



**SCHOOL CRISIS
RECOVERY**
and
RENEWAL

JUNE 2020

-

MAY 2025

RENEWING TOGETHER: SCRR'S LEGACY

**SCHOOL CRISIS READINESS IS
ESSENTIAL. RESPONSE IS CRITICAL.
AND: WHAT HAPPENS AFTER
MATTERS, TOO.**

A SAMHSA-FUNDED CATEGORY II NATIONAL CHILD
TRAUMATIC STRESS NETWORK SITE RUN BY THE
CENTER FOR APPLIED RESEARCH SOLUTIONS IN
PARTNERSHIP WITH TRAUMA TRANSFORMED

WWW.SCHOOLCRISISHEALING.ORG

**“RECOVERY CAN ONLY TAKE PLACE WITHIN THE CONTEXT OF
RELATIONSHIPS; IT CANNOT OCCUR IN ISOLATION.”**
-JUDITH LEWIS HERMAN



The School Crisis Recovery & Renewal project may have started officially as a funded National Child Traumatic Stress Network Site in 2020, but the vision for it started years before.

Personally, it started at 16 when I stood alongside my best friend as his solo-mom died, and hours later watched our community pour into the hospital hallways and hold onto him and his brother, not only that day but in the weeks, months, and years after.

It started when I lost my best friend and soulmate at 21 in college (fact! SCRR's chosen font Century Gothic was her font of choice). A graduating senior in college, I carried her memory into my teaching credential program and student teaching with a specific attunement to the broken-hearted.

Professionally, it started when I experienced the first death of a student in 2011. In the heaviness of an afternoon returning from his funeral, I Googled “grief support for educators.” So many resources came forth, but all of them were telling us what to do for our students. Where were the supports for us?

Over the years, those of us walking school hallways yearning for a different way to experience the days after would find each other, the people wanting educator grief to be held and heard. I found Rick Ayers, Betina Hsieh, Stephanie Cariaga, Claudia Rojas, Michelle Kurta and Judee Fernandez, Lennon Flowers and Carla Fernandez, Nkem Ndefo, Candice Valenzuela and Sharim Hannegan-Martinez. Then: Jen Leland. David Schonfeld. Oriana Ides. Niki Magtoto.

When the SAMHSA grant opportunity came our way, we knew this was the doorway to do something with this vision, but something different. The call for funding asked for evidence-based practices that prevent or intervene in childhood bereavement. In the December rainy Bay Area afternoons in 2019, we dreamed up SCRR: a constructivist, community-defined project that centered educator/provider/school leader crisis aftermath healing as the intervention. We dreamed of educators, youth advocates, systems leaders, administrators, providers, crisis responders, and postvention specialists in conversation together. Of expanding the school crisis continuum of care. We kept saying to each other (that later became our tagline): “School crisis readiness is essential. Response is critical. And: what happens after matters, too.”

It was a long shot, for sure. Submit. Close the laptop. Shrug and fingers crossed.

Many of you know that the story took a turn when, deep in the pandemic in April 2020, we received notice that we were awarded the opportunity to birth this vision of crisis aftermath while all of us were IN IT.

“ We should not be focusing solely on our arrival or reaching a state, but that there is so much beauty and information in the process in the present moment as well.”

-Oriana Ides

Launching a community with the hope of creating a new way is one thing. And in 2020? Doing so while in lockdown, in the post-George Floyd murder, all virtual learning contexts were a whole other ballgame. We tapped into our secret, magical superpower of “**moment meeting**”: we created programming that invited us to meet ourselves in past moments, to arrive at the present moment right in front of us, and to anticipate what moments were coming our way that we would need to meet. We officially opened our “doors” (as in, our programming went public!) on September 15, 2020.

Here we are on May 30th, 2025, closing our doors at the end of this funding cycle. We began with zero people in our network. Five years later, we are a vibrant community of 6,520 SCRR members.

We began wondering if we were the only ones. We know, today, that we aren't. You aren't.

Over these years, our small but magical team has been alongside you in our healing journeys. We've faced the deaths of parents and bereavement aftermath. We've lost pregnancies. We've given birth. We've separated from our partners. We've become new versions of ourselves. We as a team responded - recovered - renewed alongside you.

We had hoped to find another home for SCRR, but in the context of this moment we are meeting, it has not come yet. In the meantime, we created this capture to experience what we often invite you to do: the creation of our coherent narrative can help us hold our hearts, broken with the closing of the chapter of this work.

What we did and undid in five years? Wow. What we became and unbecame in five years? Whoa.

This is our community-defined, co-constructed legacy.

Thank you for recovering and renewing together,
Leora Wolf-Prusan, School Crisis Recovery & Renewal Project Director





PARTICIPANT IMPACT QUOTES

“The fact that there was no judgment of how or why we grieved. And the instant empathy and validation. I think as we shared our almost hidden grief, we seemed to have that in common, and we listened with intention to each other's story, after holding onto ours for so many years.”

“These trainings start tough conversations on topics that need more attention in our systems and society. I believe I walk away more educated and aware of ways I can help. **Being with the community, even if virtually, to discuss topics like trauma information communication is invaluable.**”

“I have spent the better half of my career being trained to not be vulnerable in professional settings, especially when it comes to grief. Today's teaching and this fellowship continue to give me opportunities and permission to undo that learning. To develop professional skills in ways to show grief and hold space.”

“I hope that I can convey the **sense of relief I had once I took a deep breath and acknowledged the moment I had with you and your team today.** I have been struggling to find a sense of direction for our staff and community...very honestly, myself as well.”

OUR SCRR ESSENTIAL QUESTIONS:

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

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



THE POWER OF A “HOW MIGHT”

We at SCRR love a good reflective question because they invite us to embody renewal and reimagine possibility. Here are a couple of our favorite “how might” questions we’ve held together as a project over the past five years:

How might we increase our skills, knowledge, and communication abilities to help our people recover, process information, and navigate uncertainties?

How might the experience of student death years ago impact your current practice?

How might we make sense of school-based loss and how that informs who we are as administrators, educators, clinicians, and youth advocates?

How might we incorporate the losses we experienced as students ourselves, now that we are educators—perhaps even in the same community in which we grew up?

How might we guide the field toward community-responsive liberated school postvention policy development and practice implementation?

Educators – how are we making space for ourselves and our students to process and heal from the emotional toll of grief in our lives? How might we integrate rituals, practices, and structures into our daily lives and school year to ensure we have a place where our grief is seen, held tenderly, and processed?

How might we, as school crisis leaders, hold school communities and cultures in the complexity of memorializing and commemorating students who die by suicide, not only in the acute aftermath but in the years after?

What might postvention work in our schools look like/sound like/feel like to have a more embodied, equitable, and liberated approach?

How might we address the emotional and psychological impact of the burdens placed upon schools, which are often undeserving of our young people (experiencing and witnessing the cycles of violence)?

How might we increase our skills, knowledge, and communication abilities to help our people recover, process information, and navigate uncertainties?

OUR IMPACT IN NUMBERS: IN FIVE YEARS...



6,520 community members from **51 jurisdictions, including 48 states**, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands

7,832

Number of trained/supported/facilitated participants

13

Downloadable products

1

Published peer-reviewed paper

“Grappling with Life After Loss as Educator Leaders: An Invitation to Transformational Educator Grief Healing Work” (2023)!

4

Unique resource hubs created

81,787

Website Visitors

644

Unique partnerships

2

Cohorts of national SCRR Leadership Fellows

20

Voices from the Field Blogs

344

Customized and individualized coaching supports to leaders, teams, organizations, districts, and more!

2,797

YouTube viewings of archived content (733 of which are our Foundational Modules!)

6,669

General resources downloaded from our website

20

Bi-annual Networks of Practice and Institutes for Educator Healing

“We invite this idea of finding presence. Being present is hard, but we're making an effort to find it. We are honoring the wisdom that has surfaced for us. Maybe it is brand new. Maybe it is wisdom we've denounced or rejected in the past, but that we are. We are making an effort to honor it today in this moment, in this conversation.”

- Oriana Ides



PARTICIPANT IMPACT QUOTES

“I come into contact with new ways of being and thinking that challenge my patterns that things just are the way they are. The speakers and staff are a masterclass on humaning in the best possible way.”

“I'm SO grateful that you do so much online - you have been so helpful to me in dealing with burnout from providing mental health during the pandemic and giving me hope for the future.”

“I can't thank SCRR enough for all they have given us over the last 5 years. You all have made me a better human in so many ways and have had a huge impact on the work I do.”

*“Grief is a feeling and experience that many people try to avoid. However, embracing grief can be transformative. **The SCRR program, with its supportive network of practice, has been extremely beneficial for both my personal and professional development. Sharing and discussing grief helps to lessen the fear surrounding it, and I always feel supported and compassionately embraced each time I attend a program offered through SCRR.**”*



SCRR Foundational Modules

A four-part asynchronous learning series for school leaders, educators, school site and district administration, community-based organizations, school mental health providers, student advocates, and anyone interested; modules include theory, frameworks, trauma-informed and healing-centered crisis models.

Recovery & Renewal 101: Expanding the School Crisis Continuum of Care

Exploring the framework and application of recovery and renewal to enhance understanding, meaning-making, and application of the extended school crisis continuum of care in your communities.

Trauma-Informed School Systems for School Crisis Recovery & Renewal

Providing school staff (and anyone who works with youth) with an awareness of stress, trauma, and grief, their impacts on students, teachers, and schools, as well as ways to effectively address them through the lens of recovery and renewal.

A Moment of Pause: Time to Cultivate Trauma-Informed Communication

A facilitated program series based on our highly downloaded guide, "Trauma-Informed COVID-19 Leadership Practices for Recovery & Renewal," exploring trauma-informed and healing-centered leadership competencies (relational leadership, trauma-informed communication, mindfulness & reflection, and radical self-inquiry & critical inquiry).

Self-Attuning to Our Emotional Activation: Healing Our Wounds while Providing Care to Others

A program for school-based or connected service providers who want to engage in reflective inquiry around how the experiences we've lived through impact and inform our ability to provide responsive mental health services for others.

Creating the Container After Student Loss

How to facilitate space-holding for educators and lead school sites and systems after a student dies, and school culture processes and practices that support staff grief healing.

Life After Loss Tables for Educators: Sessions & Host Training

Sessions ("tables") for any educators (current or former) to connect and share about what it means to teach, lead school sites or systems, and provide school services after the death of a student or alum. Host trainings foster participant skills to create their own, locally-based, peer-led spaces for educators to engage in conversation around their experience with death-related, school-based losses as a means towards healing.

Institutes (Summer & Winter) for Educator Healing

Virtual, generative and regulating institutes for educators, school-based mental health providers, and people who tend to the emotional well-being of youth that engage participants in evidence-based, art centered, ritual activities that positively impact the process of recovery and renewal after a crisis and providing an opportunities for educators and other school professionals to learn new ways in which they can utilize ritual to recover and renew to support their community after a big thing (crisis event).



SCRR SIGNATURE PROGRAMMING

Bi-Annual Networks of Practice

Convenings of practitioners to share problems and solutions in school crisis recovery and renewal practice.

Liberated School Postvention

A community of practice for educators, crisis responders, suicide prevention and postvention leaders, youth advocates, and other community leaders to explore how to hold space to honor students' lives years after they die by suicide, how practices of commemoration and memorialization collaborate or collide with school postvention, and to name some of the challenges that arrive with creating space and place to honor students' deaths by suicide equally and equitably.

Mourning is The Work: A Monthly Art and Ritual-Based Gathering for Educators to Practice Metabolizing our Grief

Experiential grief-work metabolizing sessions that engage participants in ritual or art-based practices toward self and collective mourning.

Love Made Visible: Cultivating Awareness, Protection, and Radical Healing for B/IPOC Educators

A series focused on naming the institutional barriers to our wellness and examining the many ways B/IPOC educators can find care in school cultures and systems that consistently cause harm, trauma, and (mental and physical) fatigue as a result of our intersectional identities as B/IPOC folks, engaging in a brave and generative space for self & community introspection that interrupts educator isolation and fosters co-regulation.

What Helped & What Harmed? How to Hold Student & Alumni Listening Sessions

Exploring how to hold listening sessions with students and/or alumni to tap into the reflective wisdom of community members years after a crisis to glean insight into what could have helped and what may have further harmed, so that we can be voice and data-driven to inform our current crisis readiness and response work.

The SCRR School Crisis Leadership Fellowship

An 8- month long program that provides intensive training, coaching, and peer consultation to school crisis leaders nationwide committed to recovery & renewal, inviting Fellows to not only receive learning but also co-construct recovery and renewal approaches to school trauma and grief, expand the school crisis continuum of care and contribute to the broader field. Our Fellowship is a journey of self and critical inquiry, mindful and reflective practice, trauma-informed professional development, and relational-focused experience.

And so much more...!

"I feel seen, supported, and held. It gave me deep ideas to process and think about as I enter into my school year to provide support for others AND myself."

-2024 Summer Institute for Educator Healing participant



10 Pillars of Recovery and Renewal (2021)- a guide introduces the three core practices of recovery, the seven elements of renewal, and provides quotes from educators speaking to these practices and what they could look like in school communities.

Creating and Holding Space for Ourselves and Each Other After Student Death (2024) - a guide to processing, meaning-making, and integration as educators for our collective recovery and renewal and its companion worksheet **Creating the Container: Designing Collective Rituals to Metabolize Grief Together as a School, Team, Community and Culture** (2024).

Grief Leadership Recovery and Renewal After Wildfire: A Place to Process for Educators, School Mental Health Providers, and Youth/Young Adult Leaders and Allies (2023)- a summary of a grief leadership gathering for providers to process wildfire aftermath from Hawaii to California and beyond.

Honoring Grief – Invitations for Educators to Allow & Embrace Our Own Lived Grief Experiences, in the Classroom and Beyond (2023) - a guide that offers a framework for educators and school leaders to acknowledge and hold space for both their grief and that of their students.

Leading with Courage, Care, & Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After Student Deaths by Suicide (2024) - A guide that curates lived experiences and actions taken by leaders through postvention, offering reflective questions to support anyone in the school community supporting young people after a death by suicide.

Leaning In and Leading Out to Renew: Navigating Lived-Polycrisis School Leadership – A Guidebook from and for School Leaders (2025)- a guide to remind you that all the parts of you – the personal and professional – are one complete story.

Our Right to Grieve: Grief-Informed Recommendations and Resources (2022)- a resource to examine, support, and enhance how BIPOC folks are cared for in grief within your school setting and community, as a compilation of additional products and resources to support your network.

“Our vision for renewal is that if we know that crisis and trauma and grief ruptures, that there's a break either, in our hearts, in our trust bonds, in our belonging bonds, in our literal safety bonds. Renewal is a practice for us as leaders to commit to creating cohesion. That doesn't mean putting things back together, because we know sometimes back actually means then reinstalling harm or reinstalling the inequities that brought us to the crisis in the first place. It means creating a place of start middle finish, so that our bodies feel cohesion.”

- Leora Wolf-Prusan



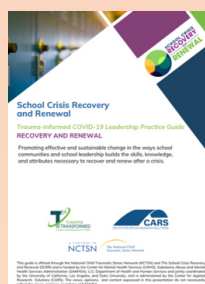
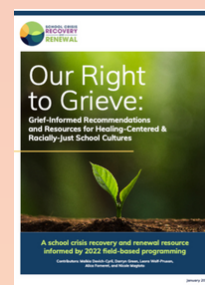
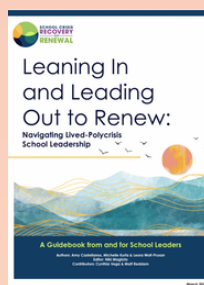
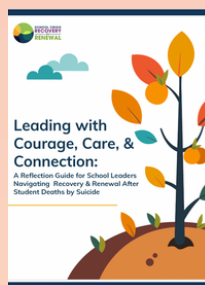
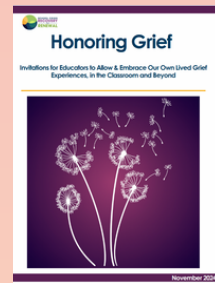
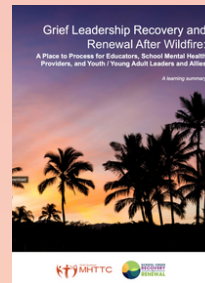
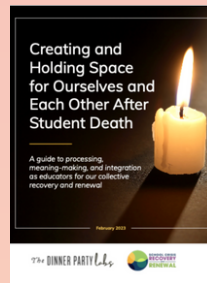
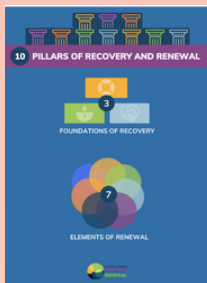
SELECTED SCRR SIGNATURE GUIDES AND TOOLKITS

Trauma Informed School Systems (TISS) for School Crisis Recovery & Renewal (2025)- an all-in-one facilitator guide, slide deck, and video example of the TISS training in action that can be used to support your school teams.

Trauma-Informed COVID-19 Leadership Practice Guide for Recovery and Renewal (2021)- A practice guide to support your trauma-informed COVID-19 leadership to help your school communities towards recovery and renewal.

What Helps & What Harms Students' Crises Recovery? Young Adult Reflective Listening Sessions (2021)- a summary and graphic illustrations of our Youth Move National listening sessions to inform your crisis recovery & renewal work.

We Are Oak Trees in a Storm – Cultivating Conflict Culture After a Crisis (2025) - A resource toolkit that explores the concept of generative conflict and the impact of grief and trauma in the escalation of conflict in our school crisis renewal leadership.





20 pieces written by educators, clinicians, family members, team members, and network members

1. [Doorways Towards Healing: Mending Our Wounds \(2025\)](#).
2. [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 \(2024\)](#).
3. [Getting to Our Grief: Utilizing Poetry to Metabolize Grief \(2024\)](#).
4. [CrEW for Educators: “Holding the Space for Big Feeling” in these Tumultuous Times \(2024\)](#).
5. [Building Beloved Communities – Reflections on Trauma-Informed Communication and A Moment of Pause \(2024\)](#).
6. [Is it burnout or is it a moral injury? \(2024\)](#).
7. [Taking Pause: Holding Vigil for our Collective Grief \(2024\)](#).
8. [Naming A Thing: A Case For Feeling \(2023\)](#).
9. [Beyond Youth Resistance: Telling the Whole Story \(2023\)](#).
10. [Three Texts to Help You Reflect on Your Grief-Responsive, Trauma-Informed Practice \(2023\)](#).
11. [A Conversation About Everyday Bullying and the Schools that Fail Us: How Parents and Caregivers Can Support Their Children To Navigate Crisis Repair \(2023\)](#).
12. [Making meaning: What does that actually...mean? \(2022\)](#).
13. [Learning through Loss: Utilizing the Power of Freewriting as a Crisis Recovery Tool for Educators \(2022\)](#).
14. [On Backpacks and Baggage: Life After Educator Loss – Reflections from A First-Year Teacher \(2022\)](#).
15. [Partnering with Students To Take Action: School Shooting Recovery after Buffalo and Uvalde \(2022\)](#).
16. [Up at 3 am: Educator thoughts in the middle of the night after Buffalo and Uvalde \(2022\)](#).
17. [Holding circles in schools after loss: Honest Reflections from an Educator about Holding Circles after Loss \(2021\)](#).
18. [A Book List to Help Navigate Grief with Young People \(2021\)](#).
19. [What did and does bereavement mean to you? A conversation between a school social worker and her daughter \(2021\)](#).
20. [“5 Things I wish my teachers knew when I lost my dad” \(2021\)](#).

“I think the convergence of my three doorways (becoming a new mother, the Pandemic, and the invitation to explore my own and our own unaddressed trauma)—none of them singular events—thrust me into a clearer knowing and deeper curiosity about the healing power of slowing down.”

-Oriana Ides in “Doorways Towards Healing”

THE SCRR LEADERSHIP FELLOWSHIP: TWO COHORTS, 47 BRILLIANT HUMANS!

27 Fellows in 2023-2024 and 20 Fellows in 2024-2025.

The **School Crisis Recovery & Renewal project's Leadership Fellowship** is an 8-month-long program that provides intensive training, coaching, and peer consultation to school crisis leaders nationwide committed to recovery & renewal.

Our Fellowship is a journey of self and critical inquiry, mindful and reflective practice, trauma-informed professional development, and relational-focused experience.

Every year, the Fellows have shared their incredible capstone work during our Spring Festivals of Learning. **Check out their presentations, their work, and their offerings to us now up on our Leadership Fellowship page: [SCRR Leadership Fellowship](#)**

From suicide postvention specialists, restorative justice coordinators, state systems leaders, principals, school counselors, crisis responders, and more, each Fellow dedicated deep, profound time and energy into themselves and each other. From Oregon to Oklahoma and across the nation, we gathered monthly to see one another and be seen.





In reflecting on their experiences, Fellows shared...

Before the Fellowship, I thought/felt crisis leadership meant being the one to handle and show up with solutions and supports in place. Now, I think/feel crisis leadership means showing up authentically, as your raw, whole self, knowing that I am the deliverable in a crisis situation (I am what I bring to it, and in such, make it successful).

Before the Fellowship, I thought I had to appear strong about myself and my own grief, trauma, stress, etc. and that showing vulnerability would keep me from fulfilling my role successfully. Now, I think that my story, both of myself and my own grief, trauma, stress, etc., is what allows me to show up for others in a more authentic way.

Before the Fellowship, I thought/felt crisis leadership meant a singular focusing on serving others. Now, I think/feel crisis leadership means modeling navigating crises by looking inward knowing that reflection ultimately serves others.

Before the Fellowship, I thought/felt discounted from the work about myself and my own grief, trauma, stress, etc. Now, I think/feel IS the work about myself and my own grief, trauma, stress, etc.

Before the Fellowship, I thought/felt crisis leadership meant control. Now, I think/feel crisis leadership means holding space and allowing others to be heard, seen, and witnessed.

Before the Fellowship, I felt I was a failure as a school leader because I couldn't navigate my own grief and trauma and honor my professional responsibilities. Now I know, I can model healing and transformation for other school leaders through my own story.

Before the fellowship, I thought that certain parts of me were healed from experiences throughout my life. Now, I have recognized through learning within the sessions (as well as by doing research for our capstone!) that I will forever be healing and growing as a person. And that is ok. There is always room to evolve

Before, I questioned myself as a crisis leader. Now, I can stand confident in my leadership, my intention, the awareness of knowledge known and knowledge left to gain.

Thank you to the 2023-2024 cohort: Amy Castellanos, Angelica Posadas, Beverly Canady, Camden Webb, Canada Taylor Parker, Cathann Dragone-Gutierrez, Cherry Melissa Price, Christine Ewing, Cynthia Vega, José Rodriguez, Kirsta Colley, Klark Swan, Krysta Broeker, Launa Linaker, Lauren Keough, Lucina Armstrong Michaud, Mariela Diocares, Matt Reddam, Michelle Fortunado-Kewin, Nicole Barnes, Robert B. Franklin, Roberta Marguerite Chávez, Samira Moosavi, Shietel Chhana, Wendy Wolff, and Will DeSantis.


Thank you to the 2024-2025: Andrea Lopez, Claudia Rojas, Erika Rubinstein Irby, Erin Hughes, Janelle Naomi Rouse, Jennifer L. Price, Jessica Aguilar, Jonathan Hankins, Kela Lynn, Kris Bifulco, Leslet G. Delapaz, Lorene Diaz, Melissa Gillespie, Michelle Holmes, Nole Kennedy, Ritu Roy, Selena Quiroz, Sheri Hanni, Shericka Smith, and Tiara Fentress.

THANK YOU, THANK YOU.

"ALL THAT YOU TOUCH, YOU CHANGE. ALL THAT YOU CHANGE, CHANGES YOU.

THE ONLY LASTING TRUTH IS CHANGE."

-OCTAVIA BUTLER



To our CARS SCRR staff over the past five years: Amanda Lipp, Chidinma Ogojiaku, Dennis Robinson, Ehi Odigie, Erika Green, Geri Walcott, Heather Torres, Jacquie Vatter, Joanne Bloom, Karl King, Kim Weis, Kristi Silva, Livia Rojas, Marc Tenedora, Marty Weis, Matt Eich, Niki Magtoto, Oriana Ides, Ranelle Bensch, Sarah Peterson, Steven Jimenez & Yesmina Luchsinger and the whole CARS team. *A special thank you to our executive director, Kerrilyn Scott Nakai, who believed in this vision, supporting us and the work firmly and authentically.*

To our Trauma Transformed SCRR staff over the past five years: Jen Leland, Shawana Booker, Bri Young, Antoine Moore, Darryn Greene, Anh Ta, Gigi Annino, and Francesca Osuna.

To SCRR main consultants who were more like actual staff: Tori Stuart-Cassel, David Schonfeld, Zeruah Buchanan, Noor Jones-Bey, and Alicia Forneret.

To our NCTSN cherished colleagues, thank you, with specific gratitudes to: Angela Tunno, Caryn Curry, Chris Foreman, Hannah Grossman, Jen Grady, Jennifer Maze, Joyce Dorado, Lisa Maya Jackson, Megan Clarke, Meghan Graham, Melissa Brymer, Monica Fitzgerald, Rosaura Orengo Aguayo, Teresa Brewington Tripp Eke, Tuyl Mogabgab and Won-Fong Lau-Johnson.

To our SAMHSA Government Program Officer, Raphaelle Richardson, for your sharp, attentive, and unique understanding of our project, offering skilled guidance and support.

To every single person whose wisdom infused our programming and products over the past five years: Abbey Clements, Alex Shevrin-Venet, Amber McZeal, Arc Telos Saint Amour, Beth Silbergeld, Betina Hsieh, Brittany Collins, Brittany Tanner, Candice Valenzuela Chelsea Gregory, Christina "V" Villarreal, Coriander Melious, Dania March, Darrick Smith, Dulce Lopez, Ebony Sinnamon-Johnson, Erika Felix, Francine Ostrem, Fredina Drye-Romero, Hala Khouri, Jamee Castellanos, Jessica Porte, Jesus Solorio, Jo Brownson, John Hill, José G. Gonzalez, Joshua Calarino, Julie Kaplow, Karla Broady, Kelechi Ubozoh, Lennon Flowers, Malkia Cyril, Mandi Zucker, Maurice Byrd, Meagan O'Malley, Megan Corrado, Michelle "Mush" Lee, Michelle Kurta, Michelle Seijas, Monique Castro, MP Diaz-Frasene, Nkem Ndefo, Nnaemeka Ekwelum, Patrick Camangian, Paulina Almarosa, Petra Gutierrez, Raman Mohabir, Ramy El-Etreby, Riley Drake, Rinne-Julie Foster, Roberto Rivera, Sakeena Everett, Savannah Shange-Binion, Sharim Hannegan-Martinez, Shayn McDonald, shea martin, Shirley Johnson, Stephanie Cariaga, Sue Kuyper, Tanya Suzukli, Tatiana Chaterji, Teddy McGlynn-Wright, Tiffani Marie Johnson, Tonia Herrero, Victoria Eckert, Xico Gonzalez & Yolana Sealey-Ruiz.

THANK YOU TO OUR PARTNERS



“My day-to-day work can be incredibly difficult. Grappling with my own response to trauma while holding space for the people I work with can be very difficult, or very easy, depending on whose needs I am attending to. SCRR has not only given me the tools to serve in my position more effectively it has taught me skills to manage and regulate my reactions. Information that I have gleaned from my time with SCRR has been utilized daily with school staff and students.”

-SCRR Leadership Fellow

“I am validated in my professional experience and also given tools to continue to heal and grow”

-2024 Summer Institute for Educator Healing participant

“SCRR has given me tools I need to sustain myself through the work I do to advocate for people who are grieving.”

-2024 Network of Practice participant



PARTING WISHES/ WISDOMS

1. **The aftermath not only matters but is the core teacher:** how we make meaning of what happened and is happening informs how we can prevent the harm, violence, and chaos of crisis ahead of us.
2. **Create adult learning spaces that are healing in themselves:** SCRR uniquely focuses on modeling facilitation and experiences that in themselves are healing-centered and grief-attuned.
3. **Cross-role, identity work is where the magic happens:** Get people from different training perspectives, paradigms, purposes, and passions together.
4. **We need holding in tandem with handling:** There is a time and place for toolkits and checklists, and going to trainings that tell us what to do (the handling). The field needs spaces to remember or re-learn how to be (the holding).
5. **Non-traditional voices need to be centered in crisis work:** Our project intentionally centered voices we don't often hear in the "school safety" world - from educator-activists to justice researchers to spoken word artists and more, we believe in the expansion of who is sharing knowledge.
6. **You can lead a thing while experiencing the thing while creating the thing:** we as staff are not removed from our community members' experiences. We, alongside you, processed our heartbreak and meaning-making. Staff and leaders are not and should not be removed or separated from the work.
7. **Sit in the sticky stuff, embrace the grapple, and structure witnessing:** Recovery & renewal leadership requires us to be ok with getting messy, having more questions than answers, and creating established, consensual ways for us to be seen and see each other.
8. **Crisis is rupture, creates rupture, and thrives off of rupture:** Leading school communities requires us to sit knowing how to navigate and move with harm, apology, and conflict, a core principle of renewal work.
9. **Slow down, permission to pause:** In moments of crisis—whether it's the death of a student, a community tragedy, a natural disaster, or ongoing collective trauma—leaders like you are often asked to keep going, to show up, and to make decisions, all while navigating your own emotional responses. Hold onto the invitation to slow down.
10. **Co-creating is the intervention.** Grief, trauma, and crises happen to us. Recovery and renewal happen within and with us, by us, for us, and because of us. In reclaiming agency, we reclaim our dignity and humanity.

We can create spaces where grief can coexist with joy and celebration, offering a path toward collective resilience and renewal.

We can, and we must.



"In more ways than I can really say. It has taught me to be present in my work, bring diverse perspectives, renewed my sense of purpose in this work and overall made me a better professional working with youth."

"Participation in these programs have been so transformative for me. I do not say that lightly and mean it with my whole heart. I am so eternally grateful to SCRR and everything each of you has brought to each of us."

"SCRR has been a lifeline working with educational leadership, still recovering from and actively addressing crisis. The helpers don't often get space to be helped, and my cup is filled up every time with this team."

"I can't thank SCRR enough for all they have given us over the last 5 years. You all have made me a better human in so many ways and definitely has huge impacts on the work I do."

[Check out our team's parting video for you here](#)

We see you. We value the labor you do in the aftermath. And we are honored to support your efforts to cultivate trauma-informed, healing-centered schools where both students and adults can recover and thrive.

-Bri Young

It has been a privilege and an honor to work with the many great folks I have come across on this project. I wish all the very best. Let's all fiercely care for ourselves and each other in the months and years ahead.

-Antoine Moore

What an incredible time to be doing this work. So many of our hearts are full—full of grief, uncertainty, rage, fear—and through it all, an insurmountable and unwavering love. We've had the profound honor of holding that love with you, of being righteous witnesses to the way you plan, create, and inquire, with love at the center, and we are forever grateful as a result.

-Oriana Ides

Landing in this community, at the time that I did, proved to be medicine I didn't know I needed. SCRR is because of you, our network members. To be grow and heal together is a gift. To see, be seen and to see you seeing yourselves is renewal.

-Niki Magtoto

I am so grateful to SCRR for the opportunities to be in relationship with such a wise, tenacious, and loving network of teachers and leaders. It turns out that recovery and renewal is not reaching final destination or phase, but more a moment-to-moment experience available through and with crisis-like dancing in the waves.

-Jen Leland

Author adrienne marie brown reminds us that there is a conversation only the people in [this] room can have, and it's our task to find it. We, the people in the room, found it and will keep finding each other.

-Leora Wolf-Prusan