



CRISIS RESPONSE PLAN

2024

CRISIS RESPONSE PLAN

Distribution of this document to other than local emergency responders is prohibited without the prior approval of the Head of School.

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OVERVIEW

Easy to follow and well-practiced procedures are essential during a school crisis to provide for the safety of students and staff and limit the acceleration of the emergency incident.

Fundamental to CRMS/(HS)²'s Crisis Response Plan are adherence to 1) the Standard Response Protocol developed through the work of the I Love You Guys Foundation and 2) the principles of the basic Incident Command System as promulgated by the National Incident Management System (NIMS).

STANDARD RESPONSE PROTOCOL

The Standard Response Protocol (SRP) is a uniform response to an incident at school. It is not based on the individual scenario but rather on the response to any given scenario. Under the SRP, the following four specific actions can be performed in response to an incident:



SECURE

SECURE: "GET INSIDE. SECURE CAMPUS"

Protect the campus from an external threat or event; typically initiated by Law Enforcement. Secure the perimeter. Have a heightened awareness. Control access to campus. Conduct business as usual.



LOCKDOWN

LOCKDOWN: "LOCKS, LIGHTS, OUT OF SIGHT."

Protect the occupants of the campus from a lethal threat. Collect and account for students. Teachers may determine evacuation is the best option to preserve life and shall be permitted to instruct their students to evacuate using an improvised evacuation plan.

Or

Teachers should lock classrooms. Turn off lights. Stay quiet and out of sight. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement or administrative personnel will enter your classroom and provide evacuation instructions. Be prepared to react to events.



EVACUATE

EVACUATE: Move occupants of the building to a specified location deemed safer, in response to a variety of circumstances.



SHELTER

SHELTER: Provide safety and cover from incidents or events both natural and man-made. Specific steps for each action are detailed later in this document.

CRISIS RESPONSE PLAN

INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) will be utilized by Colorado Rocky Mountain School and (HS)² when responding to crises. The ICS is a systematic tool used for the command, control and coordination of emergency response. Because the ICS is used by all emergency responders, it is important to understand the language of the ICS and the roles and responsibilities of the CRMS/(HS)² Crisis Management Team.

The leader who initially takes control as the Incident Commander will:

- Identify what tasks need to be accomplished to restore a safe environment for building occupants
- Stabilize the scene
- Limit acceleration of the incident

CRISIS MANAGEMENT TEAMS ROLES AND RESPONSIBILITIES

TITLE	ROLE
Incident Commander (The Director, Administrator on Duty, or designee)	Oversees all activities and decisions related to the incident or crisis with the exception of those decisions within the authority of the fire department or law enforcement incident commander. The Incident Commander will remain in charge until relieved by the Incident Commander of Emergency Responders.
Safety Coordinator (Designated by Incident Commander, typically Dean of Students, Active Director, Director of Finance, or Director of Buildings & Grounds)	Monitors safety conditions and develops measures for assuring the safety of all assigned personnel. During evacuation, proceeds to designated assembly point. Listens and records status including other assembly points if applicable. Relays information between assembly points for status indicating missing/injured students. Reports status to Incident Commander.
Public Information Officer (Typically the Director until otherwise designated)	Serves as the conduit for information to and from internal and external stakeholders, including the media or other organizations seeking information about the event or incident.
Liaison Officer (Designated by the Incident Commander, typically an office staff member)	The liaison serves as the primary contact for supporting agencies assisting at an incident.

SECURE: GET INSIDE. LOCK OUTSIDE DOORS. SECURE CAMPUS.

The lockout order will be issued in response to a threat or potential threat outside of the school buildings or in the vicinity of the campus. Examples include violence or criminal activity in the neighborhood, or a dangerous animal on the campus.



SECURE

PUBLIC ADDRESS

“Secure! Get inside. Lock Outside Doors. Secure Campus.” REPEAT TWICE

ACTION STEPS

Director/AOD or Designee:

- Issue public address (see above) through the Mass Notification System (typically via text messaging)
- Contact campus security (Colorado Protective Services 970-379-4201)
- Monitor access to the campus and school buildings and scrutinize visitors. Consider blocking access via Delores Way and main campus entry. Live surveillance camera feed.
- Determine whether potential threat is on campus or off campus. Consider additional, informational public address (identify Safety Coordinator for attendance reporting).
- Refer to page 16 for communication checklist.
- Consider asking classes that are being held outside to return to a building
- Consider canceling outdoor activities and minimize student passage between buildings. Depending on the situation, students may be allowed to leave campus.

Receptionist:

- Press lockdown button to ensure doors in Welcome Center are locked.
- Control access to the building and scrutinize visitors.
- Locate the office Go Kit.

Faculty Members and Staff:

- Remain calm and reassure students.
- Bring individuals that are outside into nearest school building.
- Close and lock exterior doors and windows. Close blinds if safe to do so.
- Take attendance. Identify students who are missing. Report missing students or additional students to the receptionist (or designated Safety Coordinator).
- Resume classroom/school activity. Continue business as usual unless directed otherwise by administration or law enforcement.
- Have a heightened awareness of a threat potential outside the building.
- Stay in “secure” until the secure is released by Crisis Management Team or law enforcement.

SECURE RELEASE

School administrators and/or law enforcement have the authority to release the secure action. The secure action should be maintained until the all clear is given.

CRISIS RESPONSE PLAN

LOCKDOWN



LOCKDOWN

A lockdown will be called when there is a threatening person within the campus core or inside a school building or is suspected of being in a school building or on school grounds. Any student or staff member may initiate a lockdown at the first sign of violent activity on campus. It is NOT necessary to wait for an official announcement. The purpose of a lockdown is to hide students and staff behind locked doors as quickly as possible.

PUBLIC ADDRESS

“Lockdown! Locks, lights, out-of-sight!” REPEAT TWICE

The public address may be initiated by anyone with access to the Mass Notification System .

ACTION STEPS

Director/AOD or Designee:

- Issue the public address (see above) through the Mass Notification System (typically via text messaging).
- Call 911.
- Monitor live surveillance camera feed.
- Refer to page 16 for communication checklist.

Office and other staff:

- Move away from the noise.
- Get behind a locked door – once a door is locked it will remain locked!
- Consider self-evacuation if it may be done safely.
- Protect lives as necessary.

Faculty Members and Staff

- Collect any persons from the hallway outside your classroom or dormitory and immediately lock the door. Once the door is locked, do NOT open it.
- Lock all other interior windows and doors to the classroom or dormitory.
- Turn off the lights.
- Move all individuals to the safest area in your classroom as far out of sight as possible.
- Exterior shades may be drawn, but activities outside the building should be monitored if possible.
- Students shall be instructed to silence their phones immediately, and remain silent.
- Teachers shall take whispered or silent attendance of all persons in their classroom.
- Teachers shall disregard fire alarms as the lockdown takes precedence over a fire alarm EXCEPT in the event of a fire or smoke emergency.
- Field trips outdoors, sport or work crew, and students passing between buildings shall move away from the campus and stage out of sight. Teachers shall keep all students with them and take roll.
- Contact police (911) and notify them of your location and status.
- The all clear will only be issued by personal contact from an administrator or law enforcement personnel. DO NOT OPEN THE DOOR FOR ANYONE!

Administrators and law enforcement will have a key to enter classrooms as necessary.



LOCKDOWN

EVACUATION DURING A LOCKDOWN - "BEYOND THE LOCKDOWN"

Teachers may determine evacuation is a better option to preserve life and shall be permitted to instruct their students to evacuate using an improvised evacuation plan OR law enforcement may initiate a systematic evacuation of the campus. Classrooms may be instructed to move to a designated location within the school or away from the building.

- Teachers shall retain their attendance sheet and instruct students to leave their belongings behind.
- During an improvised teacher-initiated evacuation, teacher should establish a rendezvous point.
- Upon reaching their destination, teacher should again take roll and should notify administration, 911, police/sheriff dispatch of their location.

LOCKDOWN RELEASE

The Crisis Management Team and/or law enforcement have the authority to release a lockdown. Lockdown should be maintained until law enforcement or administrative personnel enter your classroom and provide evacuation instructions.

EVACUATE: A LOCATION MAY ALSO BE PROVIDED

Evacuate is called when there is a need to move students and staff from one location to another. Evacuations may be on campus (interior or exterior) or off campus.



EVACUATE

PUBLIC ADDRESS

"Evacuate and move to (location inside/outside of school)". REPEAT TWICE

The evacuate order may include an intermediary step for off-site evacuation. For example "Evacuate to the bus lot". From that evacuation point, buses may transport to an offsite evacuation location.

ACTION STEPS

Director/AOD or Designee(s):

- Issue public address (see above) through the Mass Notification System (typically via text messaging).
- Refer to page 16 for communication checklist (PIO).
- Arrange for off-site evacuation if necessary.
- Take office Go Kit to evacuation site (Safety Coordinator).

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- Review assembly areas and immediately respond to injured/distressed students/staff to determine the nature of help needed.
- School incident commander meets with arriving first responder to brief, coordinate, and transfer command.
- For off-site evacuations, implement the Standard Reunification Method if necessary.
- Ensure advance planning for evacuation of special needs students.



EVACUATE

Faculty Members and Staff :

- Remain calm.
- Take Go Kit.
- Have students exit single file.
- Use primary exit routes unless passage is blocked.
- Move students to designated safe assembly area. Remain until instructed to return to the school or relocate.
- Take attendance. Identify students who are missing as well as extra students.
- For off-site evacuations, implement the Standard Reunification Method if necessary.

SHELTER: STATE THE HAZARD AND SAFETY STRATEGY



Shelter is called when personal protection is necessary and the best means of protection is to take shelter within the facility. Examples include chemical emergencies and severe weather.

SHELTER

Many hazard specific situations will require school officials to work closely with local fire and law enforcement personnel in formulating an appropriate response plan which may include evacuation or shelter protocols. Examples include hazardous materials incidents, bomb threats, and wildland fires threatening a school.

PUBLIC ADDRESS

The address issued through the Mass Notification System will provide instructions relative to the hazard or threat. For example:

“Shelter! Please move to __ (location within the school) due to __.”

OR

“Shelter for Bomb! Drop, Cover and Hold”

OR

“Shelter for Hazmat, seal the building”

ACTION STEPS

Director/AOD or Designee(s):

- Issue the public address (see above) via Mass Notification System.
- If necessary, request staff to ensure that all exterior windows and doors are closed and locked.
- If necessary, request that HVAC systems be shut down.
- Refer to page 16 for communication checklist.

Faculty and Staff:

- Remain calm.
- Follow specific instructions provided.
- Bring individuals that are outside into the school if possible if doing so will not endanger those inside (in the event of an exterior threatening condition).
- Take attendance. Identify students who are missing as well as extra students.
- Report missing or additional students to administration.
- Continue to follow instructions until the all clear is given.

STANDARD REUNIFICATION METHOD

PURPOSE

The purpose of the Standard Reunification Method is to provide a protocol for parent or guardian re-unification with students from the school or from an off-site location after a large scale school event through a controlled release of students.

PREPARING FOR A CONTROLLED RELEASE

- Update student emergency information rosters twice per year.
- All faculty maintain access to current rosters via mobile application.

ACTION STEPS

1. School will notify parents/guardians of the emergency and the location where they can pick up their child.
2. At the reunification site, students will be directed to a staging area beyond the field of vision of parents/guardians.
3. Teachers will report attendance to Reunification Site Director.
4. A parent check-in area will be established at the reunification site. Greeters should be available to direct parents to the parent check-in area and to help parents understand the process.

CRISIS RESPONSE PLAN

5. The Reunification Site Director will send a Runner to recover students from the student staging area and escort the student to the pick-up area.
6. If the child is in the first aid/medical treatment area, the parent/guardian will be directed to that area for reunification.
7. If necessary, counselors will be located close to the first aid area in the event counseling services are necessary.

OTHER CONSIDERATIONS

- The designated Public Information Officer should be on hand to deal with media.
 - Parents should be sheltered from media.
 - Parents should be reminded that student safety is the highest priority.
 - Parents/guardians may be emotional when they arrive at the reunification site.
- It is a good idea to have counselors available.

ANNUAL CRISIS RESPONSE CHECKLIST

INITIAL
WHEN
COMPLETE

ACTION DESCRIPTION

	School Crisis Management Team members will meet and will discuss roles.
	The school-wide student roster and student emergency contact information has been printed and included in the office Go Kit. This information should be updated in the fall and again after winter break.
	School Crisis Management Team members (see page 22) have been identified and trained on their individual roles and responsibilities.
	HOS and other appropriate School Crisis Response Team members have met with private security or law enforcement and/or fire department to review Standard Response Protocols and establish drill schedule. Annual assessments will include a minimum of: <ul style="list-style-type: none">• Secure• Lockdown• Evacuation• Shelter Drill schedule must be included in your Crisis Response Team notebook.

	All staff training has been held to review Standard Response Protocols and evacuation procedures.
	Ensure office Go Kit includes updated faculty/staff and student rosters, campus maps, and floor plans of primary school buildings.
	Mass Notification System has been tested for proper operation.
	Students and adults requiring assistance during an evacuation have been identified and a process has been put in place for ensuring their safe evacuation.

CRISIS COMMUNICATIONS

In an emergency or crisis situation, CRMS/(HS)² or the Crisis Management Team will provide full and accurate information to staff, parents, students and the news media, at the earliest possible time. Such information will always be based on verifiable facts. Only the Director, Head of School or designated Public Information Officer may communicate with the media.

It is essential in these situations that an attitude of honesty, reasonableness and cooperation be maintained at all times. Such information however, must be consistent with the safety of all students and staff. Because of the sensitive nature of emergency communications, all efforts will be managed within the guidelines listed below:

- When conducting emergency/crisis management and communications, the Crisis Management Team’s primary concern is the health and safety of its students and staff.
- The Crisis Management Team will strive to respond quickly, thoroughly and in a disciplined fashion to all crises or potential crises that may arise.
- The Crisis Management Team will strive at all times to protect and help ensure the safety of its students and staff.
- It is the responsibility of the Crisis Management Team to keep the designated Public Information Officer informed of topics that could potentially result in media inquiries. This includes developing legal issues or issues where policy or emergency authorities have been notified.
- When conveying information about a crisis, designated communications personnel will be – to the best of their knowledge and ability – timely, accurate and truthful.
- The Crisis Management Team will not deliberately withhold information related to a crisis, unless the release of such information would endanger students, staff or the public; hinder any ongoing investigations; or compromise the privacy or proprietary nature of any students or staff

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- All news coverage will be monitored and evaluated for accuracy. Any inaccuracies or errors will be brought to the attention of the Crisis Management Team.
- Following any emergency or crisis, the Crisis Management Team will be dedicated to preserving and strengthening parent and public confidence in the integrity of the school reputation and its leadership team.

CRISIS COMMUNICATIONS OBJECTIVES AND STRATEGIES

OVERALL OBJECTIVES

- To ensure accurate, consistent and timely communications with staff, students, parents, community and news media.
- To eliminate or minimize confusion and rumors.
- To protect CRMS's reputation with the community.
- To maintain credible relations with the community and the news media.
- To identify and clarify responsibilities and ensure department preparedness.
- To provide guidance for decision-making.

CRISIS ASSESSMENT LEVELS

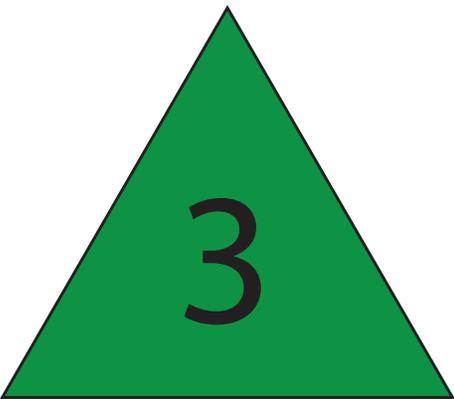
The term "crisis" implies an act or event that is extraordinary and cannot be predicted. A crisis creates an "acute state of disorder and panic when the threats and demands are beyond one's coping resources." This type of critical incident affects the school community in such a way as to require an immediate and effective response by school staff. An effective response is necessary in order to prevent further trauma and to provide emotional support.

For the purposes of this plan and to facilitate decision making, a crisis situation is defined as anything that disrupts normal school and is:

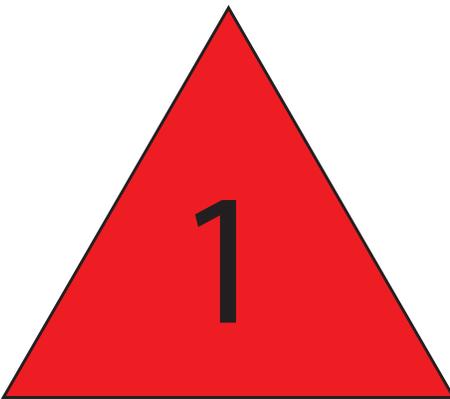
- Potentially harmful to students or staff;
- Escalating in intensity;
- Falling under close news media or regulatory scrutiny;
- and/or jeopardizing the reputation of CRMS/(HS)².

Examples of crises that impact schools include suicide, suicide threats, natural or accidental deaths, medical emergencies, terminal illnesses, natural disaster, nuclear incidents, random acts of violence, bus accidents or backcountry or outdoor trip emergencies. These events may occur within the student or faculty population; however, they affect the entire school community. Other events tend to affect individuals or small groups; however, they still require informed and sensitive responses. These events include situations involving a single student or the student's immediate family.

Crisis will be divided by seriousness into 3, 2 or 1 levels below:



Student or Staff Injuries that Result In Hospitalization, Student or Staff Death non-school Related, Student Safety not an Issue



Any emergency 911 student/staff incident when police are notified, no immediate safety concerns for staff or student body.



SECURE, LOCKOUT, EVACUATE, SHELTER, immediate student and staff safety concerns, student staff removal from school property

CRISIS ASSESSMENT AND INFORMATION

THE CRITICAL HOUR

One of the most important aspects of crisis communications is reacting with the right response – and quickly. Crisis management researchers believe what is done in the first 60 minutes of a crisis is crucial in determining public perception of the crisis and how it was handled. The Incident Commander or designate should gather the following information within the first 30 minutes if possible:

1. Brief description of the crisis
2. List actions completed
3. Who knows of the crisis?
4. Initial assessment of damage or harm
5. Damage to people:
 - a) Number of people involved
 - b) How many accounted for?
 - c) Injuries (brief description of severity)
 - d) Evacuation needed?
6. Damage to facilities, further damage potential, other facilities at risk
7. Expectations for the next 2 hours (brief description)
8. News media? On site? How many?

CRISIS RESPONSE PLAN

RESOURCES NEEDED

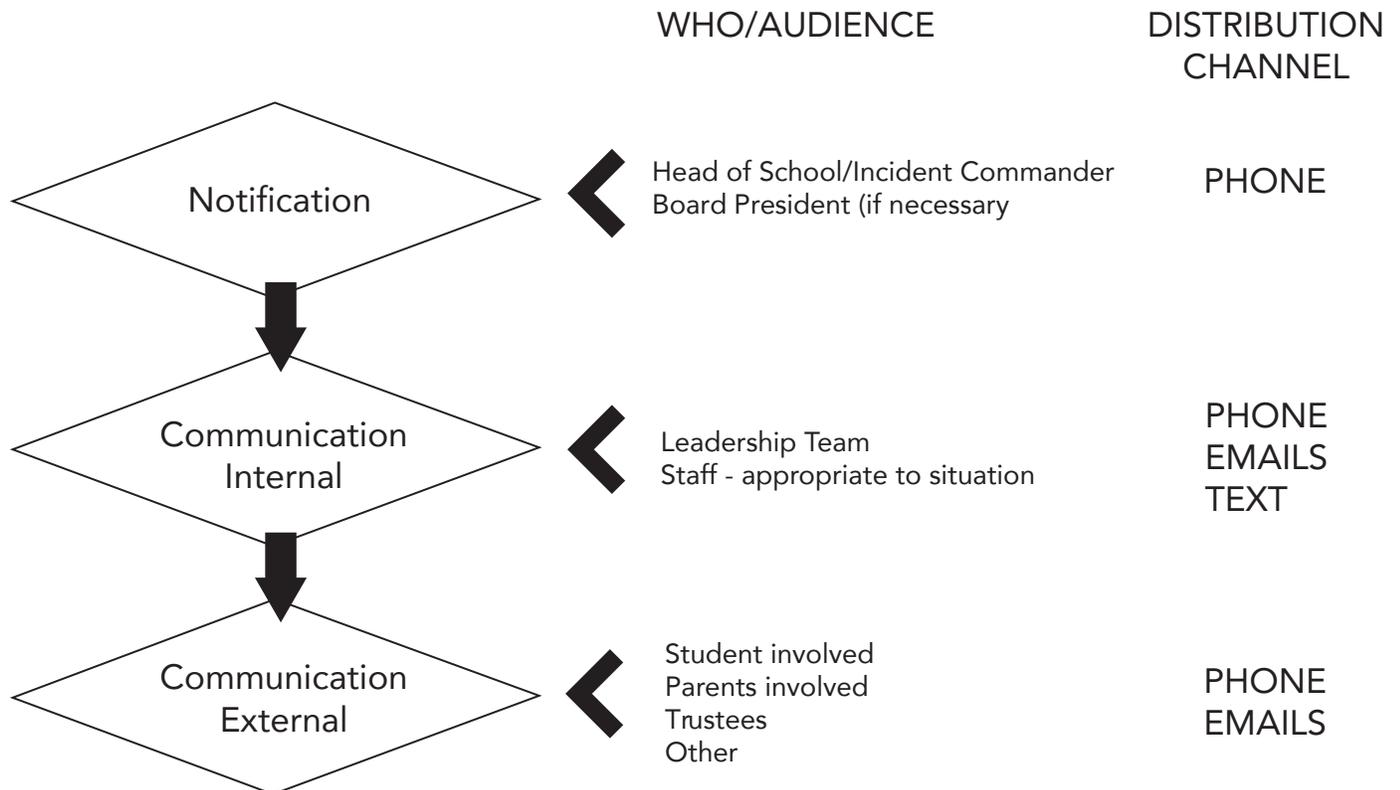
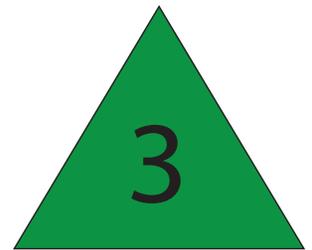
Check the resources you need?

- Crisis manager
- Counselor
- Medical
- Safety
- Construction/facilities
- Communication
- Media Relations
- Transportation
- Food Service
- Clerical
- Insurance/claims
- Legal
- Others

CRISIS COMMUNICATIONS PROTOCOL - LEVEL 3

LEVEL 3 DEFINITION

Incidents defined as Level 3 include, student or staff injuries that result in hospitalization, student or staff death non-school related and when student safety not an issue.



CHECKLIST

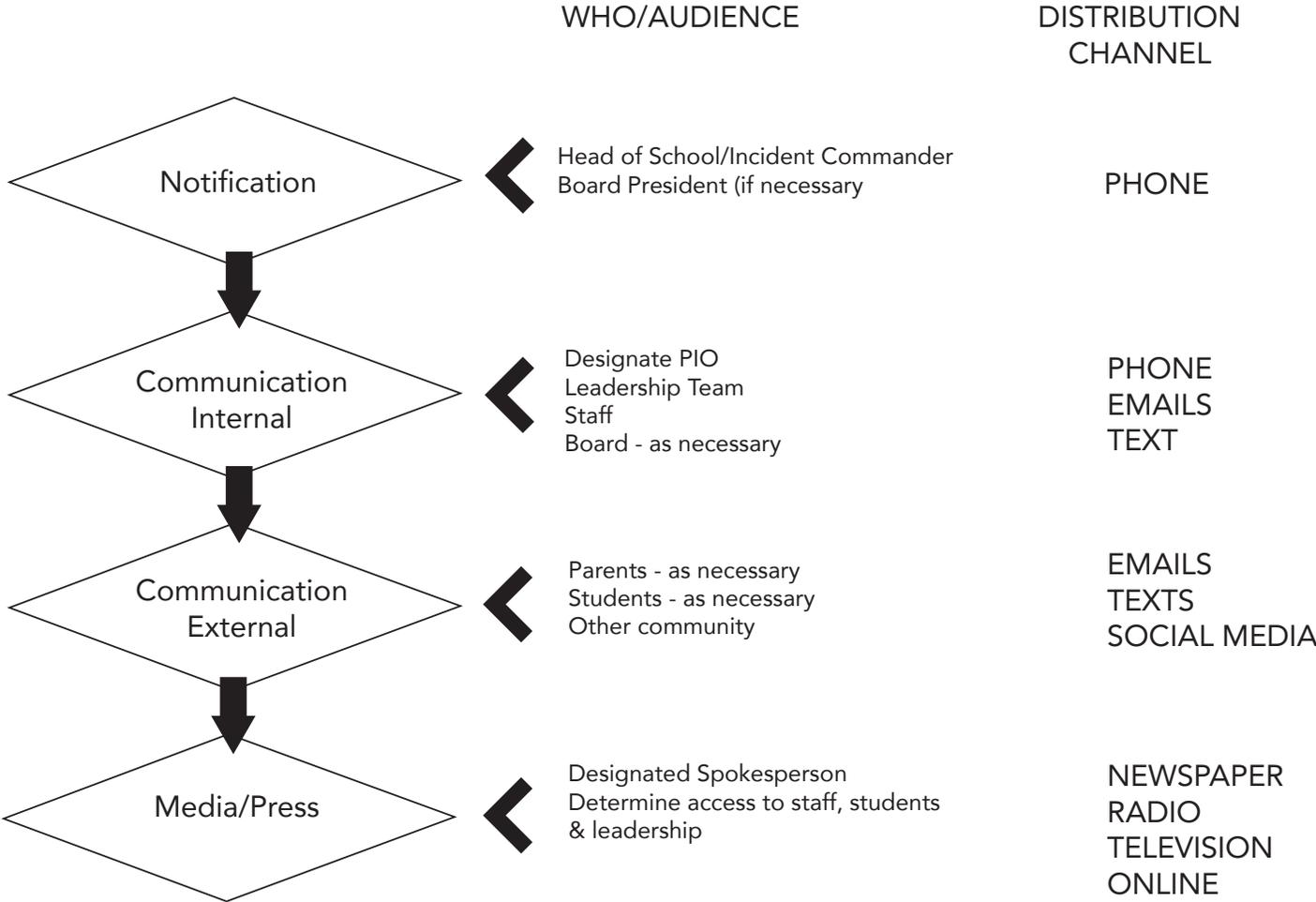
Director/AOD or Designee:

- Call HOS immediately
- Call student and parents/guardian or family involved
- Call and emails staff appropriate to situation
- Contact school community - students and parents if appropriate (student/teacher death outside school):
- Coordinate with family
- Develop talking points
- Email if appropriate to parents, students, staff
- If news media are involved in any way convene Crisis Management Team to handle media inquiries.

CRISIS COMMUNICATIONS PROTOCOL - LEVEL 2

LEVEL 2 DEFINITION

Incidents defined as Level 2 include any emergency 911 student staff situation in which police are notified, no immediate safety concerns for staff or student body



CRISIS COMMUNICATIONS PROTOCOL - LEVEL 2 *(continued)*

CHECKLIST



2

Director:

- Inform board as necessary

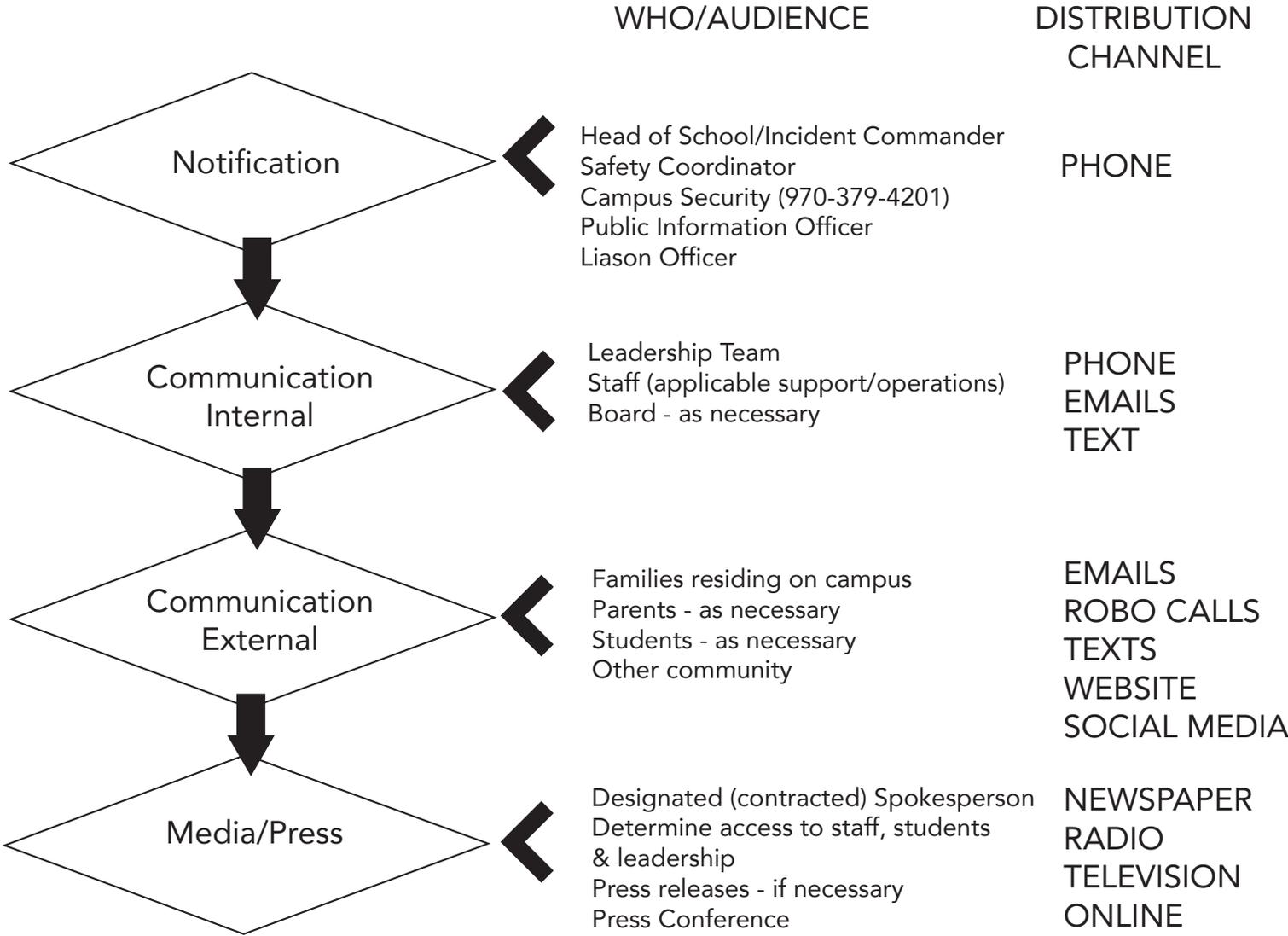
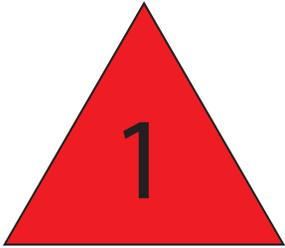
Crisis Management Team:

- Develop talking points, (must follow legal protocols) distribute to:
 - Leadership
 - Staff
- Create email and/or letter from sample letters and talking points, distribute to:
 - Students
 - Parents
 - Board
- Monitor school Social Media pages
- Respond to media inquiries (inevitable with 911 calls)
- Designate spokesperson
- Determine access to Crisis Management Team, students or staff (no staff contact until determined by HOS)
- Develop specific approved statements for staff interviews
- Conduct interviews with media if requested, communications director present
- Contact law enforcement or other entities involved, coordinate messages

CRISIS COMMUNICATIONS PROTOCOL – LEVEL 1

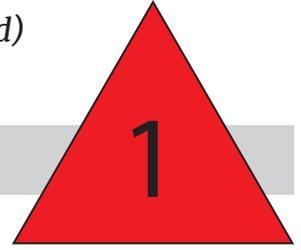
LEVEL 1 DEFINITION

Any SECURE, LOCKOUT, EVACUATE, SHELTER incident with immediate student and staff safety concerns, student staff removal from school property.



CRISIS RESPONSE PLAN

CRISIS COMMUNICATIONS PROTOCOL – LEVEL 1 *(continued)*



CHECKLIST

Director:

- Call Board Chair and Communications Director

Crisis Management Team:

- Develop talking points, (must follow legal protocols) distribute to:
 - Leadership
 - Staff
- Prepare emergency message for Mass Communication System (typically via text message)
- Create email and/or letter from sample letters and talking points, distribute to:
 - Students
 - Parents
 - Board
- Update WEBSITE
- Monitor social media pages
- Respond to media inquiries:
 - Designate spokesperson (consider contracted public relations)
 - Determine access to Crisis Management Team, students or staff (no staff contact until determined by HOS)
 - Contact law enforcement or other entities involved, coordinate messages
 - Develop specific approved statements for staff interviews
 - Conduct interviews with media if requested, designated Public Information Officer present
 - Set up press conference if deemed necessary

FUNCTION OF THE CRMS CRISIS MANAGEMENT TEAM

PRE-CRISIS:

- Review the plan
- Prepare the staff
- Inform offsite resources about the plan
- Periodically review the plan and update resources
- As new employees enter, orientation must include an explanation of the Standard Response Protocol.

AT TIME OF CRISIS

- Inform entire staff about roles and responsibilities
- Adapt plan to fit current crisis

- Check facts carefully
- Allow for debriefing
- Establish effective communication system
- Evaluate any additional needs of the school community

THE AFTERMATH OF A CRISIS PROVIDES TIME FOR THE SCHOOL COMMUNITY TO:

- Understand and accept emotional reaction to incident with other crises and growth in students and staff
- Refine, change, and adapt trauma response/crisis plan

GOALS OF THE CRISIS MANAGEMENT TEAM

- Coordinates school crisis response
- Authorizes resources during a critical event for areas where they are most needed
- Provides expertise for inservice and workshops on crisis planning and response
- Disseminates materials for training
- Evaluates responses to crisis events and formulates a plan for follow-up
- Acts as a liaison with community resources

CRISIS MANAGEMENT TEAM

Head of School	Jeff Leahy	970-309-1585
Director	Annie Oppenheim	203-517-8995
Dean of Students	Jennifer Ogilby	970-274-0169
Academic Dean	Nancy Draina	970-309-4987
Dir. of Active Curriculum	Diane Hackl	970-260-1814
Director of Finance	Joe White	970-309-2651
Buildings & Grounds Dir.	Ryan Margo	970-948-7428
Director of Counseling	Ashely Smith	970-309-6700
Communication Manager	Aimee Yllanes	786-493-1174
Director of Technology	Eric Krimmer	970-948-8603

CRISIS RESPONSE PLAN

OUTSIDE AGENCY CONTACTS

Agency	Telephone Numbers
CRMS Security (Colorado Protective Services)	970-963-1065
Emergency (Tom Dalessandri)	970-379-4201
Garfield County Sheriff (non-emergency)	970-625-8095
Carbondale Police Department	970-963-2662
CBPD Chief of Police Kirk Wilson	970-510-1233
Carbondale Fire District (non-emergency)	970-963-2491
Glenwood Springs Police Dept.	970-384-6500
Basalt Police Department	970-927-4316
Social Services	
Garfield County	970-945-9193
Pitkin	970-429-2040
Eagle	970-328-8840
Mind Springs Mental Health	970-945-2583 (GWS) 970-920-5555 (Aspen)
Hope Center Hotline	970-925-5858
Catholic Charities	970-384-2060 (GWS)
Riverbridge Regional Center	970-945-5195
Clergy	
St Stephens GWS	GWS 970- 945-6673
The Orchard CBD	970-963-8773
St Mary's of Crown CBD	970- 704-0820
St Peter's Episcopal Basalt	970-927-4235
Aspen Jewish Congregation	970-925-8245
Valley View Hospital (Glenwood)	970- 945-6535
Aspen Valley Hospital	970- 925-1120
Roaring Fork Family Physicians	970-963-3350
Youth Zone	970-945-9300 (GWS)
Legal (Chad Lee / Balcomb & Green, P.C.)	970-945-6546

AFTER A CRISIS / COPING AND SUPPORT

The final stage of an effective crisis response plan includes coping and supportive activities for adults and students following a crisis or critical incident.

COPING AND SUPPORT FOR STAFF

Critical incident stress debriefing is an educational group process designed to facilitate normal recovery in people who are experiencing normal stress in reaction to abnormal events.

Effective support begins at the point of initial intervention when members of the crisis response team meet with faculty as soon as possible following the crisis. The purpose is to prepare faculty regarding how to discuss the crisis with their students and assist students in dealing with emotional and cognitive reactions to the crisis. Faculty may be given suggestions about how to answer anticipated questions and information about normal stress reactions to the crisis. The counselor(s) should request feedback on how students are doing and how procedures are working.

Although the focus is upon helping students, this initial discussion may help faculty both express and normalize their reactions to the crisis. Allow time for staff to ventilate feelings and support one another. Consider presenting information on the grieving process. Additional support may be made available on an as-needed basis for faculty.

SUPPORT FOR STUDENTS

Once again, support for students is a logical extension of initial intervention activities. Counseling staff should be available at the school or at least on call the day after a crisis to assist students who are in need of further emotional support. Counseling staff will assess which students may require continued counseling and make appropriate referrals as needed.

Counseling staff may choose to continue working with some students at school following the crisis. Appropriate use of community agencies and private psychiatric providers may, however, occur.

SUPPORT FOR FAMILIES

The school designee will determine whether a letter should be sent to the family of each student briefly explaining the crisis, what steps the school has taken to assist students, and information regarding possible signs of stress and related emotional and cognitive reactions to the incident. It is strongly suggested that in the case of a funeral/memorial, school personnel are represented to support the family.

CRISIS RESPONSE PLAN

CONSIDERATIONS FOR PARENT NOTIFICATION LETTER

Paragraph 1:

- Give factual information on what has happened, following the wishes of the family if appropriate.
- State school condolences or other appropriate reactions of self, staff and/or students.

Paragraph 2:

- State how the school personnel are handling the situation (Crisis response team, grief counselor, victim's assistance, classroom activities, etc).
- If any of these services are available for parents, let them know this.

Paragraph 3:

- If the crisis situation is a death and memorial services have been set up, tell where, when and any other relevant information.

Paragraph 4:

- State what kind of follow-up support will be available for students at school and where they can get further help if needed.
- If appropriate, include handouts or articles that are relevant and reference them.

Paragraph 5:

- State any school functions that need to be changed, cancelled or postponed.

Paragraph 6

- Encourage parents to find emotional support and listen to their students.

Paragraph 7

- Appropriate closing statement.

Things to consider:

- All medical information about students and staff is confidential. Do not give any medical information unless you have definite permission from the person(s) involved or family members.
- Do not use the word "suicide" or a similar term in any written information. Families may not want this known or may change their minds about having it known after giving permission at first.