



# **Model School Crisis Management Plan**

Virginia Department of Education  
Division of Special Education and Student Services

2002

# TABLE OF CONTENTS

<b>I. POLICY</b> .....	<b>1</b>
Intent and Definition of Crisis Management .....	1
School Board Policy Statement .....	1
<b>II. JEFFERSON COUNTY PUBLIC SCHOOLS CRISIS MANAGEMENT PLAN</b> .....	<b>5</b>
Overview and Rationale .....	5
Central Office Crisis Planning and Response Team .....	7
Annual Start-Up Procedures for All Schools .....	12
<b>III. COMMONWEALTH HIGH SCHOOL CRISIS MANAGEMENT PLAN</b> .....	<b>13</b>
Crisis Response Team .....	13
Crisis Response Procedures .....	19
Medical Protocols .....	38
<b>IV. CRITICAL INCIDENT/EMERGENCY MANAGEMENT</b> .....	<b>39</b>
Overview .....	39
Identifying and Responding to Imminent Warning Signs .....	39
School Threat Assessment Response Protocol .....	41
Suggested Procedures for Handling Fights in School Settings .....	43
Lockdown Procedure Commonwealth High School .....	44
Hostage Situations/Barricaded Captor .....	46
Tornado/Severe Weather .....	51
Fire Procedures .....	55
Emergency Shelters .....	57
<b>V. INTERVENTION WITH STUDENTS WHO MAY BE SUICIDAL OR REPRESENT A POTENTIAL THREAT TO OTHERS</b> ...	<b>60</b>
Students Who May Be Suicidal .....	60
Students Who May Represent a Potential Threat to Others .....	65
<b>VI. COMMUNICATIONS</b> .....	<b>69</b>
Overview .....	69
School Communication .....	70
Communications with Parents and the Community .....	75
Communications with Media .....	76
<b>VII. QUICK GUIDE TO MANAGING CRISES</b> .....	<b>82</b>
<b>VIII. EMERGENCY TELEPHONE NUMBERS</b> .....	<b>128</b>
<b>IX. SCHOOL BUILDING AND VICINITY MAPS</b> .....	<b>131</b>
<b>APPENDICES</b>	
Appendix A: Sample Statements and Communications .....	A - 1
Appendix B: Planning Surveys and Checklists .....	B - 1
Appendix C: Training and Drills to Maintain Preparedness .....	C - 1
Appendix D: Informational Handouts .....	D - 1
Appendix E: Resources .....	E - 1
Appendix F: Forms .....	F - 1

---

# I. POLICY

---

## **Intent and Definition of Crisis Management**

**Intent** - Crisis Management is a central component of comprehensive **School Safety**. The most important consideration in both Crisis Management and Safe Schools efforts is the **health, safety and welfare** of the students and staff. A comprehensive Safe Schools Plan places a strong emphasis on prevention using strategies which range from building design to discipline policies and programs which improve school climate.

**Definition** - Crisis Management is that part of a school division's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve the crisis, restore equilibrium, and support appropriate adaptive responses.

## **School Board Policy Statement**

The Commonwealth High School Crisis Management Plan operates within the framework of the Jefferson County School Board policy.

## **Crisis Management Planning**

### **A. Definitions**

1. "Crises" shall include but not be limited to situations involving the death of a student, staff member, or a member of a student's immediate family by suicide, substance abuse, illness, or accident. The principals shall have the authority to determine what is a crisis incident and to convene the Crisis Management Team.
2. "Critical incidents" shall include situations involving threats of harm to students, personnel, or facilities. Critical incidents include but are not limited to natural disasters, fire, use of weapons/explosives, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.

3. The individual school “Crisis Management Plan” shall be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to the facility.

## **B. Crisis Management Team**

An Individual School Crisis Management Team shall be established at each school to meet the demands of crisis incidents.

1. Membership: The crisis team shall consist of an immediately accessible core group who have the knowledge and skills to act in any emergency and shall include the principal, assistant principal, one or more guidance counselors, nurse/clinic attendant, school psychologist, school social worker, one or more selected teachers, and a person to record events/minutes of meetings. Additionally, the Police Department (school resource officer, D.A.R.E. officer, or other person designated by the Police Chief), Mental Health Services, Fire Department, and County Emergency Rescue Services shall be asked to consult with the school team. A roster of team members will be posted in each school administration office.
2. Purposes: The Crisis Team shall implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of team members and consultants will be established in the school’s written Crisis Management Plan.

## **C. Crisis Management Plan**

Each school Crisis Management Plan will include provisions for Pre-planning, Intervention/Response, and Post-emergency activities, including the establishment or designation of the following:

1. Explicit procedures for each crisis incident.
2. Crisis headquarters and command post outside the school facility in the event evacuation is necessary.
3. Chain of command in the event a key administrator is not available.
4. Spokesperson to the media. This person will be the principal or designee and is responsible for gathering and confirming all pertinent information about the incident

and for informing the school division's public information officer prior to any media release. The spokesperson will also designate a media reception area when deemed appropriate.

5. Network of key communicators. It is the responsibility of these key individuals to convey approved information to others. This network may include phone trees to notify staff of emergency incidents and special meetings which may occur before or after school hours, and various counselors designated to support groups such as students, faculty, and parents.
6. Communication plan within the school and to the community. The best means of communication may vary with the crisis. However, the plan must provide for communicating with teachers as soon as possible. When appropriate, well-informed representatives should be ready to go into classrooms. Avoid giving news via assembly or public address systems as results can be unpredictable when giving shocking news to large groups of students. To ensure accuracy and avoid rumor, information to students must come directly from internal memoranda or statements written specifically for that purpose and approved by the principal. News is best given to students in class so they can ask questions of a person they know. Questions from parents should also be addressed from pre-approved fact sheet.
7. Critical Incident Management. Critical incident response will be in accordance with the Memoranda of Understanding executed between the Jefferson County Public Schools and the Departments of Police, of Fire, and of Emergency Services.
8. Arrangement for support services. One individual from the Crisis Management Team will be designated to contact the school board office and to contact, as needed, other community resources such as Mental Health Crisis Services. The school board office will arrange for assistance as needed from additional school psychologists, school social workers, and other guidance counselors and to contact Mental Health Crisis Services. School arrangements should include the designation of meeting spaces, provisions to request on-call services to meet unexpected demand, and provision of long term follow-up.
9. Bring closure to the crisis. This activity will vary depending on the crisis. But it is imperative to recognize officially the end of the crisis and the beginning of the healing process.
10. Evaluation of the crisis plan. Response to each crisis incident will be reviewed and evaluated at the conclusion of each crisis. Crisis Management Team annually will evaluate the plan and its effectiveness and make modifications as needed.

**D. Crisis Management Inservice**

The Crisis Management Plan shall be reviewed annually with the full school staff and shared with all transient staff, nurse/clinic attendants, secretaries, cafeteria staff, custodians, and bus drivers. Schools are encouraged to provide inservice on specific crisis related topics such as substance abuse code violations, neglect and abuse, and suicide prevention.

Approved by School Board April 6, 1999; effective July 1, 1999.

*(This example of a school board policy has been adapted from the Hanover County School Board policy.)*

---

# II. JEFFERSON COUNTY PUBLIC SCHOOLS CRISIS MANAGEMENT PLAN

---

## Overview and Rationale

### *Overview*

Jefferson County Public Schools has developed procedures for dealing with existing and potential student and school crises. The Comprehensive Crisis Management plan includes Intervention Procedures, Crisis Response Procedures, and Critical Incident Procedures. An important component of the Plan is a set of interagency agreements with various county agencies to aid timely communication and help coordinate services between the agencies and individual schools or the entire school division.

Intervention Procedures provide a systematic process for identifying, referring, and assessing students who may be suicidal or represent a potential threat to others. Crisis teams established in each school provide immediate intervention with referred students. Team members have been trained to assess the seriousness of the situation and respond according to specific guidelines. The team gathers information from other sources, chooses a team member to interview the referred student, develops a plan, directs the student and family to appropriate help, appoints a case manager, and provides follow-up. Additionally, schools regularly provide inservice training to faculty and staff about recognizing students in crisis and on referral procedures.

Crisis Response Procedures guide staff in responding to more frequently occurring crises such as deaths of students or teachers and other traumatic events which can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses. The crisis team uses crisis response procedures to help administrators:

- gather information;
- establish communication with the family;
- disseminate accurate information to faculty and students;
- intervene directly with students most likely to be affected;
- increase the available supportive counseling for students and staff; and
- guide students in helpful ways to remember the deceased.

Critical Incident Procedures help school personnel handle potentially dangerous events such as an armed intruder in a school and other life-threatening events. The school division has developed a Plan which emphasizes a coordinated interagency approach. A Code Blue has been established in all school buildings to provide a uniform method of warning staff and students of high risk situations involving imminent danger to life or limb.

#### Interagency Agreements

Jefferson County Public Schools has entered into agreements with various county governmental agencies, including mental health, police, and fire departments. The agreements specify the type of communications and services provided by one agency to another. The agreements also make school division personnel available beyond the school setting in the event of a disaster or traumatic event taking place in the community.

#### ***Rationale***

Jefferson County Public Schools Crisis Management Plan procedures provide benefits for students, parents, and the school division. The procedures provide an organized, systematic method for helping students. Staff members know under what circumstances and how to refer a student for help. Crisis Team members operate within specific guidelines to make collaborative decisions, sharing the responsibility of these often difficult, stressful situations. Parents and other members of the community are assured that the school division has established procedures which provide for needed intervention with troubled students and better prepare schools to respond to crises.

The school division benefits through increased legal protection. Systems that have not established crisis management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing guidelines on the best professional practices provides a margin of protection against liability.

The interagency agreements have fostered stronger collaborative relationships and have led to improved communication about students and family events that could impact the schools.



## **Central Office Crisis Planning and Response Team**

### ***Assigned Roles for School Division Staff During a School Emergency***

#### **Superintendent**

- Direct all operations of the division in the management of the emergency.
- Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assess the emergency situation and assign tasks based on the overall needs for managing the emergency.
- Direct all activities of division and school staff in the management of the emergency.
- Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency.
- Authorize the release of information to the public.
- Keep School Board informed of emergency status.
- The Assistant Superintendent for Instruction will assist Superintendent and serve in this capacity in the absence of the Superintendent.

#### **Executive Assistant to Superintendent**

- From the division offices, direct all division office staff.
- Establish and maintain lines of communication between the division and the emergency site; for off campus emergency, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers.
- Manage the professional and non-professional staff from the district office.
- Assign resources (persons and materials) to various sites for specific needs.
- Communicate with other schools in the division during the emergency period.
- Arrange for the delivery of outside services and materials needed for the management of the emergency.

**Assistant Superintendent, Instruction**

- Establish and implement plan for crisis; form and coordinate crisis teams with Lead Psychologist.
- Maintain active file of helping agencies within the community; the names of contact person will be included.
- Maintain active file of community persons, such as counselors, doctors, psychologists, ministers; information regarding services and follow-up services will be included.
- Create letters to notify parents of continuing care that is available to students; available care will include local and state agencies, as well as school-based care.
- Develop information sheet for parents, teachers, and others; information will include topics such as talking with students, signs of depression, and others relating to crisis stress.
- Develop schedule for activities for the first day of school following the crisis with support services.
- Maintain follow-up activities such as referrals for help outside the school services setting.
- Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate communication among those hospitals and the division. Assign and direct other division staff to assist in those hospitals.
- Coordinate communication between the hospital and the division office.
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.

**Assistant Superintendent, Administration**

- Develop plan and scenarios in which division technological resources can be dispersed effectively to emergency sites.
- Handle overflow telephone calls at the emergency site.
- Make recommendations regarding the restarting of school activities from support services.
- Serve as a liaison between the emergency school site and the emergency support teams that may be needed.
- Coordinate and direct communication between the emergency site and county and state agencies.
- Obtain and direct the placement of generators when power must be restored for a temporary period.
- Coordinate and direct the acquisition of water when there is a disruption of water and sewer services.
- Coordinate and direct contact with emergency medical services, local police and sheriff's departments, fire departments, and the highway patrol.
- Coordinate and direct search-and-rescue operations when needed.
- Supervise the use of the school computer system for communication with the district office and electronic bulletin board system.
- As needed, report various sites involved in the communication system if there are problems in that system.
- Provide technical support for all communications hardware and software.

**Assistant Superintendent, Finance**

- Plan and initiate arrangements for food for building personnel.
- Notify risk management of emergency.
- Coordinate with director of transportation as needed.
- Arrange for the payment of monies needed to respond to emergency situations; authorize purchases and payments for such resources.

**Director of Community Relations**

- Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Plan and coordinate press interviews to help the news media meet deadlines.
- Create and disseminate press releases.
- Respond to rumors through the dissemination of accurate information.
- Organize a network of key people (police, fire, health) within the community through which accurate information can be disseminated.
- Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.
- Plan and coordinate the use of the Division's cable television channel for live and taped presentations. Press conferences can go out live; updates for the public can be taped and aired as needed.
- Coordinate information to be shared with school and division personnel during and after the crisis.
- Act as a liaison between the media and division personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption.
- Arrange interviews for the media with key school and division staff who are involved in the emergency or who act as spokespersons for the division.
- Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

**Principals**

***School Crisis***

- Be familiar with central office support available to principals.
- Make school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.

***Division Crisis***

- Remain at respective schools until the end of the school day.
- When all students and staff members have left campus for the day, be prepared to report to the Assistant Superintendent for Instruction.
- Perform tasks assigned by the Assistant Superintendent for Instruction.

## **Annual Start-Up Procedures for All Schools**

### ***Annual Start-Up Procedures***

1. Confirm membership of the crisis team.
2. Send a list of team members to the Community Relations Office.
3. Decide on a coordinator and substitute for synchronizing suicide intervention, critical incident, and postvention procedures.
4. Plan at least two crisis team meetings. It is mandatory that crisis teams meet prior to the beginning of the school year and one other time during the school year to review procedures, especially critical incidents, and check equipment such as crisis boxes.
5. Inform faculty of crisis members. Print intervention, crisis response and critical incident procedures in the faculty handbook.
6. Review critical incident communication codes with faculty and staff.
7. Update faculty phone tree.
8. The team needs to not only review procedures annually, but should go through at least two scenarios using the Postvention Steps form. **The key to successfully handling an incident is the preparation before the event.**
9. Meet with new staff members annually to inform them of intervention, crisis response critical incident procedures, emphasizing the referral process for crisis intervention.
10. Hold a general faculty/staff inservice on intervention, crisis response and critical incident procedures every several years.

*(This example is an adaptation based on Chesterfield County Public Schools Crisis Management Plan.)*

---

# III. COMMONWEALTH HIGH SCHOOL CRISIS MANAGEMENT PLAN

---

## **Crisis Response Team**

### ***Responsibilities***

The Commonwealth High School Crisis Response Team, under leadership of the principal, is responsible for the following:

1. Establishing a protocol for dealing with crises and critical incidents.
2. Establishing a systematic approach for identifying, referring, and intervening with students identified as at-risk for suicide or other destructive behaviors.
3. Orienting staff to procedures and training to fulfill designated roles, including conducting drills.
4. Providing information to students, staff, and community on Crisis Management referral procedures.
5. Providing assistance during a crisis in accordance with designated roles; providing follow-up activities.
6. Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the building's Crisis Management Plan.
7. Conducting periodic reviews and up-dating of the Crisis Management Plan; conducting related updated staff training.

### ***Duties of Members of Crisis Response Team***

Duties of members of the crisis response team are as follows:

- A. The **Principal** will coordinate and supervise emergency management activities at the school. Assignments include:
  1. Continuity of administration.
  2. Development of a comprehensive school emergency management program.

3. Designation and training of a school Crisis Team.
  4. Designation of an Emergency Operations Center or command post (may be changed by responsible county public safety officials.)
  5. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
  6. Keep county officials, division staff and school personnel informed of developing situations and initiate emergency notifications and warnings.
  7. Direct emergency operations until public safety officials arrive on scene. Serve as a liaison to public safety personnel once they arrive on the scene.
  8. Implement evacuation procedures and measures to control access to affected area.
  9. Authorize the release of information to the public.
  10. Coordinate use of building as public shelter for major emergencies occurring in the county.
  11. Provide damage assessment information to the Superintendent of Schools. In major emergencies, damage assessment information will be forwarded to the Emergency Services Coordinator for determination of local emergency status and request for federal assistance.
  12. Coordinate disaster assistance and recovery.
- B.** The **Crisis Team** is trained in intervention and postvention procedures. Team members include the principal, counselor, teachers, school nurse and school social worker – assign the appropriate staff. The Team has responsibility to:
1. Develop and implement procedures for prevention, intervention and postvention at all grade levels.
  2. Establish a systematic approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
  3. Disseminate information to students, staff and community on referral procedures.
  4. Provide training for teachers and staff. Conduct drills.
  5. Assist the Principal in controlling emergency situations.



C. **Teachers** are responsible for implementing appropriate procedures to protect students. These responsibilities include:

1. Evacuation – Prepare classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
2. Student assembly – Maintain order while in student assembly areas.
3. Student accounting – Verify the location and status of every student. Report to the principal or designee on the condition of any student that needs additional assistance.
4. Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
5. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official “student release process.”

D. **Public Information Officer (PIO)** – The school staff will release information to the parents and to the general public only through a designated PIO. This may be the Superintendent of Schools, principal or other designated individual. Duties include:

1. Identify a potential “news center” site away from emergency operations where media representatives can receive briefings.
2. Prepare public information kit including identification, maps, supplies, signs, forms, sample news releases, battery-powered radio, school information, etc.
3. Collect, verify and disseminate information to the media. Coordinate information with on-site command and the administration PIO prior to release. In cooperation with local public safety officials, considers establishing a Joint Information Center “JIC” to ensure coordination of information being distributed.
4. Establish regular time schedule for news briefings and periodic updates.
5. Provide information in appropriate format for the general public including a format for sensory impaired or non-English speaking persons, if needed.

**E. Office Manager (Secretary)** – The administrative secretarial staff has primary responsibility for emergency communications including exchange of information with school administration staff, community emergency responders (fire, police, EMS, emergency services coordinator) and internal communication within the school building. Primary responsibility for record keeping also lies with this position.

1. Establish procedures for emergency communications with school administration staff in compliance with school system plans.
2. Establish internal emergency communications including provisions for two-way communications with classrooms and with classes on the playground or other sites.
3. In an emergency, establish and maintain communications with school administration.
4. Establish and maintain communications with county emergency services coordinator, as needed in major emergencies.
5. Initiate and maintain incident log.
6. Receive and maintain student accounting forms. Take appropriate action to notify medical or search teams through 9-1-1.
7. Report status of school and students to school administration as specified.

**F. Assistant Principal** – All tasks related to student accounting and student release.

1. Establish procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students.
2. Provide instruction and practice to all teachers and staff in the student assessment and reporting process.
3. Place reporting forms and procedures in classroom “emergency kit.” Establish procedures for communicating with teachers.
4. In an emergency, receive reports from all teachers on the condition and location of every student.
5. Assign persons to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
6. Implement student release procedures.

**G. Maintenance Head** – Maintenance staff are familiar with the operations and infrastructure of the school building and are responsible for the stabilization of the building, controlling access, and securing the school facilities.

1. Inventory all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
2. Establish procedures for isolating hazardous areas.
3. In an emergency, survey damage and structural stability of buildings and utilities and report to the principal.
4. Search the affected sections of the school for students or staff that may be confined or injured; however, do not put yourself or others at risk. This task may need to be accomplished by trained public safety professionals.
5. Implement building access control measures.
6. Secure student assembly areas.
7. Distribute supplies to student assembly areas.
8. Assist county officials in damage assessment.
9. Assist administrators in recovery procedures.

**H. Librarian** and staff, including volunteers, have responsibility for coordinating logistics (personnel and supplies). Duties include:

1. Pre-determine skills of staff, school volunteers, and interested parents or neighbors.
2. Establish record keeping and inventory systems.
3. Distribute supplies.
4. Register and assign adult and student volunteers.
5. Coordinate information about volunteers and donations with Public Information Officer.

*(This example is an adaptation based on the Roanoke City Public Schools Safe Schools Plan.)*

**COMMONWEALTH HIGH SCHOOL CRISIS TEAM  
1999-2000**

<b>Position/Name</b>	<b>Work Phone</b>	<b>Home Phone</b>	<b>Cell Phone/Beeper</b>
Principal	_____	_____	_____
*Ass't Principal	_____	_____	_____
*Ass't Principal/ Team Coordinator	_____	_____	_____
*Guidance Director	_____	_____	_____
School Nurse	_____	_____	_____
School Resource Officer	_____	_____	_____
School Psychologist	_____	_____	_____
School Social Worker	_____	_____	_____
Secretary	_____	_____	_____
Teacher/Administrator/ Counselor	_____	_____	_____
Teacher/Administrator/ Counselor	_____	_____	_____
Custodian/ Maintenance	_____	_____	_____

\* Designated back-up person(s) in the absence of the Principal and Team Coordinator

## **Crisis Response Procedures**

### ***Intent***

Crisis Response Procedures are intended to guide staff in responding to more frequently occurring crises such as deaths of students or teachers and other traumatic events which can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses.

### ***Procedures for General Crisis Intervention***

Source: Association of California School Administrators

Unanticipated events, such as suicides, school bus crashes, natural disasters, or multiple injuries or deaths, can quickly escalate into a schoolwide catastrophe if not dealt with immediately and effectively. Knowing what to do if such a crisis occurs will minimize the chaos, rumors, and the impact of the event on the other students. As a reminder, for the purposes of this manual, crisis is defined as:

**A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.**

The following procedures should be implemented if a schoolwide crisis occurs.

### ***Immediately Following Notification of Crisis***

The school administrator or designee should implement the following procedures when the school is notified of a near-death or fatal crisis situation:

Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called the information) until appropriate steps can be taken.

Tell office staff members NOT to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the administrator or designee until told otherwise. In schools using student office help, it may be useful to request that only adults answer the school telephone for the remainder of the day.

In case of reporting student death, verify the reported incident by calling the police liaison or coroner. **DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY.**

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the school is notified in the morning, all procedures should be implemented on that day with emergency faculty meetings scheduled for lunch and after school. If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is verified, and proceed with #3. Continue through the remaining general crisis intervention procedures, instructing office staff as appropriate (#2) the following school day.

### ***Following Verification of Crisis***

The following actions are listed in a priority order. In actuality, several things will happen simultaneously. It is critical, however, that #1-10 occur **BEFORE THE PUBLIC ANNOUNCEMENT (#11) IS MADE.**

Once verification of a crisis has occurred, the administrator and/or crisis response team designee(s) must attend to the following:

1. Notify the Superintendent or other appropriate division administrators of the event. Have that person notify the media liaison if appropriate.
2. Convene the Crisis Response Team. Do not unnecessarily alarm others, use the coded message developed for these situations (i.e., "CRT members, please report to room 5," or "A CRT meeting will convene in room 5 in 10 minutes.")
3. Have an administrative assistant or other designee notify the school's social worker, psychologist, and/or counselors. If the affected student was in a special education or other special program, notify the appropriate program coordinator.
4. Assign Crisis Response Team members in the building to locate, gather, and inform closest friends of the deceased/injured and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With parent or guardian consent, have these absent students transported to the school if practical and appropriate.
5. Prepare a formal statement for initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. Also prepare statements for telephone inquiries.

6. Decide on a time for an emergency staff meeting and notify staff in a manner which does not unnecessarily alarm others. Invite designated outside professionals to join the meeting to help staff members process their own reactions to the situation.
7. Identify students, staff and parents likely to be most affected by the news (e.g., due to their relationship to the deceased/injured, recent or anticipated family losses, personal history with similar crisis, recent confrontations with the affected student). These persons are targeted for additional support.
8. Determine if additional district/community resources are needed — or are needed to “stand by” — to effectively manage the crisis, and notify them if appropriate.
9. Assign team members in the building to:
  - a. Provide grief support for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas keep lists of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
  - b. Review and distribute guidelines to help teachers with classroom discussion.
  - c. Stand in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
  - d. Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
  - e. Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student’s class schedule for the remainder of the day if that will be helpful to teachers in those classes.
10. Station staff/student support members as planned prior to making the announcement.
11. Announce the crisis over the public address system or by delivering a typed statement to every classroom before the end of the period. Include locations of in-building support.

***Once the announcement is made, assigned staff members will perform the following:***

1. Monitor the students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school's concerns.
2. Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day. Implement the plan previously developed to handle masses of parents who will pick up their children.
3. Notify bus drivers — especially those who drive the buses usually traveled in by the injured or deceased student, or who are experiencing the most severe shock.
4. Notify feeder schools regarding siblings or other students predicted to be strongly affected.
5. Collect deceased student's belonging from his/her locker or other sites at the end of the day.
6. Officially withdraw a deceased student from the school attendance rolls.



**DESIGNATION OF STAFF ASSIGNMENTS/ACTIVITY SITES**

<b>Assignment</b>	<b>Title/Name</b>	<b>Operations Site(s)</b>
Decision Making/Control	1. Principal _____ 2. Ass't Principal _____	Main Office _____
Crisis Team	1. Coordinator _____ 2. Substitute Coord. _____	_____ _____
Communications/Notification	1. _____ 2. _____	Main Office _____
Evacuation and Sheltering	1. _____ 2. _____	Main Gymnasium/Cafeteria _____
Student Accounting and Release	1. _____ 2. _____	Auditorium _____
Building Safety/Security	1. _____ 2. _____	Main Office/P.E. Office _____
Information (Telephone and "Walk-Ins")	1. _____ 2. _____	Library _____
Family Contact/Visitation	1. _____ 2. _____	Guidance Conference Room _____
Coordinate assistance for emergency/medical response	1. _____ 2. _____	Small Gymnasium _____
Support counseling for staff/students	1. _____ 2. _____	Guidance Offices; Career Library _____