in-person training date to take place in August and September 2023
 - If you cannot complete the in-person training, you must participate in a substitute virtual self-paced training being offered through the Change Impact platform
- Participate in quarterly virtual two-to-three-hour trainings focused on additional topics (optional)
- Use Change Impact training platform to further enhance skill set (optional)
- Participate in a year end focus group
- Participate in informal Facebook group to share best practices, enhance learning (optional)

Respect the Commitment:

- Commit to one year of mentoring (September 2023 – June 2024) with each mentee
- Determine if you are willing to commit to a second-year of mentoring
- Follow a proper match closure process

All Caring Adults will receive monetary remuneration for overtime (per session or stipend paid centrally) for up to four hours a month of the time they spend on this initiative outside of their work day.

Elements Adapted from Match Support Companion Packet Produced by the National Mentoring Resource Center.⁴

Program Point Role & Responsibilities

Role:

- The Program Point is a school-based role that will be the first line of support for Caring Adults. They will coordinate and engage Caring Adults at your school
- Have a caseload of one mentee instead of three mentees

Responsibilities:

- Receive a list of participating students selected for ECFIK and match them to the best fit Caring Adult confirmed from your school
- Aim to match siblings with the same Caring Adult
 - The same Caring Adult for siblings in your school
 - Shared language of student and Caring Adult
 - Prior Connection of Student and Caring Adult
 - Proximity of student to where the Caring Adult tends to work in the school building
- Routinely check-in with Caring Adults to hear how they and their mentees/families are doing. Must note any flags for leadership
- Flags may include:
 - Supports the family indicated that Caring Adult is unsure of how to access/help
 - Support the Caring Adult may need with engaging student/family
 - Important changes to Caring Adult and/or Family Commitment to ECFIK
 - Lack of daily/weekly check-ins
 - Change of School/Caring Adult Match/contact info
- Communicate program logistics to the Caring Adults of any upcoming events/trainings/resources available for the purposes of ECFIK

Principal Role & Responsibilities

Role:

- The Principal supervises the Program Point and the Caring Adults to confirm they are fulfilling their agreed upon roles and following all Chancellor's Regulations
- The Principal is the person to whom the Program Point and Caring Adults must report any issues, especially those which they are mandated to report to the principal by [NYC Chancellor's Regulations](#)⁵ (see sections A&D in particular)

The Principal will support the Program Point with:

- Problem solving issues as they arise and/or advising to whom the Program Point should reach out to and cc (or verbally tell) their principal
- Verify and sign per session and/or overtime documentation

DHS Shelter Case Manager Role and Responsibilities

Role:

- DHS Case Managers are professionals at shelters that work collaboratively with families through direct service or referrals in order to assist them in moving to permanent housing as soon as possible

Responsibilities:

With Families In August:

- Case Managers are tasked with inviting selected families to participate in the ECFIK initiative and prompting them to complete a consent form

With Caring Adults Throughout the School Year:

- Case Managers and school-based Caring Adults will communicate with each other and check-in on an as-needed basis throughout the school year in order to foster holistic support for families at both their shelter and child's school

Students in Temporary Housing Regional Manager Role and Responsibilities

Role:

- District staff support for a region

Responsibilities:

- Provide support and development to school and shelter leaders
- Supports with escalation needs for students and families in shelter with superintendents

STH School-Based Liaison Role and Responsibilities

Every school has a School-Based Students in Temporary Housing Liaison. Reach out to your school principal, social worker or guidance counselor to find out who the Liaison is for your school.

The School-Based STH Liaison may help Caring Adults with:

- Enrolling a mentee into the school
- Understanding the mentee's transportation options
- Finding resources to support the mentee's education



Understanding Students in Temporary Housing

Definitions & Data

What is the definition of “temporary housing” or “homeless”?

Students who lack a “fixed, regular, and adequate” nighttime residence meet the federal definition of “homeless.”

NYC Public Schools describes the various living situations of school-aged youth as:

Doubled Up - Living with another family or other person because of loss of housing or as a result of economic hardship	D
Shelter - Living in an emergency or transitional shelter	S
Hotel/Motel - Living in a hotel or motel that involves payment and is open to the general population, and is NOT an emergency or transitional center	H
Other Temporary Living Situation - Living in an abandoned or condemned building, trailer park, campground, car, park, public space, temporary storage space, on the street, or any other temporary and inadequate housing situation	T
Permanent Housing - Living in a fixed, regular, and adequate housing situation	P

What is the scope of homelessness in New York City (figures as of 2023)?⁶

Borough	All	STH (#)	STH (%)
Bronx	187,338	27,054	15.7%
Manhattan	140,640	13,854	12.5%
Brooklyn	285,319	23,385	11.1%
Queens	293,728	21,280	8.0%
Staten Island	67,287	2,328	4.9%
Citywide	974,312	87,901	9.0%

Note that the Every Child and Family is Known initiative, including the Caring Adults program, is focused on children living in shelter.

Process Flow for Students and Families in The Shelter System

1. Families leave homes for a wide range of reasons
2. Families show up at PATH located at 151 Street
 - a. Families must show up in-person
 - b. PATH expects them to bring as much ID as possible
 - i. PATH is run by DHS, but there are two NYC Public School staff members there
3. Families meet a number of different people that ask them questions (DHS)
4. DHS places the family into a temporary shelter, whatever bed is open that meets the needs of the family based on their size. Families can be placed anywhere in the city
 - a. DHS provides transportation for the family and some belongings
5. If the family ends up at a shelter where there is a NYCPS member on site that supports them, that staff member will connect them to the nearest school or to The Family Welcome Center. They will connect the family to the online Welcome Center if the child is in middle or high school
6. At the elementary school level, the parents must go to the school to enroll their child
7. NYCPS staff members will send an email for middle and high school enrollment on behalf of parents (within 7-10 business days)
 - a. The Welcome Center sends an email back to NYCPS staff and family
 - b. The family will receive a placement email from the Welcome Center. The Welcome Center will ask for supporting documentation including immunization records
8. The priority is to enroll the student
 - a. Schools can accept minimal information and, once the child attends school, an administrative representative from the school has the responsibility to track required documentation such as birth certificate, immunization records, etc
9. As soon as a family enters DHS shelters, they are automatically routed for transportation if there is a school of origin
 - a. The parent has to make sure that the school has changed their home address; if there is a NYCPS staff member in the shelter, they can help with the address change
 - b. OPT (Office of Pupil Transportation) has to find a bus route. This may take 2-3 weeks (sometimes it takes months if things are written incorrectly)
10. If a student misses school, shelter-based staff and school-based staff have the responsibility to follow-up
 - a. Usually it is a warning, it can be done by requesting meetings with families
 - b. Everything has to be documented on log (ATS)
 - i. The Attendance Teacher can follow-up (examples of individuals within a school who take on this role: Guidance Counselors, Social Workers, STH Coordinators)

Fast Facts & Need to Knows

Under the McKinney-Vento Act⁷, and Chancellor’s Regulation A-780, a student in temporary housing has the right to:

- A free public education
- To stay in their current school or choose to attend a zoned school
- Not be denied immediate school enrollment because of their temporary housing status or they lack enrollment documentation
- Transportation services to and from school
- Receive all services and supports comparable to those offered to other students
- Continue to receive special education services regardless of school transfer
- Individualized college counseling if they are an unaccompanied youth

They also have the right to immediate school enrollment!

“Immediate” means:

- Family does not have to produce records normally required to process enrollment (e.g., birth certificate, school records, immunization records, proof of residency)
- No address affidavit is required

“Enrollment” means:

- Attending classes and participating fully in school activities
- Special education services continue

Where can I find out more about the legal rights of students in temporary housing?

FEDERAL POLICY: McKinney-Vento Act ⁸	LOCAL POLICY: Chancellor’s Regulation A-780 ⁹
<ul style="list-style-type: none"> ● Purpose is to ensure students experiencing homelessness have access to the same free and appropriate public education as their permanently housed peers ● Requires schools to remove barriers for students experiencing homelessness and provide key services and supports ● Reauthorized by ESSA ● Requires coordination with Title I, Part A and local school districts 	<ul style="list-style-type: none"> ● Requires coordination with McKinney-Vento Act ● Outlines key supports for STH in NYC- including naming school-based Liaisons and STH Regional Managers ● Explains implementation of MKV rights in NYC

In addition, two important additional pieces of the regulations that are relevant to your role as a Caring Adult are:

- 1) [Chancellor's Regulation A-755](#)¹⁰: This regulation focuses on the role of the school in dealing with potential or actual suicidal behavior and provides guidelines to assist each school in the development of a School Crisis Intervention Plan. It is the responsibility of every staff member to report knowledge of any potential suicide to the principal or designated liaison whether or not the student has requested that the information be kept confidential.*
- 2) [Chancellor's Regulation A-750](#)¹¹: This regulation affirms the role of adults working in NYC public schools as mandated reporters, and notes that if the mandated reporter receives additional information regarding an allegation of child abuse or maltreatment that was previously reported, the mandated reporter must call SCR within 24 hours of receiving the additional information. Refer to the full regulatory language in the link for complete details.*

***Please note that for NYC Public School school-based employees, it is mandatory to notify your supervisor (principal or his/her supervisory designee) when dealing with either of the above situations.**

Intersecting Identities

Homelessness is often looked at only as a housing issue, but the lives of youth experiencing homelessness or temporary housing are also affected by other disparities in race, gender, sexual orientation, religion, language, citizenship status, and life experience. These identities can make being unhoused even more challenging for a young person.

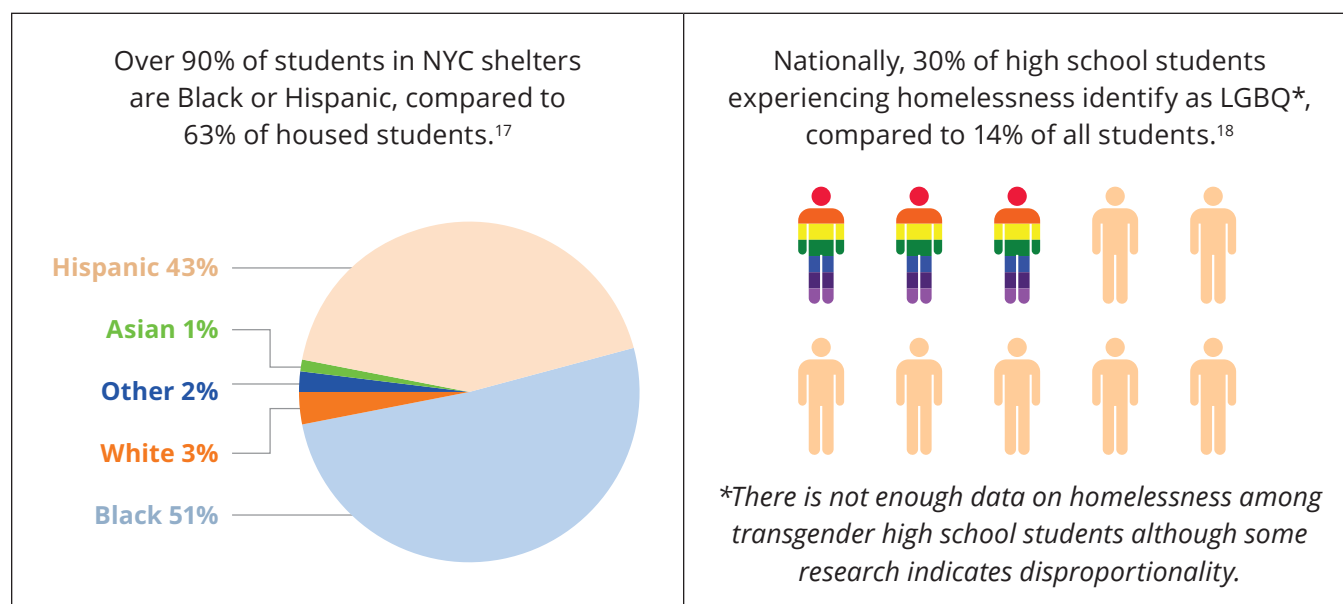
What are some examples of other identities and experiences that intersect with homelessness?

Many of the youth included in the intersectional identities below experience increased marginalization, racism, or oppression in addition to the challenges and stigma stemming from their living situations:

- **BIPOC:** Black, Indigenous, and People of Color
- **LGBTQ+:** Lesbian, Gay, Bisexual, Transgender and Queer with a "+" sign to recognize the limitless sexual orientations and gender identities¹²
- **Newcomers:** "Any foreign-born students and their families who have recently arrived in the United States."¹³
- **ELLs:** An English Language Learner (ELL) is a student whose home language is not English and needs support learning English¹⁴
- **Young Parents:** Adolescent parenting refers primarily to women and men nineteen years or younger who give birth to, and elect to parent, a child¹⁵
- **SWDs:** Students With Disabilities which can be physical, academic, or behavioral

*Please note that, while these terms are intended to be inclusive, they are still imperfect. To read more about this topic, see [this article from the MacArthur Foundation](#)¹⁶.

The intersectionality of homelessness by the numbers:





Caring Adult Tools for Self

Caring Adults: Grounding Yourself

A key part of mentoring is managing one’s emotions. To be an effective Caring Adult in a school system, while occupying other demanding roles, it will be important to know yourself, self-regulate, and therefore, not project your anger, sadness, rage, frustration, or disappointment onto your mentees. Those projections can break the trust and create harm for both you and your mentees. A trusting connection, according to Rhodes (2002)¹⁹, is the most important element of the mentoring relationship.

In your role as a Caring Adult, you may be called upon to respond and provide support to mentees who are feeling overwhelmed and struggling to cope. At times, you may feel overwhelmed yourself, and unsure of how to guide your mentees when they are faced with change, loss, and potential mental health concerns. Although it is not your job as a Caring Adult to provide therapy to your mentees, you can still respond in a caring manner that **creates safety, builds trust, and resists retraumatization.**

Before you respond to any situation, we encourage you to remember to P.R.E.P.:

Pause	Reflect	Explore	Positive (self-talk)
<ul style="list-style-type: none"> ● Take a moment to pause and notice what’s happening internally and externally ● Take 2 to 3 slow deep breaths, focusing your attention on the physical feeling of breathing. Allow your mind to fully relax as you breathe. Breathing will redirect the energy in your body and mind to your breath. That will give you room to move out of a trauma-response to a more regulated nervous system response 	<ul style="list-style-type: none"> ● Ask yourself* <ul style="list-style-type: none"> ○ What am I feeling right now? ○ How is the situation or environment affecting me right now? ○ Where do I feel it in my body? ○ What can I do to ground myself enough right now to regulate my nervous system so I can be present for my mentee? 	<ul style="list-style-type: none"> ● Ask yourself * <ul style="list-style-type: none"> ○ What does the mentee feel, need, or want? ○ How is the situation or environment affecting the mentee right now? ○ How do I best respond? 	<ul style="list-style-type: none"> ● Offer yourself words of encouragement. You can tell yourself, “It’s normal to feel this way right now”, “this feeling/situation will pass”, “I can get through this meeting”, or “I’ve overcome difficult, uncertain situations before.”

*Questions adapted from Therapeutic Crisis Intervention²⁰

When you are dysregulated, it will be hard to support anyone else. To be an effective Caring Adult, you have to practice self-care. See the **Safety Plan for Caring Adults** to uncover what things will support you through challenging moments.

Personal Safety Plan For Caring Adults

To help you remain grounded and present for yourself and others, you must practice self-care especially in times of stress, crisis, and loss. See below as a tool to help support you in your development of healthy self-care practices for those moments.

If you are not feeling or doing well, who can you reach out to for emotional support and encouragement?

Name _____ Phone Number: _____

Name _____ Phone Number: _____

Name _____ Phone Number: _____

Name _____ Phone Number: _____

Are there healthcare professionals that you can reach out to for help? List their names and contact information below along with what you would reach out to them for.

Name _____ Phone Number: _____


Name _____ Phone Number: _____

Name _____ Phone Number: _____

Name _____ Phone Number: _____

Developing keen awareness of what triggers or is moving you into a non-healthy state of being is important. What are warning signs that you are struggling? List them out below.





What have you done in the past to help you move past the struggles? List the actions below.

What self-care actions brings you comfort and peace. List them below.

What self-care activities help ground you? List them below.

Where do you feel safe and calm?

What activities bring you joy?

How can you be or how have you been compassionate to yourself when dealing with challenges?
List out actions you have taken or can take to demonstrate self-compassion.

Favorite Grounding Song: _____

Favorite Inspiring Song: _____

Favorite Feel-Good Activity: _____

List out **affirmations** that make you feel seen, valued, and hopeful. List affirmations that counter your negative thoughts, feelings, or perceptions of self.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Dealing with Loss

Write down rituals that can help you honor your loss.

If you find that you need additional support, here are a couple of UFT resources: [HelloHero \(uft.org\)](https://www.uft.org/hellohero)²¹
[Wellness \(uft.org\)](https://www.uft.org/wellness)²²

Please also contact 1-888-NYC-Well, for a free citywide resource.

You can also reach out to your Program Point or someone in your school who you think might be helpful in supporting you through any difficult moments.

Your wellbeing matters.



Emotional Intelligence

To help support you with self-regulation and awareness, we are providing you with an emotional intelligence skills assessment adapted from Dan Goleman’s work.²³ Identify the areas that you excel in and the areas requiring more growth. For the areas requiring growth, develop a brief action plan to enhance those skills.

Emotional Intelligence Skills	
<p>Self-awareness</p> <p>Emotional self-awareness: the ability to read and understand your emotions as well as recognize their impact on work performance, relationships and the like.</p> <p>Hallmarks:</p> <ul style="list-style-type: none">● Accurate self-assessment: a realistic evaluation of your strengths and limitations, drives, values, goals and their impact on others● Self-confidence: a strong and positive sense of self-worth● Self-deprecating sense of humor● Thirst for constructive feedback <p>Examples:</p> <p>A teacher knows tight deadlines bring out the worst in themselves, so they plan ahead of time to meet the deadline.</p> <p>A teacher knows testing season is anxiety producing so they enlist mindfulness techniques to help themselves stay grounded.</p>	<p>How do I rank myself?</p> <p>1 – not my strength 2 – somewhat good at this 3 – good at this 4 – excel at this</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Emotional Intelligence Skills	
<p>Self-management</p> <p>Self-control: the ability to keep disruptive emotions and impulses under control</p> <p>Hallmarks:</p> <ul style="list-style-type: none"> ● Trustworthiness: a consistent display of honesty and integrity ● Conscientiousness: the ability to manage yourself and your responsibilities ● Adaptability: skill at adjusting to changing situations and overcoming obstacles <p>Example:</p> <p>When a student has an outburst, rather than react to it, the teacher self-regulates and intervenes in a way that minimizes more harm. The teacher, in turn, deescalates the situation and then has a calm and centered accountability conversation with the student and other relevant school personnel about the situation.</p>	<p>How do I rank myself?</p> <p>1 – not my strength 2 – somewhat good at this 3 – good at this 4 – excel at this</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Self-management</p> <p>Self-control: the ability to keep disruptive emotions and impulses under control</p> <p>Hallmarks:</p> <ul style="list-style-type: none"> ● Trustworthiness: a consistent display of honesty and integrity ● Conscientiousness: the ability to manage yourself and your responsibilities ● Adaptability: skill at adjusting to changing situations and overcoming obstacles <p>Example:</p> <p>When a student has an outburst, rather than react to it, the teacher self-regulates and intervenes in a way that minimizes more harm. The teacher, in turn, deescalates the situation and then has a calm and centered accountability conversation with the student and other relevant school personnel about the situation.</p>	<p>How do I rank myself?</p> <p>1 – not my strength 2 – somewhat good at this 3 – good at this 4 – excel at this</p> <p>_____</p> <p>_____</p> <p>_____</p>



Emotional Intelligence Skills	
<p>Social awareness (expanded beyond empathy)</p> <p>Empathy: skill at sense other people’s emotions, understanding their perspective, and taking an active interest in their concerns, especially when making decisions</p> <p>Organizational awareness: the ability to read the currents of organizational life, build decision networks, and navigate politics</p> <p>Hallmarks:</p> <ul style="list-style-type: none"> ● Ability to attract and retain student participation and attention ● Ability to develop others ● Sensitivity to cross-cultural differences Ability to navigate organizational politics ● <u>Service orientation:</u> the ability to recognize and meet student and family needs 	<p>How do I rank myself? 1 – not my strength 2 – somewhat good at this 3 – good at this 4 – excel at this</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Social skills</p> <p>Managing relationships to move people to desired directions.</p> <p>Hallmarks:</p> <ul style="list-style-type: none"> ● Extensive networking/building bonds: proficient at cultivating and maintain a web of relationships ● Influence: the ability to wield a range of persuasive tactics ● Expertise in teamwork and collaboration ● Effectiveness in leading change (change catalyst) ● Conflict management: the ability to de-escalate disagreements and orchestrate resolutions ● Communication: skill at listening and at sending clear, convincing, and well-tuned messages <p>Examples:</p> <p>A teacher wants to adopt a more culturally responsive teaching strategy. They pull in their colleagues to a planning conversation to share best practices and ways to make this happen.</p> <p>A teacher calls on his colleagues to help him brainstorm ways to support a student who is struggling in his class and in other classes. The teacher recognizes a wraparound approach to supporting the student will yield better outcomes.</p> <p>A teacher advocates to the senior administration for training and development opportunities to support staff learning needs.</p>	<p>How do I rank myself? 1 – not my strength 2 – somewhat good at this 3 – good at this 4 – excel at this</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Emotional Intelligence Skills	
<p>Motivation Being driven to achieve for the sake of achievement</p> <p>Hallmarks:</p> <ul style="list-style-type: none"> ● A passion for the work itself and for new challenges ● Unflagging energy to improve (takes initiative) ● Optimism in the face of failure ● Has a strong achievement orientation: the drive to meet an internal standard of excellence <p>Example: A few students continue to fail in a teacher’s math class. The teacher decides to organize weekly lunch tutoring sessions to help support that cohort of students.</p>	<p>How do I rank myself? 1 – not my strength 2 – somewhat good at this 3 – good at this 4 – excel at this</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

What are three actions you can take to help you develop your areas of growth? Share the actions and how you will know you have achieved that goal. Think about sharing this with an accountability buddy, someone you can talk about your progress around this with.





Cultural Humility

Culture is generally made up of the behaviors, norms, values, beliefs, and traits of ethnic, religious, and/or social groups in society. The culture of your home lives (family, for example) may look different from the culture of their social groups, or their work cultures. As you navigate these worlds with distinct norms and expectations, you can practice cultural humility by reflecting on your own backgrounds and gaining an understanding of the complexity of experience making up the context of the lives of those you serve (Sufrin, 2019).²⁴

Just as this context can help people be equitable and inclusive in their approach, it is important to remember that trauma is also context specific. This means that the “experience” of the trauma, the context in which it occurs, who is experiencing it, and the environment surrounding it matters.

For example, the context of race, gender, and sexuality can make one more vulnerable to different forms of trauma, and oppression. Often, these experiences occur in an intersectional context, which means that individuals experience multiple sources of oppression and liberation: their race, color, sexual orientation, class, gender identity, religion, and other identity markers.²⁵ In a cultural humility framework, self-awareness helps people to better identify the aspects of power and privilege they hold, so that they are more equipped to eliminate any power imbalances between themselves and others.

Becoming aware of your implicit bias helps you avoid engaging in microaggressions and other behaviors that cause harm. To realize the widespread impact of trauma in the context of your own and others’ cultural and social identities is to resist retraumatization and open the door to potential paths for recovery. Culture and social identities can serve many purposes for your mentees, having both protective factors and healing qualities. Their backgrounds, beliefs, and values can promote and maintain resiliency.

Culture can also help everyone define community as well as build community. When you incorporate cultural humility in your engagements with your mentees by learning together through conversation and celebrations, it can strengthen a shared sense of identity, awareness, purpose, and belonging.

Cultural humility is a lifelong process of growth and change rather than an end goal.

What steps can you take to better understand, honor, and respect the cultural and social identities of your mentees and their families?

Professional Development Resources

Good Shepherd Services will provide professional development training and opportunities for Caring Adults to connect to each other throughout the year in multiple ways.

1) Kickoff Mentoring Training

Wednesday, August 30, 2023

8:30am - 5pm

Thursday, August 31, 2023

8:30am - 5pm

Saturday, September 30, 2023

8:30am - 3:30pm

2) A Facebook Group for the Every Child and Family is Known Initiative designed to:

- a) support your learning and journey as a Caring Adult, and
- b) build community with other Caring Adults.

Facebook Guidelines:

- Do not mention a mentee's or their family's name
- Express challenges and concerns with a strength-based and problem solving lens
 - a. Be conscious of biased language
 - i. i.e. they are a *terrible* student
 - b. Be objective
 - i. Make it about the issue or challenge rather than a belief about a person
 - c. Ask for strategies to support with problem solving
- Share best practices and resources that you think would be beneficial for everyone's learning.
- Cheer each other on; celebrate one another!

3) Quarterly Virtual Trainings (optional, via Zoom)

Topics to be offered:

- Exploring and Unpacking Power, Privilege, and Identity
- Unpacking Personal Triggers
- Partnering with Parents

Time Commitment: 2 - 3 hours

To be offered in November, January, and March. Each session will be offered twice.

In session time will also be allocated to problem solving and coaching.

4) In-Person Gatherings

Join us for a Caring Adult celebration and meetup in-person in December 2023 and/or April 2024.

5) LinkedIn Postcard Campaign

We believe that what you are doing is worth elevating.

GSS will share your story and why with others on LinkedIn starting in January 2024.

6) Year End Focus Groups and Caring Adult Reflection Conversations

In June 2024, GSS will provide an opportunity for Caring Adults to reflect on their yearlong journey.

7) Office Hours Offered by Change Impact

If you find that you need someone to check in with or need guidance, Change Impact is offering office hours. The Office Hours are optional, drop-in, and will be held virtually via Zoom:

<https://us02web.zoom.us/j/86767098048?pwd=UIRDZ2U0OTlQbU5MUTRFR2xRanpOUT09>

Meeting ID: 867 6709 8048

Passcode: 865735

One tap mobile: +16469313860, 86767098048#*865735# US

Join the **second Wednesday**, or the **third Tuesday** per month from **3:30-4:30pm**.

Fall Dates Include: 9/13, 9/19, 10/11, 10/17, 11/8, 11/21, 12/13, 12/19

- 8) **Change Impact** will offer engaging and relevant PD using their online training platform, **Change Up Learning**. We're thrilled for you to join this learning community of over 10,000 educators and youth champions!

As next steps, please:

Sign up

Activate your account with Change Up Learning using [this custom link](#).

Get started

Once signed in, click on the "Learn" lightbulb icon on the left of the page to find the self-paced courses. You have access to the following courses:

- Caring Adults Foundations (coming soon)
- Students in Temporary Housing Primer
- Trauma-Informed and Healing-Centered Approaches
- Supporting STH who are Newcomers
- Building Trust in School Communities

Certificates

Once you complete a course, you'll receive a downloadable certificate on the platform. You can also find your course certificates by clicking on the "Certificates" icon, the last option from the left, vertical menu.

Support

If you have any questions about the platform, head over to Change Up Learning's [knowledge base](#).

If you still can't find an answer, send a message by clicking on the yellow "Message Us" button at the bottom right of any page. You can also email us at help@changeuplearning.com.

- 9) The central ECFIK team will also send out additional opportunities for professional development throughout the year.

Happy Learning!



Resources to Support Your Mentee

The Match Life Cycle

All mentoring relationships have a beginning, middle and end. Learn more about the match life cycle here. This will help you navigate your mentoring relationship more successfully.²⁶

Build Trust and Rapport Stage

When working with young people who have experienced trauma, building trust will take time. Before you can get to deeper goal setting and accountability, you must focus on building a trusting relationship.

This involves getting to know one another through light-hearted and reflective conversation and activities. To deepen the bond, you must be consistent with showing up. If the mentor rushes through the trust building stage, the mentee may check out. In this initial stage, both the Caring Adult and the mentee are more inclined to show up as their best selves. As the mentees move past the initial phase of this stage, they might test the boundaries and the Caring Adult. This is normal. Remember, the mentee is working with a certain context for the relationship based on their working relationship models and, if they have experienced trauma, they are also bringing that to the relationship.

Growth Stage

During this stage there is trust and the relationship matures. The conversations may get more honest and deepen. The Caring Adult is better positioned to support the mentee since there is more trust. Caring Adults can begin helping mentees navigate issues and support them with goal setting and achievement.

Note: Maintaining trust is imperative throughout the relationship. If at any given moment it is broken, the relationship can move back into the earlier phase of its development, or it can move towards closure.

Maturity Stage

During this period, you are in relationship maintenance. It feels safe and there is trust. With ongoing investment, the relationship continues to evolve. Your mentee will be more open to your support. The mentee may take more initiative in the relationship. During this time, you want to make sure you connect your mentee to other resources so they can move towards having a robust system of support outside of the mentoring relationship. Do this with the mentee's permission and buy-in. Remember, you want to honor self-determination.

Decline and Dissolution Stage

Properly closing the match relationship will be important regardless of who or what initiates the ending of the relationship. For children who experience trauma, closing the relationship in a healthy way will be important so as not to replicate any potential wounding around abandonment. Rhodes writes (2002)²⁷, it "can provide a healthy model for sharing feelings around other losses in adolescents' lives."

What to do to support a healthy closure:

- Set a clear date for the closure that you share with the mentee and their family early on in the relationship so there are no surprises when the match closes
- Plan on beginning closure a few weeks before the actual end date
- If possible, make the last meeting a celebration and review of the goals, successes (glows). Check in with the mentee about what they are taking away from the relationship and to share what they will miss.
- Give space for each of you to talk about your feelings, to grieve, to share memories and to be jovial
- If the match ends early, still plan on having a conversation. Be honest about why it is closing. Ease the young person's fears so they know it is not their fault.
- If the mentee is going to another school, work with the family caseworker to connect with the other school so that you can see if the young person can be provided support at that new school. When and where possible, you want to successfully pass the relationship on to someone else.

The Redefinition Stage

- Complete the closure of the relationship
- Establish if all parties want to remain in contact or if they will terminate all contact (if one person wishes to not remain in contact, that must be handled with care and respectfully)
- Decide if there will be a rematch of the relationship heading into the following year. Decide on what that will look like. Reestablish the terms of agreement.
- Decide if the mentee will be matched to another Caring Adult. Make sure to pass the relationship on to the other person in the best possible way. Share what information you have permission to share about your mentee with the other Caring Adult. Ask your mentee and their guardian for permission to do so.²⁸

Note: Since these relationships are beginning with the matches already established, this list does not include pre-matching stages of a mentoring relationship.

Coaching Tools and Strategies to Use to Support Your Mentees

Below is a list of some coaching tools you can use to support your mentoring relationships. Please use these techniques to support a healthy and positive mentoring relationship.²⁹

Presence.

When we are distracted or focused on other things, we are not fully present. Presence requires someone to be fully there. Be present mentally, physically, and emotionally.

- Physically move in order to come down to your mentee's eye level (instead of perching above them, if they are shorter than you)
- Do not be on your phone sending text messages or reading emails while speaking with them
- Make eye contact and have a direct conversation with your mentee and not with other people, even if you are using a translator

Authenticity.

Be true to yourself. You're modeling for them what it means to be comfortable in themselves when you are true to who you are. For a young person struggling with self-worth that is important for them to experience and see modeled in someone else.

Active and Reflexive Listening.

Listen to understand, not respond, or react. Hearing for the deepest needs or motivation by focusing on what they want at their core. Pay close attention to what is being said, as well as non-verbal communication like body language, facial expressions, tone of voice, and any underlying feelings you're sensing (your own and your mentee's). Be aware of and resist the urge to interrupt, rush to respond, analyze, or offer quick solutions.³⁰

When you are listening in this way, you are:

- Talking less, listening more
- Able to mirror, summarize, or clarify
- Name the facts, emotions, values, and needs
- Offering awareness and learning, not judgment

Example:

- You mentioned sadness. I also hear fear and a desire for connection.

Reflections that are not helpful:

- Agreeing with judgmental observations
- Denying someone's feelings
- Disagreeing with someone
- Judging what they are saying
- Giving advice
- One-upping
- Telling someone what to feel

Attunement.

When you are present and actively listening, you are attuned to what your mentee is telling you and doing. When you notice a shift in tone, or notice them doing a gesture, you can name it to demonstrate your attuned awareness of their needs. That can lead to an opening to explore something else.

Examples:

- I noticed you smiled a little when you talked about your brother, but also heard you hesitate. What is your relationship like with your brother?

- You moved your shoulders a bit like this when talking about _____. It felt like your tone shifted too. Did something come up for you?

Paraphrasing.

In your own words, say what you think the speaker said.

Example:

- I heard you say _____. Did I get that right?

Mirroring.

Repeating what the speaker said word for word, in the speaker's own words. Also mirror the tone that they share it with.³¹

Demonstrate Empathy.

The ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. "To walk in someone's shoes."

Example:

- I imagine this news might be quite upsetting

Name and normalize what is present.

Pause to name what is in the space in that moment, then make them feel comfortable by stating that what is present is okay (normalize it). Normalizing it removes the judgment from the conversation and demonstrates that hard or big feelings, or challenges are okay to experience. When you do that, you are teaching them to not run away from whatever it is that they are feeling or experiencing in that moment.

Example:

I want to name that we are struggling right now together through this issue (*naming what is present*). It is normal for people to be in this space (*normalizing*). I am grateful you feel comfortable enough to struggle with me through this (*expressing gratitude*).

Demonstrate Curiosity.

Learn more about your mentee's story, interest, hobbies, desires, dreams, and challenges (see **Mentee Information Sheet** to help you keep track of what you discover; you can use it to help keep you connected to their story). If they are struggling academically or behaviorally there is more than likely a story operating underneath the surface. Rather than react to it, or judge it, demonstrate curiosity with compassion and care. Ask open-ended questions with a non-judgmental tone to learn more about what might be going on. The tone is as important as the question.³²

Example:

- Hey, your math teacher told me you were struggling to stay focused in class yesterday and almost got into a fight with another student (*name what is present*). I have days when I don't feel good so I can relate to what you might have been feeling (*empathy*). It would imagine that feeling like you had to defend yourself can be scary and hard to deal with (*empathy*). (*With a tone of curiosity, care, and non-judgement*) Is everything okay? What happened?

Open-ended *empowering* questions usually start with words like “what” and “how”.

Open-ended *empowering* questions:

- Invite deep reflection
- Ask something new
- Get to the root of a belief or pattern
- Helps see the issue in a different light
- Calls for introspection
- Connects to needs and desires

Examples of open-ended questions:

- Would you tell me more about _____ ?
- How are you feeling about that?
- What would make you feel better?
- What are your thoughts about what needs to be done?
- How can I best support you right now?
- What's important about that?

Open-ended questions are not leading questions. Leading questions project assumptions into a situation.

Examples of Leading Questions:

- Do you agree that what you did was wrong?
- Do you feel like you handled that well?

Why questions create defensiveness and cut off connection. Yes or no questions limit exploration and dialogue.

Drawing People Out.

First paraphrase then ask open-ended, non-directive questions.

Example:

- You shared that _____. What's coming up for you now?

Develop Buy-In.

It is important to get buy-in on anything related to their goals and academic progress. If someone else creates the goal, they are not as motivated to do it. You must tap into their intrinsic motivation (their personal will power and desires). Use motivational interviewing techniques and strategies to develop this buy-in (please see MI tools in this toolkit for an in-depth overview of motivational interviewing).

Honor Self-Determination.

When we create buy-in, we are honoring youth voice and choice, a trauma-informed and social justice principle. It can also be called honoring self-determination. Sometimes trauma creates an experience of feeling powerless. When we take away someone's choice, by not allowing them to decide for themselves, or telling them what to do, we can add to that experience of powerlessness. When a young person has experienced trauma, it is important to help them develop a healthy sense of empowerment. They need to know they have a choice and can make well-informed decisions for themselves without judgment.³³

Celebrations.

Celebrate the small wins as well as the big ones. Everything they do that moves them into the direction of success and their well-being is something to celebrate. For example, if a young person shows up to school, celebrate it with your words and gestures. Do a celebratory dance. Give them a high-five. Be genuine, positive, and affirming. Positive reinforcement will increase the likelihood of them doing it again.

Examples:

- You passed the exam. Woohoo!!
- You made it to school every day this week. That is awesome!
- You made it to school on time today. Wow, that is great!

Validate or Acknowledgement of Feelings.

Validation is the recognition or affirmation that a person or their feelings or opinions are important or worthwhile. To thrive, human beings need validating experiences and relationships in their lives. In times of crisis, the act of validating another person's feelings, thoughts, concerns, and experiences has a powerful, calming effect on the central nervous system and stress response and is critical in promoting [resiliency](#) and [nurturing relationships](#) in times of stress and adversity.³⁴

Examples:

- "It's understandable that you feel afraid and anxious right now."
- "It's normal to feel frustrated because you don't know what to expect from day to day."
- "I hear you; you're dealing with so much right now and it's just not easy."
- "Your sadness is welcomed here."

Express Gratitude.

Say thank you when someone shares or follows up with something. This helps to create a positive climate, build their confidence, rapport, and trust.

Examples:

- Thank you for making it to school today
- Thank you for responding to my question
- I appreciate you sharing your perspective
- Thank you for being honest with me. I really appreciate that you trust me enough to be honest.
- Thank you for trusting me with your story. I really appreciate that you feel safe to share that with me

Generative Metaphors.

Use metaphors to help turn lessons into new knowledge and to make experiences relatable to young people. You can find lots of generative metaphors in musical lyrics, spoken word or poetry. Make sure your metaphors are free of bias and culturally relevant to a young person.³⁵

Examples:

- She is an early bird riser
- Healing is a journey; it is like peeling back the layers of an onion. There is always more

Calling someone by their name and pronouns (if they self-disclose). Pronouncing someone's name the way they want it to be pronounced shows an investment in them. Also, ask them if they have a nickname they would prefer you call them by and address them by that.

Recognize Success is Relative to One's Own Experience.

Your definition of success may be radically different than your mentee's. Remember, they are potentially dealing with layers of trauma. That is why making it to school is a success. When you project your expectations of success, it might be too far from where your mentee is currently at, and that can potentially create overwhelm. You also want to introduce higher, yet, still relative, expectations as your relationship progresses, when there is more trust.

Consistency.

Be consistent and keep your word. Youth possess working models of relationships based on their childhood experiences and relationships with their primary caregivers and the other adults in their immediate lives. Those relationships are built on certain values and norms that might 1) have levels of mistrust, not sure of when or how to rely on the adult to show up for their needs, or 2) be informed by values that do not fit their experience or where they are on their exploratory journey.³⁶

or

For a young person who has positive and healthy relationships with their parents, caregivers and adults in their immediate circle, it can reinforce the key positive messaging those adults are relaying to that young person. The more positive reinforcement a youth receives the more likely they are to believe and follow it.

Use Inclusive Language

Language is powerful. The words we use to describe people and their living situations have a profound impact on how we view others. Remember to speak about students who are unhoused in a way that reflects their humanity and does not define them by their current situations. You can use the graphic to the right for ideas on person-first language.³⁷

When speaking with a young person, use the term “where you sleep” instead of “house” or “home.”

How to talk about homelessness
Always use inclusive, **person-first*** language.

What not to say	Say this instead
<p>the homeless</p> <p>homeless people</p> <p>the unhoused</p>	<p>people experiencing homelessness</p> <p>people who are unhoused</p> <p>people living outside</p>
<p>These phrases carry a negative stigma which dehumanizes people experiencing homelessness and erases their individuality.</p>	<p>These phrases emphasize personhood over housing status and recognize that someone's current experience does not define who they are.</p>

* **Person-first language:** Terminology that acknowledges a person's individuality before attaching other descriptors.

Conversation Starters/Templates for Mentors

You'll likely have plenty to chat about with students, but here are some ways to start or structure your conversations.

Getting to Know You Activities

- Create an acrostic poem to share information about yourselves, where the first letter of each line spells your name
- Ask open-ended questions that facilitate conversation (e.g., "Tell me about a happy memory.", or "Who is your favorite character from a book or movie and why?")
- Play a game of "This or That" (ask what they prefer: Ice cream or cake? Basketball or soccer? Watching a movie or listening to music?, etc.!)

Daily Student Check-Ins

Consider a theme so there is always something new to talk about. Open-ended questions will yield more of a response than closed ones. Consider these prompts after asking how they are that day.

- Monday: What did you do this weekend?
- Tuesday: What made you laugh today?
- Wednesday: What do you need help with this week?
- Thursday: What is something you learned this week?
- Friday: What is one thing you can do for yourself over the weekend?

*Remember, you can use the guidance in this toolkit to access resources and services for young people or families if your check-in reveals an unmet need.

Weekly Student Check-Ins

This is an opportunity for a longer conversation with each student. Use the following check-in structure if you find it helpful.

1. Greeting (1 minute): Hi! I'm so glad to see you today.
2. Check-In (2 minutes): How are you doing and feeling today?
3. Setting the stage (1 minute): What would you like to talk about today? – If they are not sure, you can suggest one of the following prompts:
 - a. What's feeling easy/hard at school this week?
 - b. What are your goals for this month?
 - c. What superhero best describes how you're feeling today and why?
 - d. What helps you get to school everyday? Is there anything holding you back?
 - e. How can I help make sure you have a great week?
 - f. What are three words that describe your week and why?
 - g. Where are you on the [mood meter](#)³⁸ today, and why?

4. Conversation (10 minutes): Discuss the topic recommended by the student, one listed above, or something else relevant!
5. Wrap up (1 minute)

Weekly Family Check-Ins

1. Greeting (1 minute): Hi! Thanks for making time to connect today.
2. Check-In (1 minute): How are you doing and feeling today?
3. Good News (1 minute): Something your child did this week that was wonderful was _____.
4. Setting the stage (1 minute): What would you like to talk about today? – If they are not sure, you can suggest one of the following prompts:
 - a. What would be helpful for you this week? How can I help connect to staff and resources who can provide support?
 - b. What is your child sharing with you about school this week?
 - c. What is helping your child/children to get to school? What is holding them back?
 - d. What are your goals for this month?
5. Conversation (10 minutes): Discuss the topic recommended by the family member, one listed above, or something else relevant!
6. Wrap up (1 minute)

Difficult Conversations Protocol

You may find yourself in need of having a difficult conversation with a young person or family member. Try the S-B-I model to structure your feedback.

- Situation: Describe the specific situation that you are addressing
- Behavior: Name the behavior that prompted your feedback
- Impact: Explain the impact the behavior had on you or others

SBI Example:

During our weekly check-in on Thursday, you asked me to repeat myself three times and it made me feel that I wasn't being listened to. This makes it challenging for us to communicate. Would you give me some feedback if there is something else I can do to engage you in our conversations?

Response to Challenging Situations

If a young person shares something difficult, consider one or more of these responses:

- Paraphrase to confirm you heard them (“What I’m hearing you say is...”)
- If it is an emergency, use the [decision tree](#) to determine next steps
- Ask how the situation is impacting them
- Offer to provide or find help

For further reading: [Guiding Principles for Difficult Conversations](#)³⁹

Motivational Interviewing

Prepared by Dr. Kate Watson

INTRODUCTION TO MOTIVATIONAL INTERVIEWING

Motivational interviewing is a kind of conversation about change which acknowledges that people will feel ambivalent about doing things outside of their comfort zones. From the Latin *ambi* (meaning “two” or “both”) and the German *valenz* (meaning power or strength), ambivalence describes the feeling of two forces pulling a person in seemingly opposite directions (Miller, 2022)⁴⁰. People commonly called this phenomenon “mixed feelings.” Ambivalence is a predictable part of change, growth, and healing. The goal of motivational interviewing is to assist people as they work to resolve their ambivalence and to do so with as little judgment and bias as possible.

When people feel ambivalent about change, they may express that ambivalence using change talk and sustain talk. We call it change talk when a person advocates in favor of making a change. When working with young people, it might sound like this:

- I want to make my parents proud of me
- I know I need to study harder and complete my assignments
- I probably should ask my teacher for more help
- I think I could talk to the counselor about my feelings

We call it sustain talk when a person advocates for staying the same (rather than making a change). When working with young people, it might sound like this:

- I don't want to go to school
- I'm not ready to talk to the counselor
- I can't do my homework because there are too many distractions at home
- There is no point in going to class

It's quite common to hear people express change talk and sustain talk in the same sentence. Here are some examples:

- I want to make my parents proud of me, but the assignments are too hard for me
- I probably could talk to the counselor, but I'm not ready right now
- I know I could ask my teacher for more help, but I don't have any time to meet with her

Unfortunately, many well-meaning “helpers” have a hard time accepting a person's ambivalence. Too often, they are tempted to solve the person's problems. This is what we call the righting reflex, which includes giving suggestions, providing resources, or offering reassurance. And when we act on the righting reflex, young people will often shut down, get defensive, feel frustrated, or become more ambivalent.

MI Worksheet One: Ambivalence and The Righting Reflex

Think about your role helping young people. What are the things they feel most ambivalent about?

1.
2.
3.
4.
5.

Choose one of the items you listed above and provide examples of the change talk and sustain talk you might hear the young person speak.

Examples of Change Talk	Examples of Sustain Talk

What would it sound like if your RIGHTING REFLEX came out? What kinds of things might you say?

--

How do you think the young person will feel when your righting reflex comes out?

--



MI Tools: Create a Healing Relationship Using The Elements of PACE

Sometimes called “the spirit of MI”, the relational component of MI teaches us to hold other people in very high regard. Rather than allowing MI to get reduced to a set of mechanical skills, the acronym PACE represents the four elements of the MI spirit: partnership, acceptance, compassion, and empowerment. Below the boxes, each element is framed as a commitment we make to the people we serve.

P	A
C	E

Partnership

While I may be an expert in my field, you are the expert of your life. Together, we can share our expertise. I will try very hard to understand your point of view before I ask you to consider mine.

Acceptance

I accept that you are as admirable as any other human being who struggles to make things better. I accept that you are in the driver’s seat in the work we do together. I’m merely a navigator.

Compassion

I will be guided by what is best for you, even when it is hard for you to do that for yourself. I will work to deserve your trust by making sure your needs are always at the heart of every conversation we have.

Evocation

It is my priority to call forth your own motivations for a better life. I will listen to your reasons for making the decisions you do, and not to the plans I might make if we were talking about me instead of you. I know that motivation isn’t something I can give you. It’s something we discover within you.

MI Worksheet Two: A Practice Dialog

Find a partner for this exercise. One person will read the questions below, and the other person will respond. The person who responds should speak about something they are ambivalent about. When the interviewer is finished asking the questions, switch roles.

This dialog is designed to reflect the spirit of motivational interviewing (PACE), which is described on the previous page.

Getting started/ Agenda Setting:	<ul style="list-style-type: none"> • What is the change that you are considering?
Evocation:	<ul style="list-style-type: none"> • What reasons do you have to make this change? • What strengths or skills do you have that would help you make this change?
Partnership:	<ul style="list-style-type: none"> • What strategies, if any, have you already tried? • Would it be okay with you if I suggested another strategy? [If your partner gives permission, offer an idea] • What is your reaction to my suggestion?
Acceptance:	<ul style="list-style-type: none"> • [Make a statement that shows you are understanding your client] "It sounds like you are _____" • It is ultimately up to you whether you make this change or not. What do you think you'll do?
Compassion:	<ul style="list-style-type: none"> • Regardless of what other people may want for you, or expect of you, what do you see as the best possible outcome <u>for you</u>?
Closing:	<ul style="list-style-type: none"> • [Provide a summary of what you heard from your client and then ask "What have I missed?"]

MI Tools:

Providing Opportunities for Change Talk Using OARS

The OARS acronym represents the basic skills of MI: open-ended questions, affirmations, reflective listening, and summaries.

O	A
R	S

Open-Ended Questions

Use questions to show your curiosity about the young person's ambivalence. It can be particularly useful to explore change talk.

Examples:

- What makes you want to _____ ?
- How could you get started?
- What are your reasons to _____ ?

Affirmations

Use affirmations to identify a person's strengths. Rely on specific observations of their achievements.

Examples:

- "You kept going even when things got tough" rather than "Good job!"
- "You know how to think outside the box" rather than "Way to go!"

Reflections

Use reflections to show your understanding. It can be particularly useful to emphasize the change talk you hear.

Example:

- Young person: I just don't know what to do.
- Helper: You're feeling lost right now, and at the same time, you're looking for answers because it's important to you

Summaries

Like reflective listening, summaries demonstrate understanding of the person's experiences. It can be helpful to highlight the change talk you hear.

Mentee Information Sheet

Learning more about your mentee will help you deepen your awareness of how to support them. If you honor what they share with you, by acknowledging it, you will deepen the trust between you and your mentee.

Below is a set of questions that will help you develop a sense of who your mentee is along with what matters to them. Use this sheet, or a version of it for yourself, so you can remember what is important to your mentee.

Mentee Name: _____
First Last

Preferred Name: _____ Pronouns: _____
Nickname or Preferred Name

Examples of Change Talk (for migrant or younger youth, you may not want to ask this question as their cultural reference for this may not be there yet. Decide to ask this if you get a sense that it is relevant.)

Email Address: _____

Personal Phone Number: _____ Mentee Birthday: _____ / _____ / _____ Age: _____
Month Day Year

Guardian's Name: _____
First Last

Email Address: _____

Personal Phone Number: _____ (who are they to the child): _____
(i.e. mother, father, aunt)

Guardian's Name: _____
First Last

Email Address: _____

Personal Phone Number: _____ (who are they to the child): _____
(i.e. mother, father, aunt)

Siblings:

Name: _____
First Last (A question you can ask: What is your relationship like to your sibling?)

Age: _____ Relationship to Sibling: _____

Name: _____
First Last

Age: _____ Relationship to Sibling: _____

Name: _____
First Last

Age: _____ Relationship to Sibling: _____



Who is your favorite artist? _____

What is your favorite song? _____

What is your favorite TV show? _____

What do you enjoy about it? _____

What movie do you really enjoy watching? _____

What do you enjoy about it? _____

What do you do when you want to feel good? _____

What makes you laugh? _____

What do you like to talk about? _____

What do you hate to talk about? _____

Who is your role model (or who do you look up to)? _____

What do you admire about that person (or why do you look up to that person)? _____

What is one thing you are thankful for? _____

What do you hope to gain from this relationship? _____

If I wanted to send you a text message, what is the best time to reach you? _____

I will check in with you _____ weekly.
(establish a time and location when you will connect with them weekly so they know when and where to expect you)

What do you want to know about me? _____
(use appropriate self-disclosure; share light-hearted information and some fun facts similar to what you are asking the mentee above so it is not too personal)

School Related Questions

(ask school related questions once the relationship is more developed)

What are you looking forward to this school year? _____

Is there a school subject that you enjoy? _____

What do you enjoy about it? _____

Is there a school subject that is hard for you? _____

What about it makes it difficult for you? _____

Who was your favorite teacher? _____

What did they do that you really enjoyed? _____

Is there a teacher at school this year that you like so far? _____
Yes or No

Who is that teacher and what do you like about them? _____

Is there a teacher at school this year that you are struggling with? _____
Yes or No

Who is that teacher and what are you struggling with? _____

How can I help you be successful in school this year? _____

What Else?

What are other things you would want to know about your mentee? Add questions that you think will allow you to learn more about your mentee here. Remember, the purpose of learning more about them is so you can better support them.



Sample Transportation Plan Supporting Letter for Families

Caring Adults, if your families have not received their transportation plan, and you have a copy of it, please feel free to use this template.

Greetings:

I am writing to inform you that your child has a bus available to take him/her to and from school. Below is the student information that we have for your child;

- Student Name: _____
- DBN: _____
- Student ID (OSIS) #: _____
- Current Address: _____
- Family Unit #: _____
- Parent Name _____

	AM Service	PM Service
ROUTE NUMBER		
BUS STOP NUMBER		
BUS STOP LOCATION		
ESTIMATED TIME		
ESTIMATED START TIME		
BUS COMPANY NAME		

Please examine the information closely. If you notice any incorrect schools, pick-up or drop-off location you must call the Office of Pupil Transportation (OPT) at 718-392-8855. You **MUST** call OPT to confirm all bus details at least a day before waiting for the bus to arrive. DO NOT WAIT AT A BUS STOP WITHOUT CONFIRMING SERVICE.

Thank You!



Understanding Trauma

Exploring and Unpacking Trauma

Trauma-informed perspectives are embedded throughout this toolkit, but we want to take the time to talk about trauma explicitly as the young people you are working with more than likely have experienced trauma. Being housing displaced can create trauma. Migrant youth, who have crossed the border in unsafe conditions, have more than likely experienced trauma.

What is trauma?

“Trauma is not what happens to us, but what we hold inside in the absence of an empathetic witness.”

Peter Levine

Trauma is “an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being” (SAMHSA, 2014)⁴¹. Simply put, [trauma is something that overwhelms one’s ability to cope](#).

Some who experience trauma develop **Post-Traumatic Stress Disorder (PTSD)**, a diagnosis with four categories of symptoms: re-experiencing (i.e., reliving the trauma in the present), avoidance (of trauma reminders, i.e., thoughts, feelings, people, places), negative cognition or mood (i.e., depression), and hyperarousal (i.e., fight/flight). PTSD can show up differently for everyone. Some may experience PTSD soon after a trauma, while others may develop it months or years later. Children are more vulnerable to the effects of trauma and have different symptoms than adults. The graphic on the following page lists some general PTSD symptoms in children and teens.

PTSD does not fully capture the complexity of young peoples’ experiences and how they are impacted by ‘what happened’ to them. Your mentees may have experienced multiple chronic stressors, adversities, and traumas from an early age over a prolonged period while the brain was still developing. These experiences and their impact are far more complex than PTSD - hence the term **complex trauma**. Complex trauma affects multiple core areas of functioning, including relationships, behavior, biology, emotional regulation, cognition, and self-concept. Complex trauma can be more challenging to overcome than PTSD. Yet, with the appropriate support, recovery is possible.

Healing occurs in the presence of **relationships** that provide nurturing, warmth, consistency, and **responsiveness**. Building such relationships takes time and effort. Caring Adults needs that as much as your mentees need it. **In the same way that survivors don’t heal in isolation, we cannot do this work alone**. Fostering connections with others, engaging in structured, consistent peer support, and taking as good care of ourselves as we do for others is just as crucial to the healing process.⁴²

Trauma and Mental Health

Trauma and its effects are widespread. Studies show that much of the U.S. population has experienced one or more traumas or adversities during childhood, heightening vulnerability to later stressors and increasing the risk for mental health concerns. According to the Center for Disease Control, the prolonged toxic stress of the pandemic has contributed to a growing mental health crisis amongst young people – especially those from marginalized communities. Understanding the risk factors, signs, and symptoms of mental health concerns in children and teens allows us to skillfully refer them out to additional resources.⁴³

Risk Factors:

What experiences can increase risk for mental health issues among youth?

- Experiencing trauma (i.e., abuse), loss, or other stressor (i.e., parent losing job)
- Marginalized identities (i.e., teen girls, LGBTQ+ and BIPOC youth)
- Puberty (i.e., brain changes can increase emotional dysregulation)
- Negative social messages (i.e., on social media/online bullying)
- Living in poverty (lack of food, educational opportunities, and other resources)
- Social disconnection or exclusion by peers

Signs and Symptoms:

What are some things to look out for?

- Drastic change in emotions (i.e., irritability & worry, fear, sadness, mood swings) or behavior (i.e., arguing more, acting out, withdrawing, losing interest in activities)
- Substance use
- Restlessness or difficulty concentrating
- Physical aches/pains
- Self-harm (i.e., cutting) or signs of suicidal thoughts or actions (always call 911 if a child is in immediate danger of suicide. Dial 988 for suicide prevention resources)

Best Practices:

What can be done to help kids and their families with mental health challenges?

- Being proactive is key, i.e. routine screenings for trauma, depression, anxiety for kids and their caregivers
- Increase access to trauma and diversity-informed mental health services (including using innovative tools like Telehealth)
- Foster social connection so participants trust and feel supported by staff and other adults around them
- Offer 1:1 and group support following a critical incident, i.e., violence, loss
- Address concrete needs and resources

Systems Change:

What can be done to improve the system at large?

- Implement anti-bias policies and practices to ensure safety and inclusion
- Change the culture: destigmatize mental health by talking about it!
- Invest in the workforce, i.e., training around mental health, overtly supporting self and community care, and addressing staffing shortages
- Advocate at the local and state level for policy change and expansion of youth-centered mental health and other services

If your mentee is struggling with mental health, please refer to Reporting Abuse or Other Dangerous Situations and Caring Adult Decision Tree.

The New York City's Mayor's Office of Community Mental Health put together a resource for individuals supporting the mental health of children seeking asylum in NYC. Find that resource [here](https://cityofnewyork.us/resource-guides-toolkits/resource-guides/for-providers-supporting-the-mental-health-of-children-seeking-asylum-in-nyc): [mentalhealth.cityofnewyork.us/resource-guides-toolkits/resource-guides/for-providers-supporting-the-mental-health-of-children-seeking-asylum-in-nyc](https://cityofnewyork.us/resource-guides-toolkits/resource-guides/for-providers-supporting-the-mental-health-of-children-seeking-asylum-in-nyc)⁴⁴





Key Contacts, Interventions, and Resources

Overview

This section will help you navigate questions and situations that may arise as a Caring Adult. Included below are Key Contacts to determine who to reach out to when help is needed; an Intervention Map to identify resources for students and their families; as well as Decision Trees to help you answer questions you may find yourself asking.

Key Contacts

As a Caring Adult, you may find that the students and families you work with are in need of additional support. You're not alone in helping them; in fact, there is a team of NYC Public Schools staff available to provide additional support! If additional services or resources are needed, you can contact the following people:

- **STH School-Based Liaison:** Every school has a designated primary contact to support STH. Begin [here](#) to get direction and information on how to best support your mentee. Every school serving STH receives an [allocation](#)⁴⁵ of funds to provide supports that may be available for use if an issue arises with your mentee.
- **Family Assistant or Community Coordinator in the Student's Shelter:** Family Assistants work in shelter facilities. They identify and facilitate support for students and families, including helping to facilitate transportation, school enrollment and transfers, and other key supports.
- **Bridging the Gap Social Worker in your school:** Social Workers are school-based and provide social/emotional support and trauma-informed counseling to STH.

Here is a list of current STH staff by school, note- not all schools have a designated staff member: [STH Staff Directory](#).⁴⁶

Should you need to raise an immediate concern that cannot be resolved by one of the people supporting your school listed above, you can contact the regional manager for your district, flagging the issue as an escalation. You can also find this information at this [link](#)⁴⁷ under the section "Connect with your Regional Manager".

Name	Email	District
Bak Harris	bharris6@schools.nyc.gov	District 12
Jolyn Lisojo-Englenton	JLisojo@schools.nyc.gov	District 7 and 8
Madeline Warden	mwarden2@schools.nyc.gov	Districts 7 and 9
Shaquieta Boyd	SBoyd5@schools.nyc.gov	District 9
Stephanie Dyer	SDyer@schools.nyc.gov	District 10 and 11

Intervention Map

If a student or family is in need of support and you would like to suggest a resource to them, please refer to the [STH Resource Guide](#)⁴⁸ as your first stop. Key resources from this guide and others are listed below, all of which are free for those who qualify.

Intervention Needed	Agency/Program to Contact
Child care, after-school, weekend, and camp programs	discoverDYCD ⁵⁰ NYPD PAL Centers ⁵¹ NYC Child Care Resource and Referral Consortium ⁵²
Domestic and gender-based violence services	NYC Hope ⁵³ 1-800-621-HOPE (4673)
Food	Food Pantries ⁵⁴ or FoodHelp NYC ⁵⁵
General social services search	HITE ⁵⁶
Healthcare Services	NYC Health and Hospitals ⁵⁷ Floating Hospital ⁵⁸ For those who do not qualify or can't afford health insurance: NYC Care Call 1-646-NYC-CARE (1-646-692-2273)
Identification Card (ID)	IDNYC ⁵⁹
Immigration Legal Services	ActionNYC ⁶⁰ Call 800-354-0365 between 9AM to 6PM, Monday - Friday.
LGBTQ+	NYC Public Schools LGBTQ+ Supports ⁶¹ Community-based LGBTQ Organizations ⁶² NYC Unity Project ⁶³
Legal support, mental health, and other interconnected services	NYC Family Justice Centers ⁶⁴ Asylum Seeker Resources ⁶⁵ NY Civil Liberties Union ⁶⁶
Mental Health Services	NYC Well ⁶⁷ Mental Health: Single Point of Access - NYC Health ⁶⁸ Child and Adolescent Mental Health Emergency Services ⁶⁹ Call 988 for immediate crisis services
Phones and Cell Service	SafeLink Cell Phone Program ⁷⁰
Prevention Services (e.g., substance counseling, parenting classes)	ACS Prevention Services ⁷¹ ACS Family Assessment Program ⁷²
Public Benefits Access (e.g., SNAP, Cash Assistance, Medicaid, Fair Fares and other benefits)	Access HRA ⁷³ HRA Immigrant Eligibility FAQ ⁷⁴
Reporting Abuse	Mandated Reporter guidelines via ACS ⁷⁵
Shelter Point of Entry	PATH ⁷⁶ (151 East 151st Street, Bronx, NY)
Support for Runaway Youth	RHY Drop-In Centers ⁷⁷



Benefits Resources Information



<p>Cash Assistance</p> <p>Provides financial assistance and support to eligible New Yorkers.*</p> 	<p>Supplemental Nutrition Assistance Program (SNAP, aka "Food Stamps")</p> <p>Provides financial support to low-income New Yorkers to help them purchase food.*</p> 	<p>Medical Insurance</p> <p>Provides public health insurance to low-income New Yorkers who have a disability or blindness or who are over 65.</p>
<p>Career Services</p> <p>Helps New Yorkers receiving Cash Assistance find and pursue a career path by connecting them to training, education, and job placement opportunities.</p>	<p>Child Support Services</p> <p>Ensures that children receive the financial support of both parents. Also helps noncustodial parents find employment and pay down child support arrears.</p>	<p>Emergency Shelter</p> <p>Provides safe temporary shelter and connects New Yorkers experiencing homelessness to suitable housing.</p>
<p>Rental Assistance (Ongoing and Emergency)</p> <p>Provides emergency and ongoing rent subsidies to prevent homelessness and help homeless families and individuals move out of shelter.</p>	<p>Legal Services</p> <p>Provides free or low-cost legal services for low-income New Yorkers facing eviction, or immigration or employment issues.</p>	<p>Homebase</p> <p>A community-based program that connects New Yorkers at risk of eviction to a wide-range of services including eviction prevention, assistance with public benefits and much more.</p>

FLY-1128 (E)



<p>Supportive Housing</p> <p>Develops supportive housing solutions, which combine affordable housing with on-site services tailored to clients' specific needs, for formerly homeless individuals and families.</p>	<p>Home Energy Assistance (HEAP)</p> <p>Helps low-income homeowners and renters pay bills for heating fuel, equipment, and repairs.</p>	<p>Fair Fares NYC</p> <p>Helps New Yorkers with low incomes manage their transportation costs by providing a 50% discount on subway, eligible bus fares, and Access-A-Ride trips.**</p> 
<p>IDNYC</p> <p>A free identity card for all New York City residents. IDNYC cardholders can access services and programs offered by the City of New York as well as by businesses.</p>	<p>HIV/AIDS Services (HASA)</p> <p>Provides intensive case management, public benefits, and services for people living with HIV or AIDS.</p>	<p>Adult Protective Services (APS)</p> <p>Helps clients who lack the ability to meet essential needs such as food and shelter to live safely and independently in their homes by arranging for services and supports.</p>
<p>Domestic Violence Services</p> <p>Provides temporary housing, emergency shelter, and supportive services for survivors of domestic violence and their children.</p>	<p>Emergency Food Services</p> <p>Provides funding to hundreds of emergency-feeding programs, including soup kitchens and food pantries, citywide.</p>	<p>Burial Assistance</p> <p>Provides financial assistance to help families meet funeral expenses for deceased low-income New York City residents.</p>
<p>Home Care Services Provides access to Medicaid-funded long-term care programs designed to help people who are elderly or have disabilities remain safely at home rather than in a nursing home.</p>		



*Apply online at nyc.gov/accesshra



**Apply online at nyc.gov/fairfares

Visit www.nyc.gov/hra and nyc.gov/dhs to learn more about DSS services.

Reporting Abuse or Other Dangerous Situations

If you find yourself learning a child is being abused or is in danger, it's important to act right away. You can use the [Mandated Reporter guidelines](#)⁴⁹ from ACS as a guide. Try to avoid having the child in the room so you can answer questions completely, and do not take the call on speakerphone to maintain privacy.

Be prepared to answer questions such as:

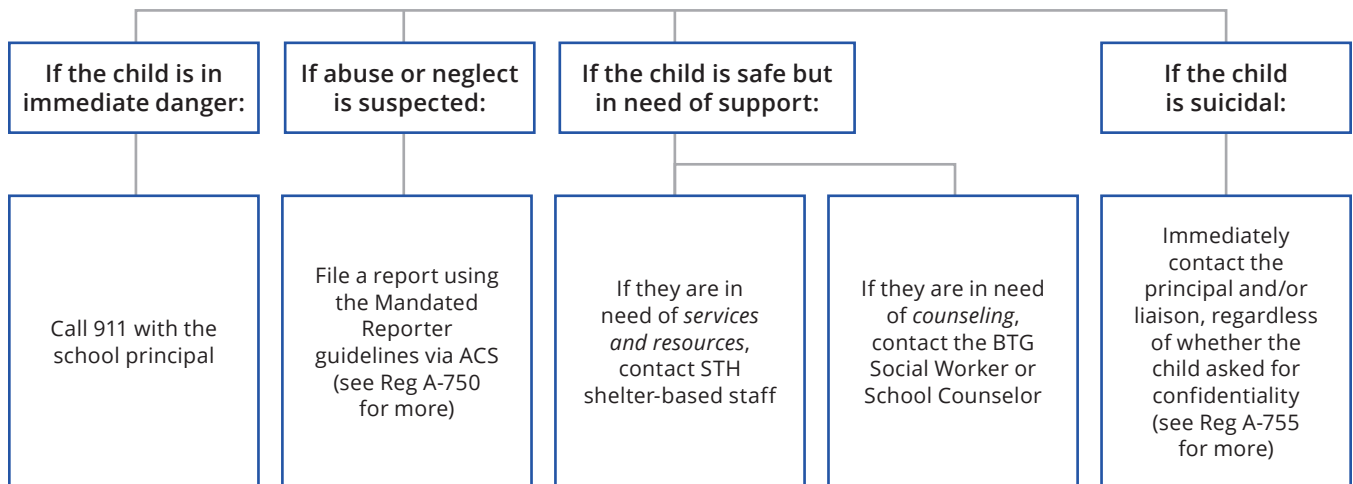
- What is the child's name, home address, and age?
- What is the nature and extent of the child's injuries, or other risks to the child?
- What did the child disclose to you?
- Have there been any prior suspicious injuries to this child or their siblings?
- What is the name and address of the parent or other person legally responsible, and what is the name of the person who may be causing harm or posing a risk?

Caring Adult Decision Trees

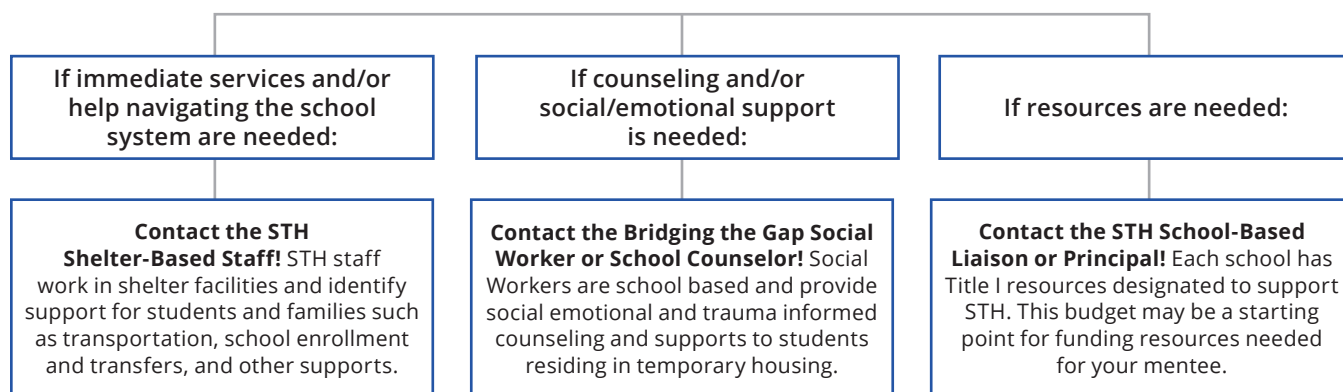
Need answers to the following questions? Follow the decision tree to determine what to do next!

- Who do I contact if a child is experiencing an emergency?
- Which STH staff member should I contact for support?
- How do I guide families to resources that meet basic needs?

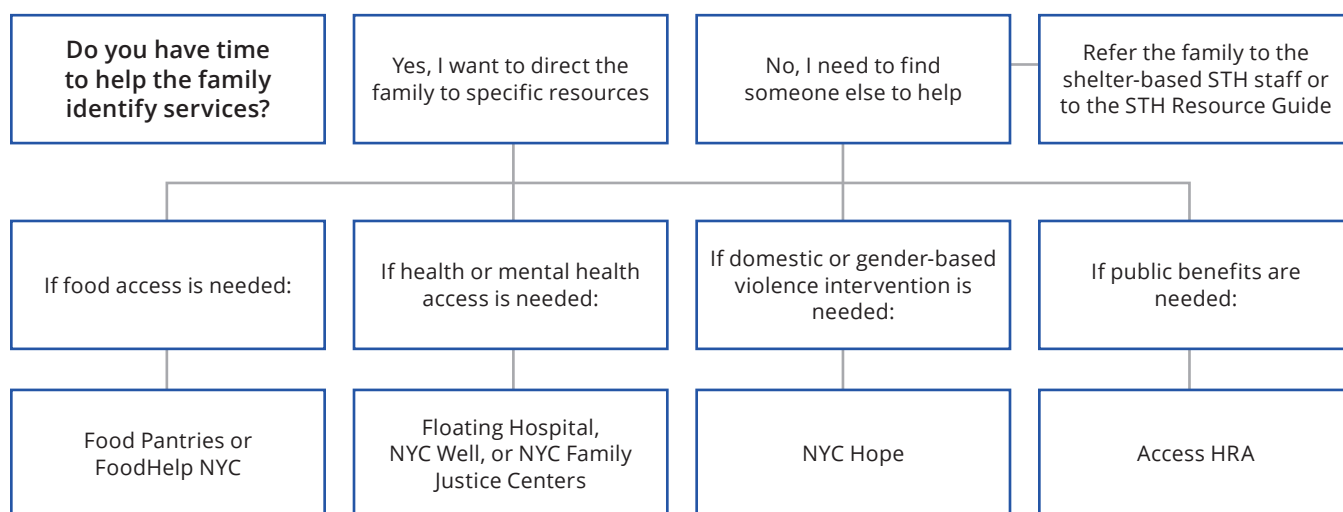
Who do I contact if a child is experiencing an emergency?



Which STH staff member should I contact for help?



How do I guide families to resources that meet basic needs?



A note for Caring Adults: Based on Title 1 funding formulas, each school is given money to support STH student needs. In the Bronx, approximately \$1,431 is given to each school per student in their Galaxy budget. The principal decides on how to budget and spend the money.

Tips when reporting child abuse:

- Try to avoid having the child in the room so you can answer questions completely
- Do not take the call on speakerphone to maintain privacy
- Be prepared to answer questions such as:
 - What is the child's name, home address, and age?
 - What is the name and address of the parent or other person legally responsible who caused the injury, or created the risk of harm to the child?
 - What is the nature and extent of the child's injuries, or the risk to the child?
 - Have there been any prior suspicious injuries to this child or his/her siblings?



Matching and Introductory Resources

Connecting to Your Families: Setting Up Google Voice

Some Caring Adults may not want to use their personal cell phone number. Use Google Voice as an alternative.

Step 1: Go to [Google Voice](https://voice.google.com/) (<https://voice.google.com/>)

Step 2: Click on the green “For Personal Use” button.

Step 3: Select the “Web” option (you can always download the free Google Voice app for your phone later).

Step 4: Login with the google account you want the number attached to.

Step 5: Enter in New York City, NY

Step 6: You will be shown available phone numbers to select.

Step 7: Confirm the number by entering a code that was sent to your personal phone number.

This is a free service. You can choose the settings that best meet your needs. For example, you could have all text messages that are sent to your Google Voice number sent to your email. Also, make sure you record a greeting for your voicemail, which you could also have forwarded to your work email address.

Caring Adult Translation Support for Families

Over-The-Phone Interpretation For Schools

If you require translation support speaking with your family, please use this NYC Public Schools Office of Language Access in partnership with Linguistica International Sustainable Language Services resource to help make the conversation easier.

Step 1: Dial vendor at 929-552-7103

Step 2: Provide:

- District Borough Number: ____ ____ ____ ____ ____ (e.g. 0 1 M 1 2 3)
- Language Needed
- IEP Meeting or 504 - Yes or No
- Dial Out to the Parent - Yes or No

Step 3: Connect to Interpreter

TIPS		
1. Brief the interpreter on what will be discussed	2. Speak directly to the parent/guardian in a natural voice	3. Avoid technical terms, jargon and side conversation
4. Everything said will be interpreted	5. If reading, go slowly for the interpreter to repeat	6. Confirm if the parent/guardian understands
7. Do not ask interpreters for their opinion	8. Interpreter may ask for clarification	9. Initiate the end of call - interpreter will be the last to hang up

**THESE INSTRUCTIONS ARE FOR SCHOOL-BASED PERSONNEL ONLY.
DO NOT SHARE WITH PARENTS OR THE GENERAL PUBLIC.**

Issue with your call? Let us know at Tinyurl.com/OPIfeedback



Caring Adult Immediate Priority Checklist

To help get your match relationship going with your mentee, we want you to complete a quick introductory call with your family.

Your introductory call should include:

1. A Program Welcome!

Sample Script, Caring Adult to Family:

May I please speak with Mr./Mrs./Ms. _____? My name is _____ and I am your child's Caring Adult for the school year. I am excited to partner with you and your child.

2. Confirmation of best time to reach the parent(s)

Sample Script, Caring Adult to Family:

Mr./Mrs./Ms. _____ as part of the program I would like to check in with you on a weekly basis. Could you share a time and date during _____ that works for you for our first check-in?
(name the first week of desired contact)

Action: Caring Adult to document the response on your **Mentee and Family Contact Information Sheet**

Sample Script, Caring Adult to Family: Going forward, does that day of the week, _____, and time work for a regular check-in?

Follow Up Based on Response:

- a. If they say they are not sure:

Sample Script, Caring Adult to Family:

If you are not sure, we can always schedule our next check-in time when we connect the first time. Thank you for scheduling that time with me.

- b. If they say a clear day of week and time:

Sample Script, Caring Adult to Family:

Thank you so much for being open to scheduling a day and time with me for regular check-ins.

3. Confirm the best way to communicate with the parent(s)

Sample Script, Caring Adult to Family:

Now that we have our check in time planned together, what is the best way for us to talk? Would you like for me to text you, call you, video chat with you or email you for those check-ins? I will happily do whatever is easiest for you. I know that you are probably really busy.

If something changes, please feel free to let me know. The best way to do that is to _____

(let the family know how best to reach you if they need to; i.e. leave a voicemail, text or email)

4. Confirmation of School Assignment

Sample Script, Caring Adult to Parent(s): Are you happy with _____'s school placement?
(name the mentee)

Follow Up Based on Response:

- a. If the parent(s) says we moved or *no*, I am not happy with the school assignment, do the following:

Action: Flag any concerns to the Program Point. The Program Point person will reach out to the STH Regional Manager.

Sample Script, Caring Adult to Family:

Thank you for sharing that information with me. I will make sure I let someone know who can help you find a new school placement as soon as possible.

Follow Up Based on Response:

- b. If the parent(s) says *yes*, they are fine with the school placement, say the following:

Sample Script, Caring Adult to Family:

Thank you for sharing that. I am excited to have your child and you in the program and glad that I will get the opportunity to partner with you this year.

5. Confirm of Transportation Plan

Sample Script, Caring Adult to Family:

Did you receive _____'s Transportation Plan?
(say name of child)

Follow Up Based on Response:

- a. If the family says no and you, as the Caring Adult, do not have it, do the following:

Action: Inform the Program Point and STH Regional Manager.

Sample Script, Caring Adult to Family:

I am so sorry to hear that you don't have it. We want to make sure _____ gets to
(say name of child)
school so I am going to reach out to someone who can help you get your transportation plan.

Follow Up Based on Response:

- b. If the family says no and you, as the Caring Adult, has it, do the following:

Action: Text a picture of the transportation plan to the family. You can also send it to them via email using the transportation letter template in the toolkit.

Sample Script, Caring Adult to Family:

I am so sorry to hear that you don't have it, but I do have a copy of it.
Would you like for me to send you a photo of it just so you have it on your phone?

This call sets the stage for your match relationship.

Thank you for taking the time to call each family!

Mentee and Family Contact Information Sheet

Mentee's Name: _____

Mentee's Preferred Name: _____

Mentee's Date of Birth: _____

Mentee's Phone Number and Email: _____

Siblings in the Program and Their Respective School(s): _____

Parent's Name: _____

Parent's Phone Number: _____

Best Way to Contact Family: _____

Best Time and Day of Week to Contact Family: _____

Date of First Weekly Parent(s) Check In: _____

Parent's Home Address: _____

Child's School ID Number (OSIS): _____

Child's Grade Level in School: _____

Child's Class for 2023-2024 (if known at this time): _____

Transportation Plan (if known at this time): _____

Contact Info for Shelter Staff: _____

Passcode for Family Survey: _____



Matching Checklist

- Schedule a time with the family to have a match meeting.

Here are a few ways that can happen:

1. Call the guardian directly to schedule the match meeting
2. Introduce yourself to your mentee at the school and ask them if it is okay for both of you to call their guardian so you can schedule a time for the match meeting to happen
3. Work with the DHS Case Manager to schedule a time to speak with the family

Note:

- a. Please remember to share with the family the survey link [English](#), [Spanish](#), and information when scheduling the meeting.
 - b. Ask the family to bring a copy of the signed [consent form](#) to the meeting.
- Plan on hosting the match meeting at the school during a time when you can focus on having the meeting. If they cannot come in-person, host it via phone or videoconference. Modify the script for phone or videoconference conversation.
 - Pre-fill out the School Key Contact Information Sheet for the family before the match meeting so they can have all of the key contact information. If the meeting happens on phone or videoconference, please text them a copy of a completed School Key Contact Information Sheet.
 - Consider getting water and snacks for the match meeting.
 - Have Family Resource Guide ready with completed Key Contact Information Sheet for the family.
 - Host the match meeting.
 - Check in on pre-survey completion.
 - Collect the consent forms. If they don't have it, provide a new one.
 - Use match meeting talking guide script to help you navigate the conversation.
 - Document notes on goals from match meeting as well as contact information from everyone and ideal meeting times and methods for guardian(s). Log on an Excel spreadsheet.
 - Submit signed consent form to the principal.

Matching Talking Guide

*This guide assumes that the Caring Adult and the family are meeting for the first time in-person.
You can modify this script for a phone conversation.*

Approximate Total Time: 20-25 minutes (without completing survey)

*Please note that parents can also reference guardians or primary caretakers depending on the family structure.

Action: Caring Adult will greet the parent(s) and their child/children and guide them to the meeting room.

Note to Caring Adult: Make sure you are grounded and self-regulated. It will be important to model this as it helps to create a more welcoming atmosphere.

Caring Adult Introduction: Hi, _____ and
(say mentee's first name)

Mr./Mrs./Ms. _____ . I am _____ ,
(parent's last name) (your name)

the school _____ and _____ Caring
(your role) (say mentee's first name)

Adult. It's great to see all of you today! Thank you for coming to the school. I appreciate you taking the time out of your day to come all the way here.

Action: Caring Adults conducts small talk while walking to the meeting location.

Caring Adult to Mentee: How was your summer?

Caring Adult to Family: How are you doing today?

Caring Adult: Feel free to ask lighthearted questions on the walk over. Also, feel free to show the parent around the school building or point out things as you're walking to your destination, so the parent(s) develop awareness of the space.

Caring Adult to Family: Before we get started, would anyone like some water?

Note to Caring Adult: It will be important to be hospitable and make the parent(s) feel comfortable. Make sure your room is ready to receive people in a way that welcomes them into the space.

Caring Adult to Family: I want to start by doing an overview of the program Every Child and Family is Known and give you the chance to ask me any questions. If I don't have the answers, I will make sure to find them out. But before we do that, we want to check in and see if you filled out the survey.

[If the family did not complete the survey, please use survey script before going forward with this conversation. This will add time to the match meeting.]

Caring Adult to Family: NYC would like to make sure that every child and family living in shelter has the resources they need to succeed. They feel like by giving your child access to one Caring Adult we will give your child the attention they need to become successful. As the Caring Adult I will be able to connect with other resources and people that can help the whole family be successful. We know that sometimes it can be hard to access resources across different NYC systems. We want to make that easier for you and your family. I will be your child's Caring Adult from September 2023 – June 2024, the school year. We hope to be able to extend the time we can be connected, but for right now the program only lasts a year. Over the course of the year, I will regularly check-in with you and _____ and work with your Shelter Case Manager and others to connect _____ (say mentee's first name) to connect you to resources that you may need.

Caring Adult: Do you have any questions about the program?

Caring Adult: I am sharing with a Family Resource Guide that covers what the program is about and highlights some resources for you to look over.

Action: Caring Adult gives the parent(s)/guardian(s) the Family Resource Guide.

Caring Adult:

I will check in with _____ once a day for a quick check in and once a week for 15 – 20 minutes. (say mentee's first name)

I will also call you once a week to check in on you. Our check-ins can be on text, over the phone, videoconferencing or on email. We want to make sure that the way we check in works for you and your schedule.

Mr./Mrs./Ms. _____, what is the best way to communicate with you? (parent's last name)

What is the best time to reach out to you during the week?

Action: Write this down on your own information tracking sheet.

Caring Adult to Mentee:

I know that I have been talking with your parent(s), but how does it sound that you and I connect everyday for a bit and then weekly?

Caring Adult to Parent(s): I want to also point out some additional important roles.

Program Point: Is a Caring Adult at the school that will oversee other Caring Adults. If you have any concerns about me, you can reach out to this person. I want you to feel safe and if I am not meeting your needs or expectations, I want you to know that you can share that with someone else.

Principal: The principal oversees this program, including myself. If you cannot reach the Program Point about your concerns, please reach out to the Principal for support.

Shelter Case Manager: The Case Manager who assists you at your shelter and myself will communicate throughout the school year in order to make sure you have your needed support at both the shelter and at school.

STH Regional Manager: Is a representative from NYC Public Schools that will support me with your needs. Should we encounter challenges with finding you resources, we share them with the STH Regional Manager.

Caring Adult to Everyone: Do any of you have any questions about what I just shared?

Caring Adult to Everyone: I want to make sure you know how to contact every person in the program so I am providing you with this Key Contact Information Sheet.

Action: Caring Adult points the parent(s)/guardian(s) to the Family Key Contact Information Sheet in the Guide. The School Key Contact Information Sheet should be filled out in advance by the Caring Adult.

Caring Adult to Parent(s): In this Family Resource Guide you will also find a few points about Know Your Rights (see page 83 for Know Your Rights details).

Caring Adult to Parent(s): Do you have any questions about what I just shared?

Caring Adult to Everyone: I want to share with all of you why I joined this program. [Please add your reason for joining the program; share what excites you about it and how you are looking forward to supporting them.]

Caring Adult to Mentee: _____, I would love to hear what you would like to get out of the program. (say mentee's first name)



Caring Adult to Parent(s): Mr./Mrs./Ms. _____, what would you like to get out of the program. (parent's last name)

Action: Caring Adult should document their feedback about their goals and store it. This will be important for the success of the mentoring relationship.

Action: Start to close the meeting.

Caring Adult: Before we end, I would like to make sure I have all your contact information.

Mr./Mrs./Ms. _____, can you share with me your cell phone number and email address, if you have one? (parent's last name)

And, what about your information, _____,? (say mentee's first name)

Action: Caring Adult to use their Contact Information Sheet to add the family/mentee contact information. Repeat the phone number and email address and ask for confirmation if you got it correct.

Caring Adult to Parent(s): When would you like to schedule the first check-in?

Action: Caring Adult should be prepared to share the week they are referencing for the first point of contact. Caring Adult should document what the parent(s) said.

Care Adult to Mentee: I'm going to check in with you every day. I'll come find you and we'll schedule our check-ins during the school week.

Action: Caring Adult should be excited and happy when speaking with mentee.

Caring Adult to Everyone: It's been a pleasure to connect with all of you. I'm looking forward to working with you, Mr./Mrs./Ms. _____,?, and with you _____ . (parent's last name) (say mentee's first name)

Caring Adult to Everyone: Does anyone have any more questions?

Action: Answer any additional questions. Caring Adult to escort everyone out of the building. Demonstrates hospitality. Make sure to show the family to the restroom, if they need to use it on the way out.

Survey Phone Details and Script

Step 1: Share the survey link with the program participant.

The survey is being administered online. Most internet-connected devices—including smartphones, tablets, Chromebooks, Macs, and PCs—can access the survey using one of the links listed below. The first link has an English language version of the survey. The second link has the Spanish language version. The links can be shared via email or text message or typed directly into the web browser address bar.

Survey Links: English: <https://survey.alchemer.com/s3/7481794/ECFIK-Survey-English>

Spanish: <https://survey.alchemer.com/s3/7481797/ECFIK-Survey-Spanish>

Step 2: Share the survey passcode with the survey participant.

A unique passcode, which is needed to launch the survey, has been assigned to each program participant. These passcodes are in the spreadsheet you received during the ECFIK training session.

Step 3: Ask survey participants to take the survey during your initial meeting.

Response rates will drop dramatically if participants are asked to take the survey on their own time after your meeting. For this reason, it is important to include the survey administration as part of your initial meeting.

Phone Script

To help us meet the needs of families, we are asking all participants in the Every Child and Family is Known (ECFIK) program a few short questions about the support they have received in the school and shelter environments. Participation in this survey is voluntary and will only take about 5 minutes of your time. If you choose not to take the survey, you may still participate in the ECFIK program.

The survey data will be connected to your name, your child's name, your shelter information, your family's benefits usage, information about your participation in the ECFIK program, and your child's school records (including attendance and grades). Your name and survey responses may be stored in a data bank for use in future outreach for participation in the ECFIK program. This information will be kept confidential and only people directly involved with this project will have access to the data.

If you have questions or concerns about the survey, please email Joshua Laub at caringadults@schools.nyc.gov and IRB@schools.nyc.gov.

I agree to participate in this survey.

1. Yes

2. No

Pre-Survey Questions:

1. Is your child attending the same school as last year?
 - a. Yes
 - b. No, my child is attending a new school this year.

2. There is someone at school who communicates with me about how my child is doing.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

3. I know whom to contact at my child's school if I need help.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

4. When I have a problem or a question, someone at my child's school listens to what I have to say.
 - a. Yes
 - b. No
 - c. I have never communicated with someone at my child's school about a problem or a question.

5. Teachers and staff at my child's school treat me with kindness and respect.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

6. Does your child participate in school activities such as sports, band, clubs, etc.?
 - a. Yes
 - b. No

7. My child wants to go to school most days.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

8. My child feels welcome and part of the community at school.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

9. There is a special person at my school who is advocating for/caring for/supporting my child.
 - a. Yes
 - b. No

10. Do you communicate with your shelter case manager two times a month or more?
 - a. Yes
 - b. No
 - c. I don't have a shelter case manager.

11. The staff at the shelter are helping me reach my exit plan.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

12. Someone from school has come to the shelter to help my child.

- a. Yes
- b. No



Every Child And Family Is Known

Consent Form

You and your child are invited to participate in a pilot program called Every Child and Family is Known (ECFIK). New York City's Children's Cabinet, in partnership with New York City Public Schools (NYCPS), the New York City Department of Social Services / Human Resources Administration (DSS/HRA), and the New York City Department of Homeless Services (DHS) launched this program to support children and their families who are living in shelters.

ECFIK will assign a Caring Adult (a trained school staff member) to hold regular check-ins with your child and with you. The goal of these check-ins is to help your child get extra support at school, as well as to help you and your family connect to housing, health, mental health, food and other resources you may need. ECFIK hopes to increase your child's performance in school as well as improve their physical and social-emotional wellbeing. This program also hopes to strengthen your relationship and connection to your child's school.

Caring Adults will:

- Conduct check-ins every day with your child at the school and meet with them weekly for approximately 15 minutes
- Contact you, or another guardian, for a weekly check-in at a convenient time held in person or via phone, text, or videoconference, to see what support you and your child need

Participation in ECFIK is free and completely voluntary. Declining to participate in ECFIK will not impact any support services or benefits you or your child currently receive, and participation is not a condition of eligibility for those services and benefits. If you choose to sign up for the program, you can choose to withdraw at any time by contacting caringadults@schools.nyc.gov.

First and Last Name of Parent / Guardian: _____

Signature of Parent / Guardian: _____

First and Last Name of Student: _____

Student Date of Birth: _____

School Name: _____ School Borough: _____

Parent / Guardian Phone Number: _____

Parent / Guardian Phone Email: _____

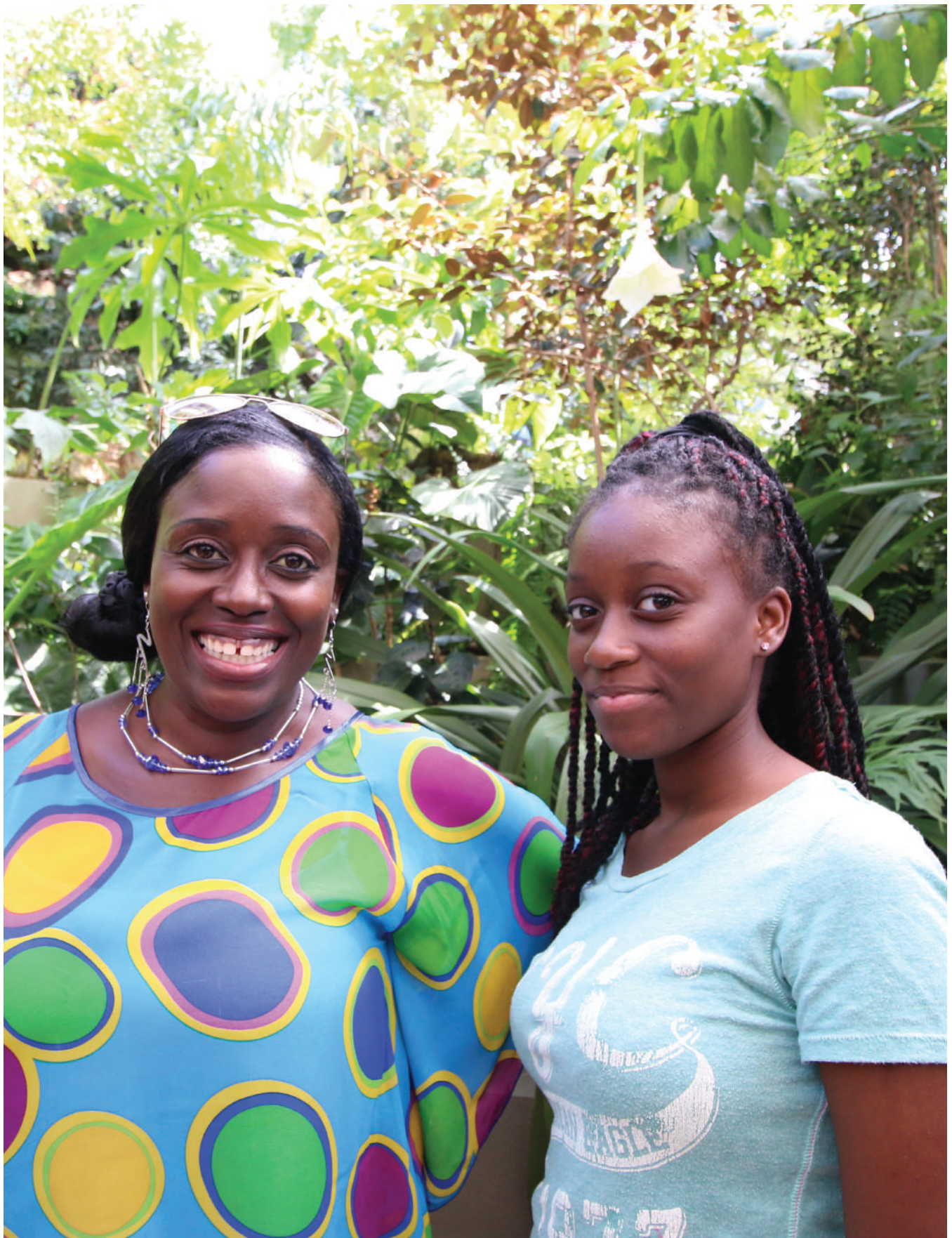
Date: _____

If you would like more information about this program or have questions before you complete this consent form, please reach out to us at caringadults@schools.nyc.gov. We look forward to hearing from you.



<p>Please check the appropriate boxes.</p> <p>Your consent to (1) and (2) are required for participation in ECFIK.</p>	Yes	No
<p>(1) I give permission for my child to participate in the <i>Every Child and Family is Known</i> (ECFIK) Initiative and to be connected to a Caring Adult.</p>		
<p>(2) In order to best serve your child, certain information will be shared between your DHS Case Manager and your NYCPS Caring Adult. In addition, this information may be used to evaluate the effectiveness of this program. This information includes:</p> <ul style="list-style-type: none"> ● Updated Family Contact Information (source: NYCPS/DHS) ● School Transportation Plan (source: NYCPS) ● School Assignment (source: NYCPS) ● Student Attendance & Grades (source: NYCPS) ● Shelter Assignment and Stay Information (source: DHS) ● Family Supports Needed (source: family self-report) ● Case Manager Contact Information (source: DHS) ● Caring Adult Contact Information (source: NYCPS) ● Cash Assistance Status (source: DSS/HRA) ● SNAP Status (source: DSS/HRA) ● Case Manager and Caring Adult Case Notes (source: DHS/NYCPS) <p>I consent to the release of my child’s personal information as described above.</p>		

<p>Please check the appropriate boxes.</p> <p>Your consent to (3) is not required to be considered for participation in ECFIK.</p>	Yes	No
<p>(3) I consent to the use and disclosure of the image, likeness, quotes, name, the participation in interviews, and the taking of photographs, recordings, and videos of my child by NYCPS, DSS/HRA, DHS, and invited members of the press. I grant the right to disclose, edit, use, and reuse my child’s image, quotes, status as a recipient of social services, and name, and interviews, photographs, recordings, and videos of my child for NYCPS, DSS/HRA, DHS or nonprofit and public press purposes. This includes use in print, on broadcasts, in online spaces, and all other forms of media. Any image, quotes, interviews, photographs, recordings, videos of or other information about my child shall not be used in connection with any advertising, marketing, promotion or sale of products, or other commercial use. I waive and release NYCPS, DSS/HRA, DHS and their agents and employees from all claims, demands, and liabilities in connection with the rights granted above.</p>		



ECFIK Family Resource Guide



Every Child and Family is Known

Program Overview:

Every Child and Family is Known (ECFIK) is a program that will connect a Caring Adult, a member of your child's school staff, to your child and you for the September 2023 - June 2024 school year.

New York City would like to make sure every child and family living in shelter has the resources they need to succeed. The Caring Adult will regularly check-in with you and your child. They will work with your Shelter Case Manager and others to connect you to resources that you may need.

2023-24 School Year

- Focused on **the Bronx**, where 34% of the population of families with children in DHS shelters resided at the start of the 2022-2023 school year.
- The program aims to connect **500 caring adults** with **1500 students in shelters** across **65 schools**.

Key Partners in this Program:

- New York Public Schools
- City Agencies
- Community-Based Organizations

Family Participation Expectations:

- Student mentees Daily and Weekly Check-In with their Caring Adult while at school
- Parent(s)/Guardian(s) Weekly Check-In with Caring Adult
- Completion of pre- and post-surveys



Every Child and Family is Known

Caring Adult Responsibilities

- Foster a 1:1 trust-based relationship with the youth once/day
- Engage with family/guardian once/week
- Communicate with the case managers and STH staff

Support Roles and Responsibilities

Program Point Lead: Is a Caring Adult at the school that will oversee other Caring Adults. If you have any concerns about me, you can reach out to this person.

Principal: The principal oversees ECAFIK program, including myself. If you cannot reach the Program Point about your concerns, please reach out to the principal for support.

STH School-Based Liaison: Every school has a school-based Students in Temporary Housing Liaison. The Liaison can help Caring Adults with enrolling a mentee into the school, understanding the mentee's transportation plan, and finding resources to support the mentee's education. Reach out to your school principal, social worker or guidance counselor to find out who the Liaison is for your school.

Students in Temporary Housing Regional Manager: District staff support for a region. They Provide support and development to school and shelter leaders. Also Support with escalation needs for students and families in shelter with superintendents.

DHS Shelter Case Manager: Case Managers and Caring Adults will communicate with each other throughout the school year to foster holistic support for families at both their shelter and child's school.

Know Your Rights for Families and Students

Student Rights

A student in temporary housing has the right to:

- **A free public education**
- To stay in their current school or choose to attend a zoned school
- **Not be denied immediate school enrollment** because of their temporary housing status or they lack enrollment documentation
- **Transportation services** to and from school
- Continue to receive special education services regardless of school transfer Services comparable to those offered to other students

Parent(s):

1. For questions about educational rights, call the NYS-TEACHS toll-free hotline at 800-388-2014 or reach out to the DOE Family Assistant at your shelter facility
2. For questions about special education services, call the Special Ed Hotline at 718-935-2007
3. For questions about unaccompanied youth services, call DYCD Connect at 1-800-246-4646 or dial 311.

Transportation Guide for Families

Transportation services that are available to students vary by each child's eligibility and need for those services. Speak with your school if you have questions about the available options.

Methods of Transportation

- **MetroCards** are distributed by your school for use on MTA subways & non-express buses.
- **Stop-to-School Busing** picks up and drops off eligible students at designated bus stops.
- **Curb-to-School Busing** picks up students from the nearest, safest curb to their home.

Eligibility

- **MetroCards and Stop-to-School Busing:** Depends on [grade and distance requirements](#); busing is available based on additional criteria, including length of route and district lines. Additionally, it is provided to students who are recommended for stop-to-school busing on their 504 Plan.
- **Curb-to-School Busing:** Provided to students who are recommended for curbside-to-school busing on their IEP or 504 Plan.
- **Students in Temporary Housing and Foster Care in Grades K-6:** Are eligible to request busing and will be placed either on a stop-to-school or curbside-to-school route. More information is below.

Exceptions to Eligibility

- The types of exceptions are: Medical, Temporary Housing, Foster Care, Joint Custody, Victim of a Crime, Order of Protection, and Hazard.
- Families of students who already receive curbside-to-school busing can request one-way transportation to a different afterschool location instead of being dropped off at their home.

Transportation Accommodations on an IEP

- Most students with IEPs travel to and from school in the same manner as students without IEPs. An IEP team may recommend busing for children whose documented needs affect their ability to travel to or from school. These needs can be emotional, behavioral, cognitive or communication, and physical or medical.
- Some children may also require additional transportation accommodations to travel safely to and from school. These can include: 1:1 transportation paraprofessionals, medical/nursing services, travel time limitations, climate control, safety vests, and car seats.
- Families who believe curbside-to-school busing and/or transportation accommodations are necessary to address their child's disability as they travel to school should reach out to their school or CSE-based IEP team.

Students in Temporary Housing and Students in Foster Care

- Students in temporary housing and students in foster care in grades K-6 are eligible for busing to their school. An Exceptions Form to request busing must be filled out for students in:
 - Foster Care
 - Preschool (temporary housing and foster care)
 - HRA-DV shelters

- Housing Preservation & Development (HPD) shelters
- Temporary doubled-up situations
- Other temporary housing, i.e. car, park, students transitioning from temporary to permanent housing
- Students with busing recommended on their IEPs and students in grades K-6 in Department of Homeless Services (DHS) shelters do not need to complete an exceptions form.
- Parent(s)/Guardian(s) can get a MetroCard from their child's school to take their children to and from school.
- Families of students in temporary housing can speak to their shelter staff or the DOE's Regional Manager for more information on the process: <https://www.schools.nyc.gov/school-life/special-situations/students-in-temporary-housing>.
- Families of students in foster care can contact their school, a Foster Care Coordinator, or visit: <https://www.schools.nyc.gov/school-life/special-situations/students-in-foster-care>.

Preparation

- Ensure all emergency contact information is kept up to date with your school.
- Immediately update your school with any address changes or changes to living arrangements.
- Know your bus stop, and arrive a few minutes before the scheduled pickup time. Note that the bus will not wait more than a few minutes and it must continue on its route.

Support

- Contact your school (*find your school's information at schools.nyc.gov/find-a-school*)
- Visit the SupportHub: <https://supporthub.schools.nyc/family-topics>
- Subscribe to receive emergency alerts through the [Notify NYC mobile app](#)
- Visit schools.nyc.gov/transportation
- For students in temporary housing, connect with a Regional Manager at schools.nyc.gov/school-life/special-situations/students-in-temporary-housing
- [For students in foster care, connect with a Foster Care Coordinator at schools.nyc.gov/school-life/special-situations/students-in-foster-care](https://schools.nyc.gov/school-life/special-situations/students-in-foster-care)

Troubleshooting

Visit the SupportHub <https://supporthub.schools.nyc/> and click on “Transportation”.

Contact Your Child's School when

- Your school bus is repeatedly late or repeatedly does not show up.
- You are having problems with your child's current school bus.
- You want to file a complaint against a school bus staff member.
- You want to know your child's bus route information; this information is also found in the [New York City Schools Account \(NYCSA\)](#) <https://www.schools.nyc.gov/learning/student-journey/nyc-schools-account>.
- You need to request busing for your child, or make a change in your child's current busing.
- You have a question about student MetroCards.
- You need help with accommodations.
- Your child has a disability and you need to arrange for busing on their IEP or 504 Plan.

Contact the Bus Company when

- Your child's school bus is late.
- Your child's school bus did not arrive today.
- You're unsure about your child's pick-up and/or drop-off times.

Contact OPT when

- You want to submit a complaint against a bus company.
- You want to report a safety concern about a school bus.
- You need help with an emergency involving a school bus.
- You want to report an accident involving a school bus.
- If you have questions about transportation reimbursement, email TransportationReimbursement@schools.nyc.gov.

Rights

- Transportation rights for students and their families are available at schools.nyc.gov/transportation-rights.

Summer School

- Students may be eligible for summer school busing; visit the summer school page at <https://www.schools.nyc.gov/enrollment/summer>.

Weather Emergency

- Our weather emergency procedures, created with the NYPD, Fire Department, and NYC Emergency Management, are available at schools.nyc.gov/transportation.

Transportation Reminders

- **Register:** Sign up for your free [NYC Schools Account](https://schools.nyc.gov/learning/in-our-classrooms/nyc-schools-account) to view real-time bus information and service changes at schools.nyc.gov/learning/in-our-classrooms/nyc-schools-account.
- **Keep us updated:** Immediately notify your school and bus driver of any changes in your address or contact information
- **Meet your bus team:** Get to know your bus driver and attendant, and make sure you have your bus company's phone number.
 - **Bus Companies for School-Age Children:** schools.nyc.gov/school-life/transportation/bus-companies-for-school-age-children
 - **Pre-K and Early Intervention Bus Companies:** schools.nyc.gov/school-life/transportation/pre-k-and-early-intervention-bus-companies
- **Practice safety:** Review the Safe Travel Tips with your child, available at schools.nyc.gov/safe-travel-tips




Have Questions or Need Help?

If you have questions that cannot be answered by the Transportation Liaison at your school or your bus company, visit schools.nyc.gov/transportation or <https://infohub.nyced.org/in-our-schools/operations/transportation-resources-for-schools>.

For emergencies such as a missing bus or an accident, contact OPT's Customer Service Line at 718-392-8855.

Benefits Resources Information



<p>Cash Assistance</p> <p>Provides financial assistance and support to eligible New Yorkers.*</p> 	<p>Supplemental Nutrition Assistance Program (SNAP, aka "Food Stamps")</p> <p>Provides financial support to low-income New Yorkers to help them purchase food.*</p> 	<p>Medical Insurance</p> <p>Provides public health insurance to low-income New Yorkers who have a disability or blindness or who are over 65.</p>
<p>Career Services</p> <p>Helps New Yorkers receiving Cash Assistance find and pursue a career path by connecting them to training, education, and job placement opportunities.</p>	<p>Child Support Services</p> <p>Ensures that children receive the financial support of both parents. Also helps noncustodial parents find employment and pay down child support arrears.</p>	<p>Emergency Shelter</p> <p>Provides safe temporary shelter and connects New Yorkers experiencing homelessness to suitable housing.</p>
<p>Rental Assistance (Ongoing and Emergency)</p> <p>Provides emergency and ongoing rent subsidies to prevent homelessness and help homeless families and individuals move out of shelter.</p>	<p>Legal Services</p> <p>Provides free or low-cost legal services for low-income New Yorkers facing eviction, or immigration or employment issues.</p>	<p>Homebase</p> <p>A community-based program that connects New Yorkers at risk of eviction to a wide-range of services including eviction prevention, assistance with public benefits and much more.</p>

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<p>Supportive Housing</p> <p>Develops supportive housing solutions, which combine affordable housing with on-site services tailored to clients' specific needs, for formerly homeless individuals and families.</p>	<p>Home Energy Assistance (HEAP)</p> <p>Helps low-income homeowners and renters pay bills for heating fuel, equipment, and repairs.</p>	<p>Fair Fares NYC</p> <p>Helps New Yorkers with low incomes manage their transportation costs by providing a 50% discount on subway, eligible bus fares, and Access-A-Ride trips.**</p> 
<p>IDNYC</p> <p>A free identity card for all New York City residents. IDNYC cardholders can access services and programs offered by the City of New York as well as by businesses.</p>	<p>HIV/AIDS Services (HASA)</p> <p>Provides intensive case management, public benefits, and services for people living with HIV or AIDS.</p>	<p>Adult Protective Services (APS)</p> <p>Helps clients who lack the ability to meet essential needs such as food and shelter to live safely and independently in their homes by arranging for services and supports.</p>
<p>Domestic Violence Services</p> <p>Provides temporary housing, emergency shelter, and supportive services for survivors of domestic violence and their children.</p>	<p>Emergency Food Services</p> <p>Provides funding to hundreds of emergency-feeding programs, including soup kitchens and food pantries, citywide.</p>	<p>Burial Assistance</p> <p>Provides financial assistance to help families meet funeral expenses for deceased low-income New York City residents.</p>
<p>Home Care Services Provides access to Medicaid-funded long-term care programs designed to help people who are elderly or have disabilities remain safely at home rather than in a nursing home.</p>		



*Apply online at nyc.gov/accesshra



**Apply online at nyc.gov/fairfares

Visit www.nyc.gov/hra and nyc.gov/dhs to learn more about DSS services.

Additional Resources for Families

For those who do not qualify or can't afford health insurance, please reach out to [NYC Care](#) by phone at 1-646-NYC-CARE (1-646-692-2273).

For families in need of Immigration Legal Services, please reach out to [ActionNYC](#) by calling them at 800-354-0365 between 9am - 6pm, Monday - Friday.

If you are in need of a food pantry, please visit www.nyc.gov/site/dycd/services/food_pantries.page for a full list of food pantries in any of the 5 boroughs.

Below is a list of those located in the Bronx:

Food Bank For New York City

(212) 566-7855
www.foodbanknyc.org

Mt. Hermon Community Development Corporation

(212) 470-6559
Samuel999@mail.com

BronxWorks, Inc.

(646) 393-4023
ksmall@bronxworks.org

Fundacion de Ayuda a las Familias y Envejecientes, Inc.

(347) 932-0307
nancyglassantana@gmail.com

Destination Tomorrow, Inc.

(646) 723-3325
sean@destinationtomorrow.org

The Gambian Youths Organization

(347) 963-2878
salim.drammeh5@gmail.com

Jewish Community Council of Pelham Parkway, Inc.

(718) 792-4744
dedelstein@bjcconline.org

Mosholu-Montefiore Community Center, Inc.

(718) 882-4000
jfarshtey@mmcc.org

The Union Grove Baptist Church

(347) 590-3881
jalston@ugmbc-ny.org

Urban Health Plan, Inc.

(347) 302-5562
Jamine.Williams@urbanhealthplan.org

Word of Life International, Inc.

(718) 861-5678
pastorjohn1299@yahoo.com

Part of the Solution

(718) 220-4892
chanson@potsbronx.org

Albanian & American Open Hand Association

(347) 658-8000
aaoha.org@gmail.com

If you need help accessing NYC Benefits, please reach out to the BronxWorks Single Stop program. Call 718-731-3114 or email the Program Coordinator Maxene Foster at mfoster@bronxworks.org.

School Key Contact Information Sheet for Families

Caring Adult Name: _____
First Last

Preferred Name: _____
Nickname or Preferred Name

Email Address: _____

Personal Phone Number: _____

Program Point Name: _____
First Last

Email Address: _____

Phone Number: _____

Principal Name: _____
First Last

Email Address: _____

Phone Number: _____

Parent Coordinator Name: _____
First Last

Email Address: _____

Phone Number: _____

Shelter Case Manager Name: _____
First Last

Email Address: _____

Phone Number: _____

STH Regional Manager Name: _____
First Last

Email Address: _____

Phone Number: _____

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Every Child And Family Is Known

Caring Adult Signature Page

**Thank you for joining the
Every Family and Child is Known Initiative
and for being a Caring Adult!**

Please remove this page from the packet, sign it and hand in with your overtime documentation at the end of the training.

I have received and reviewed a (digital) copy of the “Every Family and Child is Known Caring Adult Toolkit,” and I understand that I am responsible for acting in accordance with the contents therein and with the policies of New York City Public Schools’ policies, particularly the Chancellor’s Regulations noted within. I know that an electronic version of the Toolkit is available to me at [Every Child & Family is Known - Google Drive \(https://drive.google.com/drive/folders/0AMC083JjBeOxUk9PVA\)](https://drive.google.com/drive/folders/0AMC083JjBeOxUk9PVA).

I give permission for the Every Family and Child Is Known Initiative to use my photograph and likeness for the purposes of sharing information and celebrating the launch of this initiative in any medium including brochures, publicity campaigns, websites, and articles. I also give the Every Child and Family is Known Initiative permission to use my words in any medium. I understand that this is entirely voluntary.

Print Name: _____

Signature: _____

Date: _____



Notes

**Thank you for joining the
Every Family and Child is Known
Initiative and for being a Caring Adult!**



Email: caringadults@schools.nyc.gov

NYC Children's
Cabinet