



STUDENT AND STAFF CONSIDERATIONS FOR NJ GRIEF COLLABORATIVE CURRICULUM

Due to the nature of the topic and the various emotions that can arise, the following guidelines are recommended for schools to consider when utilizing this curriculum for the psychological, emotional, physical, and spiritual safety of students and staff.



Staff Considerations

1. Staff who will be teaching this curriculum are required to receive two hours of in-person **professional development** before implementation to build skills and knowledge related to this topic and ensure a grief-informed teaching approach.
2. School leadership should consider which staff member is **best suited** to present the material in a way that allows for continuity of support and community building.
3. Staff should be able to **opt out** of teaching the curriculum and an alternate staff member should be identified.
4. Before implementation of the curriculum, staff members are required to develop a **safety plan** for students needing follow-up and/or support for loss and grief.
5. Prior to introducing the curriculum, the **parent/caregiver letter** included should be sent home. It explains the purpose and scope of the lessons with an opportunity for parents/caregivers to opt their child/ren out.
6. Lessons should be presented using examples, scenarios, and modifications that suit the **diverse learners and life experiences** in the staff member's classroom.

Student Considerations

1. Lessons should be taught in **small groups or classroom sizes** for the emotional safety of students and not in auditorium settings or large groups of unrelated students.
2. Students should be allowed to participate at the level they feel comfortable doing so.
Students should not feel pressured to disclose or share personal experiences or feelings.
3. Students should be made aware of **in-school and community resources and support** including those provided at the end of each lesson.