

Spring 2024 Network of Practice

A Spring Festival of Learning

The 2023-2024 SCRR Leadership Fellows' Capstone Project Symposium:

What does school crisis recovery & renewal leadership look like, sound like, and feel like in real life?

April 25, 2024 ~ 11:00 am – 1:30 pm PT / 1:00 - 3:30 pm CT/ 2:00 – 4:30 pm ET



Opening and Welcome

**We're so excited to be
together.**

What is SCRR?



Promoting effective and sustainable change in the ways school communities and school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

www.schoolcrisishealing.org

School crisis readiness is essential. Response is critical.

And: what happens after matters, too.



Today's Tech Logistics

To ensure the best audio quality for the duration of our session, **please mute mics when not speaking and go off video if you are moving.**

You can click on "CC" on the Zoom bar to enable a **live transcript / auto captioning.**

If you have a link to resources you'd like to share or questions for the group...chat! Chat is the best option.

We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information email.

The main session recording + breakout room recordings will be posted on our event page **by May 15.**

If you have audio or technical issues during the session, the chat box is open for you to communicate with our team so they may assist you. **Please private chat "Tech Support."**

Our Time Together

(we welcome you to take breaks throughout!)

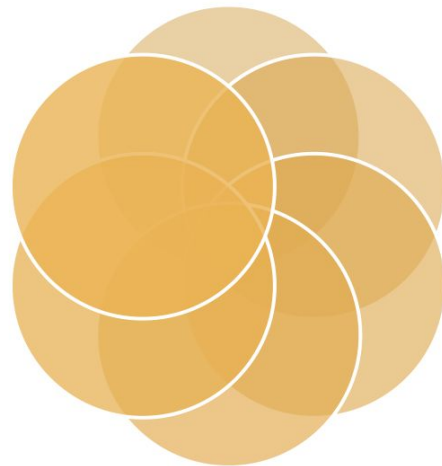
Time	Purpose
11:00 am – 11:30 am PT / 1:00 pm - 1:30 pm CT/ 2:00 pm – 2:30 pm ET	<p>Welcome</p> <ul style="list-style-type: none">● Introduction to SCRR and Orientation to Our Time Together● What is school crisis recovery and renewal? What might it look like in real life?● An overview of our crisis leadership framework + essential questions <p>Introductions to Round 1</p>
11:30 am – 12:10 pm PT / 1:30 pm - 2:10 pm CT/ 2:30 pm PT – 3:10 pm ET	Peer Presentations Round 1
12:10 pm – 12:20 pm PT / 2:10 pm - 2:20 pm CT/ 3:10 pm PT – 3:20 pm ET	Break
12:20 pm – 12:30 pm PT / 2:20 pm - 2:30 pm CT/ 3:20 pm PT – 3:30 pm ET	Introductions to Round 2
12:30 pm – 1:10 pm PT / 2:30 pm - 3:10 pm CT / 3:30 pm PT – 4:10 pm ET	Peer Presentations Round 2
1:10 pm - 1:30 pm PT / 2:10 pm - 2:30 pm CT/ 3:10 pm PT – 3:30pm ET	<p>Meaning Making and Closing</p> <ul style="list-style-type: none">● Affirmations, celebrations, reflections● Feedback● Upcoming opportunities



**Humility &
Responsiveness**

Empowerment

Safety



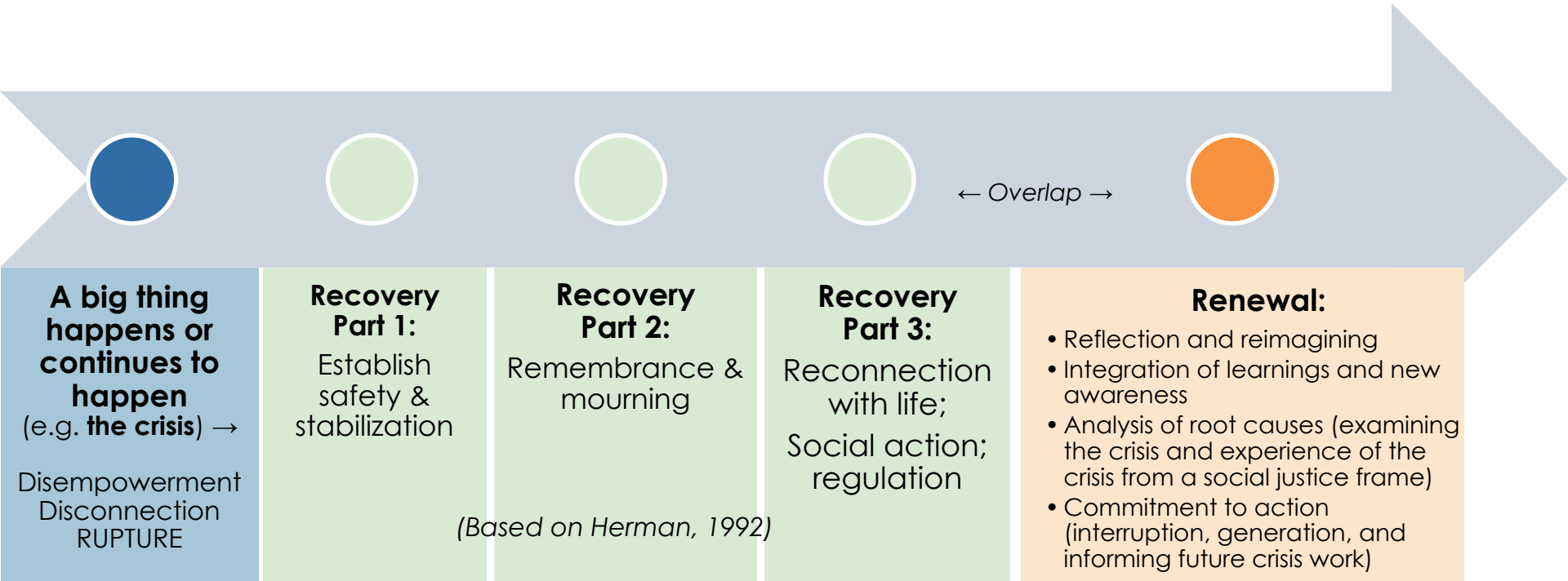
**Trustworthiness &
transparency**

Peer support

Collaboration

OUR WORKING AGREEMENTS FOR TODAY ARE TRAUMA INFORMED PRINCIPLES

STEPS TO **RECOVERY & RENEWAL**: *From crisis to connection* *From chaos to cohesion*



School Crisis Recovery & Renewal Leadership

The individual, collective, organizational, and systemic skills, knowledge, and competencies to create school conditions, climates, and cultures that empower others to navigate uncertainty and harm.

This leadership is based on awareness and acceptance of the responsibility and accountability to help all students, staff, and partners repair, reconnect, regulate, and restore.

Based on Harvard professor Marshall Ganz, who posits that “leadership is accepting responsibility to create conditions that enable others to achieve shared purpose in the face of uncertainty” (2010, p.1)

Our SCRR Leadership Fellowship's Essential Questions

What needs healing and transformation **inside me** in order to sustain transformation and healing in my classrooms, schools, organizations?

What needs healing and transformation **inside us** to stabilize and reimagine our school's way of being?

Amy Castellanos (she/her), B.S.
Founder, Moving the Soul LLC

Angelica Posadas (she/her), M.A., PPCS
Director of Counseling, Gateway High School

Beverly Canady (she/her), M.A.
Director/Therapist, The Bridge/Imani Center

Camden Webb (he/him), M.A.
Clinical Services Director, Solano County Office of Education

Canada Taylor Parker (she/her), B.A.
Suicide Prevention Coordinator and Postvention Response Lead, Multnomah County Health Department/5 Oak

Cathann Dragone-Gutierrez (she/her), M.A.
Chair, Counseling and Human Development Department, Albuquerque Academy

Cherry Melissa Price (she/her), M.A.
Crisis Intervention Resource Teacher, Prince George's County Public Schools – Thurgood Marshall Middle School

Christine Ewing (she/her), M.S., L.M.F.T.
School Counselor, School Crisis Response Program Coordinator and Trainer, Bend Senior High School/East Cascade Counseling Services/With Hope Consulting

Cynthia Vega (she/her/ella), M.Ed.
Administrator, Los Angeles Unified School District

Jose Rodriguez (he/him/el), M.A.
Dean of Restorative Practices, Roosevelt High School

Kirsta Colley (she/her), M.A.
Education Advocate

Klark Swan (she/her/hers), B.S.
School Safety Director, Humboldt County Office of Education

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Mental Health Educator, Contact Community Services

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Ph.D. Candidate, University of Alberta

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School Social Worker, Washtenaw Alliance for Virtual Education

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SW Oregon School Suicide Prevention & Wellness Coordinator, Lines for Life

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Growing Through Grief Program Manager, Park Nicollet Health Care System

Robert B. Franklin (he/him/his), M.A.
LPCC-S
Education Coordinator, Lucas County Children Services

Roberta Marguerite Chávez (she/her/hers), M.A.
Hawk Creek Farm Administrator, Golden Bridges School

Samira Moosavi (she/her), B.S.
Regional Clinical Manager, Experience Camps

Shietel Chhana (she/her), Ed.S. & Psy.D.
School Psychologist, Roseville Joint Union High School District

Wendy Wolff (she/her), M.P.A.
School Counselor, North Shore Community School

William DeSantis (he/him), B.S.
Mental Health Educator- Suicide Safety in Schools, Contact Community Services

THE SCRR 2024 SPRING NETWORK OF PRACTICE

2023-24 SCRR LEADERSHIP FELLOWS





So...What does school crisis recovery & renewal leadership look like, sound like, and feel like in real life?

Peer Presentations Round 1

11:30 am – 12:10 pm PT / 1:30 pm - 2:10 pm CT/ 2:30 pm PT – 3:10 pm ET

Room 1: Processing educator-centered grief work, leadership & wellbeing

- LGBTQ Providers of School-Based Crisis & Mental Health Services: Balancing Vulnerability, Presence & Courageous Leadership– **Camden Webb**
- Strategic Partnerships for Staff Wellbeing: Reflections from Toltecalli High School and SCRR – **Mariela Diocares**
- Wholeness where there is a hole: How do we make space for grieving and healing in the classroom and in ourselves? A workshop for educators – **Roberta Marguerite Chávez**

Room 2: Co-constructing safety, grief, and wellness with youth and educators/clinicians

- Reflections on My School Community – Feeling Safe at School – **Klark Swan**
- Pass the Mic: A Youth-Led Approach to School-based Grief Support Programming – **Samira Moosavi**
- Grounded Growth: Nurturing Connections for Resilience, Recovery, and Renewal – **Shietel Chhana**

Room 3: Creating the Container After Student Death- Life After Loss

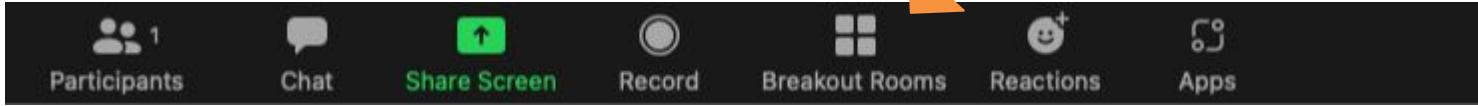
- Through the Gateway of Healing & Repair – **Angelica Posadas**
- What Helped and What Harmed? Life After Loss: Reflections from WAVE Students– **Lauren Keough**
- Explore, Integrate, Evolve: A facilitated reflection session for school staff supporting crisis response – **Lucina Armstrong Michaud**

Room 4: School Crisis Leadership Renewal

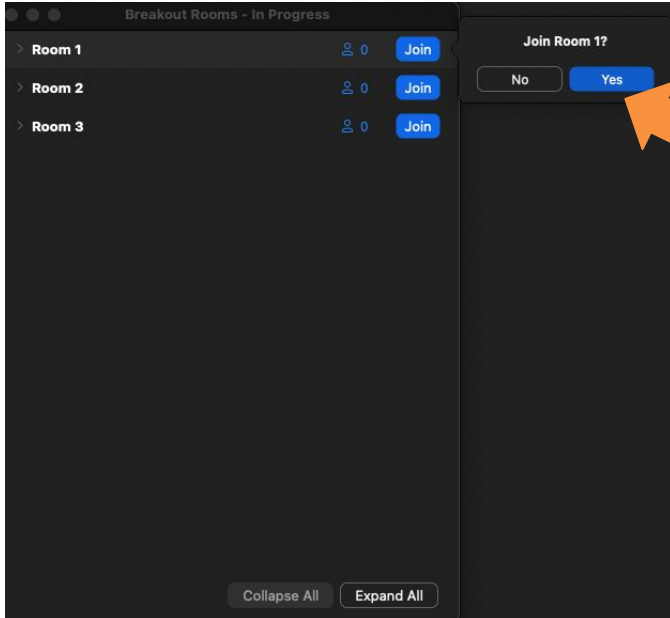
- When the Professional is Personal: Navigating Dual Crises – **Amy Castellanos, Cynthia Vega and Matthew Reddam**
- He Emerged from Deep Within the Rabbit Hole – **Robert Franklin**

How to join a breakout room

1.



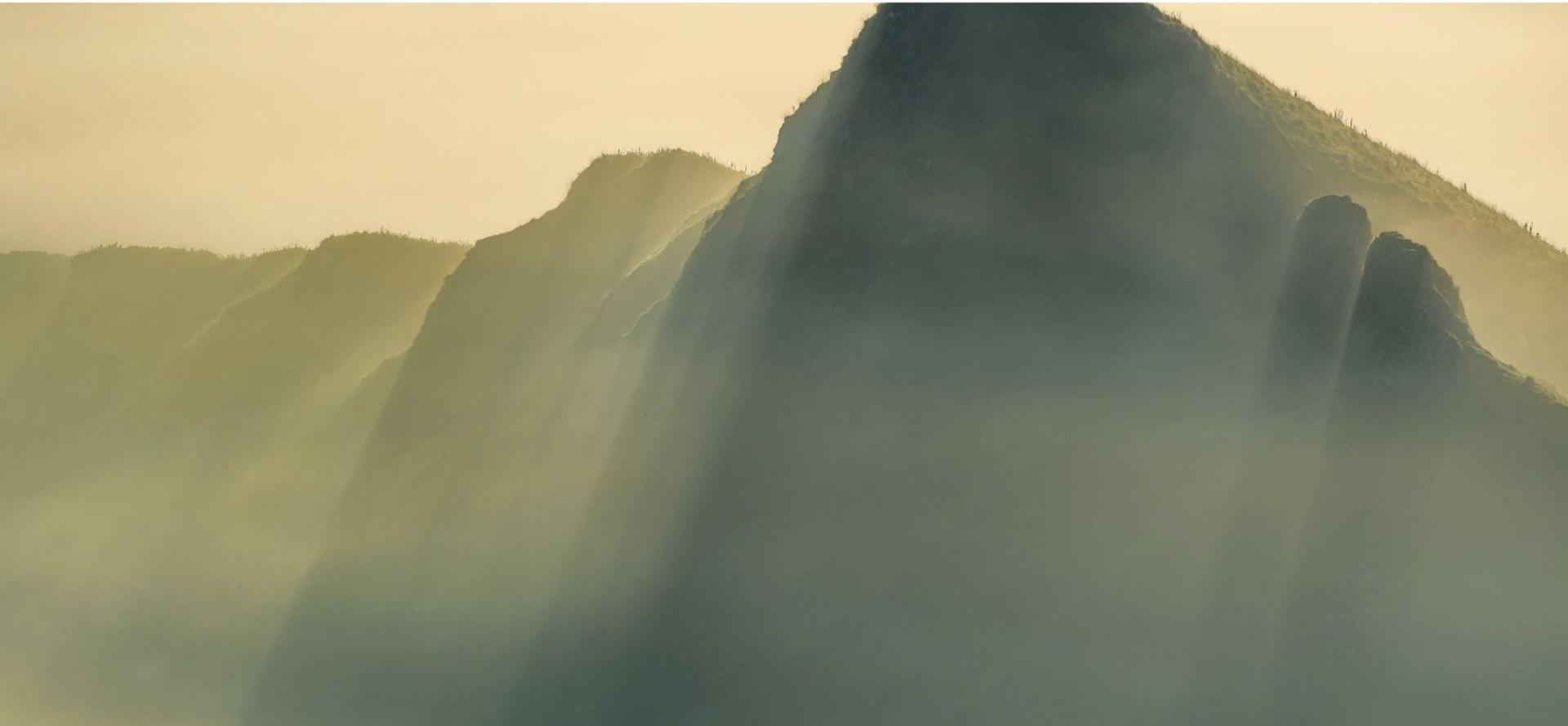
2.



Need support joining a room?

In the chat box, indicate the Room number you would like to join so the tech team can get you where you would like to be!

Pause. Breathe. Move. Hydrate.



Peer Presentations Round 2

12:30 pm – 1:10 pm PT / 2:30 pm CT - 3:10 pm CT / 3:30 pm PT – 4:10 pm ET

Room 1: Teacher self and collective care

- Heal the Healers – **Cathann Dragone-Gutierrez**
- Teachers Have More Power Than They Realize – **Cherry Melissa Price**
- Filling your Cup- Comprehensive Self-Care Strategies – **Wendy Wolff**

Room 2: Student/youth voice & healing

- Honoring life through story telling with youth voices – **Krysta Broeker and William DeSantis**
- What is Your Superpower? – **Jose Rodriguez**
- Voices of Experience: What Was Helpful, What Was Harmful, and What Was Missing during and after the Crisis? – **Launa-Rae Linaker**

Room 3: Strategies to engage us in recovery

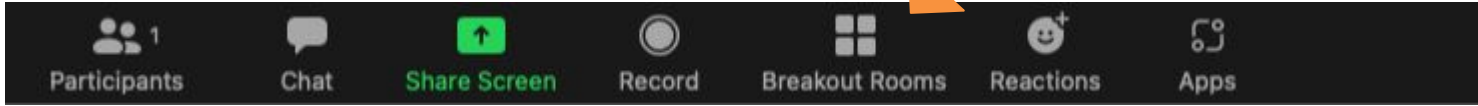
- My Soul Looks Back and Wonders – **Beverly Canady**
- Using Social Media as a Tool for School Crisis Response, Recovery and Renewal – **Michelle Fortunato-Kewin**
- HealthPartners Off the Charts: Examining the Health Equity Emergency Podcast: Growing Through Grief – **Nicole Barnes**

Room 4: Models for grief processing (e.g., crisis response & postvention)

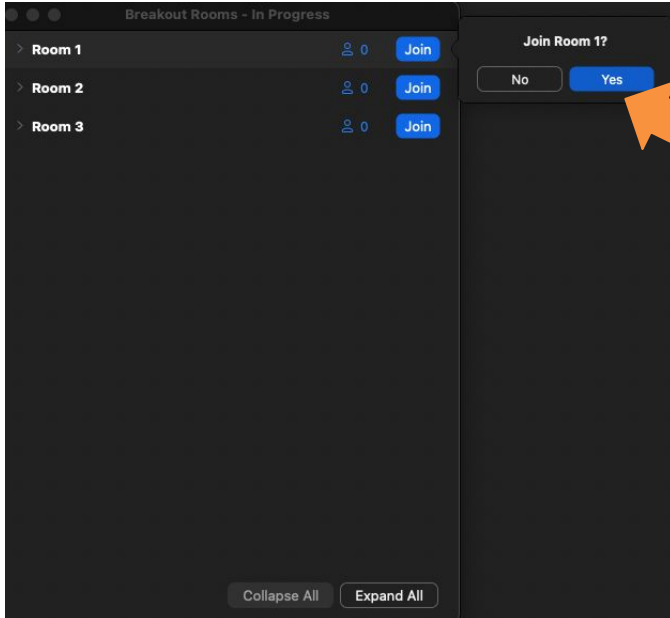
- Collective Grief, Collective Transformation – **Canada Taylor Parker**
- Courage and Renewal, Debriefing and Healing: Holding Space for Yourself through Boundaries, Sharing and Integration – **Christine Ewing and Kirsta Colley**

How to join a breakout room

1.



2.



Need support joining a room?

In the chat box, indicate the Room number you would like to join so the tech team can get you where you would like to be!

Returning to our shared inquiry...

What does school crisis recovery & renewal leadership look like, sound like, and feel like in real life?

We welcome you to share in chat or raise hand and unmute to share!

-Questions (I heard X and it made me wonder...)

-Ideas (I heard X and it makes me think about/imagine")

-Feelings /Noticings ("when they shared X, I felt_")

-Resonance ("When they said X, I understood that deeply because...")

-Affirmations ("I heard X and felt affirmed because ...")

Until I thought of myself as the sea

I used to separate good days from bad until I thought of myself as an ocean. I used to split times I felt strong from when I felt weak until I imagined myself as the sea. Calm and rocky, wild and soft, still and powerful and vast and more than any one thing. In the ocean it's hard to divorce one mood from another, one wave from the next. Now, on my worst days, I think of how good life is too, how I still can greet joy while swimming through grief. How fragile strength feels. How I'm not any one thing in any one moment on any one day. I'm all of it and all of it is me.

@hannahrowrites

[Some] Original SCRR Resources/ Programs that SCRR Fellows Adapted

- Wolf-Prusan, L., Ides, O., & O'Malley, M. (2023). [Grappling with Life After Loss as Educator Leaders: An Invitation to Transformational Educator Grief Healing Work](#). *Journal of Trauma Studies in Education*, 2(3), 136–154.
- [Creating and Holding Space for Ourselves and Each Other After Student Death \(2023\)](#) and [the accompanying worksheet to plan your own ritual](#)
- [Cultivating Conflict Culture After a Crisis: 8 Individual and Collective Practices for Moving Conflict into a Generative Pathway \(SCRR, 2022\)](#)
- [What Helps & What Harms Students' Crises Recovery? Young Adult Reflective Listening Sessions \(SCRR & Youth Move National, 2021\)](#)
- [Our Right to Grieve: Grief-Informed Recommendations and Resources for Healing-Centered & Racially-Just School Cultures \(SCRR, 2022\)](#)
- [School Suicide Postvention x Recovery and Renewal- Embracing and Expanding Postvention in / for Our Schools \(SCRR Resource Hub\)](#)
- [School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region](#) (Pacific Southwest MHTTC, 2020)
- [Taking Pause: Holding Vigil for our Collective Grief](#) (Blog by Camden Webb, 2024)
- [Naming A Thing: A Case For Feeling](#) (Blog by Dr. Noor Jones-Bey, 2023)
- [Learning through Loss: Utilizing the Power of Freewriting as a Crisis Recovery Tool for Educators](#) (Blog by Brittany R. Collins, 2022)
- [Partnering with Students To Take Action: School Shooting Recovery](#) (Blog by Leora Wolf-Prusan with Darryn Green, Jen Leland, and Oriana Ides, 2022)
- [Holding circles in schools after loss: Honest Reflections from an Educator about Holding Circles after Loss](#) (Blog by SCRR Field Coach, Oriana Ides, 2021)

...And the whole experience with each other, the Faculty, and Fellow Mentors of the [SCRR Leadership Fellowship](#)


Please share your feedback with us

Help us continue to offer recovery and renewal programming at no-cost by sharing your feedback with us (truly- every evaluation = support for SCRR to continue).

**We invite you to share your experience from today's Network of Practice
by filling out this survey:**

https://bit.ly/SCRR_Spring_NOP2024





To our NoP Learners! Thank you for joining. Thank you for showing up for your new colleagues in this work.

To our SCRR NoP Leadership Fellows! Thank you for being willing to learn publicly. For experimenting with us. For taking nurtured risk.

To our SCRR Staff & Partners! Thank you for building and creating with us.

And to all: Thank you for being a part of our network, our SCRR community. For making what matters move and moving what matters.

SAVE THE DATE

The 2024 Summer Institute for Educator Healing

“Embracing Renewal: Praxis and Practice towards Healing”

August 6-8, 2024

9:00 a.m. – 12:30 p.m. PT / 11:00 a.m. – 2:30 p.m. CT / 12:00 p.m. – 3:30 p.m. ET



A PARTNER IN
NCTSN



The National Child
Traumatic Stress Network

Subscribe to NCTSN eCommunications for Resources



On the NCTSN Website

Supporting Trauma-Informed Schools to Keep Students in the Classroom:

A Focus on Trauma-Informed Practices



Supporting Trauma-Informed Schools to Keep Students in the Classroom: A Focus on Trauma-Informed Practices Describes a number of promising trauma-informed practices that were tested and implemented in five school- and district-based sites during the National Child Traumatic Stress Network's Breakthrough Series Collaborative: Supporting Trauma-Informed Schools to Keep Students in the Classroom. This brief includes a look at the six essential domains developed and addressed as part of the Collaborative Change Framework, practices to test within each domain, and the demonstration of promise for those practices.

DOWNLOAD

New translations are now available!

- Talking to Children about War available in [Hungarian](#)
- PFA: For Displaced Children and Families available in [Norwegian](#), [Italian](#), and [Polish](#)
- Understanding Refugee Trauma: For Primary Care Providers available in [Ukrainian](#)
- Understanding Refugee Trauma: For Mental Health Professionals available in [Ukrainian](#)
- Understanding Refugee Trauma: For School Personnel available in [Russian](#) and [Italian](#)
- Working Effectively with Military Sources: 10 Concepts All Providers Should Know available in [Russian](#)
- Childhood Traumatic Grief: Youth Information Sheet available in [Ukrainian](#) and [German](#)
- Childhood Traumatic Grief: Information for School Personnel available in [Ukrainian](#)

On the NCTSN Learning Center

Want reminders for upcoming webinars? Sign up [here!](#)

Subscribe to the monthly eBulletin & Spotlight by emailing help@nctsn.org.

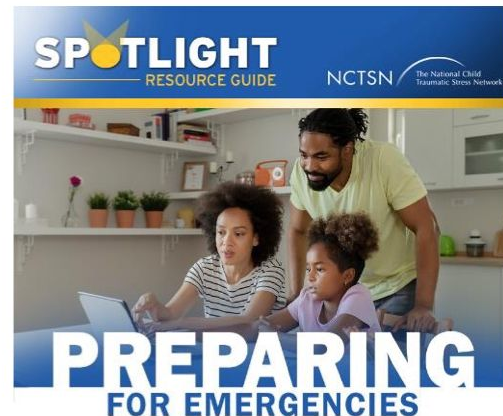
Follow NCTSN on social media

Facebook – @NCTSN or @National Child Traumatic Stress Network

Twitter – @nctsn

Instagram – @nctsn

LinkedIn - @National Child Traumatic Stress Network



The recent wildfires, hurricanes, earthquakes, and the ongoing COVID-19 pandemic have all created a number of sudden and unprecedented challenges for communities across the US. These events are important reminders for how crucial preparedness is. Disasters and acts of violence can have devastating physical and psychological effects. Preparing for these events can help to reduce feelings of anxiety, and promote confidence and resilience in families, businesses, schools, and communities. As parents and caregivers, children and teens, mental health providers, educators, and first responders continue to learn how to adapt during this difficult time, the NCTSN has compiled a list of resources to help prepare for emergencies and promote recovery following an event.

Help Kids Cope

Talk to children of all ages about natural disasters using the Help Kids Cope app. From preparing for a hurricane to seeking help following an earthquake, the app offers parents, caregivers, and child-serving professionals resources for explaining, learning about, preparing for, responding to, and healing from natural disasters. Select from ten different natural disaster types, including earthquakes, floods, hurricanes, tornadoes, tsunamis, and wildfires. Available for iPhone and Android.

DOWNLOAD

Family Preparedness Wallet Cards and Fact Sheet

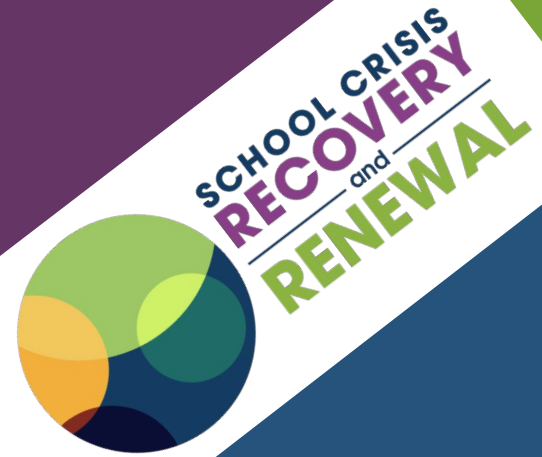
In the event of an emergency, get in touch with separated family members using NCTSN's Family Preparedness Wallet Cards. Prepare your family for natural disasters by adding important telephone numbers and contact details to the wallet cards. You can make a card for each member of your family to carry in case an event occurs when family members are not together.

DOWNLOAD

Family Preparedness: Thinking Ahead

This fact sheet highlights what steps your family can take before an emergency. Learning about the disasters and hazards in your area, making a family emergency plan, identifying the best ways to communicate, collecting supplies for an emergency kit, having a place to get official updates during and after an event and practicing your plan are a few of the emergency preparedness tips found in this fact sheet. Both resources are available in multiple languages: English, Spanish, Vietnamese, Korean, Armenian, and Russian.

DOWNLOAD



Contact Info

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Phone: (888) 597.0995

Website: www.schoolcrisishealing.org

Get social with us!

 Facebook: @scrr.project

 Instagram: @scrr_project

 Twitter: @scrr_project



**ABOUT THE
SCHOOL CRISIS RECOVERY
& RENEWAL PROJECT**

Our National SERVICES

- ✓ Provides training and technical assistance (TTA) services and resources to state and local education agencies (SEAs/LEAs); district teams; school leaders; school mental health providers, support staff, and educators; community partners; and other school mental health stakeholders
- ✓ Creates curricula, training opportunities, and best-practice resources to promote long-term recovery and renewal after school crisis
- ✓ Offers intensive consultations to a small number of districts and schools who have experienced crisis readiness and response support, and are ready for and interested in making meaning of their experience(s)
- ✓ Cultivates effective and sustainable school leadership so that school communities build the skills, knowledge, and attributes necessary to recover and renew after a crisis
- ✓ Is educator and student centered and directed



SCRR Goal and Role



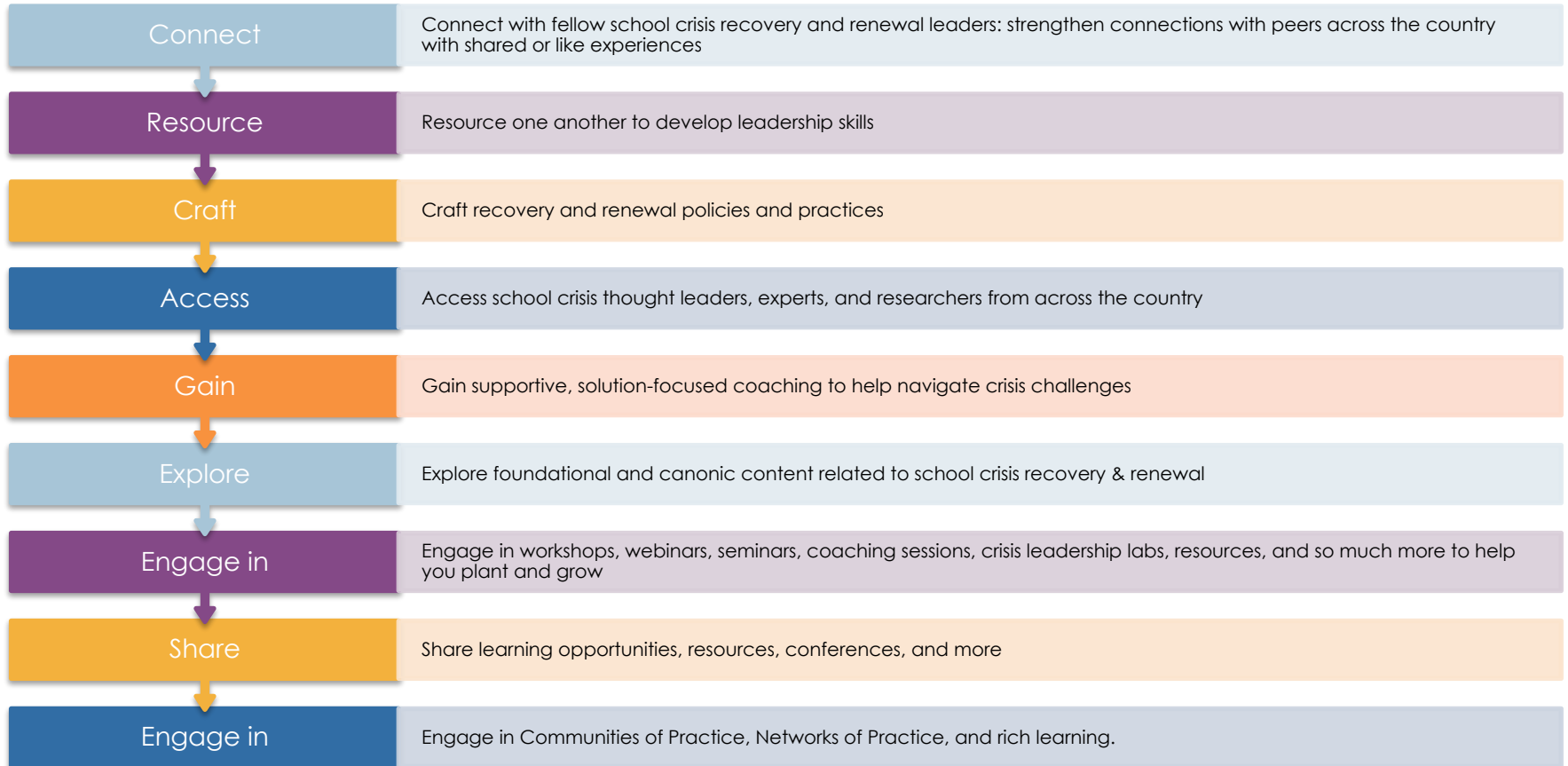
OUR GOAL

To promote evidence-based, culturally responsive crisis continuum wrap around services to promote effective and sustainable change in ways school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

OUR ROLE

We offer a collaborative SCRR model in order to provide training, technical assistance (TTA), and resource dissemination to school leadership, mental health providers, educators, and staff that promotes long-term recovery and renewal after school crisis.

What can you get from collaborating with us?



SAMHSA Disclaimer

This program was prepared for the [School Crisis Recovery & Renewal Project](#) (Grant Number: H79SM082722) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).

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This project has a timeline running from 2020-2025 and is supported by SAMHSA of the U.S. Department of Health and Human Services (HHS). At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use and Administrator of SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

SAMHSA's Mission



SAMHSA's mission is to reduce
the impact of substance abuse and
mental illness on America's communities.

www.samhsa.gov

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