

Sample Oil Spill Stress Staff Meeting Agenda

Date, Time, Location

1. Overview/Purpose of meeting

Introduce the need for a school response to Oil Spill Stress, why it is relevant to school staff, and how staff can help:

What the issues are (e.g., many students could be experiencing—directly or indirectly—some emotional and/or behavioral health impacts after the oil spill)

Why we should help (e.g., we all have an important role to play in helping students who are experiencing distress)

How we can help: (e.g., get informed about the signs of distress in young people by reviewing the warning signs of stress and methods to deal with it, and take action if you're concerned that a student or others may need help)

(See "[Educators' Important Role in Supporting Students Experiencing Oil Spill Stress](#)")

2. Introduce resources and discuss how staff might use resources

- a. Age-appropriate tips for school staff to identify possible warning signs
 - b. Talking to students about the oil spill disaster
 - c. Where to locate additional resources (Oil Spill stress link, hotline, etc.)
 - d. Outreach to families
- [Tips for Talking to Children & Youth About the Oil Spill Disaster - A Guide for Teachers and School Administrators](#)
 - Tips for Talking to Children & Youth About the Oil Spill Disaster - A Guide for Parents and Educators [English](#) | [Cambodian](#) | [Haitian/Creole](#) | [Lao](#) | [Spanish](#) | [Vietnamese](#)
 - Tips for Talking to Children & Youth About the Oil Spill Disaster - Interventions at Home for Preschoolers to Adolescents [English](#) | [Cambodian](#) | [Haitian/Creole](#) | [Lao](#) | [Spanish](#) | [Vietnamese](#)

3. Review relevant school policies and procedures

- a. Staff to contact with concerns about a student
- b. Protocols for referral and forms to use
- c. Procedure for contacting parents
- d. Confidentiality
- e. Crisis and emergency response protocols
- f. Others...

4. Discuss communication outreach to families and youth.

Include considerations about stigma concerning mental health issues, cultural sensitivity, primary language and confidentiality. (e.g., many resources are for different age groups and are in different languages). Frame meeting around “coping with stress,” rather than “mental health.”

5. Solicit staff input about interest in additional opportunities for staff to discuss concerns, issues, or challenges with any of the following, or others:

- Ways to promote healthy social and emotional development in times of stress, to prevent and respond as well as to identify and refer those with severe problems.
- Discussion of stigmatized ideas about mental health and illness and personal and professional limits for students experiencing issues, and when to ask for help with a troubled student and who to ask.
- Strategies that can help struggling students and that support classroom management.
- Ways to communicate mental health concerns about a child to parents and colleagues.
- Appreciation and awareness of diverse populations within the school and to embrace the importance of cultural competence.
- How to build trust, empathy, and communication between school and family to improve academic performance and classroom behavior.

6. Share other training and staff development opportunities

- [Mental Health First Aid training](#)
- [Psychological First Aid training](#)

7. Wrap-up and any next steps