

# *Park Ridge School District*

## Crisis Response Plan 2009 – 2010

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**Table of Contents**

Team Composition.....4

Meeting Place/Emergency Headquarters.....5

Chairperson .....5

Media Response .....5

Roles and Responsibilities.....6

Initial Response.....7

Specific Responsibilities by Department.....8

    Administration:.....8

    Counseling:.....9

    Child Study Team: .....9

    Guidance Department: .....10

    School Nurse.....10

    Office Staff.....10

    Clergy .....11

    Community:.....11

General Team Considerations .....12

Plan Maintenance .....13

APPENDICES.....14

    School day timeline (High School).....16

    School day timeline (Elementary School).....17

    Sample announcements .....18

    Sample Memo – *Optional staff meeting* .....19

    Sample Parent Letter.....20

    Regarding the Home Visit.....22

    Incident Summary - *Example* .....23

    Neighboring Crisis Response Counselors .....24

Handouts .....25

    Guidelines for Teachers .....26

    Common Reactions for Students.....27

    At Risk Students.....28

    Warning Signs of Coping Difficulties.....29

    Suicide Warning Signs .....30

    “Safe Room” Staff Assignments .....31

    Safe Room SIGN-IN .....32

Crisis Response Team Evaluation .....33

## Team Composition

### Schools

Dr. Patricia Johnson, Superintendent  
Patricia Bucci, Principal, High School  
Christine McCaffrey, Principal, West Ridge  
Sheldon Silver, Principal, East Brook  
Lorayne Meehan, Principal, OLM  
Mark Cosgrove, Vice-Principal, High School  
Dr. Nicole Porta, School Psychologist  
Dahlia Weinzoff, Director of Special Services  
Wendy Kanaar, School Psychologist  
Tamar Keller-Mozarsky, School Social Worker  
Andrew Yeager, Student Intervention Counselor  
Vita Rotella, School Nurse  
Dawn Huffman, Guidance Counselor  
Alison Heller, Guidance Counselor  
Connie Washnik, Teacher

### Police

Chief Joseph Madden  
Lieutenant Joseph Rampolla

### Community Mental Health

Jorge Becerra, Pascack Mental Health Center

### Clergy

Paul Janssen, Pascack Reformed Church

### Pastoral Counseling

Tom Willingham

### Community

Tammy Levinson  
Judi Youngman  
Angelo Pagano

## Meeting Place/Emergency Headquarters

Meetings of the Crisis Response Team will be held in the High School Conference Room, unless:

- the emergency is specific to one of the other schools (EB, WR, OLM)
- the High School is inaccessible

### Safe Room location:

When a particular traumatic event occurs, and more than one person is affected significantly, students can be sent to the “Safe Room” or “Drop-In Center” where counselors will be available. Faculty will be notified of the location. Students shall sign in and out of the Safe Room. Elementary school children will be escorted to and from the safe room.

High School – Media Center (Library)

East Brook – Library

West Ridge – Library

OLM – Library

## Chairperson

Responsible for ongoing training of team and interfacing with other school Crisis Response Teams

The Chairperson will be appropriately trained and attend monthly meetings of the Bergen County Traumatic Loss Interventions for Youth Committee.

## Media Response

Spokesperson—Superintendent

If superintendent is unavailable, media response will be the responsibility of the building principal.

Prepare staff and students with guidelines for interacting with media

## Roles and Responsibilities

### Schools:

- Implement Crisis Response Plan
- Determine method for staff/student notification
- Identify targets for early intervention/support
- Review process for ongoing identification/support of those most affected by event
- Establish protocol for classroom processing of event
- Establish support system for staff
- Discuss school response to bereaved family
- Plan for debriefing and processing of events with team members

### Police:

- Assist in establishing sense of safety and security
- Relay/confirm information to Crisis Response Team
- Communicate with other municipalities when necessary
- Identify targets for early intervention/support
- Assist clergy and other “support” staff during family and significant other notification

### Mental Health/Pastoral Counseling:

- Supply professional mental health personnel as needed
- Provide assessments and evaluations
- Assist in the debriefing and support of Team members

### Clergy:

- Identify targets (in community) for early intervention/support
- Coordinate volunteer assistance and resources
- Enlist support of other community resources
- Assist in notification and support to family
- Provide ongoing support to family and significant others
- Identify and support at-risk individuals in community

### Municipal/Community Liaison:

- Coordinate school and town media responses
- Communicate with Park Ridge community members via Website, including information on event (when appropriate) and information on support services

## Initial Response

- Call Team to action
- Review all relevant information/verify facts
- Immediate notification of any Team member not present

### Police:

- Chief Madden / Capt. Coughlin

### Schools:

- P. Johnson
- P. Bucci
- S. Silver
- C. McCaffrey
- L. Meehan
- M. Cosgrove
- A. Yeager

### Mental Health:

- J. Becerra

### Pastoral Counseling:

- T. Willingham

### Clergy:

- P. Janssen

### Community Representative

- T. Levinson
- J. Youngman
- A. Pagano

- Team members to inform respective sub-groups

## Specific Responsibilities by Department

### Administration:

- \_\_\_ Initiation of Crisis Response Plan and assembling Team
- \_\_\_ If time permits, write and copy list of all relevant facts and background for distribution  
(see page 22 for example)
- \_\_\_ Determine method for staff notification (faculty meeting)
- \_\_\_ Determine method for student notification (announcement, reverse 911, etc.)  
(if announcement, consider cancelling all other morning announcements)
- \_\_\_ Consider benefits of hiring additional substitutes
- \_\_\_ Mobilize/inform media liaison, review media response  
*("Most deaths, especially suicides, belong in the Obits, not front page.")*
- \_\_\_ Initiation of announcements, letters, and phone response
- \_\_\_ Review procedure for staff support (including assistance with modification of lesson plans)
- \_\_\_ Establish and prepare separate "Safe Rooms" for students, faculty, and parents (when necessary)
- \_\_\_ Establish/oversee verification procedure for safe room attendance
- \_\_\_ Establish protocol/need for classroom processing of event
- \_\_\_ Contact administrators of neighboring school districts that might be impacted
- \_\_\_ Clarify absentee policy for funeral attendance (staff and students)
- \_\_\_ Develop plan to review the day with faculty and prepare for next few days
- \_\_\_ Develop correspondence to provide information to staff, students, and community regarding on-going assistance

Overall administrative objectives:

1. Establish (and demonstrate) control of the situation
2. Establish and maintain a safe and orderly environment
3. Restore the ability to teach and learn as soon as possible



**Counseling:**

\_\_\_ Contact Flight Team (Linda Weber at 201-445-7700 ext 8994 or Cathy Carisi at 201-882-2292) or Traumatic Loss Coalition (Sue Heguy at 201-414-3178).

\_\_\_ Contact neighboring CRT members for assistance, if necessary (see page 23)

\_\_\_ Establish "Safe Room" / Drop-in Center"

Include: name tags, sign in/out sheet, supplies (Kleenex, , Art supplies, etc.), water / food

\_\_\_ Processing of event with those specifically impacted (students, staff, families)

\_\_\_ Review clinical considerations with staff

\_\_\_ Plan/prepare teachers for addressing empty desk, and modifying lesson plans (if necessary)

\_\_\_ Designate CRT member to sit in on deceased student's classes (if necessary)

\_\_\_ Developmental considerations (see page 26):

\_\_\_ Specific family contacts, as needed

\_\_\_ Review process for ongoing identification/support of those most affected by event

\_\_\_ Prepare handouts/mailings on grief, support, warning signs of depression and suicide, and list of resources and mental health professionals

\_\_\_ Plan for debriefing and processing of events with faculty and crisis team members

\_\_\_ Identify issues related to funeral/wake preparation and procedures:

- Stress Inoculation (prepare kids for what they will see)
- Encourage (mandate?) parents to go with their child
- Importance of sobriety at services

**Child Study Team:**

\_\_\_ Review special considerations for classified students

\_\_\_ Counselor assistance in "Safe Room"

\_\_\_ Notification to sending districts of particularly impacted students

\_\_\_ Notification to family members of particularly impacted students

**Guidance Department:**

- Counselor assignment to "Safe Room / Drop-in Center" as needed
- Establish and assist in support system for staff
- Review absentee list for students who might be absent due to impact
- Family contact / coordinate school response to bereaved family
- Coordinate hospital/funeral home contact
- Gather all student records in one central location
- Identify any displayed artwork, photos, etc.
- Assist teachers reviewing lesson plans (and modify if necessary)
- Provide "memory book(s)" around school (library, guidance)
- Encourage faculty to contribute to "memory book"
- Consider giving "memory book" to the family
- Make arrangements with family for cleaning out student's locker  
(including gym locker)

**School Nurse**

- Nurse may initiate call to local E.M.S.(Tri-Boro Ambulance: 201-391-5400) to remain on stand-by or direct towards an inconspicuous place

**Office Staff**

- Direct all media calls to the Superintendent's office, and all student-related calls to Guidance
- Coordinate removal of student(s) from official mailing list
- Global e-mail to faculty to check for mailing lists printed in advance
- Review absentee list with Guidance / Counseling departments to identify those who may be potentially absent due to impact (particularly those who are out for more than one day).

**Clergy**

- \_\_\_ Arrange for special denominational (or non-denominational) pastoral counseling
- \_\_\_ Review procedures for on-going identification of troubled youth / families
- \_\_\_ Review procedures for on-going support system in community
- \_\_\_ Assist in family contact / home visit

**Community:**

- \_\_\_ Review official school response via PRHS website and include information on support services
- \_\_\_ Assist in the dissemination of information to local residents when necessary
- \_\_\_ Participation/assistance in community memorialization, if necessary

## General Team Considerations

- \_\_\_ Restrict media exposure (cell phones, internet, etc)
- \_\_\_ Periodic communications to staff (even if no new information is obtained)
- \_\_\_ Periodic communication with students, if necessary
- \_\_\_ Watch for truancy, as students are drawn to each other in crisis
- \_\_\_ If an assembly-type memorial program is conducted, prevent mass walkouts
- \_\_\_ Encourage parents to keep their child in school. The structure and safety of the school is important for healthy processing and coping with the event
- \_\_\_ Guide the teachers in maintaining structure in the classroom. Not everyone needs to process the event. Maintaining the basic structure and instruction will help reveal those who need special attention. These students can then be referred to the "Safe Room" or SAC.
- \_\_\_ Determine if others outside of school require assistance (out of district / past students, clubs, organization, etc.)
- \_\_\_ Consider involvement of "student representative" to CRT
- \_\_\_ If funeral is during the school day, consider providing students with a place to gather following the services.
- \_\_\_ Compile list of "at risk" students (see page 27)
- \_\_\_ Identify, monitor and assist "at risk" individuals
- \_\_\_ Contact parents of "at risk" students where appropriate
- \_\_\_ Consider school-wide mailing to assist families in processing the event, clarifying information, and reviewing expectations (see Appendix)
- \_\_\_ Review of the Crisis Response Plan (Crisis Evaluation Form)
- \_\_\_ Acknowledgment /thank you letters to district/agency for sending counselors

### Final Considerations:

- \_\_\_ Yearbook photo, additional page(s), opportunity for family/school to design a memorial page
- \_\_\_ Graduation ceremony considerations (if senior student)
- \_\_\_ For memorialization, avoid any attention (glorification) of the behavior – particularly if suicide.

Memorials, if created, should be:

- Temporary (school should not be a graveyard; the memorial should not become “the funeral that never ends”)
- Direct memorials to the underlying behavior (“in memory of \_\_\_\_ to show our commitment to helping kids learn healthy coping skills, fight mental illness / drug abuse, etc.”)
- Avoid scholarships (permanent, and student eventually becomes irrelevant).
- Encourage fundraisers to raise \$ for suicide prevention

\_\_\_ Encourage staff to have a back-up lesson plan that will help them maintain the delicate balance between ignoring a major event and obsessing on it.

\_\_\_ Review funeral plan/procedure (including absentee policy)

\_\_\_ Make note of anniversary dates

\_\_\_ Death creates a profound impact and generates significant attention. Be extremely cautious about glamorizing *suicide*.

\_\_\_ Consider potential for contagion

\_\_\_ **Maintain structure, predictability and safety as much as possible – Staff should always appear in control, even if they don’t feel it.**

## Plan Maintenance

\_\_\_ Review of the Crisis Response Plan (Crisis Evaluation Form)

\_\_\_ Staff training to review grief dynamics (re. staff and students)

## **APPENDICES**

Flow chart

Sample school day timeline (High School)

Sample school day timeline (Elementary School)

Sample Incident Summary page

Sample announcements, letters, memoranda, etc.

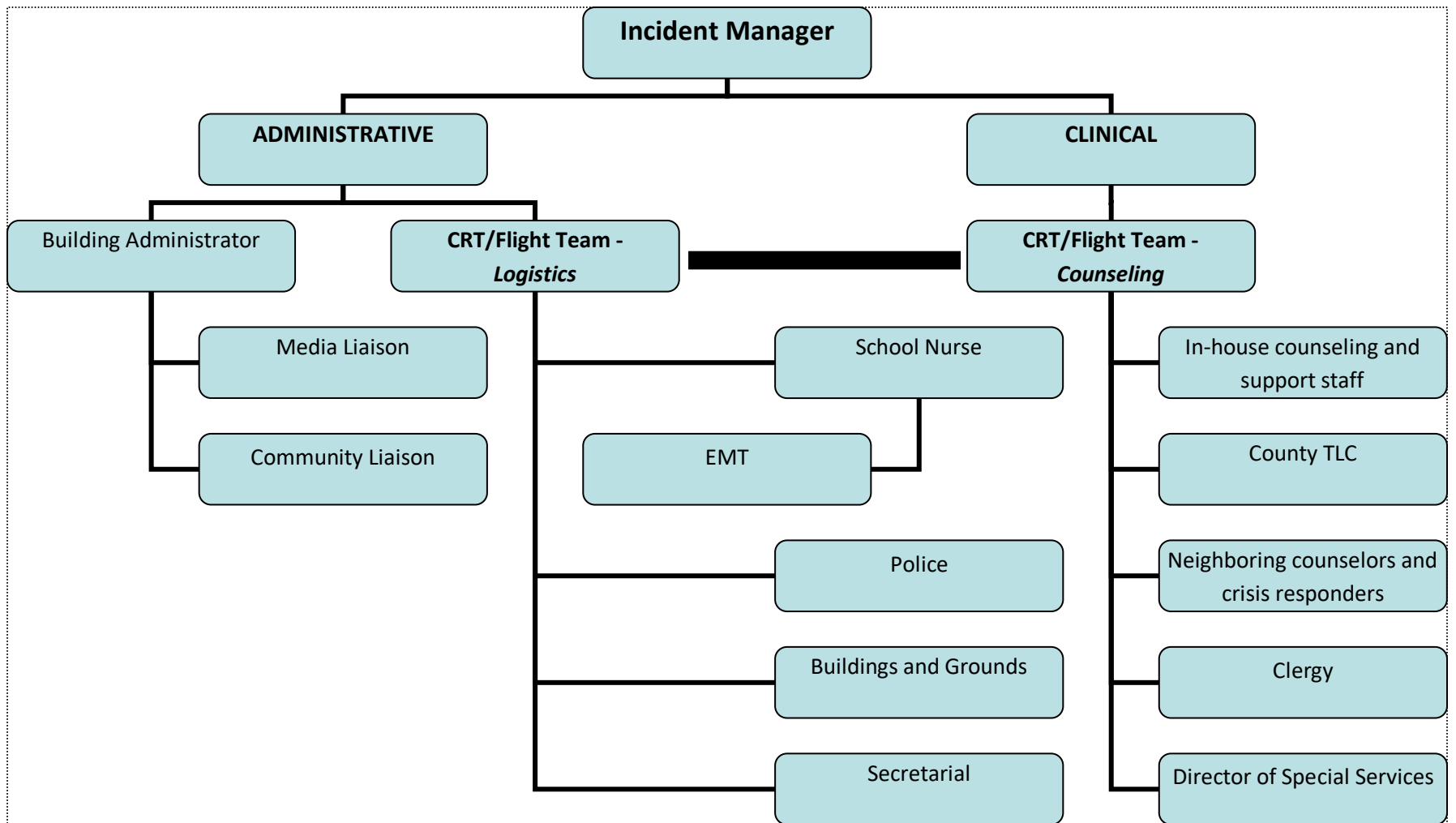
Guidelines regarding the home visit

“Safe Room” assignments

“Safe Room” sign-in sheet

Crisis Response Team Evaluation

Contact Information



## School day timeline (High School)

7:00 a.m. Team leader meets with Principal/Vice-principal

7:10 a.m. Above are joined by Team members

7:20 a.m. Staff meeting

Review announcement/method

Discuss common reactions and responses

Inform staff of media spokesperson/procedure

Clarify/review role of CRT

Safe room is set up. Coverage schedule arranged

7:50 a.m. Classes begin.

Teachers make announcement in class (or done over P.A.)

Team member assistance for particular class/student

Team member checks in on teachers. Offer break if needed

Lunchtime

Team members provide support in Cafeteria and Faculty room

2:45 p.m. Faculty meeting (optional)

3:00 p.m. Team debriefing

3:30 p.m. Team leader and Principal/Vice-principal debrief

\* Each school will modify times based on specific school schedule



### **School day timeline (Elementary School)**

8:00 a.m. Team leader meets with Principal/Vice-principal

8:10 a.m. Above are joined by Team members

7:50 a.m.

Staff meeting

Review announcement/method

Discuss common reactions and responses

Inform staff of media spokesperson/procedure

Clarify/review role of CRT

8:45 a.m.

Classes begin. Teachers make announcement (or done over P.A.)

Team member assistance for particular class/student

Safe room is set up. Coverage schedule arranged

Team member checks in on teachers. Offer break if needed

Lunchtime

Team members provide support in Cafeteria and Faculty room

3:30 p.m. Faculty meeting (optional)

4:00 p.m. Team debriefing

4:30 p.m. Team leader and Principal/Vice-principal debrief

## Sample announcements

### For unexpected death – reason not confirmed

We want to take a few moments to talk about something very sad. One of our students, (name) \_\_\_\_\_, died unexpectedly last night.

At this point, we do not officially know the cause of \_\_\_\_\_'s death.

Our condolences go out to \_\_\_\_\_'s family and friends

Death/loss of life/ (other) is a difficult issue for all people. Even if you didn't know \_\_\_\_\_ that well, you might have strong feelings that you should talk about. Counselors will be available throughout the day in the Library for you to talk to. If you need to see one of the counselors, your teacher will give you a pass to the Library.

### For a confirmed suicide:

This morning, we heard the extremely sad news that \_\_\_\_\_ took his/her life last night.

I know we are all saddened by this event and send our condolences to his family.

We encourage all students to talk about their feelings about \_\_\_\_\_, as well as the topic of suicide in general. Counselors will be available throughout the day in the Library for you to talk to. If you need to see one of the counselors, your teacher will give you a pass to the Library.

### For a suspicious death NOT declared a suicide:

This morning, we heard the extremely sad news that \_\_\_\_\_ died last night from a gunshot wound. This is the only information we have officially received on the circumstances surrounding the event.

I know we are all saddened by this event and send our condolences to his family.

Counselors will be available throughout the day in the Library for you to talk to. If you need to see one of the counselors, your teacher will give you a pass to the Library.

**Sample Memo – *Optional staff meeting***

**To all faculty and staff**

**There will be a brief faculty meeting immediately after school today in (location) in order to review the day. Members of the Crisis Response Team will be present to help review the day and plan for the next several days.**

**This meeting is not mandatory, but I encourage you to attend.**

**Sincerely,**

## Sample Parent Letter

### *Park Ridge High School*

2 Park Avenue  
Park Ridge, New Jersey 07656

201-573-6000  
Fax: 201-930-4874

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Andrew Yeager

Student Assistance Counselor / Certified School Psychologist

Ext. 5504

October 25, 2005

Dear Parents/Guardians:

As some of you may know, an accident occurred this morning on Pascack Road involving a car and a crossing guard. Some children witnessed the event and its aftermath.

As expected, many children were impacted (either directly or indirectly). Counselors were available throughout the day assisting students. Parents of those children who were significantly impacted have already been notified.

If you feel that your child is having difficulty coping with this event, please let us know as soon as possible. As always, our counselors will remain accessible to the entire student body, and with the help of our teaching faculty, attempt to identify any child who may be having on-going difficulties.

Please keep in mind that any traumatic event can trigger an emotional reaction, even to an unrelated event (family illness, prior losses, etc.). Please review the back of this letter for a list of some of the more common characteristics of a child who may be having difficulty coping. Other useful information and links can be found on my web page (<http://www.parkridge.k12.nj.us/AYeager/default.htm>) under "Traumatic Events."

Please let me know if you have any other questions or concerns.

Sincerely;

Andrew Yeager

### **Regarding the Home Visit**

- Determine who shall represent the school for the home visit
- Remember that the goal of the home visit is to support the family, not fix them.
- Discuss how the visit might go and prepare for possible unexpected challenges and difficulties
- Upon arrival, let the family talk about what has happened. You might open with, “I can’t imagine how this has been for you...”
- Express the collective emotional condolences of the school—“the whole school is involved... concerned... grieving...”
- Inquire about siblings and extended family, especially those who are currently students in school. Ask if there is anything in particular we (as a school) can do to help
- Find out times, locations and family wishes of funeral and other memorial services
- Invite the family to any school-based memorial services (to observe, not speak)
- Talk about student’s locker and belongings. Reassure them that there is no hurry for their child’s belongings to be moved and that all belongings will be held safely until a decision is made to either have the family retrieve the belongings, or have them sent home.

## **Incident Summary - Example**

*(to be used primarily to communicate background and relevant data with outside agencies/counselors)*

### **Incident:**

- Reported by Park Ridge Police Department on (this date) that PERSON was found at home with a gunshot wound to the head
- There was no note, signs of forced entry, or other altercation
- School counselor reports that student was diagnosed as depressed and had been in therapy
- Suicide has not been confirmed<sup>1</sup>
- Review any other relevant information

### **Identifying data:**

- PERSON was a 10<sup>th</sup> grade student at Park Ridge Jr.-Sr. High School
- Student had moved to Park Ridge from Westwood in 7<sup>th</sup> grade<sup>2</sup>
- Student was active in boy scouts<sup>3</sup>
- Student has one younger brother, few close friends, but one (recent) ex-girlfriend and was apparently a target of bullying by others<sup>4</sup>
- Review any other relevant personal or family information

### **Communications/media response:**

- Determine/review procedure for staff/student notification (initial and on-going)
- Superintendent to prepare media statement
- Crisis Response Team will draft any necessary announcements, letters, etc.
- No press allowed on school property<sup>5</sup>
- Discourage staff and students from communicating with press.<sup>6</sup> Direct all inquiries to Superintendent's office

### **Locations / Support Services**

- Incident management located in Principal Bucci's office (ext 109)
- "Safe Room / Drop-in Center" to be established in media center
- Review / introduction of CRT members (internal and external)
- CRT members to provide support for staff and hallway monitoring
- Traumatic Loss Coalition: 201-414-3178
- Psychiatric Emergency Screening Program: 201-262-HELP (262-4357)
- Tri-Boro Ambulance: 201-391-5400

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<sup>1</sup> Consideration for announcement, memos, etc.

<sup>2</sup> May need to notify other schools, etc.

<sup>3</sup> May need to notify other schools, etc.

<sup>4</sup> Significant issues for follow-up/monitoring with these other students

<sup>5</sup> Maintenance, faculty, and CRT to assist in monitoring. CRT members to be identified with nametags.

<sup>6</sup> Staff to assist in minimizing cell phone use among students

## Neighboring Crisis Response Counselors

<b>Pascack Valley H.S.</b> Hillsdale, River Vale	Janice Georgalis	201-358-7060 Ext: 4016
<b>Pascack Hills H.S.</b> Montvale, Woodcliff Lake	Gale Mangold	201-358-7060 Ext. 3091
<b>Emerson High School</b>	Joanne Stickles	201-599-4171 Ext: 1801
<b>Westwood Regional High School</b> Westwood, Washington Township		201-664-0880 Ext: 2068
<b>Flight Team Coordinators</b>	Linda Weber Cathy Carisi	(201) 445-7700 ext. 8994 (201) 882-2292
<b>Bergen County Traumatic Loss Coalition</b> TLC / LRT Trauma cell phone:	(Sue Heguy)	201-797-2660 ext: 107 201-414-3178



## **Handouts**

Guidelines for Teachers

At-Risk Students

Warning Signs of Coping Difficulties

Suicide Warning Signs

“Safe Room” Staff Assignments

“Safe Room” Sign In

## Guidelines for Teachers

- Demonstrate calm leadership. We may not feel like we're in control, but we should model control. This does not mean we resist showing our emotions and expressing our sadness. Rather, we are modeling the ability to be sad yet resilient, and if necessary we seek help from others (e.g.: requesting a substitute teacher or Crisis Response Team member to alleviate you)
- Times of crisis in the schools create a potent teaching opportunity. How we respond will teach students about death, whether our school is a safe place, how much we care about kids, and how we cope with death, grief and loss.
- Maintain predictability and normalcy *as much as possible*. Predictability and normalcy promote security.
- Not all students will have difficulty coping. Maintaining the normal structure of the school day will reassure all students, and help us identify those who are having particular difficulty.
- Some students will want to talk about the event incessantly; others will not want to talk about it all. And some would rather discuss the event than focus on class. It is not easy to find the balance with so many disparate reactions. As a general rule, spend a few minutes at the beginning of most classes to allow students to discuss the event, and then gently redirect them back to class topics.
- Manage contagion and rumors by providing clear information, relying on prepared statements and on-going communication with Crisis Response Team members.
- Utilize "safe rooms" (counseling center) for specific students who need it. Follow all attendance procedures for students requiring a pass to the counseling rooms. If multiple students are having difficulty in your class, we can send a Crisis Response Team member to assist you.
- Following suicide or other sudden death, keep the focus off of *how* it happened
- Never, ever, talk to a troubled student alone. Always approach with one other professional
- Don't try to "fix" students or do therapy. Just bear witness and be a temporary compass. Always refer troubled students to a counselor.
- **Never feel that you must do *anything* you are uncomfortable with. Whether it's reading announcements, conducting class, etc., the Crisis Response Team is here to help you.**

## Common Reactions for Students

The following reactions to traumatic events can be considered “normal,” but should be brought to the attention of a counselor:

- ✓ Anxiety, fears, worries (*perceived lack of safety/security*)
- ✓ Fears of re-occurrence
- ✓ Incessant focus
- ✓ Somatic complaints
- ✓ Irritability
- ✓ Guilt (*“I could have prevented it, I should have seen it coming”*)
- ✓ Hyperactivity, hyper-arousal
- ✓ Decreased activity, attention and concentration
- ✓ Withdrawal
- ✓ Anger and aggression (*generalized, or specific to adults for failure to protect or intervene*)
- ✓ Re-creating the event during play
- ✓ Sensitivity to sounds
- ✓ Questions about death and dying
- ✓ Sleep / eating problems (*too much or too little*)

### Developmental considerations:

#### *Elementary ages:*

Focus: “Will this happen to me?” “Did it hurt?”

Strategy: Has anyone ever had a boo-boo? What did/can you do to make it better?

#### *Middle / High School*

Watch for contagion, drama, competitive grief

### **At Risk Students**

- ✓ Siblings and other relatives
- ✓ Close friends, girlfriends/boyfriends
- ✓ Ex-girlfriends/boyfriends
- ✓ Ex-best friends
- ✓ “Enemies” of the deceased (rivals; those who bullied or were bullied by the deceased, etc.)
- ✓ Students on same teams, in same clubs or activities
- ✓ Those who sat next to the student in class, lunch, etc.
- ✓ Friends of siblings of the deceased
- ✓ Students who have experienced recent loss or other traumatic event that may be re-triggered by the current situation
- ✓ Students preoccupied with death or suicide
- ✓ Vulnerable students (e.g. drug/alcohol problems, emotional problems, social isolates, etc.)
- ✓ Neighbors (especially school-aged)
- ✓ Any student with weak support systems or poor coping skills

## Warning Signs of Coping Difficulties

### Immediate reactions (24 hours)

These behaviors are “normal” responses to a traumatic event, but should be brought to the attention of a counselor:

- Excessive, uncontrollable crying
- Refusal to acknowledge/discuss the event
- Numbing
- Fear/anxiety
- Intense anger, aggression, destruction of property
- Self-mutilation (cutting, scratching, excessive nail biting, etc.)
- Inability to focus, excessive daydreaming
- Physical somaticization (headaches, nausea, stomach aches, hyper- or hypo-active)
- Self-blame
- Self-neglect
- Survival guilt
- Competitive grieving

### On-going symptoms (after 24 hours)

These behaviors are an indication that a student might be having particular difficulty and should be referred to a counselor immediately:

- Continuation of any of the above behaviors
- Confused or distorted thinking
- Complete absence of emotion
- Persistent anxiety
- Preoccupation with death
- Talk of reunion with the deceased
- Refusal to talk about the event
- Changes in eating patterns (less or more)
- Changes in sleep patterns (less or more)
- See Suicide warning signs (below)

## **Suicide Warning Signs**

- ✓ Unusually depressed or despondent
- ✓ History of depression with a recent, sudden, uncharacteristic lifting of mood (appears as a tremendous relief as if all problems have miraculously lifted)
- ✓ Saying goodbye (spoken or written letters)
- ✓ Expressions of gratitude for all you've done (not connected to anything recently done)
- ✓ Talk of suicide (especially glamorizing suicide)
- ✓ Talk of joining deceased in the afterlife
- ✓ Giving away personal possessions
- ✓ Implied threats such as "you'll be sorry" or vague statements such as "you'll understand soon"

## **“Safe Room” Staff Assignments**

**Safe room staff**

**Hall “floater”**

**8:00 – 9:00**

**9:00 – 10:00**

**10:00 – 11:00**

**11:00 – 12:00**

**12:00 – 1:00**

**1:00 – 2:00**

**2:00 – 3:00**

**3:00 – 4:00**

### Safe Room SIGN-IN

<u>Name</u>	<u>Time in</u>	<u>Time out</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
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## Crisis Response Team Evaluation

In an effort to enhance our ability to respond to any future crisis or emergency situation and best meet the needs of both students and faculty, please fill out this questionnaire and return it to the main office.

1. In what ways did we respond effectively to the present crisis?
2. In what ways did we fail to respond effectively?
3. Do you feel you received adequate communication and support throughout the day?
4. In what ways could we improve our Crisis Response Plan or response?
5. Are there any other particular concerns in any area (student, faculty, safety, support, etc.)?

### OPTIONAL:

Your name: \_\_\_\_\_

Your role: (teacher, other faculty, Safe Room counselor, etc.) \_\_\_\_\_