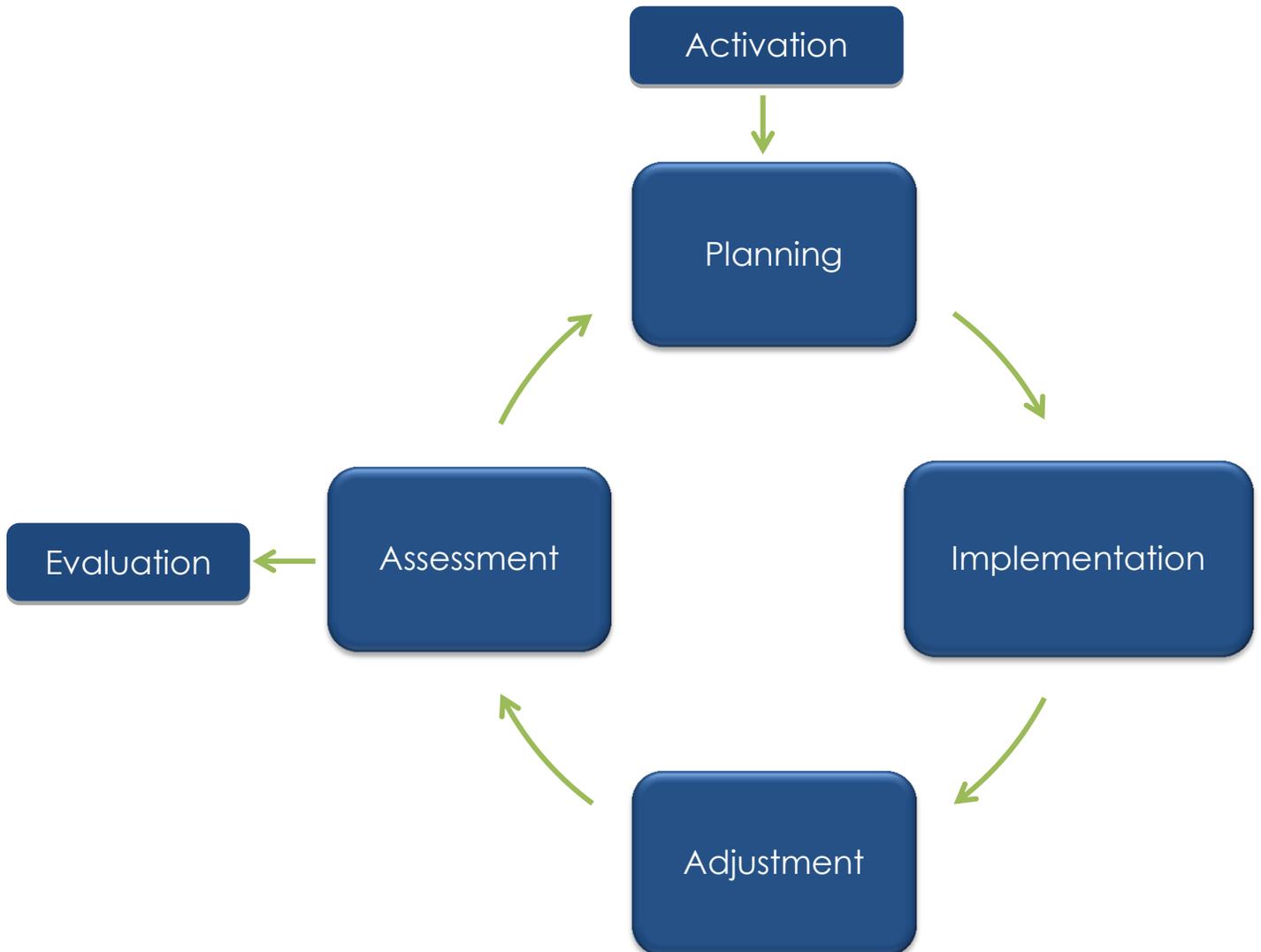


# CRITICAL INCIDENT RECOVERY PLAN



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## **Overview**

### **What is the Critical Incident Recovery Plan?**

The Critical Incident Recovery Plan supplements the Ripon Area School District's School Safety Plan adopted by the Board of Education in 2008. The School Safety Plan addresses the District's overall response and management efforts in the event of crisis, emergency, or disaster conditions in school and/or community environments. The School Safety Plan contains prevention and mitigation recommendations, crisis management plans and emergency response protocols for numerous situations. According to the School Safety Plan, a recovery plan is an integral part of the crisis planning process that ensures "the continuation of vital emotional and cognitive processes in the event that a disaster or a major crisis event affects the psyche of students, faculty and staff." Recovery efforts thus follow closely upon the initial response and management actions outlined in the School Safety Plan.

The purpose of the District's Critical Incident Recovery Plan (CIRP) is to provide a planned, organized, and caring approach to assist students, staff, parents, and affected community members in constructively dealing with the emotional impact following a critical incident. A critical incident may be thought of as any stressor event that has the potential to lead to a crisis response in many individuals (Flannery and Everly, 2000). In the context of the school environment a critical incident may consist of a situation involving the death and/or injury of individuals, a tragedy or highly atypical event, or other negative situations of emotional significance to the school and/or community. Organized recovery efforts would also be necessitated following the types of safety, emergency, and disaster events addressed by the School Safety Plan. The level of recovery efforts required in conjunction with crisis response and management efforts for large scale events, however, would encompass resources in addition to and beyond those that are typically available within the scope of school district operations. In such situations the Critical Incident Recovery Plan would serve as the basis upon which to coordinate the School District's resources and actions with those of the community and/or state.

### **Why is a Critical Incident Recovery Plan needed?**

The Ripon Area School District's CIRP has been individually prepared to continue the district's long standing practice of responding to death and injury with sensitivity while incorporating current professional and governmental recommendations in the field of crisis response. (The bibliography contains reference materials reviewed in this process.) The CIRP provides a basic outline of procedures, descriptions of roles and responsibilities, documentation forms, and resource information and references to guide school recovery team members in the organized and effective management of recovery efforts directed primarily within the school setting. It is expected that each individual incident will be assessed for the most appropriate actions to be taken by school personnel at that time. Ongoing district documentation will provide reference information regarding past actions in similar situations, as well. All school based recovery efforts are intended to help reduce the negative consequences associated with tragic events by:

- Maintaining a physically and emotionally safe school environment for students and staff at all times.
- Responding in an honest, compassionate, and consistent manner that will facilitate healing and growth in affected individuals and groups.
- Allowing students and staff to express their feelings and offering appropriate outlets for those expressing a desire to help.
- Recognizing that the recovery process requires both leadership from key school staff members and the involvement and support of the entire school community.

Recovery becomes the process by which the social and emotional equilibrium of the school community is restored.

### **Who is responsible for implementing the Critical Incident Recovery Plan?**

Leadership for implementation of the CIRP is provided by the core members of the District's Critical Incident Recovery Team (CIRT). The Superintendent (or designee) acts as the primary CIRT leader. Leadership and/or coordination functions may be delegated by the Superintendent. Members of the District's core CIRT also include:

- Director of Related Services
- Director of Curriculum and Instruction
- Director of Student Services
- Director of Technology
- Building Principals and Assistant Principals
- School Counselors
- School Psychologists
- School Nursing Staff
- School Police Resource Officer

Assistance from other professionals inside and outside the school district may also be sought as needed. The involvement and support of all certified and classified school staff are vital to the successful implementation of recovery plans.

### **How is the Critical Incident Recovery Plan structured?**

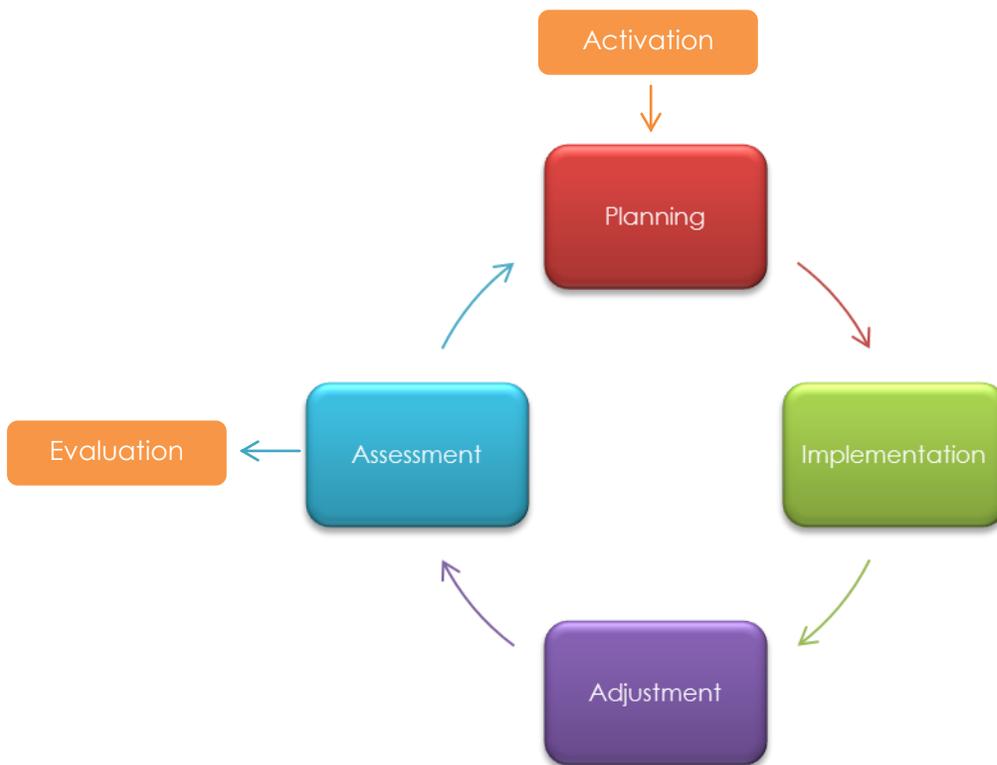
The CIRP is activated by the Superintendent (or designee) when information is received that a critical incident has occurred that may have an emotional or psychological impact on some members of the school community. A series of decisions are then systematically made, giving consideration to the unique circumstances and options available as well as past history.

The CIRP is organized into six component parts that reflect the basic stages and activities that are essential to the recovery process:

- |                  |      |
|------------------|------|
| • Activation     | ACT  |
| • Planning       | PLAN |
| • Implementation | IMP  |
| • Adjustment     | ADJ  |
| • Assessment     | AS   |
| • Evaluation     | EVAL |

The process begins with the Activation Stage and carries through the intervening stages to the final Evaluation of the overall recovery plan for each critical incident. The amount of time and number of activities carried out from Activation to Evaluation will vary depending upon the severity and complexity of each incident.

When recovery efforts span several days, weeks, or even months, the Planning, Implementation, and Assessment stages of the cycle may be repeated until some degree of closure is reached and the final Evaluation Stage is reached. Information regarding each of the six stages of this recovery model is contained in this manual. Various checklists to assist with specific planning and documenting tasks are also included.



### **Where is the Critical Incident Recovery Plan information?**

All district CIRT members are to have two copies of the CIRP manual in quickly accessible locations. One at a school office and one at home are advised. The manual is also accessible to CIRT members electronically. Additional manuals are to be located in the main office and media center of each district school building for staff reference. All school personnel will be provided with information annually regarding the School District's Critical Incident Recovery Plan procedures and their respective roles.

## STAGE 1: ACTIVATION (ACT)

Activation refers to the School District's method of initiating the Critical Incident Recovery Plan. After notification of an incident that is potentially of a critical nature to the school community the Superintendent/Designee will perform an assessment of the situation to determine if there is a need to activate the CIRP. This section provides an outline of consideration for this initial assessment and the initial actions that may be taken.

If an individual receives information concerning a school and/or community "critical incident," the Superintendent should be notified immediately.

- The Superintendent will assign a designee to act in his/her absence.
- If the Superintendent cannot be reached and the designee is unknown, a building principal should be notified.
- In the event that building "lock down" action is taken at any site, the Superintendent will be notified.

The initial actions taken by the superintendent may be influenced by:

- The time at which the information of the critical incident occurs:
  - During the school day
  - Evening preceding a school day
  - Morning preceding a school day
  - Day preceding non-school day (week-end, vacation)
- The amount of information initially known about the incident.
- The amount of information known about the persons anticipated to be most affected by the incident.
- Assessment of the "potential emotional impact of the incident."

Any of the following initial actions may be taken, in any order, by the Superintendent to activate the Critical Incident Recovery Plan.

- Attempt to confirm/gain information: The Superintendent will confirm the facts, including the sequence of events and individuals involved, by contacting law enforcement, the Coroner's office, or in some cases, the family or families involved. (Family Liaison may be delegated as appropriate to the situation.)
- Request permission to release facts to the school district from involved families for planning purposes. This may necessitate communication with area law enforcement, clergy, and funeral homes. (May be delegated as appropriate.)
- Notify all district administrators of the critical incident. Write an informational statement concerning the incident that will be delivered to all staff in a consistent manner by building or district administration (e.g. e-mail, telephone tree, written notice).
- Contact additional CIRT members for input in deciding which Activation stage actions are appropriate to the incident, time frame, and circumstances.
- Contact all district CIRT members. Inform members of the nature of the incident and the time and place of a CIRT meeting. The purpose of the CIRT meeting will be to develop an Action Plan.

- Contact other appropriate community members to attend the CIRT planning meeting.
- Contact staff members who, because of their close association with the incident, should be called directly by a CIRT member and given information in a more personalized manner (e.g. classroom teachers and aides, coaches, bus drivers, etc.).
- Initiate staff telephone “trees” for designated school buildings. Provide a short, consistent message regarding the nature of the critical incident. Inform staff if a staff meeting will be held outside of normal school hours to provide staff with additional information.
- Designate a Family Liaison for ongoing communication purposes with the affected families. Communicate this information to the affected families. Provide telephone and e-mail contact information.
- If media coverage is an immediate concern, the Superintendent will act as the Media Contact person or designate an individual to act in this capacity.
- Should a death or serious injury become confirmed immediately prior to the start of a school day, or during the school day, the CIRT, or a partial team, would need to be convened immediately. In this circumstance, a meeting of school staff may not be possible prior to student body notification. Following the “emergency” CIRT meeting, information regarding the incident may need to be released first to staff through e-mail and then given directly to students in classes.

The Superintendent/Designee will complete the ACTIVATION CHECKLIST to begin documentation. To the extent that time and resources allow, the Superintendent/Designee will also:

- Prepare a written statement of available incident information for use at the first CIRT meeting (see below).
- Have available a computer with access to the student record keeping system (Infinite Campus).
- Print out copies of student information identifying family contacts, etc. (Infinite Campus).
- Have available lists of staff members and students for review by CIRT members to assist in identification of individuals who are likely to be most affected by the incident.

CRITICAL INCIDENT INFORMATION: FIRST MEETING OF CIRT MEMBERS

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**CIRP ACTIVATION Incident Report**  
(To be completed by Superintendent/Designee)

Critical Incident Information Received:

Date/Time: \_\_\_\_\_  
Person(s) Reporting: \_\_\_\_\_  
\_\_\_\_\_

Nature of the Critical Incident:

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Individuals known or suspected to be involved:

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## CIRP ACTIVATION Checklist

Check the initial actions taken to activate the Critical Incident Recovery Plan.

Date \_\_\_\_\_ Time \_\_\_\_\_

One or more of the following options, in any order, may be selected.

**A1** \_\_\_\_\_ **Confirm/gain information regarding the facts of the incident**, including the individuals involved and the sequence of events, by contacting law enforcement, the Coroner's office, or the families involved. (Attach notes).

**A2** \_\_\_\_\_ **Request permission to release facts** to the school district for planning purposes from involved families. This may necessitate communication with area law enforcement, clergy, and funeral homes. (May be delegated as appropriate).

**A3** \_\_\_\_\_ **Notify all district administrators** of the incident. Provide administrators with an informational statement of the known/released facts that can be given to all staff in a consistent manner.

**A4** \_\_\_\_\_ **Consult with CIRP member for input** in deciding which Activation state actions are initially appropriate to the incident, time frame, and circumstances. CIRT members contacted: \_\_\_\_\_

**A5** \_\_\_\_\_ **Contact all district CIRT members**. Inform members of the nature of the incident and the time and place of a CIRT meeting. The purpose of this CIRT meeting is to develop an Action Plan. **Contact any appropriate community persons who should also attend this meeting:**  
Time/place of CIRT planning meeting: \_\_\_\_\_  
Contact method: \_\_\_\_\_

**A6** \_\_\_\_\_ **Designate a Family Liaison** for on-going school district communication.  
Family Liaison: \_\_\_\_\_

**A7** \_\_\_\_\_ **Contact staff members who should receive information personally.**  
Staff members: \_\_\_\_\_

**A8** \_\_\_\_\_ **Initiate staff telephone "trees" for designated school buildings.** Provide a short, consistent message regarding the known/released facts surrounding the incident. Inform staff if a staff meeting will be held outside of normal school hours to provide staff with additional information.

Attach a copy of the specific message that is to be given by all callers.  
Time/place of staff meeting: \_\_\_\_\_

Note: If media coverage is an immediate concern, the Superintendent/Designee activating the CIRP will act as the Media Contact.

## **STAGE 2: PLANNING (PL)**

Planning refers to the School District's commitment to creating a set of specific actions that will be undertaken in order to begin concrete recovery efforts following a critical incident. Each "Action Plan" will be individually designed to address the unique needs of each situation, while adhering to professional "best practice" in the field and maintaining an acceptable level of consistency of application within the district.

This section provides an outline of basic considerations to guide CIRT members during the planning stage of the overall recovery process. Planning Checklists provide the basis for the CIRT planning meeting discussions.

The initial development of an Action Plan for positive intervention by school staff, as well as subsequent follow-up planning, are best done during "face to face" meetings of CIRT members. Every effort should be made to bring the recovery team together in person for these reasons:

- More complete background and related information will be gathered when CIRT members from all levels and experience bases are directly involved in the discussion from the outset.
- When planning interventions it is advisable to include CIRT members from outside the most affected building(s). These individuals frequently provide additional perspectives and objectivity in their view of the situation, which may be of particular benefit to those who are closest to it.
- It is far better to "over-respond" than to "under-respond" in terms of preparation for potentially emotional situations (See Dudley, Chapter 8). While intervention efforts can be scaled back as needed during the Adjustment and Assessment stages, it is generally difficult to quickly increase efforts that are found to be inadequate to meet the presenting need. The perception of the school's under-response as an institution resentment at a time affected individuals are emotionally vulnerable. Such feelings can exacerbate emotional distress, delay healing, and create further stress in the school environment. An adequate intervention plan is more likely to result from adequate involvement of CIRT members in the Planning Stage.

The needs of staff members and parents as well as students must be addressed when planning interventions. The well-being of students will be greatly enhanced when the emotional needs of adults in their lives are recognized and met. The stability of the school environment is also strengthened when both students and adults are provided with a sense of structure and support. Prompt and frequent communication with all parties involved forms the basis for needed structure and support.

Principals having any intervention activities in their buildings should begin a log for documentation purposes. CIRT members assigned any responsibilities in the Action Plan should also document their involvement.

Use of Planning Checklists:

The complexity of the Action Plan developed will be dependent upon the nature and severity of the critical incident at hand. Initial planning will frequently be influenced by the amount of time that is available to the Superintendent and the CIRT as well. The Planning Checklists have been structured with these realities in mind.

- An array of possible planning options are delineated with the understanding that not all will be applicable or appropriate in any one situation.
- By utilizing the Planning Checklists to methodically and systematically consider each option listed, however, it likely that important tasks will not be “missed” in a potentially hurried or stressful atmosphere.
- Planning options are divided into three component types:
  - Information Management: (IM) (“leading”)
  - Communication: (C) (“telling”)
  - Intervention: I (“doing”)
- Each of the above component lists is divided into two main sections, (front and back of individual pages), that correspond to the likely priority of the options of that category. If time limitation is a significant factor, CIRT members can consider the front page labeled “KEY COMPONENTS” list first and delegate decision-making regarding the second page of “COMPLETE” options to individual CIRT members.
- The planning Checklists are intended to be reproduced in sets that are utilized for reference and note-taking during planning for each case incident by each CIRT member. Individuals given task assignments are noted in the “WHO” space next to each option. CIRT members should continue to use the checklists to document their activities.
- Every option described on the Planning Lists is also coded (e.g. “C2”) for easy reference. This feature may be useful if CIRT members find they are unable to plan in person and must use telephone or e-mail to communicate. The codes are also used to quickly locate additional information about options in the Resource Section of this manual.
- Many options/tasks on the checklists refer to more specific or detailed information contained in the Resource Section or in the reference book entitled When Grief Visits School-Organizing a Successful Response by Dr. John Dudley, 2003, Educational Media Corporation. Every CIRT member has been provided with a copy of this resource book and is expected to refer to the information indicated by the coded option of the checklists.
- It is recommended that all CIRT members have internet access to the Planning Checklists.

SEE RESOURCE SECTION:

- CIRT Roles and Responsibilities lists
  - Administration- General
  - Principals
  - Teachers
  - Student Services Staff
  - Family Liaison
  - Media Contact

## CIRP-PLANNING CHECKLIST- IM

The following INFORMATION MANAGEMENT COMPONENTS of the Action Plan will be the first to be considered/assigned to CIRT members.

- If a suicide is involved, also review information provided in the Resource Section: R: Sui
- DESIGNATE Media Contact Person: \_\_\_\_\_

### KEY COMPONENTS LIST (limited time planning):

WHO	WHAT	
	<b>IM 1</b>	<b>Determine whether all persons needing to receive information</b> in a personalized manner have been identified and contacted.
	<b>IM 2</b>	<b>Brief/update CIRT</b> of all known facts. Establish basic identifying information of family/families involved. (Infinite Campus and other records may be useful.) Continue efforts, if needed, to secure verified information. Check social networking sources and media sites for information that is available to individuals and the public.
	<b>IM 3</b>	<b>Establish whether release(s) of information</b> to the school district, for planning purposes, has occurred. If not, continue efforts to contact family or law enforcement. It is essential to have not only accurate, verified information, but also permission to release names and facts.
	<b>IM 4</b>	<b>Decide what facts to provide</b> to school staff and students (may not be the same), considering confidentiality, the family's rights and wishes, and good judgment. Consider whether parents of very young students/and or students likely to be greatly impacted should be contacted before information is given to students at school.
	<b>IM 5</b>	<b>Determine how additional information</b> that may be received or released will be communicated to CIRT members, staff, students, etc., during the school day. (See also C9 and Adjustment Stage.)
	<b>IM 6</b>	<b>Designate a "Lead CIRT" member</b> in each building. Staff and CIRT members with immediate concerns/questions will be directed to this person for coordination purposes.
<p><b>Make a tentative 2-3 day plan.</b></p> <ul style="list-style-type: none"> <li>• <b>Communication/Coordination methods during the day. (Adjustment)</b></li> <li>• <b>Staff Operational <u>Debriefing Meeting(s)</u>. (End and/or start of school day.)</b></li> <li>• <b>CIRT members <u>Assessment Meeting</u>: further planning as needed.</b></li> </ul>		



## CIRP-PLANNING CHECKLIST- C

The following COMMUNICATION COMPONENTS of the Action Plan will be the first to be considered/assigned to complete the CIRT members.

- If suicide is involved, also review information provided in the Resource Section: R:Sui

### KEY COMPONENTS LIST (limited time planning):

WHO	WHAT
C1	<b>Select Family Liaison.</b> All contacts with families need to be coordinated and documented. Make arrangements if language translation is needed. See <i>Dudley, 145-146</i> .
C2	<b>Plan time/place of initial Staff Briefing Meeting.</b> If at all possible, inform staff of the incident <u>before</u> students are told. Activate telephone tree(s) to alert <u>all</u> staff to the meeting(s). Provide a consistent message for callers to give to everyone. Allow sufficient time for the meeting.
C3	<b>Plan how/when students will be informed of the incident.</b> Do not use mass announcement or assembly. Most often a written statement will be read/given to students by teachers and/or CIRT members. (See C4.) Prepare the written statement based on verified facts.
C4	<p><b>Prepare for the initial Staff Operational Briefing Meeting.</b></p> <ul style="list-style-type: none"> <li>• Decide who will conduct the meeting (2 or 3 CIRT members, one from outside the level): _____</li> <li>• Prepare agenda. Make copies. <i>Dudley, 112-3</i>.</li> <li>• Prepare the written statement for staff to read/give to students: <u>Include:</u> verified facts, a general statement of sympathy and sadness, support services available and how to access them, any changes in the day's schedule, how additional information will be provided, and available information regarding funeral/memorial services. Statements may be modified for students of different age levels as deemed appropriate.</li> <li>• Prepare other hand-out materials that may be useful to staff. (May be delegated to Student Services Staff members.)</li> </ul>
C5	<b>Provide secretarial staff with information.</b> Prepare a written statement for <u>all</u> building secretaries to utilize in responding to telephone calls and other inquiries. Ensure that office personnel are apprised of schedule changes, procedures, and other key information.
C6	<b>Arrange for communication/coordination</b> between buildings, particularly those of affected siblings.
<p><b>Make a tentative 2-3 day plan.</b></p> <ul style="list-style-type: none"> <li>• <b>Communication/Coordination methods during the day. (Adjustment)</b></li> <li>• <b>Staff Operational <u>De</u>briefing Meeting(s).</b> (End and/or start of school day.)</li> <li>• <b>CIRT members Assessment Meeting: further planning as needed.</b></li> </ul>	

## CIRP-PLANNING CHECKLIST- C (continued)

The following COMMUNICATION COMPONENTS of the Action Plan to be considered/assigned to complete the CIRT planning process.

### COMPLETE COMPONENTS LIST:

WHO	WHAT
C7	<p><b>Consider any changes to school routines and schedules.</b> As a general rule, routines and schedules should be maintained. Provide instructions/guidelines to staff regarding the handling of classroom assignments, deadlines, and tests so there is some consistency in expectations for students and staff. <i>See Dudley, 116.</i></p>
C8	<p><b>Discuss/prepare parent notification letter.</b> <i>See Dudley, 23.</i> A letter may be mailed or sent home with all or select groups of students (e.g. self-contained classrooms in elementary level).</p> <ul style="list-style-type: none"> <li>• <u>Purpose:</u> Provide information regarding the incident and the school's response, resources available for students and parents, and basic information about common grieving behaviors they may see in their children and how to respond. <i>See Dudley, 153-8.</i></li> <li>• Assign persons to draft the letter and proof it. Determine who will give final approval before Principal signs and copies are made.</li> <li>• Determine whether translation services are needed/desirable.</li> <li>• Provide all CIRT members with copies of parent letters.</li> <li>• Place copy of parent letter in documentation file.</li> </ul>
C9	<p><b>Instruct attendance secretary</b> to provide building counselors with student absence lists during intervention period.</p>
C10	<p><b>Discuss/decide if a home visit or in person family contact</b> will be made by the Family Liaison and/or other school staff. (Cards and notes from individual staff members are usually appropriate and much appreciated by family members, also.) <i>See Dudley, 145-6.</i></p>
C11	<p><b>Determine how condition update might be communicated</b> to staff and student if individuals are hospitalized. Verify all information with the family (Family Liaison).</p>
C12	<p><b>Notify bus company</b> to halt route pick up stops as appropriate.</p>
C13	<p><b>Stop any home correspondence from school office</b> in the event that students have died (e.g. disciplinary, scholarship, grades, permission forms, student/parent announcements, etc.).</p>
C14	<p><b>Notify administration/counselors of surrounding school districts</b> if the situation warrants. Student involved in or affected by the incident may have relatives, friends, or acquaintances through extra-curricular activities who attend nearby schools. Awareness of the incident may be helpful whether or not specific names are given.</p>
C15	<p><b>Remove names of deceased persons from electronic files.</b></p>

## CIRP-PLANNING CHECKLIST- I

The following INTERVENTION COMPONENTS of the Action Plan will be the first to be considered/assigned to CIRT members.

- If a suicide is involved, also review information provided in the Resource Section: R: Sui
- Assess the potential emotional impact of the incident. See Resource Section: R:PL-I

### KEY COMPONENTS LIST (limited time planning):

WHO	WHAT
11	<b>Identify students and staff who may be most affected (“at risk”)</b> by the incident due to their relationships, recent or past personal history or other reasons. (Staff and class lists, team rosters, etc. may be useful.) See <i>Dudley 116-118, 129-134 and Resource Section.</i>
12	<b>Select person(s) to assume teaching positions(s)</b> of deceased or injured staff. Contact these persons and brief them.
13	<b>Select CIRT members</b> , substitutes or aides to assist in classrooms that may benefit from additional support during the day. Contact these persons and have them attend the staff briefing meeting.
14	<b>Select CIRT member(s)</b> to follow the class schedule(s) of deceased students and staff. See <i>Dudley, 88-89.</i>
15	<p><b>Plan for counseling and grieving rooms.</b> See <i>Dudley, 135-140.</i></p> <ul style="list-style-type: none"> <li>• Designate rooms to be used for student counseling and grieving. Consider whether a separate room will be available for staff. Avoid use of normal high areas. See <i>Dudley, 85-86, 100.</i></li> <li>• School Counselors will generally be located in the Guidance Office area to assist highest need students, staff, and parents.</li> <li>• Designate/schedule several adults to be in the grieving room(s) throughout the day. Ensure adequate staffing. Arrange for professionals outside the district to assist if needed.</li> <li>• Designate a person to coordinate student attendance and referral information from the adults working in the “Gathering Room.”</li> <li>• Designate persons (“roamers”) to escort students to/from counseling/grieving rooms, if appropriate (e.g. young students, older student during class periods, students going to Guidance Office for individual or group counseling).</li> <li>• Assign persons to ready Gather Room.</li> </ul>
16	<b>Plan direct intervention activities</b> with students; small groups (defusing) and classrooms (presentations) as appropriate. Decide who will provide these and when. Schedule.
<p><b>Make a tentative 2-3 day plan.</b></p> <ul style="list-style-type: none"> <li>• <b>Communication/Coordination methods during the day. (Adjustment)</b></li> <li>• <b>Staff Operational Debriefing Meeting(s). (End and/or start of school day.)</b></li> <li>• <b>CIRT members Assessment Meeting: further planning as needed.</b></li> </ul>	



### **STAGE 3: IMPLEMENTATION (IMP)**

Implementation refers to the School District's active response to the critical incident in terms of concrete recovery actions taken by school staff. It is the Action Plan set in motion. While thorough and thoughtful planning forms the foundation for successful Implementation, the ultimate effectiveness of recovery efforts is equally dependent upon the manner in which key individuals carry out their roles and assigned tasks. In the emotionally demanding atmosphere surrounding tragedy it is imperative that the immediate need to provide positive direction and maintain structure be balanced with genuine desire and ability to communicate compassion and sensitivity for individuals and the situation. If a "business as usual" attitude is projected without adequate acknowledgement of the feelings of affected students and staff, whatever their number, further tension may be created.

CIRT members and other staff members will be in the best position to achieve a supportive balance between structure and sensitivity when they take time to read the resource information that is provided before Implementation tasks are undertaken. Even experienced CIRT members will benefit from reviewing recommended practices regarding their roles and responsibilities. This section provides some additional considerations for key elements of the Implementation stage of the recovery plan, such as hold staff "briefing" and "debriefing" meetings.

Depending upon the amount of time that has been available during Activation and Planning stages, it may be necessary to continue Planning decisions after initial Implementation tasks have started. Planning stage tasks that have been delayed (e.g. second page of checklists) may be addressed by:

- Individual CIRT members who were assigned these tasks during the first day of Implementation, or
- The entire CIRT at the end-of-day CIRT Debriefing meeting.

During the Implementation of various recovery Action Plans, CIRT members will not necessarily be assigned identical tasks for each incident. Nevertheless, certain general roles and responsibilities are associated with positions within administrations and student services teams.

The Staff Operational Briefing Meeting is one of the most important components of the recovery process in schools. It is most often held in the morning before the school day begins. It is a structured meeting that allows time for adults to express their feelings and concerns as well as to review specific plans for assisting students and parents. It is important that this meeting:

- Include both certified and classified members.
- Begin and end on time so that staff members are dismissed with sufficient time to be prepared for the arrival of students.
- Have a planned, written agenda that is distributed to everyone.
- Be co-led by a building administrator and a CIRT member from outside the building whenever possible.
- Be attended by as many CIRT members as possible.

- Include printed resource material for staff reference.

A checklist for the preparation of the agenda for the Staff Operational Briefing Meeting is included.

**SEE RESOURCE SECTION:**

- CIRT Roles and Responsibilities lists:
  - Administration-General
  - Principals
  - Teachers
  - Student Services Staff
  - Family Liaison
  - Media Contact

**CIRP-Implementation Stage  
STAFF OPERATIONAL BRIEFING MEETING  
Agenda Checklist**

**Date:**

**Time:**

**Location:**

CIRT members to facilitate the meeting:

Administrator: \_\_\_\_\_

SST member(s): \_\_\_\_\_

Other CIRT: \_\_\_\_\_

Items for distribution:

- Agenda for this meeting: with space to make notes.
- Information Statement copies: information to be release, procedures for the day.
- Most Affected Students list copies: to be stamped Confidential.
- Handouts prepared by CIRT members.

**Agenda Items and Related Considerations:**

**Information available at this time.**

- Provide** verified facts surrounding the incident to provide a common reference base.
- Remind** staff that as school representatives they are to discuss and provide only information that has been verified by authorities and/or released to the school district by the families involved. Respectful behavior is to be modeled by school staff at all times. Gossip and speculation by students and others shall be discouraged. Staff who hear rumors of concern shall report this information to the building principal in order to establish and maintain a flow of verified information.
- Indicate** how information updates will be conveyed to staff during the school day.

**Expression of reactions, feelings, questions, concerns.**

- Allow** staff to express grief and offer support to one another as needed.
- Remind** staff that they are key to maintaining a stable, supportive, and healing environment for students.
- Reassure** staff that a plan is in place and support is available.

**Announcement to students.**

- Explain** how students will be told of the incident. In most cases, the written information statement will be verbally delivered to students by

classroom teachers. This information will be given at the beginning of the school day, or class period, as planned. Discuss whether it will also be read/referred to in subsequent classes during the day.

- Inform** staff if a CIRT member will be following the class schedule of injured or deceased students (Middle and Senior High levels) during the school day. This person provides support for students and teachers throughout the day and is available to help facilitate the expression of feelings as need. NOTE: Student desks/seating should remain in place in all classrooms.

#### **Support Services available to students and staff and how to access.**

- Introduce** CIRT members that are available now or will be later in the day.
- Grief Support Room(s)/Counseling** available to students/staff-give locations.
- Provide** specific procedures for recording attendance, giving hall passes, obtaining escorts (availability of "roamers"), requesting assistance in classrooms, etc.
- Remind** staff that they are not asked to judge the appropriateness of the use of services by individuals or groups of students, but simply to implement the given procedures for access to these services.
- Offer** assistance for staff members: option of requesting assistance of a CIRT member or a substitute teacher in classrooms where significant emotional upset is anticipated by students or is being experienced by the teacher.
- Explain** how to refer students for support services. Referrals for any level of follow-up should be made immediately through e-mail to the Guidance Office.
- Request** staff members to help with identification of additional students who might be particularly affected by the incident due to their family or peer group relationships or personal history: Add to the "Most Affected Students" list.
- Encourage** staff to be visible in hallways, by bathrooms, and by exits as school begins and between class periods to increase detection of students who may need assistance and/or referral for support.

#### **Responding to student needs.**

- Respond** to concerns and questions from staff on how to best address the emotional needs of students. SST members can describe feelings that students may experience, indicate behaviors that may be shown, and suggest how staff might respond. (Handouts may be referred to).

- Discuss** the need to create a balance between maintaining routines and structure and showing sensitivity and compassion for those impacted by the incident.
- Direct** staff to modify or "set aside the curriculum" as appropriate, depending on the emotional reaction and needs of their particular classes and individual students. Scheduled exams, for example, may need to be uniformly postponed in the school.

**Other plans for the day.**

- Announce** any changes in the school day schedule that have been made. Confirm events that will proceed as scheduled. Indicate how updates in information will be made available to staff as needed.
- Inform** staff if a letter will be mailed or sent home to parents regarding the school district's response to the incident. Copies will be made available to staff. Parental concerns may be directed to the administration.
- Inform** staff of the time and location of the Staff Debriefing meeting at the end of the school day. All staff are to attend this short meeting unless specifically excused. Information regarding funeral arrangements and attendance procedures for students and staff will generally be provided at this debriefing meeting, if available.
- Advise** staff that all media contacts are to be referred to the administration. Staff may remind students that they may decline to speak to the media if approached. No media will be allowed in the school.

## **STAGE 4: ADJUSTMENT (ADJ)**

Adjustment refers to the recognition that however thorough and appropriate the School District's Planning efforts may be, new or unanticipated needs and circumstances may arise during the plan's implementation that require CIRT response and reaction. The level of support being provided to students, staff, or parents may need to be increased or might be scaled back. New information may be released on the medical condition of injured persons or the circumstances surrounding the incident itself. Members of the student body may request or spontaneously initiate types of memorial activities or behavior. It is important, therefore, that a clear understanding be established during the Planning stage as to how communication and decision-making between CIRT members will take place during the school day so that adjustments in the Action Plan can be made as needed.

Adjustment Stage communication considerations include:

- Designation of a "Lead CIRT" member in each building. Staff and CIRT members with immediate concerns or questions are directed to this person.
- Designation of a district-wide CIRT Coordinator to coordinate communication, decision-making, and information dissemination between buildings through each building Lead CIRT member. (This person may be the Superintendent/Designee or one of the building Lead CIRT members.)
- The use of cell phones should be considered to allow for more immediate communication between CIRT members.
- Staff members may be directed to check their school e-mail regularly during the school day in order to be apprised of informational updates and messages.
- Intercom announcements should be avoided if at all possible as these are impersonal in nature and do not allow individuals to prepare themselves and others to receive sensitive information.

## **STAGE 5: ASSESSMENT (AS)**

Assessment refers to the opportunity for review, reflection, and continued adjustment and planning that follows periods of Implementation.

Assessment Stage activities will generally be undertaken during two types of operational “debriefing” meetings:

- The Staff Operational Debriefing Meeting (S-ODB)
- The CIRT Member Operational Debriefing Meeting (CIRT-ODB)

These meetings generally occur at the end of a school day during which Action Plan activities have occurred. However, if timing of the critical incident did not allow for earlier meetings to occur, this may actually be the first time that staff members and/or CIRT members have met together to assess the situation and address their feelings.

The Staff Operational Debriefing Meeting (S-ODB) is intended for all school staff in an affected building. Generally these will be held in individual school buildings as needed.

The CIRT Member Operational Debriefing Meeting (CIRT-ODB) is intended for CIRT members from throughout the district who have been involved in any manner in the day's activities as well as additional staff who will be joining the recovery plan activities. The CIRT-ODB meeting may be held directly before or after the full S-ODB meeting depending upon the needs of the situation.

The purpose of the Operational Debriefing Meeting is to (Steele, p.57):

- Evaluate the current status of staff and students or clients,
- Share new information and clarify rumors,
- Determine the additional needs for immediate resources and support,
- Prepare staff for possible upcoming problems/reactions,
- Address taking care of themselves, and
- Reinforce the positive aspects emerging from the crisis.

The view of the emotional fatigue and competing responsibilities of staff members, it may be tempting to consider foregoing these meetings which are generally held at the end of the school day. However, this “shortcut” is to be avoided. The Operational Debriefing Meeting serves a critical function in a successful recovery process. These meetings do not need to be lengthy but should be held and follow a prepared agenda.

As feedback is received from staff and CIRT members and more information becomes available, further planning may need to be undertaken. It may be necessary to return to the initial three Planning Checklists (PL-IM, PL-C, PL-I) for a review of possible tasks that now need to be accomplished, such as plans for funeral attendance and memorial decisions.

Decisions regarding the use of other debriefing processes, including formal debriefing, may need to be made in some situations.

**CIRP-Assessment Stage**  
**STAFF OPERATIONAL DEBRIEFING MEETING**  
**Agenda Checklist**

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

CIRT members to facilitate the meeting:

Administrator: \_\_\_\_\_

SST member(s): \_\_\_\_\_

Other CIRT: \_\_\_\_\_

Items for distribution:

- Agenda for this meeting: with space to make notes.
- Information update (written).
- Most Affected Students list copies: to be stamped Confidential.
- Handouts prepared by CIRT members.

**Agenda Items and Related Considerations:**

- Thank staff** for their support and assistance to students and to each other during the day. Encourage staff to acknowledge and address their own emotional needs during the evening and in the days ahead.
- Review** the events of the day to share experiences and feelings, ask questions, and provide initial feedback on the effectiveness of the district's planning efforts.
- Provide** any new information about the incident that has become available. Address rumors and misinformation that has arisen.
- Provide** funeral/memorial service information that is available, including attendance by students and staff.
  - Clear and consistent information regarding attendance at services needs to be communicated to staff, students, and parents at all buildings if services are to be conducted during school hours.
  - When services are held during school hours, school generally follow its normal attendance procedures. Students will not be encouraged or discouraged from attending services, but will need parent permission to be excused.
  - Transportation of students may be a concern. The school district may consider providing bus transportation in some circumstances.
- Plan** for the return to school of students who may have been absent due to the incident.

- If needed, identify a school person to be in contact with the family to plan for and support students in their return to school (e.g. when this will be, who will greet them, support available during the day, etc.).
  - Staff can assist by preparing classmates and helping them understand appropriate ways to support returning students.
- Identify** additional students of concern. Review the characteristics of high-risk students and add to the list of “Most Affected Students” if needed, based on staff knowledge and observations of individual student and group reactions during the school day. Note students who have been absent from school who may be highly affected.
- Outline** plans for the next day or two. Note any changes in schedules that have been made. Seek staff input if needed to determine the level of support to be maintained (e.g. use of grief support room, counseling, availability of substitutes, how tests and schoolwork expectations are to be managed, information needs of parents, etc.).
- Discuss** the process of “return to normal” in school and in classrooms if this is generally anticipated and how to manage differing levels of student adjustment in upcoming days.
- Consider** expressions of sympathy to individuals/families on part of the school and students (e.g. cards, letters, flowers, small gifts, etc.).
- When possible and appropriate, offer adult guidance to include students in planning and delivering expressions of sympathy.
  - The plans/behaviors of older students may need to be monitored for appropriateness and compliance with district policy.
  - Coordination between school buildings may be needed to be desirable.
  - Parent-Teacher organizations may also be contacted to communicate what is being planned by the school, school staff, or school organizations to facilitate coordination.
- Request** staff input, suggestions, comments.
- Provide** printed resource materials and information as appropriate.

NOTE: Agenda items may also be grouped into categories (Steele, *Trauma Debriefing for Schools and Agencies*, 2005, pp. 129-130):

1. Student reactions, considerations, needs, etc.
2. Staff reactions, considerations, needs, etc.
3. Administrative issues and information.
4. Resource information and supportive assistance.

**CIRP-Assessment Stage**  
**CIRT MEMBER OF OPERATIONAL DEBRIEFING MEETING**  
**Agenda Checklist**

**Date:**

**Time:**

**Location:**

CIRT members to facilitate the meeting:

Administrator: \_\_\_\_\_

SST member(s): \_\_\_\_\_

Other CIRT: \_\_\_\_\_

Items for distribution:

- Agenda for this meeting: with space to make notes.
- Information update.
- Most Affected Students list.
- Handouts prepared by CIRT members.

**Agenda Items and Related Considerations:**

- Assess** the effectiveness of recovery efforts to this point. Identify gaps in the response. Continue planning as needed.
- Consider** CIRT member attendance at funeral/memorial services and visitation hours and schedule.
  - If services are during school hours some CIRT members should remain in school to provide support there.
- Review** and further identify students/families particularly impacted by the incident.
  - List of "Most Affected Students" developed by staff.
  - Referrals to counselors by staff, parents, and students (Counselor Log).
  - Gathering Room Log.
  - Observations by CIRT members.
- Designate** which CIRT members will follow up with students and families who have been especially impacted by the incident.
  - Make contacts with parents.
  - Secure Release of Information parental permission as needed.
- Coordinate** efforts with community professionals for the benefit of students, parents, and staff.
  - Law Enforcement
  - Funeral Home personnel
  - Clergy
  - Mental Health professionals
  - Medical professionals

- Decide** whether support and/or informational meetings for parents/community members would be beneficial. Schedule and plan for as needed.
- Plan** support for students returning to school after incident related absences. Enlist the help of parents, staff, and students as appropriate to monitor their adjustment.
- Assess** and respond to the emotional needs of staff to ensure these are not overlooked in the process of attending to student needs.
- Discuss** whether additional written resource materials would benefit students, staff, or parents (e.g. death education, grief, trauma, recovery).
- Determine** whether formal, structured “debriefing” or “processing” procedures should be arranged for individuals/groups due to their significant level of direct exposure with respect to the critical incident. (See Resource Section R:AS.)

## **STAGE 6: EVALUATION (EVAL)**

Evaluation refers to the decision that the impact of the critical incident has receded to the extent that allows for normal routines to be reestablished for most individuals and for the school community as a whole. The cycle of Planning, Implementation, Adjustment, and Assessment continues until some degree of closure appears to have been reached for the majority of individuals. At this time a formal evaluation of the Critical Incident Recovery Plan that has been implemented is undertaken.

The purpose of the Evaluation Stage is to:

- Reach some degree of closure with respect to the recovery process which individuals have recently experienced.
- Evaluate the effectiveness of the most recent CIRP Action Plan and its implementation in order to discern how improvements might be made in the future.
- Highlight the actions and approaches in the Action Plan that were particularly well chosen and effectively implemented.

The Evaluation meeting should be scheduled soon after most Implementation activities have been discontinued and should be attended by all CIRT members, regardless of their degree of involvement in the Action Plan. Evaluation is conducted with CIRT members through a face-to-face meeting.

The Evaluation Stage also allows for proper written documentation to be collected. This is important in order to create a record of school district actions for future reference.

- Building Principals shall complete a written report outlining the interventions implemented in their buildings in response to the critical incident, including copies of correspondence and communications. Reports shall be submitted to the Superintendent.

An agenda for the CIRT Evaluation Meeting is included.





**Critical Incident Recovery Plan**

**RESOURCE SECTION: R**

## CIRP ACTION PLAN SUMMARY

Critical Incident \_\_\_\_\_ Date \_\_\_\_\_

IM Information Management (Leading)		C Communication (Telling)		I Intervention (Doing)	
Actions Chosen	Person Assigned	Actions Chosen	Person Assigned	Actions Chosen	Person Assigned
<input type="checkbox"/> IM/C 1		<input type="checkbox"/> C 1		<input type="checkbox"/> I 1	
<input type="checkbox"/> IM/C 2		<input type="checkbox"/> C 2		<input type="checkbox"/> I 2	
<input type="checkbox"/> IM/C 3		<input type="checkbox"/> C 3		<input type="checkbox"/> I 3	
<input type="checkbox"/> IM/C 4		<input type="checkbox"/> C 4		<input type="checkbox"/> I 4	
<input type="checkbox"/> IM/C 5		<input type="checkbox"/> C 5		<input type="checkbox"/> I 5	
<input type="checkbox"/> IM/C 6		<input type="checkbox"/> C 6		<input type="checkbox"/> I 6	
<input type="checkbox"/> IM/C 7		<input type="checkbox"/> C 7		<input type="checkbox"/> I 7	
<input type="checkbox"/> IM/C 8		<input type="checkbox"/> C 8		<input type="checkbox"/> I 8	
<input type="checkbox"/> IM/C 9		<input type="checkbox"/> C 9		<input type="checkbox"/> I 9	
<input type="checkbox"/> IM/C 10		<input type="checkbox"/> C 10		<input type="checkbox"/> I 10	
<input type="checkbox"/> IM/C 11		<input type="checkbox"/> C 11			
<input type="checkbox"/> IM/C 12		<input type="checkbox"/> C 12			
		<input type="checkbox"/> C 13			
		<input type="checkbox"/> C 14			
		<input type="checkbox"/> C 15			

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Memorials and Tributes

### Gathering Room consideration regarding memorial items:

Principals or other school staff may be approached by the family or friends of the deceased who request permission to bring objects relating to the deceased person to school for display in the Grieving Room. The principal (or designee) will meet with the individuals to discuss the types and number of objects that would be appropriate and acceptable for the school setting (pictures, personal items, school-related items, music, etc.). Arrangements will be made for bringing and collecting the items. Persons assigned to supervising the Gathering Room need to be aware that these items should not be removed by anyone other than those designated by the family and should not leave these items unsupervised at any time.

In cases of suicide, see Suicide Resource Section, Suicide Response Guideline and [After a Suicide: A Toolkit for Schools](#) by the Suicide Prevention Resource Center.

## **Assessing the Potential Emotional Impact of the Incident**

The following questions serve as a guide to help CIRT members to anticipate the emotional impact of a given critical incident and to plan their response accordingly.

### **1) What happened?**

- Was the incident anticipated in any way?
- Was violence involved? Will personal safety and/or health concerns continue to be factors?
- Did death/injury result from the actions of one or more individual? Will guilt, blame, or family/friend allegiance be possible emotional factors?

### **2) Who was involved in the incident?**

- How many individuals are directly affected? What are their ages and relationships?
- Are the affected individuals associated in any present or past ways with the school district? (e.g. students, staff, employees, relatives, friends, teammates, neighbors, club/church members, etc.)
- How widely and strongly connected to the school community are the affected individuals and their families? (Consider both positive and negative connections and the potential for emotional impact.)
- How well equipped are the affected individuals/families to cope with the situation?

### **3) Where did the incident occur?**

- Were there witnesses? Are all potential witnesses identified?

### **4) When did the incident occur?**

- How much time has passed since the occurrence? What is likely to be the extent of "social networking" around the incident? Has there been media coverage? Have students and others had opportunities to gather?
- Does the timing/date/context of the incident have significance generally for the individuals and/or community?
- Have other incidents recently impacted the school or community?

## **Identifying At-Risk Students and Staff**

The following factors should be considered when being proactive in attempting to identify students and staff members who may be particularly affected by a critical incident. Identified individuals should be monitored for potential emotional reactions and offered support.

- Siblings and other relatives of deceased/injured persons, including involved who share households.
- Persons with close relationships to deceased/injured persons, or those closely involved in the incident: both friends and those in contentious relationships.
- Individuals identified (briefing meeting) by staff or students.
- Locker partners/neighbors, teammates, current classmates, neighbors, children who share care-giving facilities, church associations.
- Students who might identify with the deceased or see him/her as a role model.
- Students who may be preoccupied with death or suicide or who are otherwise emotionally vulnerable.
- Those having a personal history that includes the suicide or death of a family member or friend or other similar traumatic event.
- Students who self-identify through attendance in Gathering Room or who seek counselling services.
- Staff who worked closely with students involved in the incident as their teachers, coaches, advisors, etc. (remember past grade school teachers).
- Staff and students who have experienced recent losses or other critical incidents in their lives that may affect their ability to cope with new loss.

## **Gathering Room Procedures- High School**

### **Instructions for Staff:**

- Students may go to the Gathering Room at any time without a pass. Attendance is taken in the Gathering Room.
- If you have concerns about a student, contact School Counselors via email with the student's name or call Jackie in the Guidance Office (3737), who will relay the message to the counselors.
- If you see students who are gathering and/or upset in your classroom or the hallway, encourage them to go to the Gathering Room.
- Be in hallways to observe students during passing times. Be watchful for students and situations that may need adult attention or intervention.
- During prep hour, take a walk through hallways and check bathrooms for students who are upset. Encourage them to go to the Gathering Room. Offer to walk with them there or take them to the Guidance Office.

### **Instructions for Gathering Room Adult Helpers:**

- Ensure all student's names are on the attendance log. A secretary will pick up attendance after every period.
- The focus is on helping student grieve and cope with the tragedy. Encourage students to participate in writing, drawing, and other activities that are available in the room.
- If you think a student needs more assistance than what is offered in the Gathering Room, contact the Guidance Office (ext. 3737) or by email.
- Encourage students that the Gathering Room is for face to face grieving/coping (not for texting, phone calls, computer use, etc.).
- Ensure that students have a safety and support plan once they leave.
- Fill out an evaluation form when the Gathering Room closes. Return it to the Guidance Office.

## **Gathering Room Procedures- Middle School**

### **Instructions for Staff:**

- Explain to students the purpose of the Gathering Room: It is a place for students to go who need a place and some time to think and talk about the incident/event that has happened. Adults will be there to listen and help students work through their feelings.
- Tell students where the Gathering Room is.
- Students will have a pass from a teacher to go to the Gathering Room.
- Attendance will be taken in the Gathering Room.
- IF you have a concern about a student, contact the School Counselor immediately by email or call the office secretary, who will relay the information to the School Counselor.

### **Instructions for Gathering Room Adult Helpers:**

- Refer to the folder in the bin for activities and supplies.
- Take attendance utilizing the Gathering Room Log. Ensure that all student's names are on the attendance log.
- There is no time limit for students who are processing their grief.
- The focus is on helping students grieve and cope with the tragedy. Encourage students to participate in writing, drawing, and other activities that are available in the room.
- If you think a student needs more assistance than what is offered in the gathering room, contact the School Counselor via email or through the office.
- Ensure that students have a safety and support plan once they leave.
- Fill out an evaluation form when the Gathering Room closes. Return to the Counselor.

## Gathering Room Adult Helper Guide

*Note: It is recommended that only individuals having professional training in counseling work with students who are grieving as a result of death by suicide or victims of trauma reaction.*

### **Suggestions for working with students who are grieving:**

- Encourage students to share personal feelings. Use openings such as “How is (this situation, \_\_\_\_\_’s death, etc.) affecting you?”
- Allow students to remember the person who has died. DO not change the subject. Students need to discuss the situation, even if it is uncomfortable.
- Do not tell others what they should or should not feel. Accept their feelings as real and valid. You may respond (It must be hard for you to feel that way.”
- Ask questions about the deceased. Questions such as “How did you know \_\_\_\_\_?” or “Were you two close?” show that you care about the relationship and that it was important.
- Share good memories of the deceased.
- Encourage students to participate in the activities available such as making cards, banners, poems, etc. that will be given to affected families.
- Avoid making comments such as “I know how you feel.” or sharing your own grief stories. Be a good listener and encourage students to process their own experiences.
- If appropriate, share information about the process of grieving and how to take care of yourself at this difficult time. (Written resources should be available for this purpose.)
- Say “I don’t know.” when you cannot answer a question. You do not need to have all the answers.
- Help students to focus on their grieving rather than on the incident itself. Encourage students not to speculate and engage in discussing rumors or gossip that may be surrounding the incident. Support respect for the families involved.
- Help students formulate plans for having support and healthy activities for their time when they leave the Gathering Room or school that day. Ask “Who will be with you tonight” and “What will you do to take care of yourself?”
- Refer and get immediate help for students who are showing extreme emotional reactions or who may be suicidal. Escort students to the Guidance Office for assistance.

## Gathering Room Supplies

- Durable folder of guidelines and resources for Adult Helpers to follow
  - Print outs of activity sheets from the book: The Safe Room
- Resource book: The Safe Room
- Name tags
- A sign to put outside the door (The Gathering Room)
- Attendance Log
- Sheets or posters with coping strategies for students
- Written resource materials for students related to grieving
- Laptop computer (for email communication purposes)
- Bell schedule for the day (Adult Helpers need breaks too)
- Moveable chairs and tables to facilitate groupings
- Pillows, blankets, carpet or carpet squares, bean bag chairs
- Markers, crayons, pencils, colored pencils, various pens, pastels, etc.
- Paper; white, colored, rolls for banners
- Tape, scissors, glue
- Notebooks
- Tissues
- Clay and play dough, wiki sticks
- Different size paper/tag board
- Games, activities, relaxing music
- Fidget items
- Water
- Snacks

## Gathering Room Log: Sign in-Sign out

Date: \_\_\_\_\_

Name	Class-Period	Time in	Time out
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Gathering Room Evaluation

(This form is to be completed by Adult Helpers who staff the Gathering Room. Also provide the Gathering Room Log and student referrals to Counselors.)

**Name** \_\_\_\_\_ **School** \_\_\_\_\_

**Assignment/Role** \_\_\_\_\_ **Date** \_\_\_\_\_

**What worked well?**

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**What could be improved (in Recovery Plan, to support those in your role, etc.)?**

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**What about the room arrangement or environment was particularly helpful or could have been better structured another time?**

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**Were there things that students said, asked, or did that were particularly difficult?**

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**Were you adequately prepared for your role today? What further training would have been helpful?**

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## **CIRT: Team Roles and Responsibilities**

### **ADMINISTRATION: General**

The active leadership and participation of administration is necessary throughout the recovery process from the first notification to the final evaluation (Klicker, 2000).

- Make necessary contact to confirm and verify factual information surrounding the incident.
- Obtain official clearance and family permission as needed to release information regarding the incident to the school community.
- Carry out tasks assigned to administrators at the CIRT Planning meeting.
- Actively monitor the implementation of the Action Plan and its effectiveness. Coordinate adjustments as needed.
- Cancel appointments to increase availability as needed. Being visible and available is reassuring to staff, students, and families.
- Handle all contacts with and requests from news media.
- Write a personal condolence note or communication to families affected by the incident.
- When applicable, coordinate and communicate to students and staff information regarding release time for funeral attendance.
- Attend the funeral if it is appropriate and possible to do so.
- Ensure that a formal evaluation of the school district's crisis response and recovery efforts is conducted and recorded.
- Collect and maintain a CIRT incident file of Action Plans and associated correspondence, announcements, etc. for future reference.

## **CIRT: Team Roles and Responsibilities**

### **PRINCIPALS:**

The building principal is chiefly responsible for the implementation of the Action Plan within each school building and largely sets the tone for the manner in which the entire school responds (Klicker, 2000).

- Carry out tasks assigned at the CIRT Planning meeting. Clarify the designation of Family Liaison and Media Contact for the incident.
- Ensure that building office personnel are apprised of the situation and their expected role, particularly in responding to requests for information.
- Conduct staff Briefing and Debriefing meetings with prepared agendas.
- Make arrangements for substitute teachers and other support personnel to be available to assist as needed. Arrange for food/beverages/breaks to be available to staff who are working extensively with students.
- Arrange for communication to parents regarding the incident and how the school is responding. Indicate the types of services/help that are available and other relevant information.
- Monitor building activities of the Action Plan and coordinate adjustments as needed. Address new information and developments that may occur.
- Communicate with other CIRT members in the building and district to ensure coordination of the Action Plan.
- When applicable, communicate procedures to parents, students, and staff regarding requests to attend funeral/memorial services that are held during the school day.
- Write a personal condolence note or communication to the families affected by the incident.
- Address student, staff, family, and community initiated activities to create memorials or tributes to deceased individuals to guide these efforts in appropriate, beneficial, and district accepted directions.
- Attend funeral/service(s) when appropriate and possible to do so.
- Arrange for condolence items to be sent to affected families from the school. Coordinate efforts within the district.

## **CIRT: Team Roles and Responsibilities**

### **TEACHERS:**

- Attend all Briefing and Debriefing meetings. Read written materials.
- Provide accurate information. Give students only the official information that has been provided by the administration. Refrain from speculation or unsubstantiated rumors and encourage students to do the same as this shows respect for everyone involved. It is perfectly acceptable to say that you do not know or have confirmed information. Do not speak to the media.
- Know your limits. Request the presence of a CIRT member or support person if you feel you may need assistance in relating the information to students, processing it with them, or getting through your schedule.
- Take your cue from the students in each class you have. Provide the opportunity for students to process the information, express feelings, and cope with the loss/situation. Do not ignore or minimize the situation. Focus is on helping students cope with the loss rather than the incident itself.
- Provide students with the opportunity to leave class to go to the student "Gathering Room" utilizing given procedures. Do not limit access.
- Modify class activities as appropriate. While students who remain in class should be helped to be engaged in structured activities of some type, teacher plans that include quizzes, tests, or class presentations should be set aside. Allow choices that meet the varying levels of students' emotional needs. It is helpful to have a standard assignment for students who do not wish to focus on the incident or their feelings within the class.
- Monitor students' reactions and behaviors and refer students to the Gathering Room and/or School Counselors if they appear to be having emotional reactions and would benefit from additional adult support.
- Remain non-judgmental regarding students' grief responses. Depending on the type of incident, a considerable range and display of emotions, from minimal to intense, may be shown.
- Facilitate return to everyday school routine for students. Gradually reintroduce the regular curriculum while recognizing that for some classes/students emotions may continue to resurface and student focus/attention may fluctuate.
- Consider offering support to affected families and students through personal communications, funeral attendance, etc., as appropriate.

## **CIRT: Team Roles and Responsibilities**

### **Student Services Staff:**

- Participate in CIRT Planning meetings. Carry out and document all tasks assigned by the team. Assist with Briefing and Debriefing meetings for staff.
- Coordinate the set up and staffing of the Gathering Room. Assist adult helpers with procedures, materials, and appropriate activities for students. Monitor, debrief, and evaluate with adult helpers.
- Respond to student referrals and needs. Make referrals to outside professionals/agencies as needed. Provide services and follow-up with students, staff, and parents. Monitor the school attendance of the most affected students. Document all counseling contacts and follow-up.
- Monitor the emotional impact of the incident. Identify and implement appropriate short term and long term interventions for students, staff, and families to provide assistance and emotional support.
- Monitor how staff members are assessing the emotional impact of the incident on students, families, and themselves (including social media).
- Provide relevant resource materials to assist others in managing their responses to the situation; grief process, developmental needs, loss, trauma, depression, stress management, etc.
- Coordinate attendance at visitation/funeral/memorial services with CIRT. Be aware of student reactions and offer support as appropriate.
- Make arrangements to assist affected students when they return to school. Meet with students, parents, and staff to ease the transition.
- Assist administration in addressing "memorialization" and tribute efforts. Assist with the selection of condolence items for affected families.
- Be available to carry out tasks that arise during the Adjustment stage. Cancel/minimize scheduled responsibilities.
- Participate in a formal evaluation of the school district's crisis response and recovery efforts. Assist with making changes to CIRP documents as needed.
- Provide follow-up with students and families as needed in the future.

## CIRT: Team Roles and Responsibilities

### Family Liaison:

The first family contact will frequently be made by the Superintendent or a Principal to verify information, express condolences, and offer assistance. The family will also be apprised that the school will be responding to the situation with a plan to help the school community cope with the loss. The family's assistance to facilitate planning will be sensitively sought as they are informed as to the basic nature of the plan. Families generally want to provide information that will support grieving students.

The administrator may continue to act as the "liaison" to the affected family/families throughout the period of the Recovery plan or this role may be assigned to another staff member if this appears to be more appropriate to the situation. The family should be supplied with the name and contact information of the person who will act as Family Liaison for the school district. When more than one school building is actively involved in the Recovery plan, the CIRT will need to designate one person to act as Family Liaison to ensure coordination and efficiency of personal contacts with the family/families. Ideally, the Family Liaison will have a previously established, positive relationship with the family/families involved. Coordination will also be needed with Student Services Staff who may be working with affect students and can assist the family to obtain needed support and resources.

- When death has occurred by suicide, please refer to information contained in *After a Suicide: A Toolkit for School*.  
[http://www.sprc.org/library\\_resources/items/after-suicide-toolkit-schools](http://www.sprc.org/library_resources/items/after-suicide-toolkit-schools)
- The Family Liaison should consider what information or permission is needed for the Action Plan to be effectively implemented. A short list will be helpful in addressing the areas of concern and for making notes of information, requests, and questions from the family. Demonstrate compassion while maintaining appropriate emotional boundaries.
- Common pieces of information that are helpful in school planning include:
  - Which family member (or family friend) the Family Liaison should be in contact with and what the preferred times/methods of contact are best for the family.
  - Visitation, funeral, memorial service arrangements.
  - When affected students will be attending or returning to school.
  - Information regarding family preferences for memorial gifts.
  - Identification of individuals in the school community that may be affected by the situation that are unknown to school staff.
- The Family Liaison will make arrangements with the family to have personal belongings of deceased students returned to them. This may involve a family member's visit to school to collect the articles or a home visit by the Family Liaison to return them. The Family Liaison will be personally available to the family during this process.

## CIRT: Team Roles and Responsibilities

### Media Contact:

- See RASD Policy 9120C- News Media Relations.
- The Superintendent, or designee, will act as Media Contact. The Superintendent is responsible for designating a person to act as Media Contact when absence from the district.
- CIRT members and all other school staff will refrain from interacting with the media regarding the critical incident, its impact on the school community, or the school district's response and recovery efforts unless such interaction has been specifically approved by the Superintendent or designee.
- See *When Grief Visits School*, by John Dudley (pg. 67-77) and *Coping with Crisis*, by Poland & McCormick (pg. 99-113) for additional information regarding how to handle the media.
- Emphasize preparatory actions taken by the district and the support being provided to students, parents, and staff.
- Reference materials related to media relations during critical incidents include the following:
  - Suicide Prevention Resource Center (website)  
*At-a-Glance: Safe Reporting on Suicide for Reporters and Editors*  
[www.sprc.org/sites/sprc.org/files/library/at\\_a\\_glance.pdf](http://www.sprc.org/sites/sprc.org/files/library/at_a_glance.pdf)
  - American Foundation for Suicide Prevention (website)  
*Reporting on Suicide: Recommendations for the Media*  
[http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page\\_id=0523D365-A314-431E-A925C03E13E762B1](http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page_id=0523D365-A314-431E-A925C03E13E762B1)
  - National Association of School Psychologists (website)  
*Responsible Media Coverage of Crisis Events Impacting Children*  
[http://www.nasponline.org/resources.crisis\\_safety/Media%20Guidelines.pdf](http://www.nasponline.org/resources.crisis_safety/Media%20Guidelines.pdf)
  - National Education Association Health Information Network (website)  
*Media Relations Articles*  
<http://crisisguide.neahin.org/crisisguide/tools/index.html>

## Terminology

Debriefing is a term which has had various applications within the fields of crisis intervention and trauma response. It is perhaps most commonly associated with the trauma recovery work of Dr. Jeffrey Mitchell. Mitchell adapted protocols that had been utilized in the military sector to address extreme stress reactions experienced by military personnel to assist medical, emergency, and law enforcement personnel following their professional involvement in disaster situations. Critical Incident Stress Debriefing (CISD) refers to the "Mitchell model," a seven phase, highly structured group discussion process that is provided post crisis by trained facilitators. CISD is designed for individuals who have been most directly exposed to critical incident events in order to mitigate acute psychological symptoms, assess the need for follow-up, and provide a sense of emotional stability and closure. It is considered "psychological first-aid" to facilitate and accelerate normal recovery (Mitchell and Everly, 1996).

As the field of crisis intervention developed, more comprehensive approaches to both crisis management and the debriefing process emerged. CISD came to be identified as one component of CISM, Critical Incident Stress Management, used to denote a comprehensive, integrative, multi-component crisis intervention system (Everly and Mitchell, 1999). In the 1990's the growing number of traumas faced by schools and agencies as a result of violent public incidents led to the need for responses similar to CISD, but adapted to school and agency settings. The National Institute for Trauma and Loss in Children (TLC) delineates five types or levels of trauma debriefing that are recommended for use in school settings. The models are recommended for integration into existing crisis response team protocols (Steele, 2005).

### Operational Debriefing:

- Appropriate for the entire staff
- Led by crisis team members outside of the affected staff
- Initiated the first day of an incident and continued as needed
- Limit to no more than one hour in length
- Purposes are to identify:
  - What has worked well and what has not.
  - Current concerns and worries.
  - Additional interventions which are still needed.
  - Additional resources or assistance presently needed by staff.

(Note: The Operational Debriefing format/process may also be used by Crisis Teams during the implementation of crisis plans to monitor and evaluate the on-going situation and the effectiveness of the crisis plan.)

### Classroom Presentations:

- Appropriate for all grades
- Led by individuals known to students, who are comfortable with this role
- Initiated close to occurrence of incident
- One time presentation in most cases, 30-45 minutes in length

- Purposes are to:
  - Gather information on students' reactions, questions, concerns, information about the incidents and individuals involved.
  - Provide factual information to minimize rumors and misperceptions.
  - Normalize current reactions and emotional responses.
  - Educate as to possible future reactions; what students can do and where they can go for help.
  - Identify appropriate behavior in the midst of the current events.
  - Encourage students to ask for help if needed and how to do this.
  - Inform of upcoming related activities (e.g. funerals).
  - Engage students in age appropriate activities that will help them express their feeling and reach out to others in positive ways.

### **Formal Debriefing:**

- Reserved for the most exposed students (middle school age and older) and staff, limited to 8-10 participants per group
- Led by a team of trained debriefers; may be crisis team members
- Initiated three days to several weeks after the event, may include a follow-up session several weeks later
- Approximately two hours in length
- Purposes include to:
  - Mitigate the impact of the event
  - Accelerate healing and normal recovery
  - Identify what happened in an objective manner
  - Identify what role participants played
  - Identify what cognitive, behavioral, and emotional reactions were experienced by participants
  - Educate about signs and symptoms of trauma reaction
  - Normalize responses
  - Identify related issues and what supports are needed
  - Summarize and prepare for the future

### **Defusing:**

- Reserved for the most exposed students (grades K-5)
- Led by a team of trained debriefers, may be crisis team members
- Initiated three days to a week after the event, may include a follow-up session several weeks later
- Approximately 30-60 minutes in length
- Purposes include those of Formal Debriefing

### **Debriefing Teams:**

- For Crisis Team members who have been "front line responders" in exposure to a serious incident, limited to 8-10 participants per group
- Led by debriefers outside the system
- Initiated within two weeks of the incident
- One to two hours in length

- Purposes include to:
  - Process difficult personal reactions.
  - Identify procedures within the system which helped or hindered effective interventions
  - Evaluate each member's performance and overall team performance
  - Prepare for future incidents

Another crisis intervention model developed in response to school and community violence and tragedy has been utilized extensively by the National Organization for Victim Assistance (NOVA, 1997). The NOVA model may be used with small or large groups for processing emotional reactions following exposure to or involvement with crisis events. The NOVA model follows a verbal format and structure that include three defined facilitator roles (Poland and McCormick, 1999). This model is most effectively used by trained facilitators but may also be utilized by experienced mental health professionals.

## **Resource Section**

### **Responding to Death by SUICIDE**

## Responding to Death by Suicide Summary

**IMPORTANT: FOR A COMPLETE GUIDE TO SCHOOL RESPONSE TO SUICIDE SEE**

**RESOURCE:** [After a Suicide: A Toolkit for Schools](http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf)

<http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>

### Summary of Procedures:

1. Notify appropriate administrators of death.
2. Confirm facts and cause of death.
3. Speak to parents (if haven't already) and determine what information to share.
4. Convene district response team: CIRT (Critical Incident Recovery Team).
5. Change combination of deceased student's locker in order to secure contents.
6. Determine the impact on the school.
  - a. Determine the impact on students and who will be most affected (family, close friends, teammates, those who had difficulty with deceased, witnesses, those who suffer from depression or had previous suicidal thoughts/treats/attempts, survivors being blamed).
  - b. Determine level of response: what resources will be needed (outside grief counselors or crisis responders). Provide for individual and small group counseling.
7. Notify school staff.
8. Schedule a faculty meeting as soon as possible (Staff Briefing Meeting). Prepare agenda.
9. Students should be notified in small groups, usually by classrooms. (No large group announcements.)
  - a. Death notification statement should go out to be read by teachers.
  - b. Death notification letter should be prepared to send to parents.
10. Assign a staff member to follow the deceased student's schedule to monitor student reactions and answer questions.
11. Make arrangements for the Gathering Room to support students during the school day.
12. Have suicide fact sheets and handouts on how to talk about suicide available for staff and parents. Provide information on symptoms of depression and warning signs of suicide ideations.
13. Assign someone to handle community and media contacts.
  - a. Use SRO (police officer) to handle parents and media on school grounds.
  - b. Inform others (clergy, community, media) not to glorify suicide, due to contagion.
14. Keep regular school hours and events.
15. Continue to monitor students at risk for suicide contagion and those who were connected to the victim.
16. Monitor and guide student requests/actions regarding memorials and tributes to the deceased.
17. Schedule faculty "debriefing" meetings at the end of the school day(s) as long as needed.
18. School district staff to attend funeral/memorial ceremonies should be plan and coordinated.

## **Suicide Response Guidelines**

### **IMPORTANT: FOR A COMPLETE GUIDE TO SCHOOL RESPONSE TO SUICIDE**

**SEE RESOURCE:** [After a Suicide: A Toolkit for Schools](#)

<http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>

#### **DO NOT:**

- Glamorize or romanticize the student or his/her death.
- Hold funeral/memorial services on school grounds or cancel school classes or activities. (It is important to keep the focus on the regular schedule, routine, and structure of the school. When services are held at school, students will connect the school space with the death rather than with normal activities.)
- Try not to allow flowers, cards, pictures, etc. at the deceased student's locker or seat. However, if it is done, allow for only a few days and then remove.
- Discourage the making of t-shirts, buttons, etc. related to the student's life/death. Meet with students/parents to discuss more appropriate ways to channel their regard for the deceased student while respecting the perspectives of all students in school.

#### **DO:**

- Review RASD Policies 7250.01 and 8420 regarding memorials and memorial activities.
- Conduct CIRP activities consistent with those provided for other types of death situations.
- Provide posters for students to write messages for deceased but these should be out of view of all students (Gathering Room is an option), and removed after a few days. (These can be reviewed by staff and given to family members, as appropriate.)
- Provide a place where students can write in a book/journal, then give it to the family.
- Assist students who may want to organize a suicide prevention-awareness event or a fundraiser for suicide prevention. Focus memorial efforts on mental health and suicide prevention: a community service day, Mental Health Awareness Day, or purchase of mental health books.
- Communicate with the School Resource Officer for information about impromptu memorials that students may construct in the community. Attempt to monitor social networking for relevant information regarding student actions in response to the suicide.
- Be proactive in management of media coverage. Discourage front page coverage and student interviews. See the following site for media guidelines relating to the reporting of suicide:  
[http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page\\_id=0523D365-A314-431E-A925C03E13E762B1](http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page_id=0523D365-A314-431E-A925C03E13E762B1)  
<http://reportingonsuicide.org/>

## **Gathering Room Procedures- High School**

### **Instructions for Staff:**

- Students may go to the Gathering Room at any time without a pass. Attendance is taken in the Gathering Room.
- If you have concerns about a student, contact School Counselors via email with the student's name or call Jackie in the Guidance Office (3737), who will relay the message to the counselors.
- If you see students who are gathering and/or upset in your classroom or the hallway, encourage them to go to the Gathering Room.
- Be in hallways to observe students during passing times. Be watchful for students and situations that may need adult attention or intervention.
- During prep hour, take a walk through hallways and check bathrooms for students who are upset. Encourage them to go to the Gathering Room. Offer to walk with them there or take them to the Guidance Office.

### **Instructions for Gathering Room Adult Helpers:**

- Ensure all student's names are on the attendance log. A secretary will pick up attendance after every period.
- The focus is on helping student grieve and cope with the tragedy. Encourage students to participate in writing, drawing, and other activities that are available in the room.
- If you think a student needs more assistance than what is offered in the Gathering Room, contact the Guidance Office (ext. 3737) or by email.
- Encourage students that the Gathering Room is for face to face grieving/coping (not for texting, phone calls, computer use, etc.).
- Ensure that students have a safety and support plan once they leave.
- Fill out an evaluation form when the Gathering Room closes. Return it to the Guidance Office.

## **Gathering Room Procedures- Middle School**

### **Instructions for Staff:**

- Explain to students the purpose of the Gathering Room: It is a place for students to go who need a place and some time to think and talk about the incident/event that has happened. Adults will be there to listen and help students work through their feelings.
- Tell students where the Gathering Room is.
- Students will have a pass from a teacher to go to the Gathering Room.
- Attendance will be taken in the Gathering Room.
- IF you have a concern about a student, contact the School Counselor immediately by email or call the office secretary, who will relay the information to the School Counselor.

### **Instructions for Gathering Room Adult Helpers:**

- Refer to the folder in the bin for activities and supplies.
- Take attendance utilizing the Gathering Room Log. Ensure that all student's names are on the attendance log.
- There is no time limit for students who are processing their grief.
- The focus is on helping students grieve and cope with the tragedy. Encourage students to participate in writing, drawing, and other activities that are available in the room.
- If you think a student needs more assistance than what is offered in the gathering room, contact the School Counselor via email or through the office.
- Ensure that students have a safety and support plan once they leave.
- Fill out an evaluation form when the Gathering Room closes. Return to the Counselor.

## Gathering Room Adult Helper Guide

*Note: It is recommended that only individuals having professional training in counseling work with students who are grieving as a result of death by suicide or victims of trauma reaction.*

### **Suggestions for working with students who are grieving:**

- Encourage students to share personal feelings. Use openings such as "How is (this situation, \_\_\_\_\_'s death, etc.) affecting you?"
- Allow students to remember the person who has died. DO not change the subject. Students need to discuss the situation, even if it is uncomfortable.
- Do not tell others what they should or should not feel. Accept their feelings as real and valid. You may respond (It must be hard for you to feel that way.)
- Ask questions about the deceased. Questions such as "How did you know \_\_\_\_\_?" or "Were you two close?" show that you care about the relationship and that it was important.
- Share good memories of the deceased.
- Encourage students to participate in the activities available such as making cards, banners, poems, etc. that will be given to affected families.
- Avoid making comments such as "I know how you feel." or sharing your own grief stories. Be a good listener and encourage students to process their own experiences.
- If appropriate, share information about the process of grieving and how to take care of yourself at this difficult time. (Written resources should be available for this purpose.)
- Say "I don't know." when you cannot answer a question. You do not need to have all the answers.
- Help students to focus on their grieving rather than on the incident itself. Encourage students not to speculate and engage in discussing rumors or gossip that may be surrounding the incident. Support respect for the families involved.
- Help students formulate plans for having support and healthy activities for their time when they leave the Gathering Room or school that day. Ask "Who will be with you tonight" and "What will you do to take care of yourself?"
- Refer and get immediate help for students who are showing extreme emotional reactions or who may be suicidal. Escort students to the Guidance Office for assistance.

## **Suicide Response Gathering Room Supplies**

- Durable folder of guidelines and resources for Adult Helpers to follow
  - Print outs of activity sheets from the book: The Safe Room
- Resource book: The Safe Room
- Name tags
- A sign to put outside the door (The Gathering Room)
- Attendance Log
- Sheets or posters with coping strategies for students
- Written resource materials for students related to grieving
- Laptop computer (for email communication purposes)
- Bell schedule for the day (Adult Helpers need breaks too)
- Moveable chairs and tables to facilitate groupings
- Pillows, blankets, carpet or carpet squares, bean bag chairs
- Markers, crayons, pencils, colored pencils, various pens, pastels, etc.
- Paper; white, colored, rolls for banners
- Tape, scissors, glue
- Notebooks
- Tissues
- Clay and play dough, wiki sticks
- Different size paper/tag board
- Games, activities, relaxing music
- Fidget items
- Water
- Snacks

## Gathering Room Evaluation

(This form is to be completed by Adult Helpers who staff the Gathering Room. Also provide the Gathering Room Log and student referrals to Counselors.)

**Name** \_\_\_\_\_ **School** \_\_\_\_\_

**Assignment/Role** \_\_\_\_\_ **Date** \_\_\_\_\_

**What worked well?**

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**What could be improved (in Recovery Plan, to support those in your role, etc.)?**

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**What about the room arrangement or environment was particularly helpful or could have been better structured another time?**

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**Were there things that students said, asked, or did that were particularly difficult?**

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**Were you adequately prepared for your role today? What further training would have been helpful?**

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