

# Spring 2025 Network of Practice

A Spring Festival of Learning

The 2024-2025 SCRR Leadership Fellows' Capstone Project Presentations

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

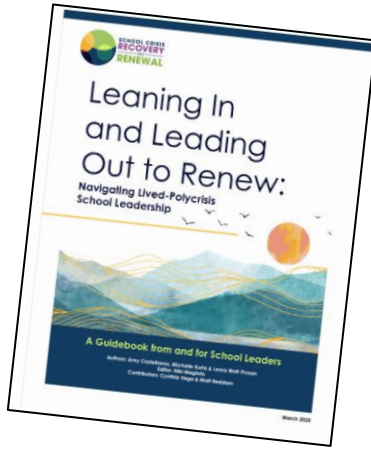
# Peer Presentations Round 1

11:35 am – 12:15 pm PT / 1:35 pm - 2:15 pm CT/ 2:35 pm PT – 3:15 pm ET

## Room 1 - Recovery & Renewal Leadership – Mending Our Wounds

*“In the Moment: A Word-a-Day Reflection for School Leaders Navigating Crisis”*

**Claudia Rojas, Jennifer Price & Jonathan Hankins**



# IN THE MOMENT:

A Word-a-Day Reflection  
for School Leaders Navigating Crisis

Claudia Rojas, M.Ed.

Jennifer L. Price, MSW, LCSW

Jonathan Hankins, QMHA II



SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

# THE REALITY WE'RE NAVIGATING

*Support in the moment — the loss, the pressure, the complexity, the quiet bravery*

**“There's a power in words. There's a power in being able to explain and describe and articulate what you know and feel and believe about the world, and about yourself.”**

—Tracy Chapman

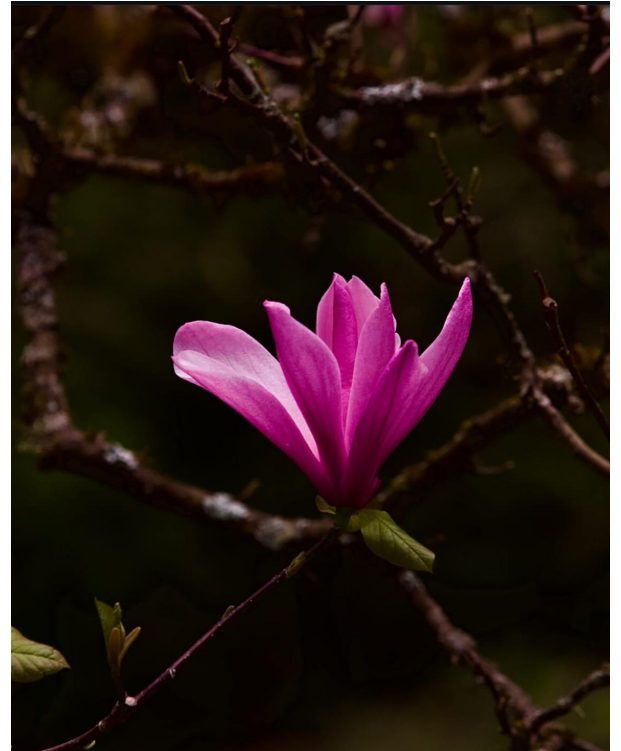


Photo by Ezra Hankins

# THE MEANING BEHIND THE MOMENT

*Reflecting on what's shifted — in us, in others, in the way we lead*



Photo by Ezra Hankins

**“Yesterday I was  
clever, so I wanted to  
change the world.  
Today I am wise, so I  
am changing myself.”**

–Rumi

# THE PATH FORWARD

*Taking bold, compassionate steps toward healing, growth, and lasting change*



**Rachel Elizabeth Cargle**



31m · 👥

Healing doesn't mean you rid yourself of "the thing". It means you gain language, gather tools, articulate boundaries, and build the strength to not let "the thing" completely unravel you in the way it used to.

This means that healing is an ongoing practice — not a destination.

Healing is being in a trusting and grace filled relationship with yourself.

"I am healed" means I am self aware. It means I am committed to tending to myself with each moment I can find the strength to do so. Everyday I get stronger.



Photo Credit: [Milky Way Astronomers, Facebook–March 7, 2025](#)

# Peer Presentations Round 1

11:35 am – 12:15 pm PT / 1:35 pm - 2:15 pm CT/ 2:35 pm PT – 3:15 pm ET

## Room 2 - A Moment of Pause

*“Ritualizing Joy: Giving permission to honor yourself –  
Self-practice Reflection and Permission Forms”*

**Lorene Diaz, Melissa Gillespie & Michelle Holmes**

# RITUALIZING JOY:

*Giving Permission to Honor  
Yourself*

**Lorene Diaz, Melissa Gillespie &  
Michelle Holmes**



**SCHOOL CRISIS  
RECOVERY**  
and  
**RENEWAL**



# WHAT - Power in the Zack Morris Time Out

- **Original Idea** - Creating a workbook for educators to guide them in reflection and seeking joy
- **Reflection** – Once a martyr, always a martyr: trying to feel both purposeful and useful vs. authentic
- **Pivot** – Going from 20,000 foot view to looking ourselves eye-to-eye in the mirror



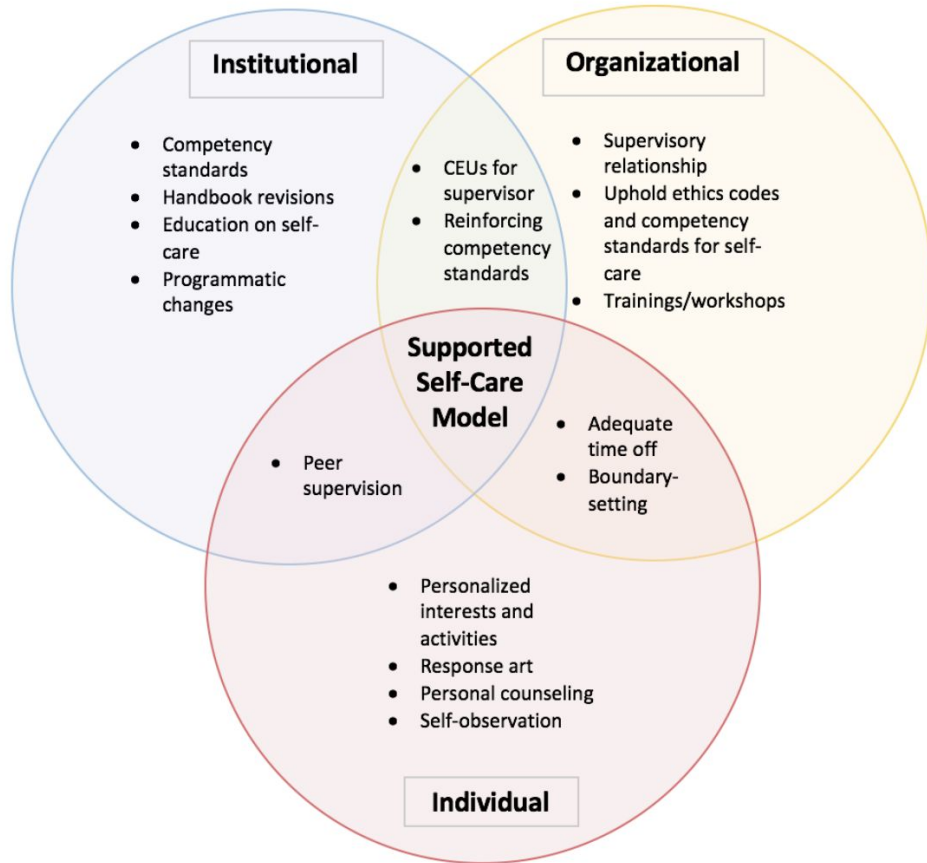
[Zack Morris Timeout](#)



**“WHAT DO YOU NEED?”**

- Permission
- Joy

# SO WHAT



## Supported Self-Care Model

- Healing is learning to acknowledge Joy without restraint or regret
- When we understand our own joys, we become leaders that encourage and support Institutional and Organizational Care
- Healing and Joy help us become the people our younger selves needed



## DON'T HESITATE

If you suddenly and unexpectedly feel joy, don't hesitate. Give in to it. There are plenty of lives and whole towns destroyed or about to be. We are not wise, and not very often kind. And much can never be redeemed. Still, life has some possibility left. Perhaps this is its way of fighting back, that sometimes something happens better than all the riches or power in the world. It could be anything, but very likely you notice it in the instant when love begins. Anyway, that's often the case. Anyway, whatever it is, don't be afraid of its plenty. Joy is not made to be a crumb.

# Peer Presentations Round 1

11:35 am – 12:15 pm PT / 1:35 pm - 2:15 pm CT/ 2:35 pm PT – 3:15 pm ET

## Room 3 - Self-Attuning for Our Emotional Activation

*“C.A.R.E.S. Card Deck for Educators of Color – A Card Deck”*

**Janelle Naomi Rouse, Shericka Smith & Tiarra Fentress**

# C.A.R.E.S. Card Deck for Educators of Color

A Card Deck

Janelle Naomi Rouse, Shericka  
Smith & Tiarra Fentress



SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

we are faced with



**"You, dearest one, are that butterfly. You are in your chrysalis, you are thinking your way to a dynamic and infinitely powerful new reality. Still yourself and focus on the light coming from within."**

— Janelle Naomi Rouse



# WHAT we are faced with

## Guiding Question

In this current climate, what do our educators of color need to hear?



## CARES Card Deck

### Collective

Connect with the strength and support of your community. These cards foster a sense of belonging and provide guidance on building and nurturing vital connections with fellow leaders of color.

### Affirmation

Cultivate a positive inner dialogue with powerful affirmations that reinforce your strength, resilience, and inherent worth.

### Reflection

Deepen your self-awareness through insightful inquiry prompts that encourage introspection and personal growth.

### Exercises

Engage in practical exercises encompassing breathwork, body care, and mindful activities to ground yourself and promote physical and mental well-being.

### Self

Prioritize self-care and cultivate a strong foundation of self-support with guidance and encouragement tailored to your unique needs.

# NOW WHAT will we do

## Relevant Quotes from our Fellowship:

- “Traumatic symptoms are not caused by the event itself. They arise when residual energy from the experience is not discharged from the body. This energy remains trapped in the nervous system where it can [wreak] havoc on our bodies and minds.”

--Peter Levine, PhD

- “Trauma is a chronic disruption of connectedness.”

--Stephen Borges, PhD

*“Transforming Self to Transform Systems” by Dr. Michelle Seijas 10.03.2024*

We cannot pour  
from an empty  
cup.



Google Image (gif)

## Relevant Quotes from our Fellowship:

- “Compassion Fatigue: Stress and emotional, mental, and physical exhaustion that comes from caring for individuals.”

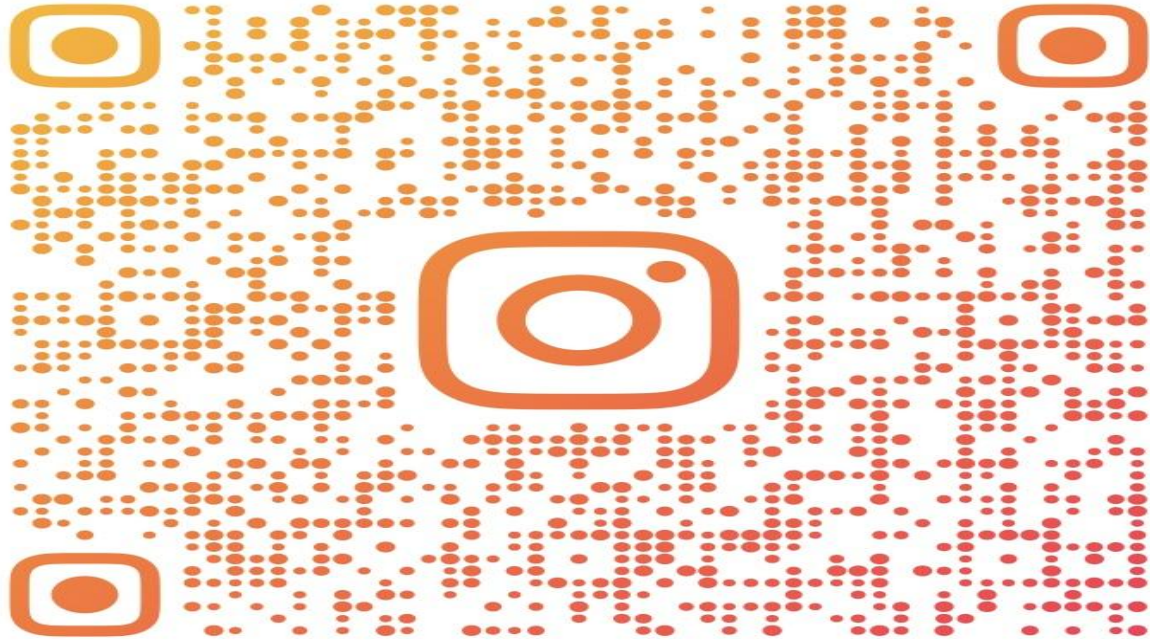
--Michael Selbst, PhD, BCBA-D and Ashley Zultank, PsyD

- “Secondary Trauma: Trauma from experiencing someone else get traumatized (and, sometimes giving aid to them).”

--Resmaa Menakem, MSW, LICSW, SEP

- “Empathic Distress: Feeling of deep empathy for those you serve coupled with knowing you’ve done all you can and there is still suffering.”

--Joan Halifax, PhD



**@C.A.R.E.S.CARDS**

# Peer Presentations Round 1

11:35 am – 12:15 pm PT / 1:35 pm - 2:15 pm CT/ 2:35 pm PT – 3:15 pm ET

## Room 4 - Self- Liberated School Suicide Postvention

*“After-Care: Meaning-Making, Reflecting, and Resources for Sustainability – A Visualized Resource Guide”*

**Kris Bifulco, Nole Kennedy & Rituparna Roy**

***After-Care:  
Meaning-Making,  
Reflecting, and Resources  
for Sustainability***

A Visualized Resource Guide

**Kris Bifulco, Nole Kennedy, & Ritu  
Roy**



**SCHOOL CRISIS  
RECOVERY**  
and  
**RENEWAL**

# Dear colleague,

**"Sometimes the bravest and most important thing you can do is just show up."**

— Brené Brown



[\*Highlander Center, 2015\*](#)

Thank you. Thank you for showing up. For your students, for your staff, for your community ... and, now, hopefully for yourself. You have carried others through their heaviest moments – showing up with compassion, courage, and strength. Your impact is immeasurable, and the love and care you have poured into your community will continue to ripple far beyond what you can see.

Our hope is that, first and foremost, this resource contributes to your healing.

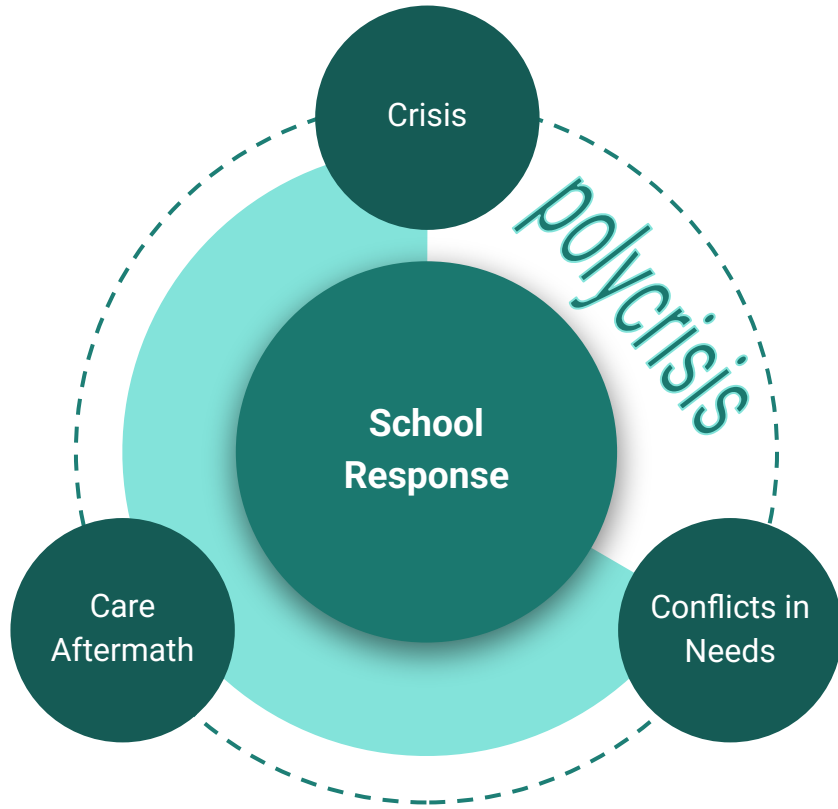
And, we also hope that the checklists, reflection prompts, and resources shared within support your growth. As educators, we know that self-reflection, when done with care, compassion, and curiosity, leads to new learning.

# WHAT

- **Original Idea** - student focus groups on care & care rooms
- **Pivot** – timeline, polycrisis, lack of existing relationships, & no promise of change  
*“Is this really going to feel important to students right now?”*
- **Reflection** – We all work on a systems-level with peeks into groundwork through close colleagues. What can we offer to first-line crisis workers?



# SO WHAT? Why “After-Care”



- Varied experiences with care rooms reported by students & staff
- Secondary trauma, compassion fatigue, and institutional betrayal in schools & among care providers
- How does reflection and renewal impact long-term recovery?

What care is needed during and after the immediate crisis (response)?

# NOW WHAT

## TODAY

We collaborated to create a visualized resource guide for staff leading care responses in their schools amidst crisis, with reflective touchpoints for students and other staff along the way.

It is meant to be an encouraging “quick-start guide” to holding space for students, staff, and self. Inside are tools for beginning, connecting, reviewing, restoring, and integrating trauma-informed practices in the care room and beyond.

But, before diving in, take a deep breath. And then take another. Center your humanity. Once you're grounded, take another deep breath, and then consider moving forward through this resource.

Know that YOU are the right person!

## “TOMORROW”

- Integration with Oregon’s Crisis Response/Flight Team Community of Practice
- Building out interactive structures and resources to encourage feedback loops in supporting current experiences and impact at schools.
- Circling back to youth voice & focus groups on care in/outside the care room

# Peer Presentations Round 2

12:20 pm – 1:00 pm PT / 2:20 pm CT - 3:00 pm CT / 3:20 pm PT – 4:00 pm ET

## Room 1 - Youth & Family Voice

- **Beneath the Surface: The unseen struggles of youth – A short video - Selena Quiroz**
- **Our Stories, Our Voice – A Student Voice & Storytelling Event - Sheri Hanni**
- **Building Resilience and Healing Through IEP Processes – A Facilitator guide - Jessica Aguilar**

# Beneath the Surface: The unseen struggles of youth

Selena Quiroz



SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

# WHAT

- Youth experience the world **through the lens of their intersecting identities** and how trauma and environment impacts them.
- I centered their voices to **highlight their challenges, resilience**, and hopes for change, aiming to bring awareness to what they face daily and what they need from the systems around them.



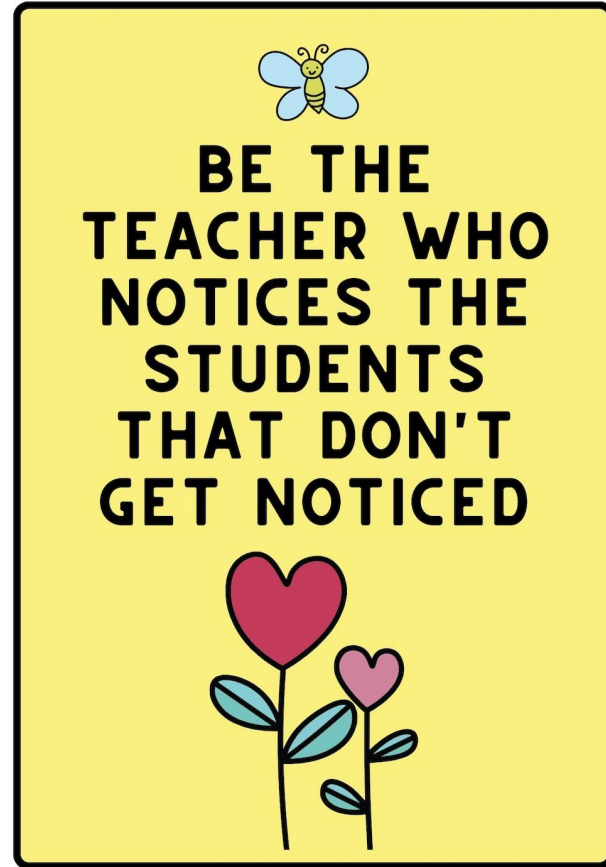
FreePik

# SO WHAT

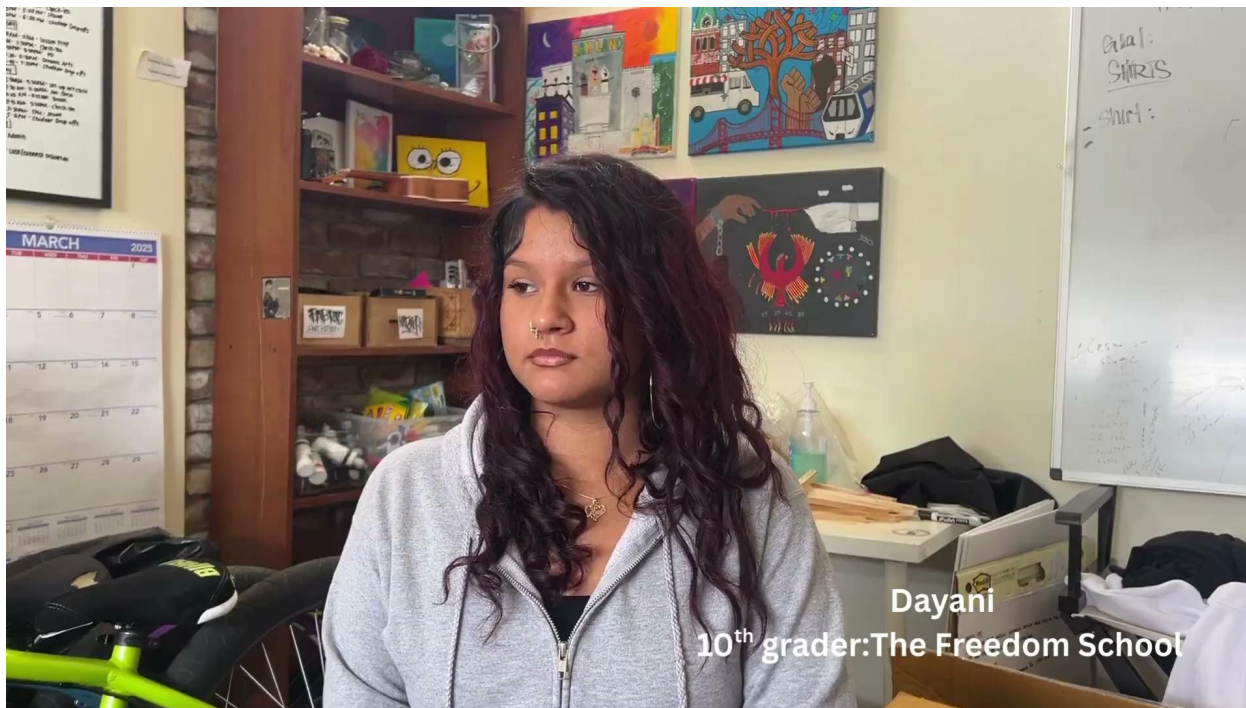
Youth are often left out of decisions that shape their lives.

Understanding their full identity and lived experiences is essential to creating spaces that are truly supportive, healing, and just.

Their insights are powerful and necessary for real change.



# NOW WHAT



Dayani

10<sup>th</sup> grader: The Freedom School

I'm calling on adults and decision-makers to actively listen to youth and include them in shaping policies, schools, and communities. We must prioritize youth-led solutions, fund supportive resources, and commit to equity-driven, healing-centered systems.

# Our Stories, Our Voice

A Student Voice &  
Storytelling Event

**Sheri Hanni**



SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

# WHAT

## My Days

9th grade student

I wake up,  
calm.

Then I think about the day.

The air gets heavy.

My heart beats faster.

I want to curl into a ball.

I take a deep breath,  
and try to forget.

Slow breath in.

Slow breath out.

Again and again,  
until the panic fades.

It always remains though.

It is like the ocean.

Waves slam in and  
then

recede,

gone until the inevitable happens,

and another

slams

the shore. **-Excerpt**



**Hiding In Plain Sight**

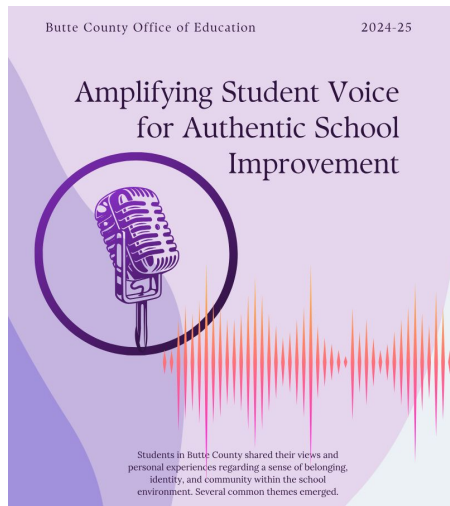
**Flash Fiction Writing Project**

Bringing to light something that is experienced by many, talked about by few.

High school students in Butte County can submit **Flash Fiction** sharing their experience with mental health.

**Possible Prompts**


- What is your experience talking about, or not being able to talk about, your mental health or mental health in general?
- How do you experience mental health in your life?



Butte County Office of Education 2024-25

Amplifying Student Voice  
for Authentic School  
Improvement

Students in Butte County shared their views and personal experiences regarding a sense of belonging, identity, and community within the school environment. Several common themes emerged.



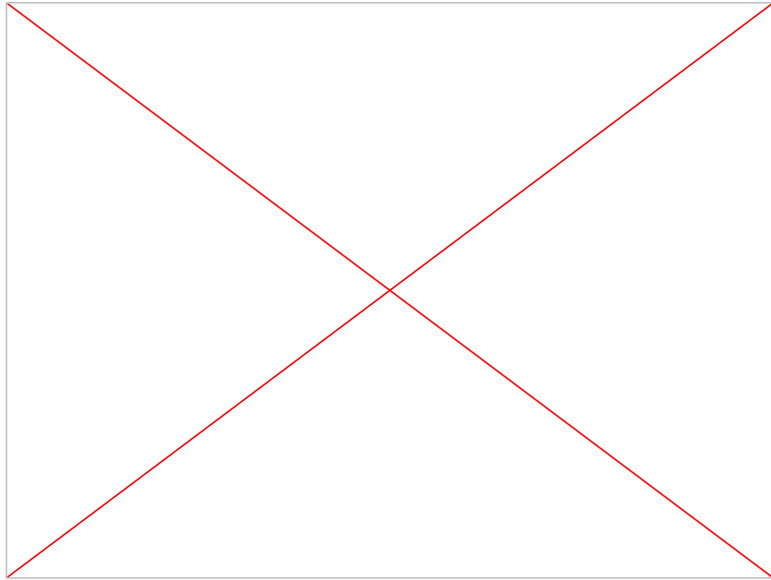
**Our Stories  
Our Voice**

**Because every story has the power  
to make a difference!**

**“It removes the stigma  
from, like, you know,  
having to be quiet about  
your own life.”**

Student reflecting on  
a book her class read

# SO WHAT



<https://vimeo.com/1074790692/189a9d8c45?share=copy>

## ***Student Voice, Stories and Crisis Response & Recovery***

*Student stories can play a critical role in shaping crisis recovery and response efforts in schools by moving beyond surface-level data and tapping into the emotional, cultural, and relational layers of student experience.*

**We need both the data and the story. One tells us what's happening. The other tells us why - and what to do next.**

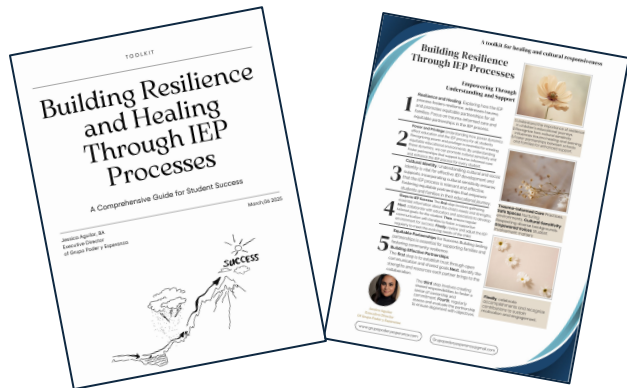
# NOW WHAT

## Take Aways:

- **In recovery, it's not enough to “return to normal.”** Student stories give leaders a real-time pulse on how recovery efforts are actually landing. They help schools adapt their approach based on lived student experience, not assumptions.
- **Crisis recovery can unintentionally overlook certain student groups.** Storytelling makes it easier to hear from marginalized or underrepresented voices, which leads to more equitable, student-centered strategies.
- **The act of storytelling itself is healing.** When students share their experiences—and see adults truly listening—they begin to feel that their experience matters. Shared stories also help peers feel less alone, which strengthens collective resilience. It builds empathy, trust and connection.

## Moving Forward:

- Student stories can and should be used as qualitative data to inform policy, practice and culture.
- Stories help uncover blind spots in safety plans, mental health supports, or communication gaps.
- Elevate student voice in crisis planning and leadership teams.
- Create ongoing structures for student voice and let them see that it matters, that it's not a tokenized act.



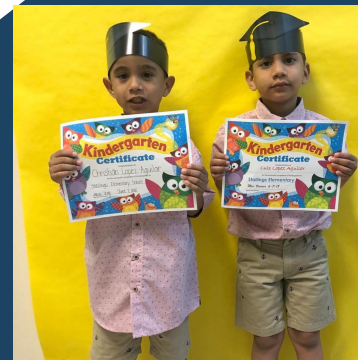
# Building Resilience and Healing Through IEP Processes

## A Facilitator guide

Jessica Aguilar



**SCHOOL CRISIS**  
**RECOVERY** and  
**RENEWAL**



# POEM/POEMA: A Path of Resilience and Healing: The IEP as a Bridge

The diagnosis arrives, a blow to the soul, a silent grief in the Hispanic culture.

Ancestral fears, deep stigmas, judging voices, resounding whispers.

"You exaggerate," they say, the school distant, without seeing the struggle, the constant pain. But a ray of light, an empathetic school, teachers who listen with a sympathetic soul.

Support that embraces diverse families, different languages, scattered cultures. Barriers are broken with bridges of love, translating hopes, sowing value.

The IEP transforms, from burden to solace, a plan that flourishes, a new yearning. Goals traced with united hands, strengths found, wounds healed.

The mother's voice, once silenced, now resonates, her story told. The father who feared severe judgment, finds in the school a sincere ally.



Each small advance, a victory felt, resilience grows, faith revives. The stigma fades with understanding, healing emerges from inclusion.

In each meeting, a stronger bond, a future woven with love and with luck. The IEP, a path towards acceptance, where the child flourishes without limitation.

Thus, in the melting pot of diverse cultures, school empathy opens immense doors. Building resilience, healing the pain, the IEP becomes a seed of love.

[https://www.canva.com/design/DAGk7i\\_SahU/59Tw8ORW-Pd4MvEV6sF-Pg/view?utm\\_content=DAGk7i\\_SahU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=unique\\_links&utlId=hdef973f946](https://www.canva.com/design/DAGk7i_SahU/59Tw8ORW-Pd4MvEV6sF-Pg/view?utm_content=DAGk7i_SahU&utm_campaign=designshare&utm_medium=link2&utm_source=unique_links&utlId=hdef973f946)

# SO WHAT

A toolkit for healing and cultural responsiveness

## Building Resilience Through IEP Processes

### Empowering Through Understanding and Support

**1 Resilience and Healing.** Exploring how the IEP process fosters resilience, addresses trauma, and promotes equitable partnerships for all families. Focus on trauma-informed care and equitable partnerships in the IEP process.

**2 Power and Privilege** Understanding how power dynamics affect education and the IEP process for all students. Recognizing power and privilege is essential for creating equitable educational environments. By understanding these dynamics, we can promote cultural sensitivity and foster partnerships that support trauma-informed care and enhance the IEP process for every student.

**3 Cultural Identity.** Understanding cultural and social identity is vital for effective IEP development and supports. Incorporating cultural sensitivity ensures that the IEP process is relevant and effective, fostering equitable partnerships that empower students and families in their educational journey.

**4 Steps to IEP Success.** The first step involves gathering essential information about the child's needs and strengths. **Next,** collaborate with educators and specialists to develop tailored goals for the student. **Then,** ensure regular communication with families to foster a supportive environment for success. **Finally,** review and adjust the IEP regularly to meet the evolving needs of the child.

**5 Equitable Partnerships for Success** Building lasting partnerships is essential for supporting families and fostering community resilience.

**Building Effective Partnerships**  
The first step is to establish trust through open communication and shared goals. **Next,** identify the strengths and resources each partner brings to the collaboration.

The third step involves creating shared responsibilities to foster a sense of ownership and commitment. **Fourth,** regularly assess and evaluate the partnership to ensure alignment with objectives.



Jessica Aguilar  
Executive Director  
Of Grupo Poder y Esperanza

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1. Understand the importance of resilience in children's educational journeys.  
2. Recognize how cultural sensitivity influences trauma healing and learning.  
3. Foster partnerships between schools and families for enhanced support.



**Trauma-Informed Care** Practices. **Safe Spaces** Nurturing environments. **Cultural Sensitivity** Respecting diverse backgrounds. **Empowered Voices** Student involvement matters



**Finally,** celebrate accomplishments and recognize contributions to sustain motivation and engagement.

## A toolkit for healing and cultural responsiveness

- 1) Resilience & Healing
- 2) Power Privilege and Trauma informed care
- 3) Cultural Identity
- 4) Steps for Individualized Education Program (IEP) Success
- 5) Building Effective Partnerships

# NOW WHAT

## Checklist

### Initial Response and Communication

- Timely Acknowledgment
- Clear Communication

### Providing Information and Support

- Explain the IEP Process
- Offer Resources
- Address Concerns and Questions
- Inform about Translation Services

### Building Trust and Collaboration

- Establish Rapport
- Value Parent Input
- Respect Cultural Differences

### During the Evaluation Process

- Culturally Relevant Assessments
- Provide Information in Advance
- Maintain Open Communication

## Checklist for Schools: Supporting Parents During IEP Evaluation Requests

### I. Initial Response and Communication

- Timely Acknowledgment:** Acknowledge the parent's request for an IEP evaluation promptly and in writing.

#### Clear Communication:

- Use clear, accessible language, avoiding jargon.
- Offer communication in the parent's preferred language, providing translation services if necessary.
- Establish clear communication channels (e.g., phone, email, online portal) and keep parents informed throughout the process.
- Empathetic and Non-Judgmental Approach:**
- Communicate with empathy and understanding, recognizing the potential stress and anxiety associated with the evaluation process.
- Avoid any language or tone that could be perceived as judgmental or dismissive.

### II. Providing Information and Support

- Explain the IEP Process: Provide comprehensive information about the IEP evaluation process, including timelines, procedures, and parental rights.

#### Offer Resources:

- Provide culturally tailored resources that explain the purpose of the IEP and parents' rights.
- Connect parents with community resources and support networks, such as parent support groups or advocacy organizations.

#### Address Concerns and Questions:

- Actively listen to parents' concerns and questions.
- Provide honest and thorough answers.
- If you don't have an immediate answer, commit to finding out and following up promptly.
- Inform about Translation Services:** Inform families about their right to translation services throughout the IEP process.

# Peer Presentations Round 2

12:20 pm – 1:00 pm PT / 2:20 pm CT - 3:00 pm CT / 3:20 pm PT – 4:00 pm ET

## Room 2 - Recovery & Renewal Leadership – Mending Our Wounds

- **Rethinking Leadership in Crisis: My Personal Development Ongoing Journey – Andrea Lopez**
- **Metamorphosis: Journeying with Mind, Body, and Spirit Through Ruptures and Sustainable Mends - Lesley Delapaz**
- **Mending Our Hearts: The Journey of Transformation – A Facilitated Peer Group Support- Kela Lynn**

# Rethinking Leadership in Crisis:

My Personal Development  
Ongoing Journey

**Andrea Lopez, LPC**



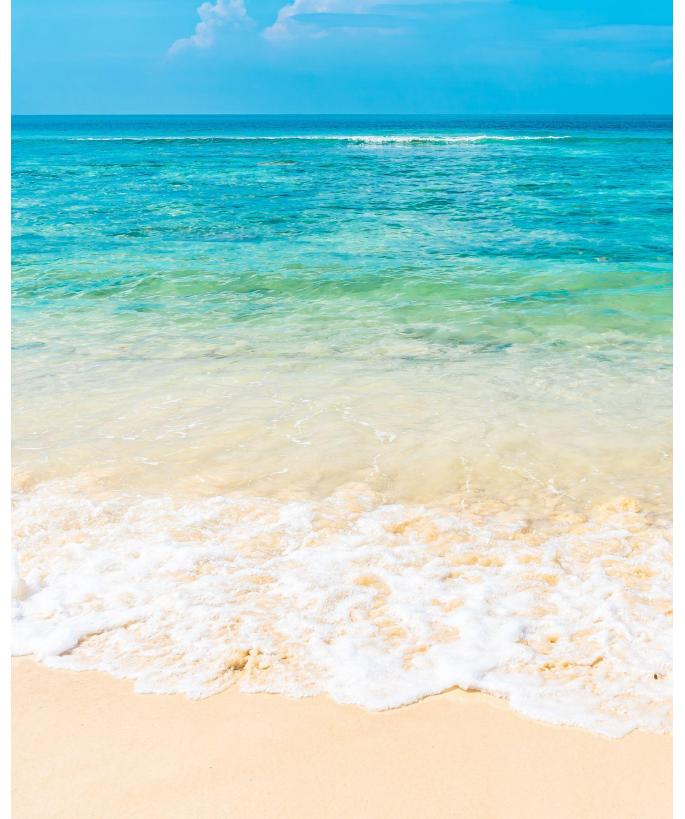
SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

# RETHINKING LEADERSHIP IN CRISIS

**In the beginning..** I was going to facilitate healing of staff after a suicide loss.

**Upon Reflection** – If I am going to lead in crisis, I needed to focus on myself.

**Shift in Focus-** How do I want to lead in times of crisis?



# My Personal Journey



Pexels

***“As part of my journey, I began journaling to reflect on what I’ve learned—and what I’m still learning—as I grow as a leader. I came to an important realization: while I’ve been deeply focused on supporting others, I hadn’t always taken the time to look inward.”***

***- Journal reflection***

***Are you the Crisis Leader that you want to be or needed during a time of crisis?***

***Are you leading in ways consistent with your values?***

Create your own Crisis Leadership Manifesto



# Metamorphosis: Journeying with Mind, Body, and Spirit Through Ruptures and Sustainable Mends

Lesley Delapaz



SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

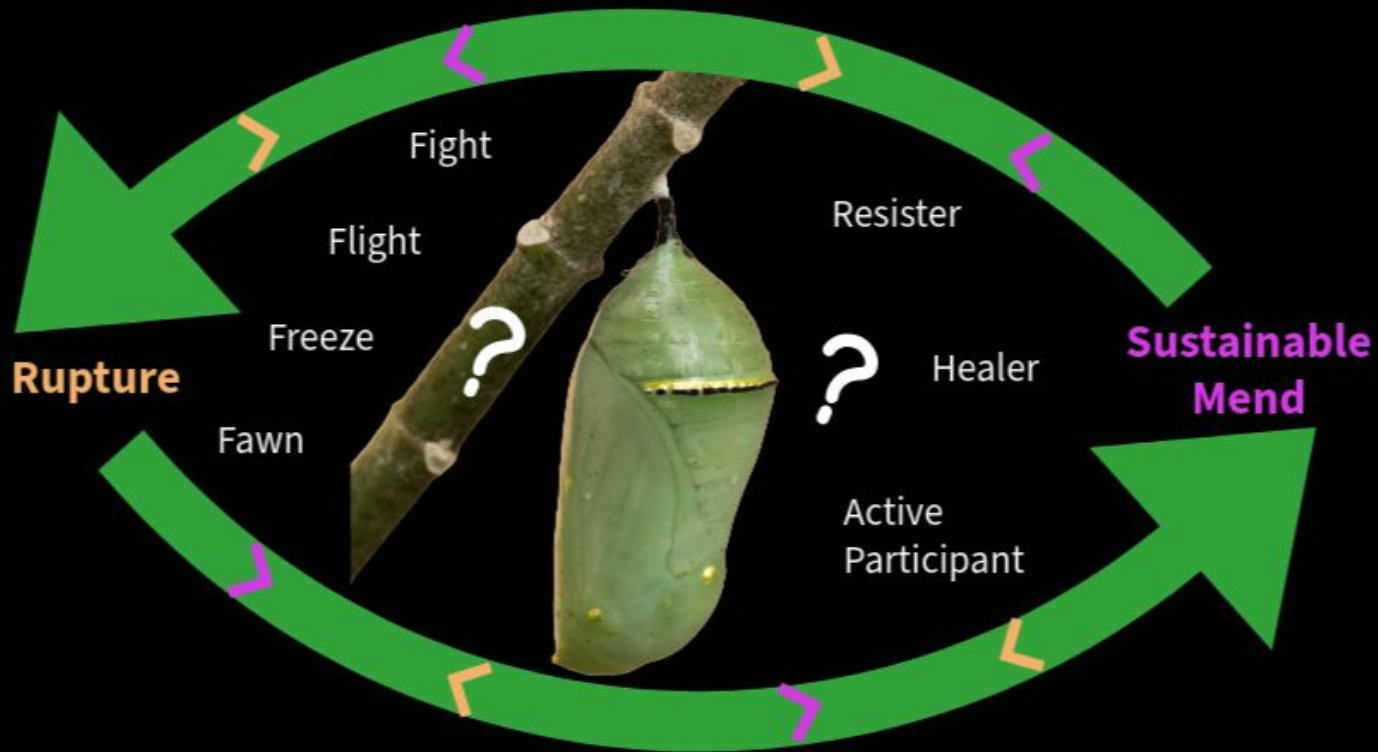
# WHAT

- Despite frequent inspiration, epiphanies and reflection points that called to me I'd return directly back to work after amazing sessions
- SCRR presenters embody this:
  - Oriana Ide's [Self-attuning and attending to emotional activation](#)
  - [Darrick Smith](#) on the ways we create consistency through procedures and process
  - [Monique Castro](#)'s teachings on cultural knowledge and practices that support the process of grief, trauma, and healing

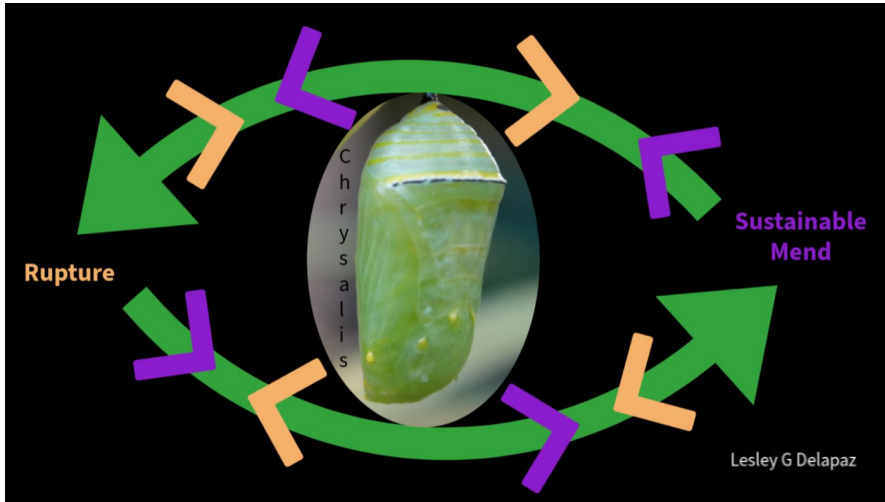
## **Created a tool for individual reflection:**

- Expanded it to include questions for reflection through the progression from rupture to sustainable mend
- Adjusted the images in the tool to fit my insights from using the tool

# Metamorphosis



# SO WHAT



- *Disrupting individual cycles*
- *Recovery and renewal habits*
- *Reflection tool for individual journeys to collective healing*
- *Insights*
  - *Protecting reflection time is key*
  - *Inertia and movement can lead to the same place*
  - *Butterflies do not come out of the chrysalis strong*

## From Individual to Collective

# NOW WHAT

- Invite others to schedule 15 minutes after meeting or session to integrate and reflect
- Hope that others will prioritize their own renewal practices such that they don't flirt with burnout
- In what ways can this image/tool more accessibly capture the process of recovery and renewal?

## Next Steps

- Present the tool with Kela in April and May
- New Zealand in August
- Webinar in December

# Mending Our Hearts: The Journey of Transformation

A Facilitated Peer Group  
Support

**Kela Lynn**



SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

# Mending Our Hearts Community Healing

## Support Each Other on this Journey Towards Healing

- **Original Idea** Creating a space of allowance for grief work. Normalizing the chrysalis before the wings. *The Pause*.
- **Reflection** This decision is for the staff to make, thus a community activity became the intervention.
- **Pivot** – An opportunity for witnessing, storytelling and somatic healing. *Practice the Pause*.



Danielle Morago, Original

# Attunement to Loss Within Community

## *Mending Our Hearts*



Through a facilitated peer group model, we will explore grief and the supports needed to reintegrate. We are using metaphors like the butterfly to guide us through the processes of loss, pause, and becoming.

Participants will engage in somatic work and practices that aid in recovery and renewal, focusing on both individual healing and collective growth.

The project will create a "holding space" to explore discomfort, integrate learning, and build a support system for lasting change.

Kryssia Campos / Getty Images

## Coming Together In Grief, Connection, Becoming

# NOW WHAT

## The Essential Questions

Have we become more integrated with our past and present?

How do we keep showing up for others if we struggle showing up for ourselves?

What are practices that can be built in daily, weekly, seasonally that allow for grief and loss?



## Now What Questions

How do we, as a staff community, sustain connection during difficult times- who can be community partners?

Is this the correct connection path to support? Are there other ways for connection and witnessing?

## Peer Presentations Round 2

12:20 pm – 1:00 pm PT / 2:20 pm CT - 3:00 pm CT / 3:20 pm PT – 4:00 pm ET

### Room 3 - Self-Attuning for Our Emotional Activation

**Reflections on Rupture: How to Find Meaning in the Mess of  
Crisis, Grief and Loss - A Reflection Guide**

**Erika Rubinstein Irby & Erin Hughes**

# Reflections on Rupture: Finding Meaning in the Mess of Crisis, Grief, and Loss

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SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

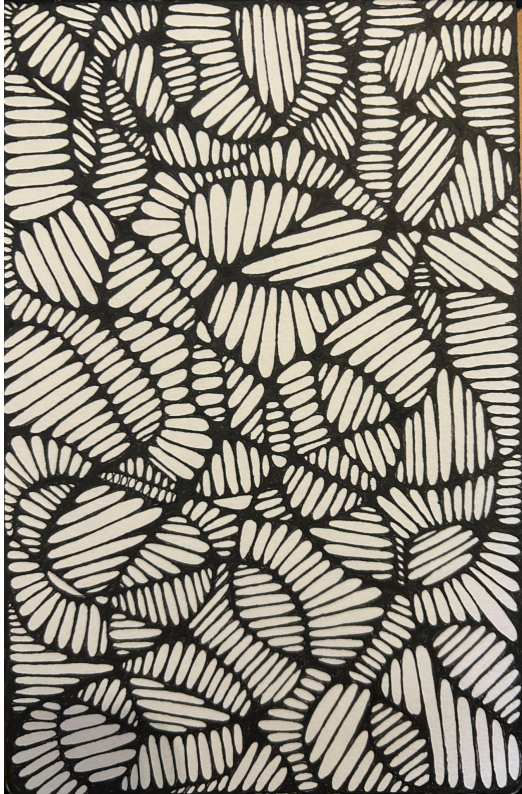
# Our Process

- **Starting with ourselves**
  - Storytelling, brainstorming, creating
- **Interviews**
  - Offered to education professionals and school crisis leaders
  - Question themes included the impact of crisis on personal and professional identities, healing practices and supports, and wisdom gained from the journey through crisis, grief and loss
  - [Interview Questions](#)
- **Meaning making**
  - Identifying themes
  - Developing a reflection guide



Artwork by Erin Hughes

# Themes



Artwork by Erin Hughes

- **Personal pacing and permission**
  - Rejection of societal pressure to "move on" quickly
  - Permission to take time and space to process at one's own pace
  - Use of institutional support and leaves (FMLA, sick time, EAP)
  - Acceptance that renewal is ongoing rather than a return to "normal"
- **Authentic support and connection**
  - Cultivating deeper, more authentic relationships
  - Setting clear boundaries in personal and professional settings
  - Greater focus on meaningful relationships and memory-making
  - Practical, tangible support is often needed
- **Transformation of professional identity and relationship with work**
  - Many left jobs or changed their approach to work
  - Shifting from work-centered or "expert" identities
  - More authentic presence with clients
  - Releasing perfectionism

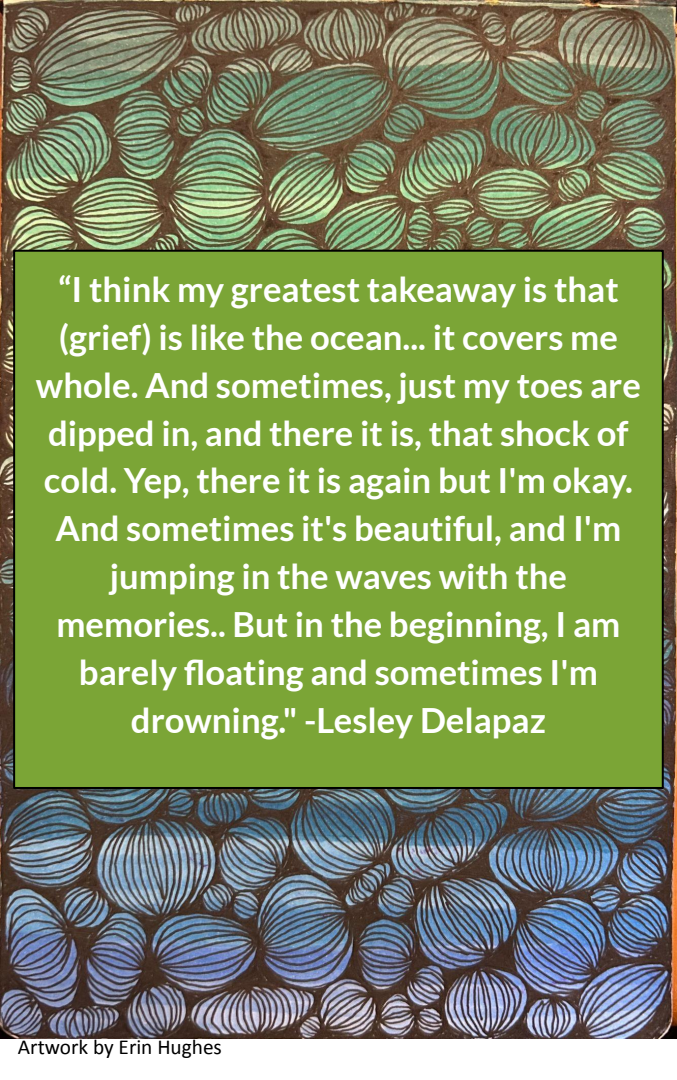
# Themes

- **Redefining boundaries and prioritizing self-care**

- Many had defined themselves through their capacity to support others, often at their own expense
- Forced to reexamine their boundaries
- Movement based healing as essential recovery tools
- Engaging with a diverse range of healing modalities

- **Nonlinear grief integration**

- Grief is ongoing and cyclical like ocean waves, not something to "get over"
- Recovery doesn't follow institutional timelines or linear progression
- Integration of loss into daily life rather than moving past it
- Multiple cycles of crisis and renewal with no clear endpoint



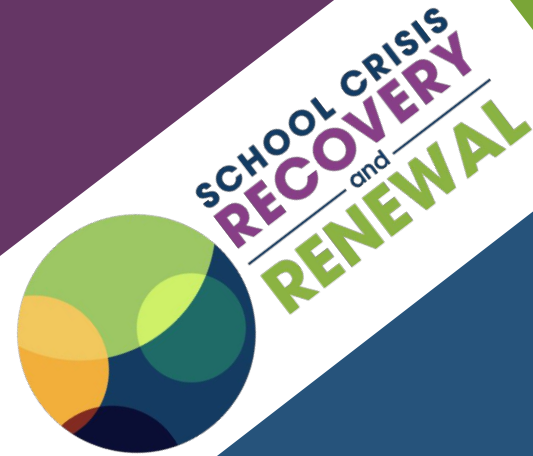
"I think my greatest takeaway is that (grief) is like the ocean... it covers me whole. And sometimes, just my toes are dipped in, and there it is, that shock of cold. Yep, there it is again but I'm okay. And sometimes it's beautiful, and I'm jumping in the waves with the memories.. But in the beginning, I am barely floating and sometimes I'm drowning." -Lesley Delapaz

# Now What? Reflection Guideposts

- **Give yourself more time:** It is essential for healing and renewal
- **Listen to your body and to nature.** Find creative or movement practices



- **Take care of each other.** The systems we work in will not meet our needs.
- **Storytelling is one of the most powerful ways to share wisdom.** Find ways to have structured conversations where you can listen and learn.



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