

LCS Staff News
DECEMBER 2023



From the 'Supt' and the Silent Majority, Thank You

The week leading into our Thanksgiving Break was, to put it mildly, a challenging one. It was a stark example of what we, as a school district, in this age of constant threats and rampant misinformation, are up against.

It was an especially difficult week for our staff at Lapeer High School. I spent a lot of time at that building in a support role and, I must say, I was blown away by their patience and professionalism. At every turn, Doug Lindsay and his staff went out of their way to ensure students and staff felt safe.

I'm encouraged by the fact that the unpredictability of each school day is met with predictable professionalism. I've heard it said that coaches "lose sleep over other people's kids," and it's true. The same is true of our administrators, teachers and the people who support them — and on this day it included our food service staff, transportation and operations. It was a true team effort.

At the end of that week, I sent out another plea for help to our community which was received well by some, and not others. For me, it was important to remind everyone of their role in keeping our schools safe, and not being a hindrance to that goal. If I've taken up a defensive posture with respect to our staff, it's not simply a reflex. I know firsthand the challenges you face every day, and I simply cannot abide the unfounded criticism and downright demeaning comments that I've seen hurled at our people in recent weeks.

As I stood in front of a class of high school students that same week, they reminded me about the role we have as adults, to breathe peace and quiet into chaos. To lower, not raise, the temperature in challenging times. And for that, they are grateful and so am I.

So on behalf of myself, and the silent majority who support what we do everyday, I want to say thank you.

Matt Wandrie, Superintendent

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- **LCS Bond Update**
- **Staff Shoutouts**
- **Cyber Security Training**

Staff Ambassadors

Meet Our Team



As you may remember, last month we introduced a brand new role in the District: The Staff Ambassador. These individuals will serve as the connective tissue between our schools, the District and the Community. As we outlined, the role will encompass the following:

- Serve as the point of contact between the school, district-level offices and outside groups that support our schools.
- Organize/attend regular meetings with various community-based organizations, both inside and outside the District, to discuss potential collaborations, get feedback, and provide updates about school events and programs.
- Promote the Mission of Lapeer Community Schools. Above all, the staff ambassador will be a champion of the District's mission, ensuring that every partnership and collaboration aligns with our goals and vision.

Fast forward one month and we are proud to introduce our new LCS Staff Ambassadors!

OUR TEAM

STAFF AMBASSADORS



Karen Allmen

Zemmer

"I'm a learning coach at Zemmer and also a Reading Recovery teacher at Schickler. Reading is one of my favorite things, but I also love cooking and being outside -- hiking, camping, visiting parks, or just hanging out in the yard. My husband and I live in Holly and have a 15 year old dachshund with a very gray face and grouchy personality."



Cheryl Butterfield

LHS

"Hi, my name is Cheryl and I've been a teacher and learning coach in the District for many years. I'm a passionate advocate for Lapeer High School. I've been involved in numerous activities including JV Girls Tennis, OMNI Council and Pep Club at LHS."



Sheryl Dougherty

Bus Garage

"I have worked for LCS for 26 years. In my spare time I enjoy golfing and spending time with my family and friends. To wind down at the end of the day I enjoy reading a good book!"



Amy Duncan

Schickler

"I'm currently serving in my 28th year in education as a Learning Coach and Reading Recovery teacher at Schickler Elementary. I am the mother of three Lapeer grads and supporter of robotics and equestrian teams. I love road trips up north and a good book."



Rachael Fisher

Schickler

"I teach Second Grade and I'm in my 12th year teaching at Schickler. I've taught for the Flint Community Schools for 16 years as a classroom teacher, a math intervention Teacher, and a district math coach. When I'm not teaching, you can find me enjoying my three kids and spending time with my husband. I also enjoy walking and yoga in my spare time."



Nichole Hayden

Lynch

"I've had the opportunity to be a part of the Lapeer Community Schools family for the last 17 years. I am currently a Learning Coach at Lynch Elementary. I love spending time with my family and friends. We enjoy going up north, craft fairs, and SXS rides."

OUR TEAM

STAFF AMBASSADORS



Bev Hilliard

LVP

"Hello! I'm a certified teacher assigned to Lapeer Virtual. I'm an active member of my church and involved with three different theater groups here in Lapeer. I think tacos are everyday food - not just for Tuesdays!"



Lisa McAley

District

"I'm the Administrative Assistant for Human Resources. I love being a dance mom of 20 years for my three daughters, watching and playing sports, reading books and learning new things."



Kayla Robinson

Murphy

"I'm a 1st grade teacher at Murphy Elementary. I've been a part of the Lapeer Schools community for 3 years now and have loved getting to know students and community members. I'm so excited to be the school ambassador for Murphy and help connect the community and schools."



Sommer Schons

LHS

"I've been a teacher at LHS (and East) for the last 15 years. During my time in the District I've coached cross country, volleyball and tennis. I have also been involved in numerous activities including OMNI Council and Pep Club. I'm also a Lapeer grad!"



Liz Schuett

Turrill

"I'm a Learning Coach and Reading Recovery teacher at Turrill. I love reading, running, and watching my son play hockey."



Renee Shrontz

Rolland-Warner

"I'm a secretary at Rolland-Warner. I've worked for the district as a secretary for 7 years. I have 3 children and 2 grandchildren with another on the way. Some of my favorite things are spending time with family, summertime weather and watching the kids play sports."

OUR TEAM

STAFF AMBASSADORS



Sara Taylor

LCHS - CFI

"Hi! I'm Sara Taylor a learning coach at Lapeer Community High School. My entire K-12 education is a product of Lapeer Community Schools. I'm proud to work in the community I was raised. I love that my job allows me the opportunity to work alongside so many staff and students."



Krista Trevithick

District

"I've worked for Lapeer Schools for over 5 years now and have enjoyed being apart of the LCS family. I live in Lapeer with my husband and four busy little humans. I enjoy running around coaching soccer and basketball for my kiddes and playing golf. I'm excited to help connect LCS with our community."



Mary Williams

Kids & Company

"I love music, sports, road trips, reading, and hanging out with friends and family. Now that my kids have all graduated, I'm looking for new opportunities to help make our schools great for kids and families."

CONTACT US

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Preliminary Timeline

LCS 2022 SCHOOL BOND

PROJECTS	2023				2024				2025				2026			
	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL
Safety + Security (Includ. Schickler Reno)	Green	Green	Light Blue	Dark Blue	Dark Blue											
CFI Demo + Renovations	Green	Green														
Elementary Multi-Purpose Additions	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue								
Elementary HVAC Renovations		Green	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue							
High School Classroom Additions		Green	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue				
High School Auditorium Renovations					Green	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue				
High School + Middle School Renovations					Green	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue				
Asphalt + Concrete Paving										Green	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue
Bus Garage Renovations										Green	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue
District Wide Roof Replace										Green	Green	Green	Light Blue	Dark Blue	Dark Blue	Dark Blue

DESIGN

PROCUREMENT

CONSTRUCTION



December 2023 Bond Update

Since our last update, the demolition project at CFI-West Campus is close to being buttoned up. Most recently, they continued the process of back filling and finishing up the storm work on the site. They finished up the plumbing tie-ins and completed the remainder of the concrete sidewalk on the west frontage (see work below right).

The exterior locks have been changed out and the office painting project has drawn to a close. It looks great! One of the last major jobs is also nearly complete: the brick exterior walls on the north side of the facility.

Our intrepid construction crew dug up the old West tunnels and will begun the process of grading out the property so that it can be returned to green space in the spring.



Elsewhere, at our three elementary multi-purpose room sites, we will see foundations installed, along with underground electrical and plumbing work done over the course of the winter.

Another major project that is ongoing is the installation of new locking mechanisms on doors across the District. In addition, the new lockers will be installed in the northwest section of Schickler Elementary this weekend.

Onward and upward!

STAFF SHOUTOUTS

Jeannine Ridenour, ASC Dept. of Curriculum & Instruction

Jeannine works so hard to keep everything organized, to simplify processes, and just in general makes everyone's life easier in the office. She is always doing some special for the office from snack to inspiring messages. We appreciate Jeannine so much and we are so fortunate to have her on our team! Thank you, Jeannine!



The DC Crew

Huge shoutout to this crew and everyone who made the 8th grade DC trip such an amazing experience for everyone! Their time and effort in organizing this trip does not go unnoticed and is greatly appreciated. Thank you all!



Suzette VanMeter

We are so thrilled to have Suzette VanMeter, our new secretary, on the team at Murphy Elementary! She is off to a great start and she fits in perfectly here at Murphy. We feel very lucky to have her!



Do you know someone on our staff deserving of recognition?

Recognition isn't just about noticing the big events, it is about recognizing the small things along the way that have a big impact. When you send a submission, please name the employee, share specific info about what they did and why it was important to you. If possible, please send a photo. Please submit your own staff shoutout to [Jared Field](#) prior to the 20th of each month.

Thank you, Coach!

On Thursday, Mike Smith, the head coach of the Lapeer High School football program, announced his retirement from football in front of a group of more than 50 players and coaches.

"At some point, you have to decide when it's the right time to go," Smith told his players. "But don't feel sorry for me, I'm the lucky one. I've been so blessed to be your coach."

[Click here](#) to read more.



Protect yourself (and the District) from Cyber Attacks!

Our school district, like most, relies heavily on technology for nearly everything we do on a daily basis, from managing student records to facilitating fully online programs. With this utilization of technology, come serious risks of cyber threats that can compromise sensitive information and disrupt operations.

You may not have heard, but numerous school districts across the state have dealt with major challenges due to cyber security breaches, including our neighbor, North Branch.

Just last month, North Muskegon Public Schools had to close for an entire day due to a cybersecurity breach. Districts have suffered costs in excess of \$100,000 to deal with the aftermath of a cyber attack. *These types of attacks can happen anywhere, to anyone.*



This is an incredibly important topic and we all need to have an awareness of what's out there so that we can play our role in preventing a cyber attack.

A basic understanding of cyber security is critical, for a few reasons:

Protection of Sensitive Information: School databases store sensitive student and staff information. Proper cybersecurity training equips employees with the knowledge and skills to safeguard this information from unauthorized access or data breaches. This type of training is also helpful in your life outside of our your job.

Prevention of Cyber Attacks: Cyber threats, such as phishing attacks, ransomware, and malware, are constantly evolving. Knowing what to look for empowers you to recognize and prevent potential attacks, reducing the risk of disruptions to district operations.

Online Safety for Students: As students are increasingly connected online, it is essential for us to guide and protect them from online risks. Cybersecurity training enables staff to instill good digital habits in students and create a secure online learning environment.

Compliance with Regulations: Like our students, we have to follow the rules. Because we handle sensitive information, many data protection regulations apply to us. Training ensures that employees have an awareness of regulations.

Because of this, we are teaming up with Oakland Schools to provide cyber security training this winter. Investing in this type of training is an investment in the future of Lapeer Community Schools, safeguarding our digital assets for years to come.

The logo for INFOSEC IQ, featuring the word 'INFOSEC' in blue and 'IQ' in purple, with a stylized 'Q' that has a magnifying glass shape inside it.

Protect yourself (and the District) from Cyber Attacks!

What's Next?

During the week of December 4, 2023, you will begin receiving an email from Infosec IQ Notifications (notifications@securityiq-notifications.com) inviting you to view two videos and complete two assessments on the monthly cybersecurity topics.

These video trainings will occur at the beginning of each month and will help us qualify for our cyber insurance; and, more importantly, they will help protect the staff by providing tools, knowledge and how to recognize cyber security threats. Each video is 3-5 minutes, followed by a short assessment of 3-5 questions. And don't sweat it, you will have three weeks to complete the short training once it is open.

While these trainings are not mandatory, it is strongly encouraged to assist in protecting both the District and yourself from cyber security attacks. Threats are constantly evolving, so it is imperative that we stop on top of these issues to ensure all sensitive information is safe.

Completing the training during work hours is an appropriate use of your time; that said, we recognize that many members of our support staff (custodians, bus drivers, secretaries, food service, paraprofessionals and mechanics), due to the nature of your work and lack of access to a computer, may not be able to complete the training during your regularly scheduled work day. For those specific hourly employee groups, you will be approved for up to 30 additional minutes of paid time per month to complete the training either immediately prior to or immediately following your regularly scheduled workday. Simply stay punched in while you do the training (or punch in early if before your shift begins) and in the notes for the extra time, write "Completed Online Technology Training."

Thank you for your time and willingness to take part in these short, but vital training sessions.

Questions?

Contact the Oakland Schools Service Desk Phone at (248) 209-2060.

All employees who participate in these monthly (quick and easy) video training sessions, will be automatically entered into a raffle for some awesome Lapeer Lightning gear!



Notes from Central Office

Green Themes

with Outdoor Ed Coordinator Beth Rupprecht

Keep the Thumb Green this Winter

Winters in Michigan can be a bit of a bummer for those of us who hate the cold, but enjoy the outdoors and, especially, gardening. One way to keep your green thumb green this winter is to do some planting indoors. Growing plants indoors during the winter can be a lot of fun, and there are so many things you can grow. **Here are just a few:**

Herbs:

Herbs like basil, mint, cilantro, and chives can be grown on windowsills or under grow lights. They add fresh flavors to your meals and are relatively easy to cultivate indoors.

Microgreens:

Microgreens are young, tender greens that are harvested when they are only a few inches tall. They are nutrient-dense and can be grown indoors on a windowsill or in small containers.

Salad Greens:

Lettuce, spinach, and other salad greens can be grown indoors, providing a fresh and healthy addition to your winter meals.

Aloe Vera:

Aloe vera (pictured right) is a hardy succulent that thrives indoors. It requires minimal care and can be used for its soothing gel.



Spider Plant:

Spider plants are known for their air-purifying qualities and are relatively easy to grow indoors. They produce "spiderettes" that can be repotted to create new plants.

Peace Lily:

Peace lilies are low-maintenance indoor plants that add a touch of elegance. They also help improve indoor air quality.

Have a great holiday season!

We are
hiring!

Do you know someone looking for a new gig? LCS has numerous openings for coaches, bus drivers, custodians, secretaries, paraprofessionals, teachers, support staff and more!

If you know someone who is interested, please send them to Applitrack via this link ([LCS Job Openings](#)) or tag them in our social media posts related to hiring. Thanks!

Awesome Job, Tessa!



Congratulations to LVP's Lisa Wagner!

Earlier this fall, Lapeer Virtual Partnership's very own Lisa Wagner presented at the Pathways for Cross-Cultural Understanding inaugural conference in Wheeling, Illinois. Her presentation explored how the ancient Asian legend of the *Monkey King* has recently been reinterpreted in Korean popular music. It sounds interesting, and apparently her colleagues agreed. She received the Most Engaging Presentation Award at the conference.

The Pathways to Cross-Cultural Understanding is an international, nonprofit, educational organization dedicated to helping facilitate individuals and groups from Asia adjust to learning, living, and working in North America. Through sharing experiences and resources to promote cross-cultural understanding, their goal is to advance North Americans' awareness of Asian cultures.

Well done, Lisa!

Recipe of the Month: Pizza Fondue

Compliments of Stacey Webber, Murphy Elementary Principal

Ingredients

- 1 Medium Onion
- 1 pound ground beef
- 2 cans (10 oz) pizza sauce
- 1 tbsp cornstarch
- 1 ½ tsp oregano
- ½ tsp garlic powder
- 10 oz cheddar cheese
- 1 cup mozzarella cheese
- ½ tsp fennel seed (I add more, by taste)
- 2 loaves of garlic bread



Directions

- Cooks onion until they are translucent
 - Add in ground beef, use a spatula or wooden spoon to break up the beef while stirring occasionally.
 - Cook until there is no more pink and browned all over.
 - Put onion and beef mixture into a fondue or crockpot.
 - Add Pizza sauce, spices and cheese, mix well
- Cook on low until all cheese is melted.
- Cook garlic bread according to package directions



'Soup up the Season! Hearty Butternut Squash Soup

Compliments of Sandra Munck, LCS Bus Garage

Ingredients

- 1 pound bulk Italian sausage
- 1 medium onion, chopped
- 1 medium chopped sweet red pepper (or use a jar of roasted red peppers)
- 4 garlic cloves, minced
- 1 large butternut squash, about 5 pounds, peeled, seeded cut into 1-inch pieces
- 4 cups water or more (use chicken broth for added favor)
- 1 Tbls chicken base or more
- 1 16oz frozen corn, divided
- 2 cans (15.5 oz) great northern beans rinsed
- 2 cans (14.5 oz) fired roasted diced tomatoes, undrained
- 1 teaspoon salt
- 1/4 teaspoon pepper
- Optional heavy whipping cream

Directions

- In a stock pot cook sausage, onion and red peppers over medium heat 9 to 11 minutes or until sausage is no longer pink and onion is tender.
- Remove with a slotted spoon and set aside, discard drippings.
- Add squash 1 1/2 cups corn, water and chicken base to same pan bring to a boil. Reduce heat simmer, covered 15 to 20 minutes or until squash is tender.
- Remove soup from heat, cool slightly. Process with an emulsifier blender until smooth or blender.
- Add beans, tomatoes, salt, pepper, sausage mixture and remaining corn heat through, if desired drizzle servings with cream.

Attention Foodies!

If you would like to submit your favorite recipe for submission in this space, please send it to Jared at Jared.Field@Lapeerschools.org. Make sure you send it before the 20th of the month for submission.



Follow LCS Online



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@LapeerSchools on Twitter

[LapeerSchools.org](https://www.LapeerSchools.org)

[LCSblog.com](https://www.LCSblog.com)

Have something exciting to share about Lapeer Community Schools? Don't keep it a secret.

E-mail Jared Field, LCS Director of Communications, at jared.field@lapeerschools.org



GRANTS



The Leaderfund offers the opportunity for teachers to apply for a grant ...

Now there is an easier application process!

Go to **Leaderfundlapeer.com** to link to the following grants. Here is our website QR code:



or click on the link below:

MINI: up to \$250

GRANT: \$250+



There's strong, and
then there's
#KennyStrong



Do you love
Pickleball? We
need to hear from
you.

We have been toying with the idea of starting a Pickleball league for LCS employees in the coming months. Is this something you would be interested in joining? If there's enough interest, we think we can make it happen.

If this sounds awesome to you, send an email to
Jared.Field
@LapeerSchools.org



Thank you to American Legion Post #16, all their volunteers, and our very own Tom Lossing for a great ceremony honoring veterans and our flag at Schickler Elementary for Veterans Day!

COLT Hosts Annual ASC Thanksgiving Banquet



Each fall, for more than a decade, the Central Office Leadership Team (COLT) has banded together to provide a Thanksgiving feast for the entire Administration & Services Center (ASC) staff.

This year, the event drew the biggest turnout ever! We owe a special thanks to our Operations Department, and especially Kim Brown, for providing the post-feast entertainment (Family Feud).



At MESSA, your health and well-being are our top priority. That's why we're reaching out to encourage you to take full advantage of your preventive care benefits, especially when it comes to cancer screenings. MESSA offers 100% coverage for cancer screenings when you visit an in-network provider – so you can get the care you need without worrying about the cost.

We want to stress the importance of making routine cancer screenings a part of your preventive care. So, don't hesitate to schedule your colonoscopy, mammogram or prostate exam today.

MESSA is here for you

In addition to cancer screenings, MESSA covers preventive care free of charge for members and covered dependents when you go to an in-network provider, **including:**

- One annual physical per calendar year.
- Up to two gynecological exams.
- A long list of immunizations and vaccinations including COVID-19; flu; pneumonia; tetanus, diphtheria, and pertussis (Tdap); tetanus and diphtheria (Td); measles, mumps, and rubella (MMR); and zoster (shingles).

Some age restrictions may apply. We have the resources. Please put them to work for you.

Questions about MESSA Benefits?

If you have questions about your MESSA benefits, you can call MESSA's East Lansing-based Member Service Center at 800-336-0013. MESSA also offers online chat for members and dependents; learn more at messa.org/

Member service representatives are available from 8 a.m. to 5 p.m. Monday through Friday.

School Safety and Crisis

Care for the Caregiver: Guidelines for Administrators and Crisis Teams

Parents, teachers, and other caregivers play a critical role in helping children cope with crises. Following a crisis, teachers are often required to provide additional support to the students in their classes. While teachers provide daily care and support for their students, after a tragedy these demands may go well beyond their training or expertise. In addition, crisis responders and mental health professionals are tasked with providing crisis intervention and additional mental health support to the school community following a crisis event. Consequently, it is extremely important for caregivers to monitor their own reactions and take care of their own needs as failure to do so can result in stress and burnout. Therefore, schools must be prepared to support all the adults in the school setting following a crisis.

Risks and Stressors for School Staff

Most students and school personnel will be able to get back to the typical school routine quickly and without formal mental health treatment; however, some individuals will require additional intervention and support. There are a variety of factors that increase the likelihood that a crisis event will have a traumatizing impact on both those who experience the event, as well as those who respond to it. One of those factors is the existence of personal vulnerabilities including preexisting risk factors. These include mental illness and a history of psychological trauma and/or loss. Preexisting mental health conditions can increase the vulnerability to traumatic stressors. This is true for both initial trauma symptomatology and longer-term difficulties. Other factors that can influence a person's individual reactions include witnessing or being otherwise personally affected by the trauma.

In addition, it is known that certain crisis variables can interact and influence reactions to it. Events that are somewhat predicable or have a gradual onset (for instance, a death after a long illness) are generally less traumatic than those with a sudden onset (such as an accident or shooting death). Natural disasters (such as floods or earthquakes) are typically less traumatic than violent man-made assaults. Those situations with fatalities will certainly be more traumatizing than those without fatal injury. Finally, as might be expected, those crisis situations with a high intensity and long duration (such as a hostage situation), and those with many individuals involved, will provide the most challenges with regard to traumatic aftermath.

Burnout and Secondary Trauma

Secondary trauma is the stress that results from learning about another's traumatic experience and helping or wanting to help another person who has been directly affected by such tragedy. This secondary trauma shows itself with the same general range of symptoms as those who have been personally victimized by the event. School administrators, teachers, crisis responders, and mental health personnel who assist children and other adults in the school community are at risk for such stressors as they take on crisis intervention work to assist in times of tragedy.

Warning Signs

The signs and symptoms of stress and secondary trauma can sometimes be observed by others and sometimes are only known to the individual who is affected. Some are common stress reactions, often seen or experienced after a crisis, and others may warrant seeking professional support or monitoring. They can come in the form of physical reactions, emotional symptoms and social or interpersonal signs.

Physical reactions, such as chronic fatigue and exhaustion are the most frequently reported. However, other signs may also be evident, such as trouble paying attention, confusion, constantly being on the “lookout” for danger, or startling easily. Sleeping and eating problems, headaches, stomachaches, or muscle tension may also be experienced. When these reactions significantly interfere with their jobs or personal functioning, additional support and intervention will likely be needed.

Emotional symptoms can include excessive worry or anxiety about the crisis victims, disconnection or numbing, extreme anger at the situation, or feelings of compassion fatigue, demoralization or resignation. Individuals may also find they have recurrent crisis thoughts or distressing dreams, or a constant replaying of the events, and even some confusion and difficulty making everyday decisions. Some may even experience extreme depression with hopelessness or suicidal thoughts. Some may self-medicate their emotional symptoms by increased drug or alcohol use.

Finally, *social or interpersonal signs* can include serious difficulties in relationships at home or work. Irritability, outbursts of anger, social withdrawal or isolation can sometimes be seen as extreme stress reactions. Attempts to over-control at work, compulsion to be a “rescuer” or part of every crisis situation. These social issues may increase absenteeism, may result in an increase in staff arguments, or may shorten adults' patience with students.

Care for the Caregiver

Previous research suggests that school personnel are at risk for multiple long term consequences including illness and burnout and often feel their needs are neglected following acts of violence and other crises. In addition, teachers may be expected to and/or feel responsible for meeting the mental health needs of students when they lack the necessary training and expertise to do so. It is important

Care for the Caregiver: Guidelines for Administrators and Crisis Teams

that immediate reactions to a traumatic event be acknowledged and normalized by both school leadership and mental health staff. This includes having some awareness of their own reactions and limitations and taking care of themselves as needed.

Opportunities for school personnel to access assistance from crisis responders and/or mental health professionals must be planned for and provided. For example, the plan may call for substitute staff to come to the building to allow teaching staff to leave the classroom and receive support. Immediate support and action from administration in reducing posttraumatic stress in school personnel following a crisis is critical in terms of a quicker recovery. One of the best ways that administrators can support their staff is by ensuring that there are sufficient numbers of responders and mental health staff to both carry out the crisis plan effectively and to provide needed interventions in the days and weeks after the crisis. Administrators should promote a culture in which the adults in the building feel comfortable asking for help and/or to take a break. At the same time, school leadership needs ensure that this is not perceived as an inability to do their jobs. Administrators should also be aware of the potential stigma of school personnel accessing mental health services and Employee Assistance Programs (EAPs). Providing contact information and encouraging staff to meet their own mental health needs is an important first step in ensuring that staff are adequately supported.

In addition to mental health intervention, there are a variety of informal strategies that can be helpful in supporting school staff following a school-based crisis. Such tactics include a back-to-school visit for school staff prior to the students returning and/or some type of open house where staff and students can return to the school in a safe and supportive context. It is important to have mental health professionals/crisis responders present at these gatherings so that individuals who are impacted have the opportunity to discuss their feelings and reactions. This will also allow staff to receive appropriate support to address the stress and fatigue involved when caring for and teaching impacted students. Ongoing support should also be made available. Another way to assist staff following a crisis is to use a classroom buddy system. Giving teachers the option of having a school mental health professional assigned to their classroom for the first day or two that classes resume can provide them, as well as their students, the extra support they need to get through what is often the most difficult time. The “buddy” is there to help facilitate conversations about the crisis, provide large group/classroom interventions, offer mini breaks for the teacher, and to identify those students—and teachers—who have severe crisis reactions and escort them to where more intensive interventions are provided. Substitute teachers can also be arranged for those educators who have been significantly impacted (e.g., death of one of their students, witnessing a crisis in their classroom, etc.).

Finally, it is important to keep in mind the exhausting nature of crisis response work and the impact on those individuals who serve on the crisis team, especially those who provide mental health interventions to trauma victims. Participating as a crisis responder is a risk factor for burnout and invariably, crisis responders will experience some personal impact subsequent to their involvement in the response and this should be anticipated. The need for social support and the opportunity to debrief with other responders following the response are important to recognize, as often these folks will put their own needs on the back burner while tending to the needs of everyone else. These professionals can be supported in a variety of ways including allowing for shorter work shifts of crisis team members and allowing them to rotate between more intensive and less intensive crisis

Care for the Caregiver: Guidelines for Administrators and Crisis Teams

response activities. Providing coverage of day-to-day duties of crisis response team members can also be helpful, so that there is not a big backlog of work once the response has wrapped up. Having a Mental Health Officer designated by the crisis response team Incident Commander can be assigned the duties of making sure the crisis responders' needs are being considered during the crisis response.

Strategies for Self-Care

A diminished ability to function professionally may place students or the caregiver at risk. It is important that all school staff be encouraged to engage in self-care strategies and to ask for help as needed. Self-care strategies can come in many forms which interrelate, and can be thought of as preventing or addressing the signs and symptoms mentioned above.

Physical self-care includes maintaining a healthy diet, getting adequate sleep and taking some breaks during the workday. Exercise can be very effective for stress reduction. Even taking walks or riding bikes, can help calm the physical body. Limited use of alcohol or other substances is also important as this can interfere with sleep and should not be relied upon to help cope or relax. Other stress management techniques such as using relaxation or deep breathing can be helpful.

To care for **emotional health**, school staff should recognize that many reactions are normal and occur frequently among caregivers, but they should also be aware of and watch for the signs of secondary trauma. Knowing one's limitations and giving oneself permission to take on fewer responsibilities can be helpful. Similarly, the use of good time-management skills and priority setting can be beneficial, as they can help people focus on something practical to do right now to manage the situation. Practicing one's spiritual or religious faith can provide comfort and calming, as can engaging in hobbies and creative activities. Other strategies include using calming self-talk, soothing music, and/or visualization.

Social care and connection is also important to self-care during times of stress. Maintaining normal daily routines and staying connected with trusted friends or family can be helpful. Stress can actually be reduced when people can turn to action, by engaging in activism or advocacy work. Debriefing the events with other caregivers or colleagues at the end of each day and when crisis response and recovery efforts wrap up is especially important for crisis responders.

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Lapeer Community Theatre Presents



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CHAD BEGUELIN

Based upon the New Line Cinema film Written
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Friday, December 1st at 7:30p.m.
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Sunday, December 3rd at 2:30p.m.

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Love snow sports? Join Lapeer Ski and Snowboard Club!

The club is open to all Students in the Lapeer Area from 7 yrs. old through their Senior Year.

Yearly Costs (Checks payable to Mt. Holly, or cash)

Student Membership Card – includes lesson(s)	\$30.00
Adult Punch Cards	\$30.00

Club Nights are at Mt. Holly every Wednesday night, 3:30-close (weather permitting)

Weekly Costs (Checks payable to Mt. Holly, or cash)

Lift tickets, student and adult	\$30.00
Ski and Snowboard Rentals (if needed)	\$30.00
Helmet Rentals (if needed)	\$15.00

Students can show their membership card at the ticket window M-F after 3 P.M. to purchase lift tickets and equipment rentals at the discounted rate of \$30 each. Parents can purchase an adult lift ticket at the student rate **ONLY** on club night, which is WEDNESDAY, after 3:30 P.M. Every other night, adult lift tickets are discounted by \$5. Adult membership cards **MUST** be purchased from a club sponsor, **Mrs. Summerlee**, but adult lift tickets **MUST** be purchased at the ticket window. We will sell student lift tickets at Mt. Holly on Wed. Please contact Mrs. Summerlee if other arrangements need to be made.

Students must participate in the Patch Program. In order to keep everyone safe, students must take one or more lessons to earn proficiency patches. Patches must be displayed so that lift operators know which chair lifts and runs students have the skills to safely navigate.

Ski Memberships include 2 free lessons. Snowboard Memberships include 1 free lesson.

The ski school window can assist you in placing your student in the appropriate level lesson to start. Additional group lessons are \$15.00. Patches are \$3.

We communicate through the Remind App using the code: **@lapeerskis**



which is a free download. Join the group

You can also contact me through my school email:

Dawn Summerlee dawn.summerlee@lapeerschools.org

Thank you for showing interest in the club and we hope to see you on the slopes!

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