



● FILL UP

● TAKE A FEW DEEP BREATHS



● STRETCH

WELCOME!

WE'RE SO GLAD YOU'RE HERE.



● EMOTIONALLY RELEASE YOUR TO-DO LIST



● CLOSE THE DOOR

WE'LL GET STARTED SHORTLY. IN THE MEANTIME, WE INVITE YOU TO INTENTIONALLY ENTER THE SPACE.



● TAKE A BIO BREAK



● CLOSE BROWSER WINDOWS



● TEST YOUR TECH



● SILENCE YOUR CELL... AND TURN IT OVER



SCHOOL CRISIS
RECOVERY
and
RENEWAL

Fall 2024
SCRR Network of Practice

Grief is the Medicine

November 14, 2024
10:00 pm – 1:30 pm PT / 12:00 - 3:30 pm CT/ 1:00 – 4:30 pm ET



Welcome.

We're moved to be together.



- TAKE SPACE, MAKE SPACE



- PRACTICE BOTH / AND

Many things can be true at once



- LISTEN TO UNDERSTAND, NOT TO RESPOND

COMMUNITY AGREEMENTS

- BE AWARE OF YOUR INTENT AND IMPACT

Even good intentions can have harmful impact



- SPEAK FROM YOUR OWN EXPERIENCE

Use "I" statements (not "you," "we," "they")



- EXPECT THE TECH TO BREAK

And extend each other grace when it does



- SAY IT JAGGEDY

Umm

Uhh

Time	Purpose
10:00 am-10:30 pm PT	<p>Welcome</p> <ul style="list-style-type: none"> ● Grounding & Agenda Review ● Introduction to SCRR ● Orientation to our Network of Practice theme: Recovery
10:35 - 11:15 am PT	<p>Session 1: Constructs of Safety</p>
11:15-11:25 am PT	<p>Break / Session 2 Option Selection</p>
<p>12:20 pm – 1:05 pm PT</p> <p>3:20 pm – 4:05 pm ET</p>	<p>Session 2: Grief is the Medicine</p> <ul style="list-style-type: none"> ● Room 1: BIPOC Educator Grief w/ Oriana and Roberta ● Room 2: Without Apology w/Camden ● Room 3: Life After Loss w/Leora ● Room 4: I Am Here and I Am There w/Kristi
12:20-12:30 pm PT	<p>Break</p>
12:30-1:10 pm PT	<p>Session 3: The New Normal: Reconnection</p>
1:15-1:30 pm PT	<p>Weaving & Closing</p>



SCHOOL CRISIS
RECOVERY
and
RENEWAL

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.



Who's in the room? *Creating Community*

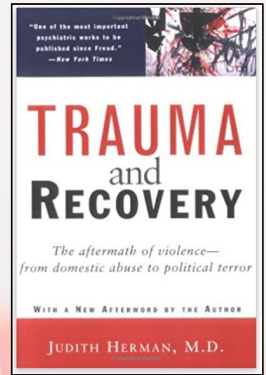
1- Name, location + what (or who) brings you to this community

2- What is your relationship with “recovery?”

Do you hate that word? Dread that word?

Yearn for it? What images come to mind when you think of your school's “recovery” or your team's “recovery?”

School Crisis RECOVERY Leadership: Three Observable “Phases”



(Herman, 1992)

Step 1:

Establish
Safety &
Stabilization

Step 2:

Remember,
Mourn and
Reconstruct
the Story

Step 3:

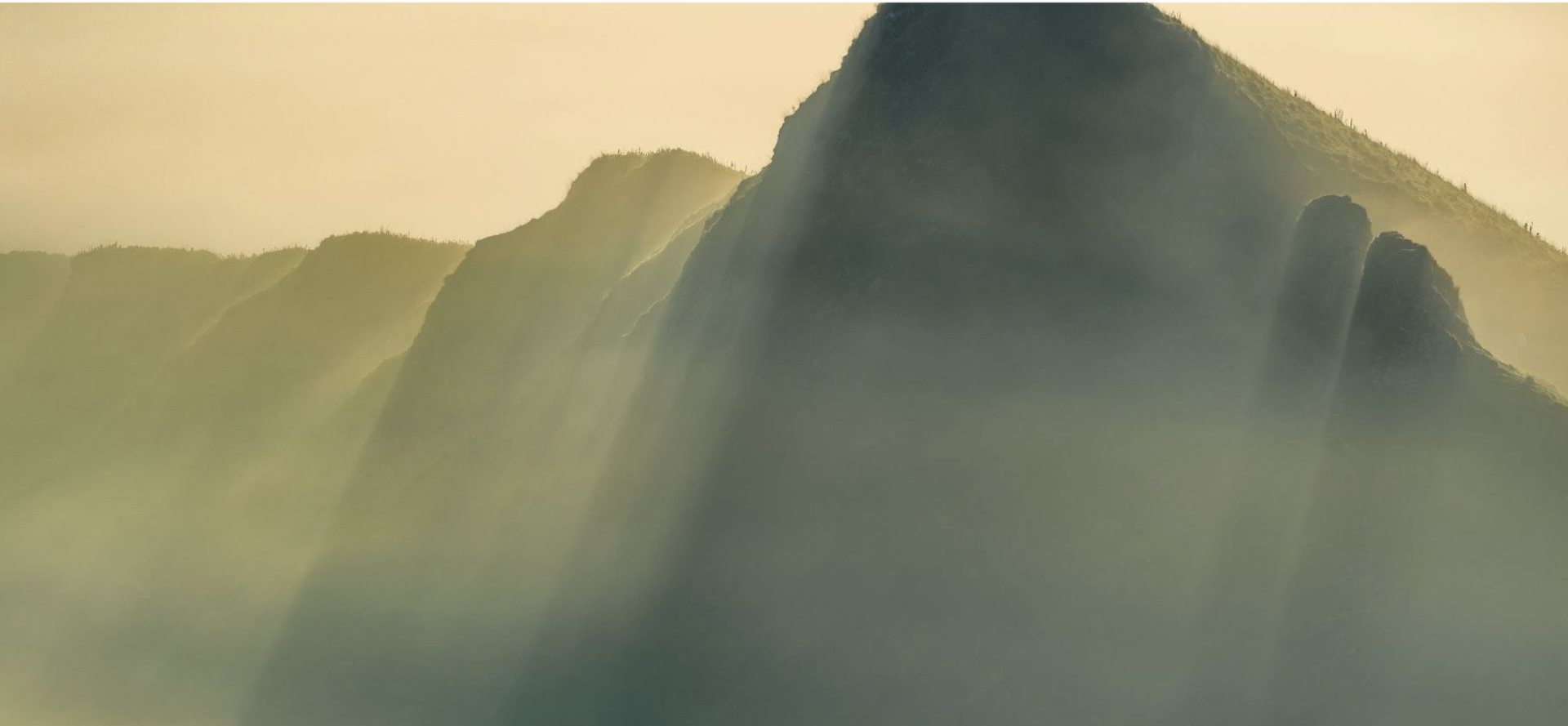
Reconnection
with Life,
Engage in
Social Action

“Recovery is not defined by complete absence of thoughts or feelings about the traumatic experience but being able to live with it in a way that it isn’t in control of your life.”

*-Trauma
Recovery*



Pause. Breathe. Move. Hydrate.





Session 1:

Constructs of Safety

“Feeling safe is the treatment and creating safety is the work.”

Dr. Peter Levine

"In what ways might safe words, disclaimers, and trigger warnings reinscribe the logic of the violence they profess to protect us against? What does it mean to live in a world that's uneven, punctuated, partial, incomplete, and - most critically - wasn't 'designed' for us? What is this quest for steady ground, for foolproof corners, and for unassailability, if not 'whiteness policing cracks'?"

My experience as a member of the shadowy south is that the ontological cost of trigger warnings is the presupposition that the world was made for us. That when we walk, we can rightly expect the earth to rise to accommodate the prestige of our footsteps...Whiteness teaches us we can claim steady ground.

But the world is uneven and unevenly distributed.

The ontologies that render trigger warnings about 'dangerous corners' as sensible practices inadvertently keep the danger locked in... Safety becomes a locking-in as opposed to a keeping-out.

Does that mean we abandon safety or dismiss concerns around care? Not at all. Safety is contextual, partial, punctuated, provisional, populated, and unequal.

To think with safety - in times of fire and ash - is to think about making care and how care often shapeshifts into unrecognizable forms...

...It is to know that things grow, subsist, thrive, become, and emerge within worlding processes that we will never gain control of - at least not without incredible risk."

-Bayo Akomolafe

Zooming in on PHYSICAL, EMOTIONAL, SOCIAL SAFETY

Personal reflection time

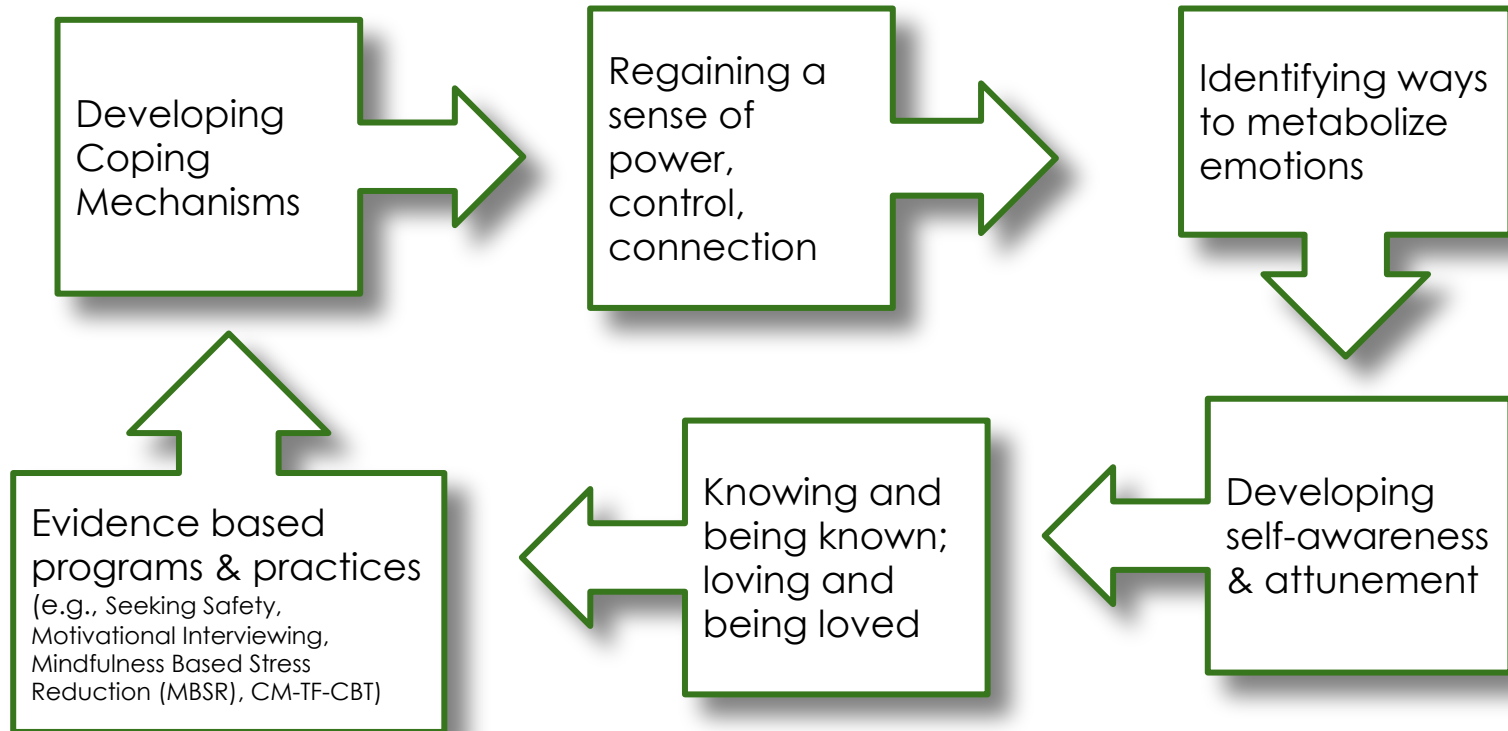
- When safety is present, how do you feel? Physically? Emotionally?
- What is the definition/meaning of safety to you personally?
- How is that similar for you in your professional role? Are there differences?

Zooming out: Collisions and Collusions

Small group share time

- How might your meaning of safety be similar to that of students' meanings? Different?
- How might the meaning of safety be similar to that of the diverse communities you serve?
- What are the challenges of reconciling student and faculty/staff definitions of safety? How might you mitigate those challenges?

STEP 1: SAFETY & STABILIZATION



Leadership moves

Safety & Stabilization (People & Environment)

01

Be planful and attentive

02

Acknowledge the loss

03

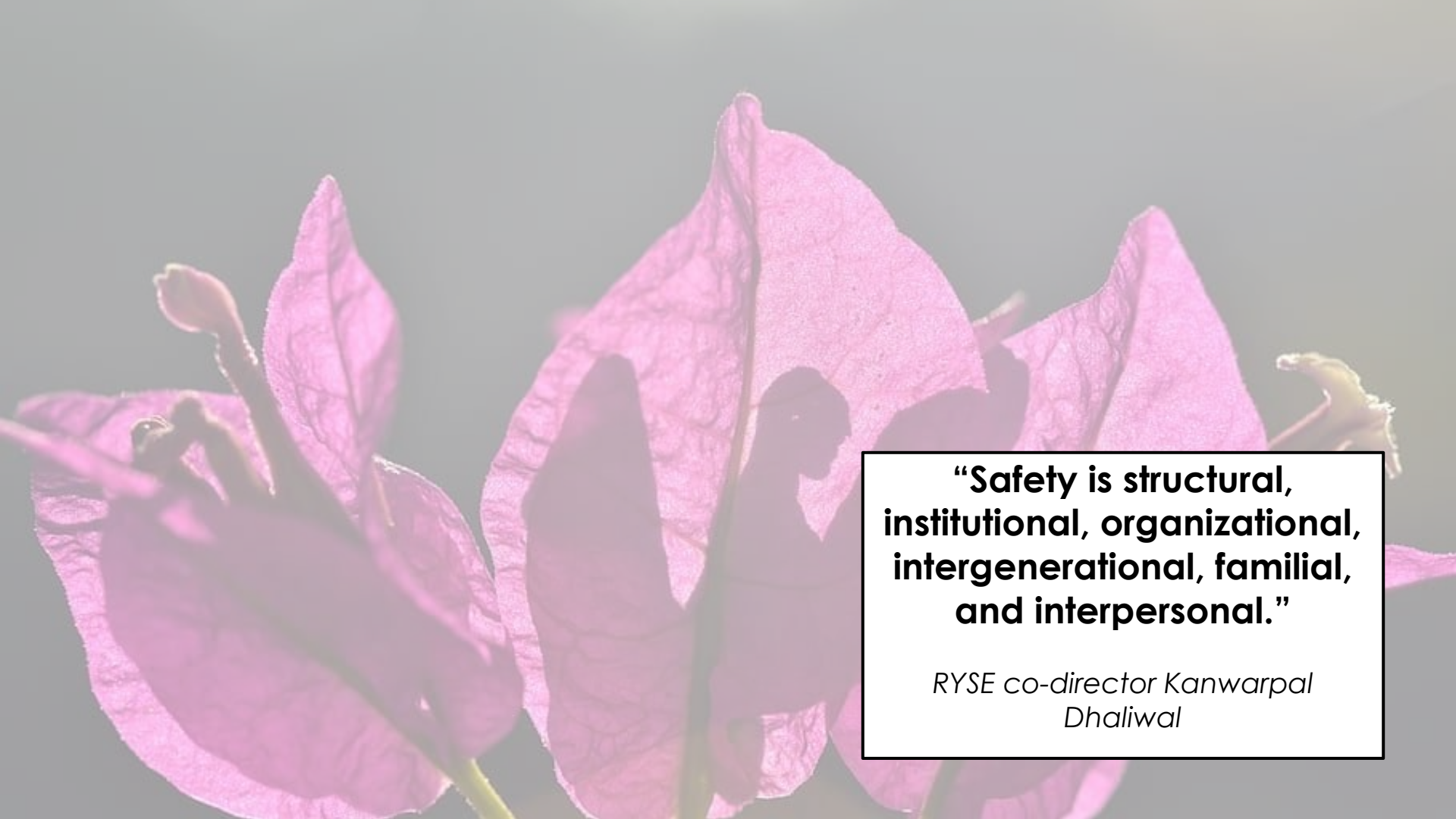
Recognize traumatic grief

04

Ensure culturally responsive recovery supports

05

Communicate supports



**“Safety is structural,
institutional, organizational,
intergenerational, familial,
and interpersonal.”**

*RYSE co-director Kanwarpal
Dhaliwal*

“The biggest problem with contemporary approaches is to risk the illusion of safety as a human right that can be controlled as a variable in advance - it cannot. In fact, there is no such thing as safety in Aboriginal worldviews. We have no word for it in our languages.

Safety provided by an invisible hierarchy is complete anathema to our way of being.

There is no agency in safety, which places a person in a passive role at the mercy of authorities who may or may not intervene when needed. So we have no word for safety or risk...however we have plenty of words for protection.

Protection has two protocols:

The first is to look out for yourself. The second is to look out for the people around you.

This is such a wonderful way to live: knowing that you have the power to defend yourself and the ones you love while also being intensely aware that at any given moment there are dozens of people who are watching your back as you watch theirs.

This is the interdependence that our kinship pairs and network of pairs offer.”

-Tyson Yunkaporta

[Sand Talk: How Indigenous Thinking Can Save the World — The Conversation Factory](#)

Session 2 Grief is the Medicine Breakout Options

Room 1

BIPOC Educator Grief: A group specifically for those who identify as Black, Indigenous or People of Color facilitated by Oriana and Roberta

Please ONLY join if you identify as Black, Indigenous or a Person of Color

Room 2

Life After Loss: A group for anyone who wants to process, share and explore how to center our educator recovery after student death, loss of a school community, school closures, etc facilitated by Leora

Room 3

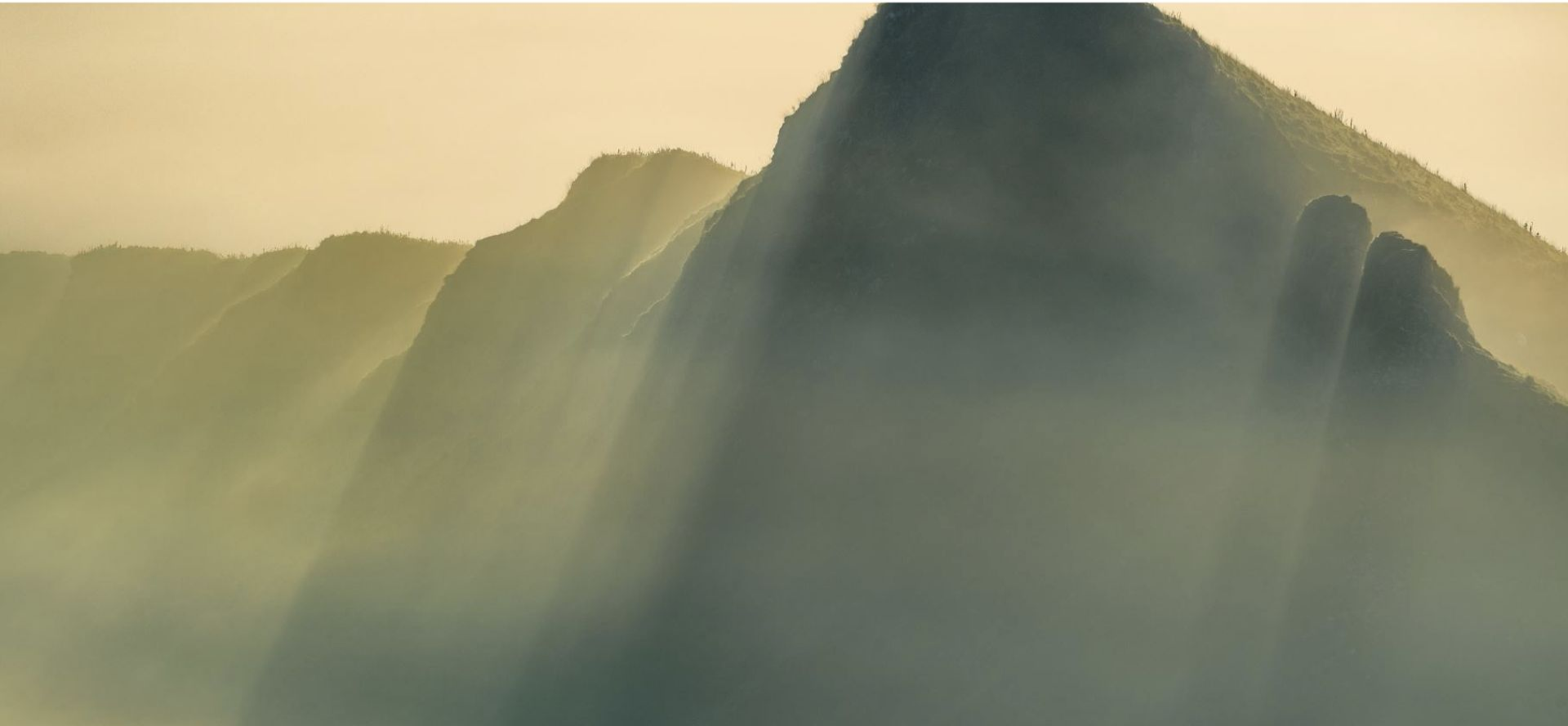
I Am Here and I Am There: A group for anyone who has their own immigration and refugee narratives with attention to those whose primary or preferred language is a language other than English. We explore how this experience is informing our ability to recover and lead recovery. This space centers the mourning of lost connection to community, culture, language, etc and is facilitated by Kristi

Room 4

Without Apology: A group for folks who identify as LGBTQ+ to share how you are creating spaces (or wanting to, dreaming to) that support Queer educator grief facilitated by Camden

Please ONLY join if you identify as LGBTQ+

Pause. Breathe. Move. Hydrate.





Session 2:

Grief is the Medicine

“I don't believe you need to heal grief. Grief itself is the healing. It is the medicine.”

-Malkia Devich Cyril

STEP 2: REMEMBRANCE & MOURNING: Steps & Strategies

Exploring and mourning any losses associated with the trauma in question

Grief in safety with stabilization

Mourning loss (identity, loved ones, a known reality)

Evidence based practices & programs:

- Eye Movement Desensitization and Reprocessing (EMDR)
- CBT Trauma-Focused Treatment
- Culturally Adapted CBT (CA-CBT)
- Time-Limited Trauma Therapy (TLTT)
- Layering, and Traumatic Incident Reduction (TIR)

STEP 2: REMEMBRANCE & MOURNING: Leadership Moves

Holding Space (offering the experience of being heard without fixing, solving, or treating)

Tell stories and sharing memories

Legitimizing emotions

Self-attunement & Co-regulation

Honor proximity to loss

Recovery leaders plan for what spaces need to be held together as a whole, and which members need differentiated recovery spaces/supports.

Adapted from David Kessler

In your school crisis leadership,

What helped?

What harmed?

What is helping?

What could harm?

In your small affinity groups, we invite you to share stories, ideas, questions, experiences, and needs to resource one another.

Session 2 Grief is the Medicine Breakout Options

Room 1

BIPOC Educator Grief: A group specifically for those who identify as Black, Indigenous or People of Color facilitated by Oriana and Roberta

Please ONLY join if you identify as Black, Indigenous or a Person of Color

Room 2

Life After Loss: A group for anyone who wants to process, share and explore how to center our educator recovery after student death, loss of a school community, school closures, etc facilitated by Leora

Room 3

I Am Here and I Am There: A group for anyone who has their own immigration and refugee narratives with attention to those whose primary or preferred language is a language other than English. We explore how this experience is informing our ability to recover and lead recovery. This space centers the mourning of lost connection to community, culture, language, etc and is facilitated by Kristi

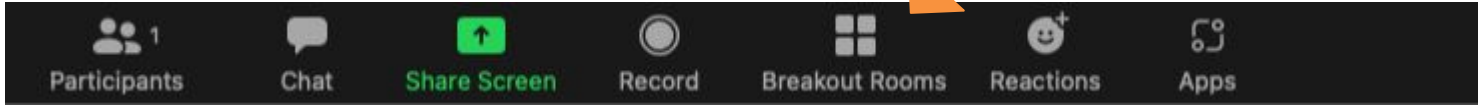
Room 4

Without Apology: A group for folks who identify as LGBTQ+ to share how you are creating spaces (or wanting to, dreaming to) that support Queer educator grief facilitated by Camden

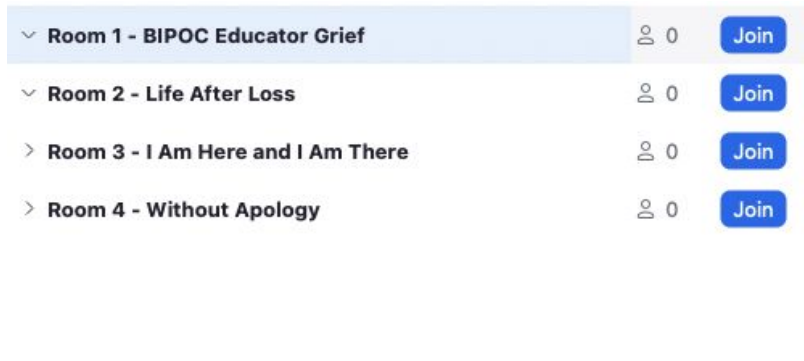
Please ONLY join if you identify as LGBTQ+

How to join a breakout room

1.



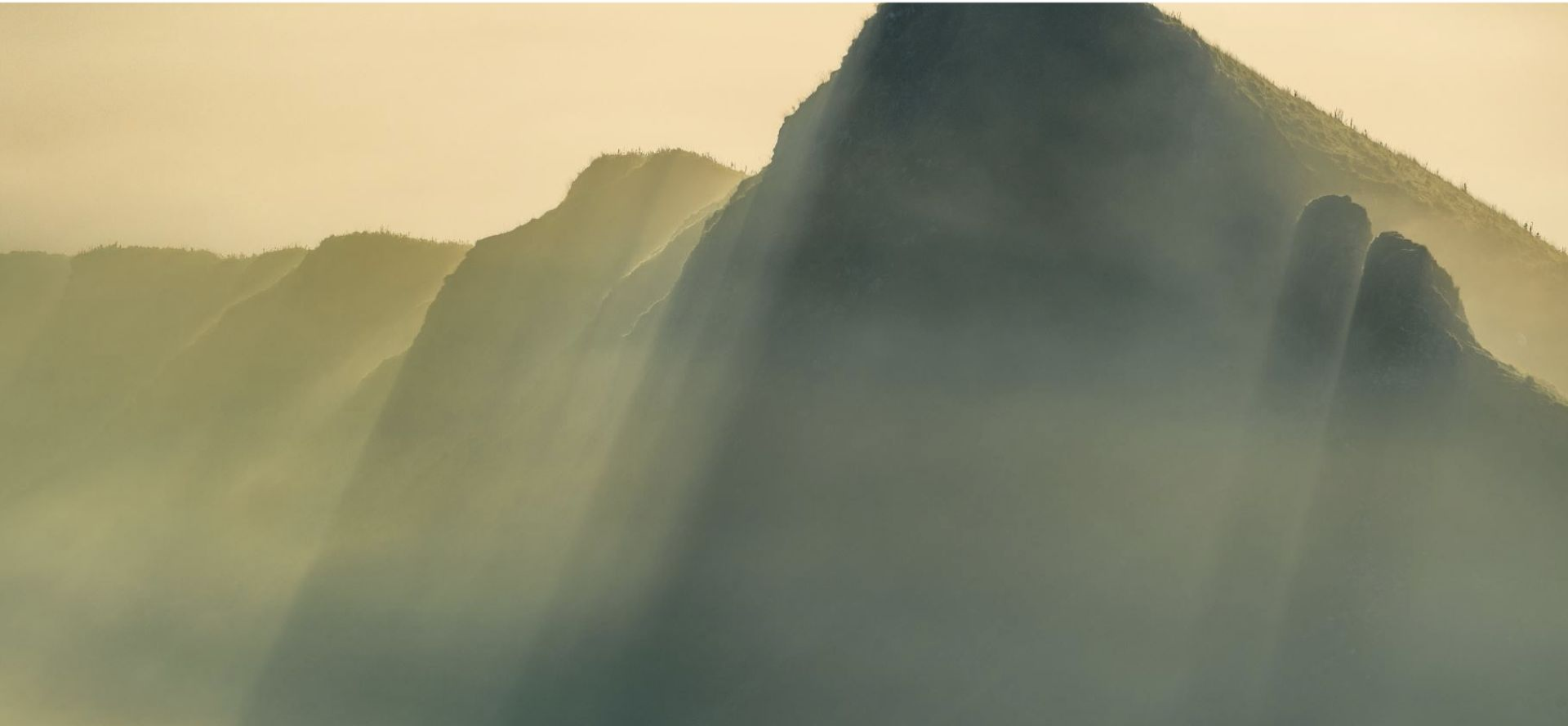
2.



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.





Session 3:

The “New Normal”

(?)

Reconnection

Recalibration

“Facing the task of creating a future”

Herman, 1992a, p. 196



**Integrating our SELVES
(whole selves) after big
things into new realities**

STEP 3: RECONNECTION

Reinvention of the self, renewed hope and possibility

- You are more than the thing(s) that have happened to you and that you have lead people through
- Establishing goals and vision for how you want your life (or school or community) to be

Social action + community justice

- Participating in organizing efforts
- Activating purpose connected to what you have survived

Pause & Reflect

In your experience with trauma recovery leadership...

What are the ways you take concrete steps to increase your sense of power and control?

What are ways you are demanding or inviting others to see you into a synthesized being?

Recovery Integration Practice Mapping(examples)

Individual

Interpersonal

Institutional

Stop

Assuming everyone's definition of safety is the same

Only focusing on students' needs and ignoring the adults in the system

Skipping over memorialization and commemoration needs

Sustain

Continuing to participate in a BIPOC grief group

Circle discussions to check-in with team members after a big experience

Bringing in families to share stories of their kids who have died to keep their memories present

Start

Reflecting on my own grief bias: who's do I validate? What kind of grief might activate me?

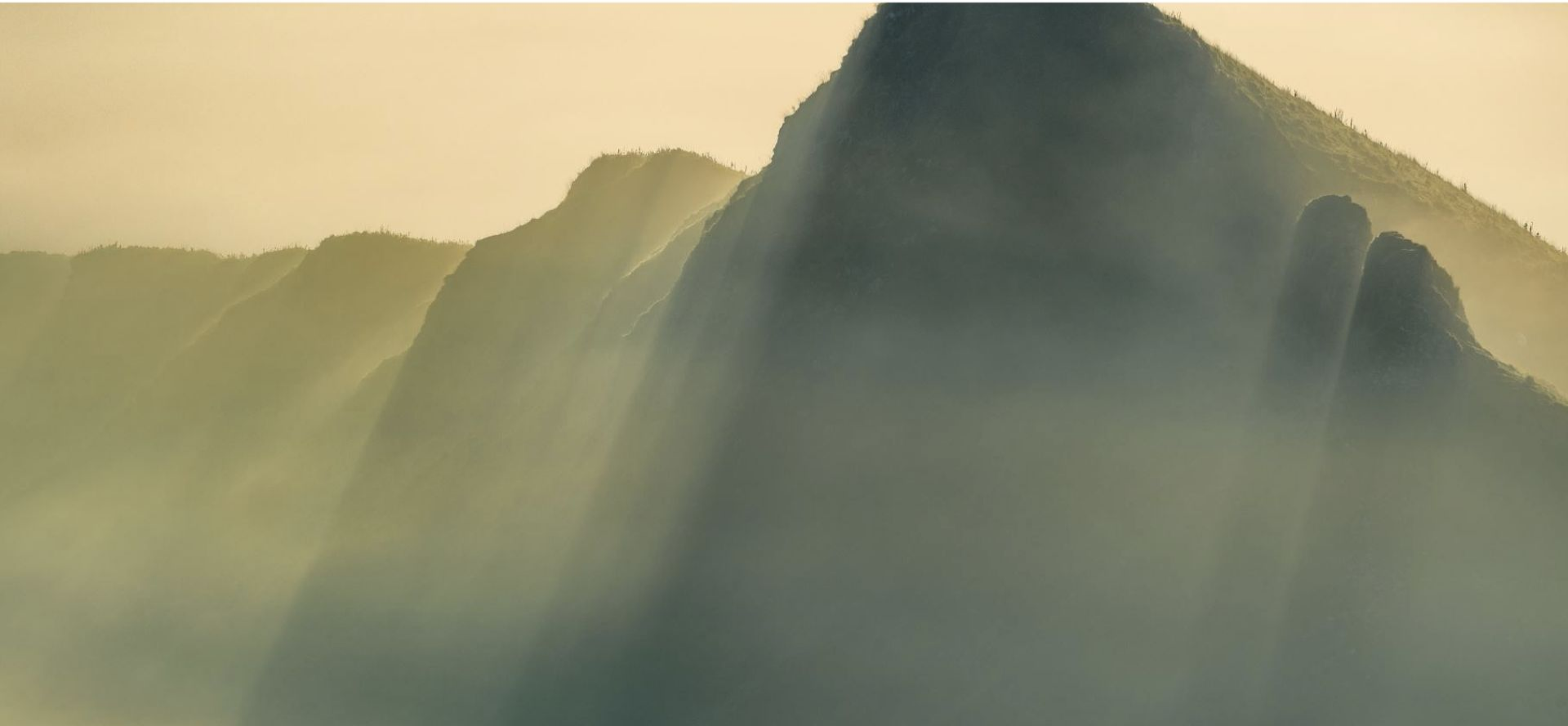
Get more skilled in understanding grief vs trauma in colleagues

Whole staff facilitation work around the constructs of safety

Integration Practice Mapping: At each “I,” what recovery moves do you want to stop, sustain, and start?

	Individual	Intrapersonal	Institutional
Stop			
Sustain			
Start			

Pause. Breathe. Move. Hydrate.





Closing

Collective Meaning Making

1st: Collective Sharing: Takeaways

What are you sitting with?

What animated you, inspired you, provoked you?

2nd: Collective Commitment: Walkaways

What might be one small, elegant next step in your school crisis leadership after today?

3rd: Affirmations & Appreciations:

Who's work and wisdom would you like to acknowledge, and why?

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_F24NoP



THE SCRR 2025 WINTER INSTITUTE FOR EDUCATOR HEALING

Together We Weave

Collective Storytelling as a Source of
Healing in Our School Communities

JANUARY 30, 2025

https://bit.ly/SCRR_TogetherWeWeave



Together We Weave: Collective Storytelling as a Source of Healing in Our School Communities

The SCRR 2025 Winter Institute for Educator
Healing

January 30, 2025

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

https://bit.ly/SCRR_TogetherWeWeave



A PARTNER IN
NCTSN

The National Child
Traumatic Stress Network

SCRR (Our) Resources

SCRR Foundational Modules

These modules are a starting place to explore theory, frameworks, trauma-informed and healing – centered crisis models we use in our project. Access video recordings, module slide decks, worksheets, and more!

→ [LEARN MORE](#)

Memorialization and Commemoration

Mourning and remembrance are key pillars of school crisis recovery and renewal. These materials were created to support the time after a crisis on campus occurs and offer strategies to strengthen your approach to this phase.

→ [LEARN MORE](#)

“Mending our Wounds” – Educator and School Leader Recovery & Renewal

Materials sourced from the field (practitioners and scholars), SCRR staff, and content from our Winter and Summer Institutes and Critical Friends Group programming that ask educator and school leaders: how have, do, or might we resource ourselves and each other to regulate, restore, and repair after harm and rupture?

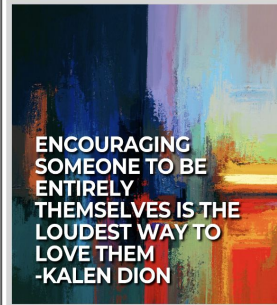
→ [LEARN MORE](#)

School Suicide Postvention x Recovery and Renewal

Materials to help guide your school postvention work through a recovery and renewal lens.

→ [LEARN MORE](#)

SCRR Voices from the Field (Blog)



Taking Pause: Holding Vigil for our Collective Grief

By Camden Webb

March 5, 2024

SCRR 2023-24 Leadership Fellow and network member Camden Webb reflects on our individual and collective grief in light of the passing of Nex Benedict.



Naming A Thing: A Case For Feeling

By Dr. Noor Jones-Bey

September 19, 2023

Dr. Noor Jones-Bey reflects on the SCRR Critical Friends Group she co-facilitated and some of the learnings that came from practices they used in it.



Beyond Youth Resistance: Telling the Whole Story

By Dr. Meagan Corrado

September 1, 2023

Dr. Meagan Corrado reflects on working with young people and the power in supporting them to develop and tell their own stories.

School Crisis Leadership Recovery Resources

- Find out more about school crisis recovery via our foundational modules, “Module 2: Recovery” [Foundational Modules](#)
- [School Mental Health Crisis Leadership Lessons - Voices of Experience from Leaders in the Pacific Southwest Region](#) (Pacific Southwest MHTTC, 2020)
- [Trauma-Informed COVID-19 Leadership Practice Guide for Recovery and Renewal](#) (SCRR, 2021)



FOUNDATIONS OF RECOVERY

The recovery phase requires crisis leadership in the first three months, six months, and years after a harmful event. Judith Herman was one of the first psychologists to codify the importance of recovery in *Trauma and Recovery* (1992). Herman posits that the central recovery modality is connectedness and commonality: finding peer support and resonance.

Safety

Safety: Empowerment & restoring a sense of control

Safety is a construct and is contextual. Comprehensive safety includes more than physical safety; it also includes psychological, structural, interpersonal safety. Recovery leadership acknowledges the diverse experiences and needs that contribute to safety individually and collectively.

Remembrance & Mourning

Commemoration and memorialization

Remembrance and mourning is telling the story of the trauma or crisis (Herman, 1992). This can happen collectively (assembly meetings) or separately by advisory, grade, classroom, etc. Recovery leaders plan for what spaces need to be held together as a whole, and which members need differentiated recovery spaces.

Reconnection

Regulation, stabilization, re-orientation

Reconnection is focused on creating a future in the context of the past and present hurt. Recovery leaders bridge social connections to remind community members that, while crisis can fracture our connections to ourselves and each other, recovery encourages us to reconnect to ourselves and to each other.

SCRR resources on grief & collective healing

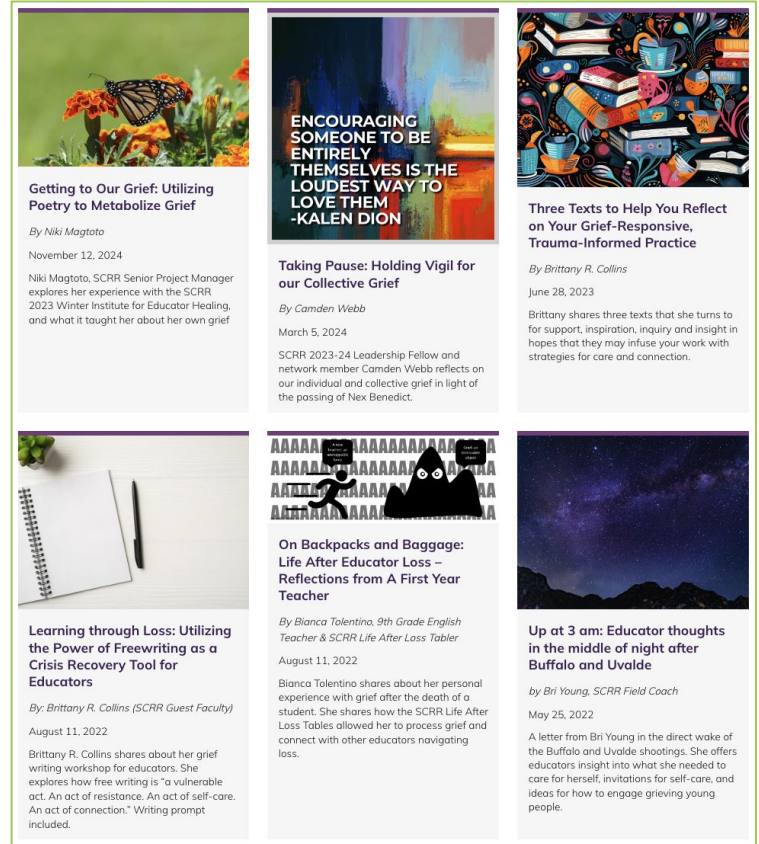
[Our blog page!](#) Check out pieces written by voices from the field like...

New blogs!

- [Flowers in a Garden: Making space for grief and healing in our schools, in our classrooms, in ourselves – Reflections from a 2023-2024 SCRR Leadership Fellow](#)
- [Getting to Our Grief: Utilizing Poetry to Metabolize Grief](#)

Other Blogs on Grief Practices

- *On Backpacks and Baggage: Life After Educator Loss - Reflections from A First Year Teacher*
- *Learning through Loss: Utilizing the Power of Freewriting as a Crisis Recovery Tool for Educators*
- *Partnering with Students to Take Action: School Shooting Recovery after Buffalo and Uvalde*
- *A Book List to Help Navigate Grief with Young People*
- *Honest Reflections from an Educator about Holding Circles after Loss*
- *Shared bereavement, from my daughter's perspective*
- *5 Things I wish my teachers knew when I lost my dad*



Getting to Our Grief: Utilizing Poetry to Metabolize Grief
By Niki Magtoto
November 12, 2024
Niki Magtoto, SCRR Senior Project Manager explores her experience with the SCRR 2023 Winter Institute for Educator Healing, and what it taught her about her own grief

ENCOURAGING SOMEONE TO BE ENTIRELY THEMSELVES IS THE LOUDEST WAY TO LOVE THEM -KALEN DION
By Camden Webb
March 5, 2024
SCRR 2023-24 Leadership Fellow and network member Camden Webb reflects on our individual and collective grief in light of the passing of Nex Benedict.

Three Texts to Help You Reflect on Your Grief-Responsive, Trauma-Informed Practice
By Brittany R. Collins
June 28, 2023
Brittany shares three texts that she turns to for support, inspiration, inquiry and insight in hopes that they may infuse your work with strategies for care and connection.

On Backpacks and Baggage: Life After Educator Loss - Reflections from A First Year Teacher
By Bianca Talentino, 9th Grade English Teacher & SCRR Life After Loss Tabler
August 11, 2022
Bianca Talentino shares about her personal experience with grief after the death of a student. She shares how the SCRR Life After Loss Tables allowed her to process grief and connect with other educators navigating loss.

Learning through Loss: Utilizing the Power of Freewriting as a Crisis Recovery Tool for Educators
By: Brittany R. Collins (SCRR Guest Faculty)
August 11, 2022
Brittany R. Collins shares about her grief writing workshop for educators. She explores how free writing is "a vulnerable act. An act of resistance. An act of self-care. An act of connection." Writing prompt included.

Up at 3 am: Educator thoughts in the middle of night after Buffalo and Uvalde
By Bri Young, SCRR Field Coach
May 25, 2022
A letter from Bri Young in the direct wake of the Buffalo and Uvalde shootings. She offers educator's insight into what she needed to care for herself, invitations for self-care, and ideas for how to engage grieving young people.

SCRR Memorialization & Commemoration Resources

New Guide!

- [Honoring Grief - Invitations for Educators to Allow & Embrace Our Own Lived Grief Experiences, in the Classroom and Beyond](#)

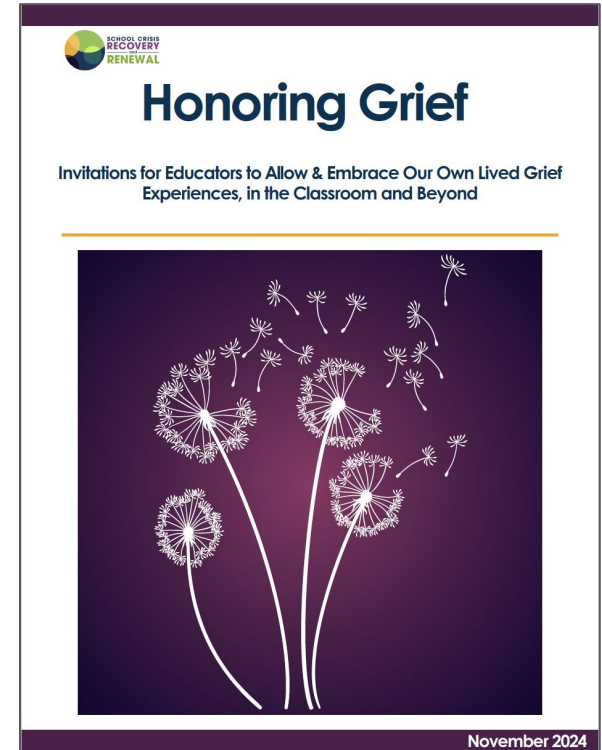
Other Guides and Tools

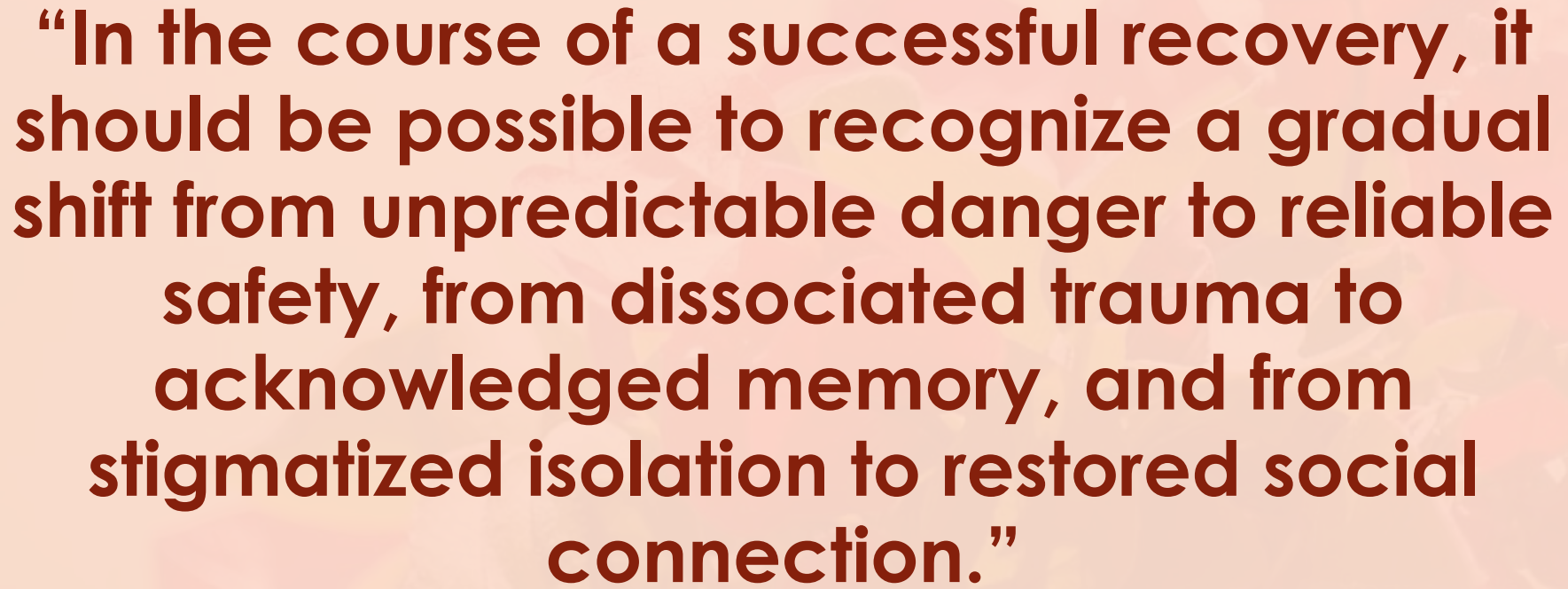
- [Creating and Holding Space for Ourselves and Each Other After Student Death](#)
- [Creating the Container: Designing Collective Rituals to Metabolize Grief Together as a School, Team, Community and Culture](#)
- [Our Right to Grieve: Grief-Informed Recommendations and Resources](#)
- [Memorialization and Commemoration: Navigating, Creating and Holding Space for Loss in Our Schools \(May 2021\)](#)
- [RITUALIZING REMEMBRANCE in our SCHOOL CULTURES: Día de los Muertos](#)

Our School Suicide Postvention Page, [Embracing & Expanding Postvention in/for Our Schools](#)

New Guide!

- [Leading with Courage, Care, & Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After Student Deaths by Suicide](#)
- Archived learning offerings like [Navigating, Creating and Holding Space for Loss in Our Schools](#) (May 2021)





“In the course of a successful recovery, it should be possible to recognize a gradual shift from unpredictable danger to reliable safety, from dissociated trauma to acknowledged memory, and from stigmatized isolation to restored social connection.”

(Herman, 1992, p. 155)

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.

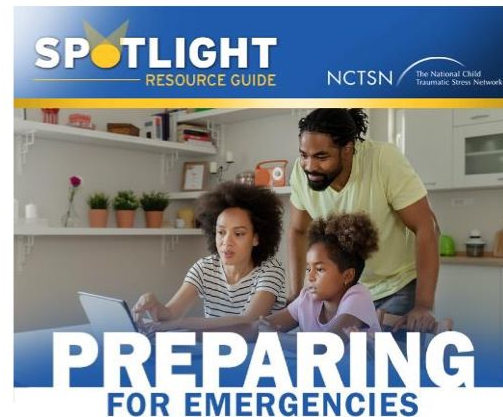
Follow NCTSN on social media

 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

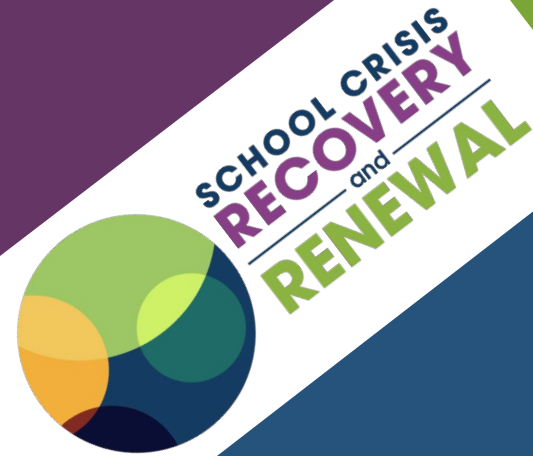
In the event of an emergency, get in touch with separated family members using NCTSN's Family Preparedness Wallet Cards. Prepare your family for natural disasters by adding important telephone numbers and contact details to the wallet cards. You can make a card for each member of your family to carry 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

Email: SCRR@cars-rp.org

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.

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).

All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated.

Do not reproduce or distribute this presentation for a fee without specific, written authorization from SCRR. This presentation will be recorded and posted on our website.

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

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)