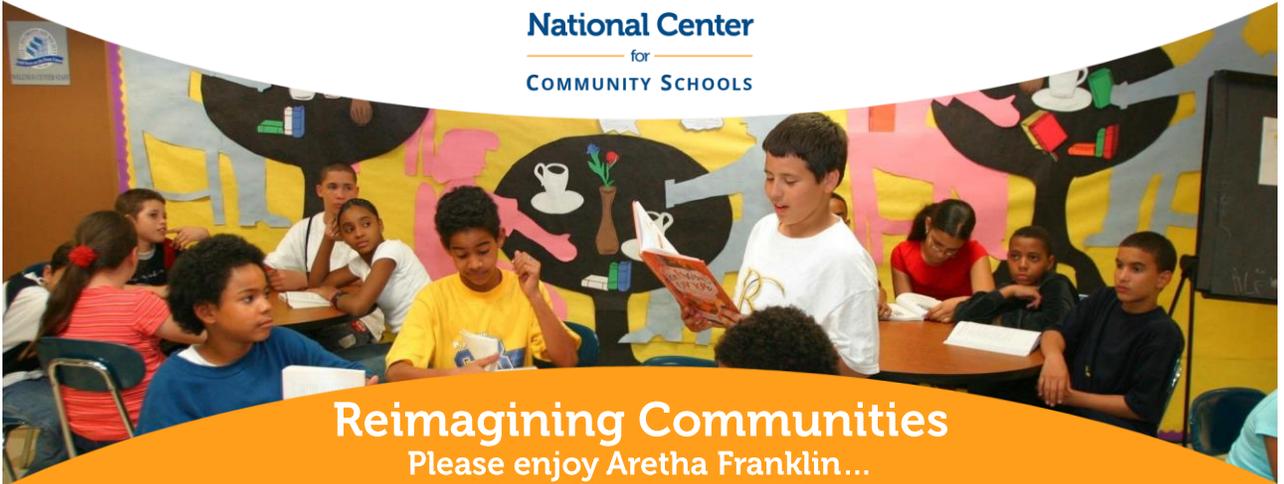




National Center  
for  
COMMUNITY SCHOOLS



## Reimagining Communities

Please enjoy Aretha Franklin...  
We will begin shortly!

Monique R. Fletcher, M.S.W.  
Facilitator and Collaborator



New York State  
**COMMUNITY SCHOOLS**  
Technical Assistance Centers  
Central/Western Region,  
Binghamton University

# WELCOME!

**PLEASE ENJOY ARETHA FRANKLIN  
WE WILL GET STARTED SHORTLY**

*Disclaimer: The CW CSTAC Virtual Trainings are opportunities for open dialogue and thought-sharing among Community Schools colleagues. The views, opinions, and materials expressed and shared do not necessarily reflect the views of the NYS CSTAC and/or NYSED, nor does NYS CSTAC and/or NYSED promote any services/products discussed within this presentation*

*When presenting and/or sharing practices, please adhere to confidentiality and security requirements of NYS Education Law §2-d\*\* Personally Identifiable Information (PII) is information that can be used to identify an individual whether directly (e.g. student's name; names of parents or family members; address of the student or student's family; personal identifiers like social security numbers) or indirectly when linked with other information*

# Community Agreement



- Take space/Make space
- Speak from personal experience and honor privacy
- Stories stay and lessons leave
- No one knows it all but together we know a lot
- Show up and participate in your effort to be your fullest self
- Be curious about discomfort as an opportunity for learning
- Vulnerability welcomed and compassion appreciated
- Have fun with the emojis, reactions and chat-let's engage!!
- Others?-add to the chat



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# Agenda



- Values
- Breakout rooms
- Collective and Historical
- Share Stories
- Break
- Healing exploration and commitments
- After party (if interested)



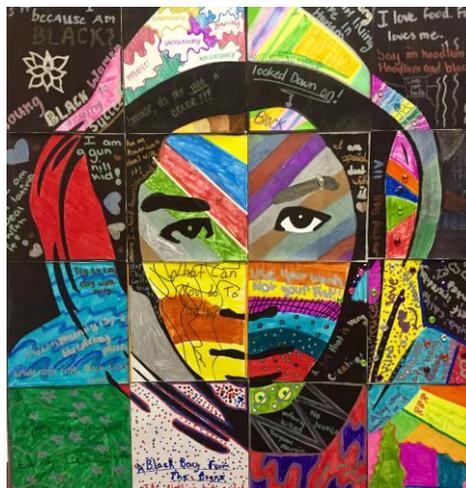
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## Healing Space Values



- Lead with love and sacred rage
- Prioritize people over programs
- Acknowledge injustice and harm
- Take risks
- Stop to acknowledge loss and grief
- Encourage self-care
- Practice collective healing
- Resilience and resistance
- Celebrate and have FUN



Breakout  
Rooms

### Go Around

1. Name
2. How long have you been doing this work?
3. Community you serve
4. Value(s) that spoke to you

### Decision

Between the most senior and newest to this work, decide who will be the facilitator.

## Trauma Defined

- 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 individuals functioning and mental, physical, social, emotional *and* spiritual well-being

[www.samhsa.gov/trauma-violence](http://www.samhsa.gov/trauma-violence)



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## The Collective

### Collective Trauma

- Response to a one time event or response to a long term event that negatively impacts society or a group of people

Aydin, C. (2017). How to Forget the Unforgettable? On Collective Trauma, Cultural Identity, and Mnemotechnologies, *Identity*, 17:3, 125-137

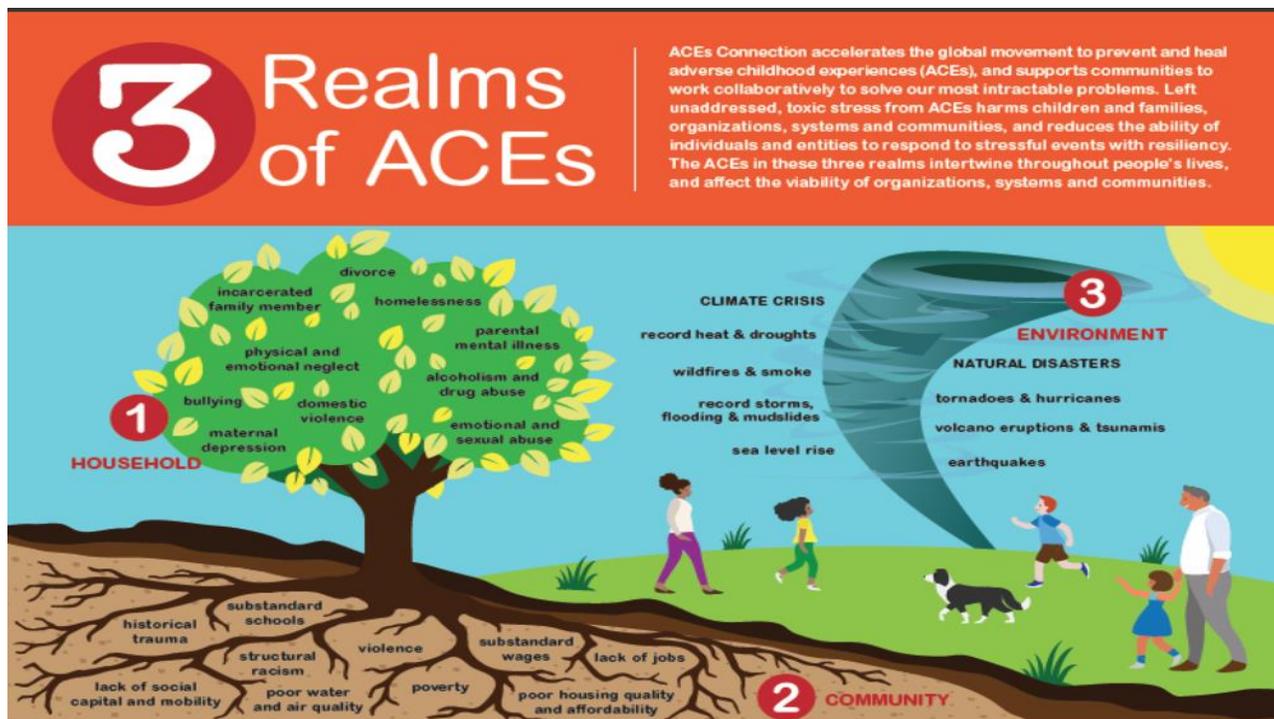


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### Situations that may elicit a collective trauma response

- Wars
- Natural disasters
- Mass shootings
- Pandemic
- Severe poverty
- Systematic or historical racism

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## Historical Trauma



### How it's passed?

- Children born to parents who experienced a traumatic event(s) would likely pass the pattern down not only to their children, but to their grandchildren as well.

### Mitigation practices

- Naming it
- Thoughts
- Inner images
- Daily practices/Rituals
- Visualization
- Meditation

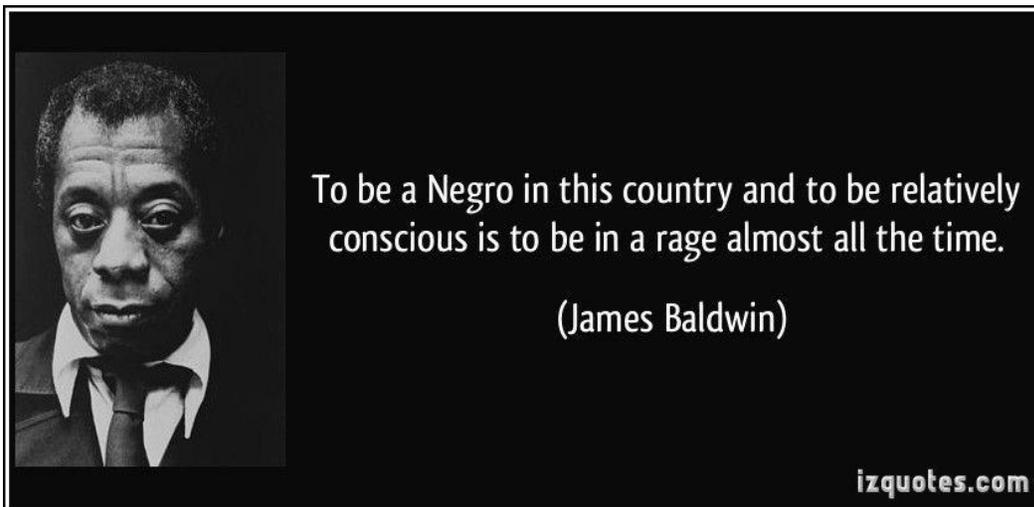
# Understanding stories...



Center  
your joy!

## Take a break

## Music will stop once break is over



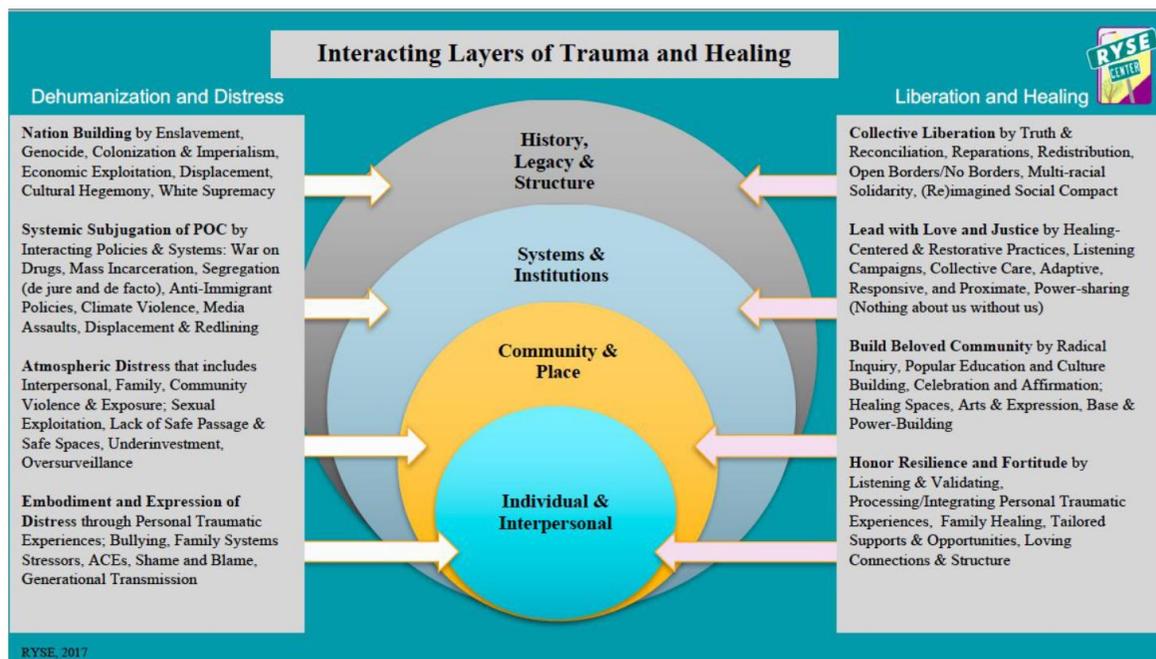
	Definition	What it looks like...
<b>Burnout</b>  <a href="https://www.healthline.com/health/mental-health/burnout-definition-world-health-organization">https://www.healthline.com/health/mental-health/burnout-definition-world-health-organization</a>	Cumulative process marked by emotional exhaustion and withdrawal associated with increased workload and institutional stress, occurs over time	Emotional exhaustion Feeling of accomplishment reduced Low/No energy Reduced productivity
<b>Compassion Fatigue</b>  <a href="https://www.stress.org/military-for-practitionersleaders/compassion-fatigue">https://www.stress.org/military-for-practitionersleaders/compassion-fatigue</a>	Emotional residue or strain of exposure to working with those suffering from the consequences of traumatic events, rapid onset	Feelings of energy depletion or exhaustion Increased mental distance from work, negative career feelings Reduced productivity
<b>Vicarious Trauma</b>  <a href="https://ovc.ojp.gov/program/vtt/what-is-vicarious-trauma">https://ovc.ojp.gov/program/vtt/what-is-vicarious-trauma</a>	Profound shift in worldview that occurs in helping professionals when working with those who have experienced trauma	Difficult managing emotions Feeling numb or shut down Disrupted sleep/sleepiness Easily distracted Relationship problems Hopelessness/Irritability Destructive coping or addictive behavior Avoiding work interactions

Breakout  
Rooms

What do those stories bring up for you?

What stressors are having an impact on your community?

How will you work differently as you think more about historical and collective trauma?



# New York State Community Schools Network



**Mission:** The New York State Community Schools Network advocates to develop, promote, and sustain community schools in collaboration with government, local school districts, and community partners. Through a diverse coalition of community-based agencies, parents, teachers, and statewide advocates, we champion effective community school policies so that children and families can thrive.

## **Get Involved**

- Sign up for the listserv for updates and alerts: <https://bit.ly/3cHi29f>
- Attend the annual NYS Community Schools Advocacy Day

## **Steering Committee Members:**

- Binghamton University Community Schools
- Children's Aid
- Finger Lakes Community Schools
- New York School-Based Health Alliance
- New York State Network for Youth Success
- New York State United Teachers
- Rural Schools Association
- United Community Schools



# Resources



Aydin, C. (2017). How to Forget the Unforgettable? On Collective Trauma, Cultural Identity, and Mnemotechnologies, *Identity*, 17:3, 125-137

Menakem, R. (2017). *My grandmother's hands: racialized trauma and the pathway to mending our hearts and bodies*. Las Vegas, NV: Central Recovery Press.

Wolynn, M. (2016). *It didn't start with you: how inherited family trauma shapes who we are and how to end the cycle*. New York: Viking.

<https://www.cdc.gov/violenceprevention/aces/about.html>

<https://www.healthline.com/health/mental-health/burnout-definition-world-health-organization>

<https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

<https://ovc.ojp.gov/program/vtt/what-is-vicarious-trauma>

<https://pro.psychcentral.com/understanding-collective-trauma/>

[www.samhsa.gov/trauma-violence](http://www.samhsa.gov/trauma-violence)

<https://www.stress.org/military/for-practitionersleaders/compassion-fatigue>

<https://rysecenter.org/>



# Resources (for continued learning)



Dr. Ken Hardy Videos

Black & Brown Lives Matter: revealing and healing the psychic wounds of racial oppression

[https://www.youtube.com/watch?v=vVuPN4CIMbI&feature=emb\\_logo](https://www.youtube.com/watch?v=vVuPN4CIMbI&feature=emb_logo)

Revealing White Privilege and Healing Racial Trauma

[https://www.youtube.com/watch?v=v\\_Ea2OJ4\\_ng](https://www.youtube.com/watch?v=v_Ea2OJ4_ng)

NYU Guidance on Culturally Responsive-Sustaining School Reopening

<https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5ec68ebc23cff3478cd25f12/1590070973440/GUIDANCE+ON+CULTURALLY+RESPONSIVE-+SUSTAINING+RE-OPENING+%281%29.pdf>



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