

Paradise Canyon Elementary School

Traumatic Event Crisis Intervention Plan 2023/2024

Crisis Team Facilitator: Susan Harrah Cell # 435-862-7775

Paradise Canyon Elementary School Crisis Team:

Principal: Susan Harrah Monitor school & parents

Title I: A Eliza Maravilla

Learning Coach: Lesa Dewey Monitor school

Monitor halls, bathroom, playground - Bring down any student affected by incident to counselor(s)

Counselor Stacy Howard Run groups and work with students

Work with other district counselors in laying out a plan for the at risk students.

Secretary Cynthia Felix/Cami Petty In charge of keeping track of
at-risk students

Attendance Ines Flores Check on absent students who may be
affected

Crisis Response Protocol

Student or school staff member death by: accident, suicide, sudden illness, terminal illness, homicide

School or community disaster: hostage situation, violent act, natural disaster, other upsetting events

First Steps:

- Verify the facts in as much detail as possible
- Contact district
- Contact crisis team members
- Meet with crisis team, district officials before meeting with faculty & staff
- Crisis team & staff meeting happens before the school starts for the day
- School announcement determined by admin & crisis team
- Arrange counseling for all students in need
- High risk students meet with counselor(s) individually
- Call parents of highly impacted students
- Call feeder schools to inform counselor(s) of sibling & possible distress at their school

Call other local school counselors (as time permits) to inform them of the event - so their students can be watched for possible reactions (this has become import because of social media)

Principal's Responsibilities:

To Do List:

Call the school's Crisis Team to assemble early

Name	Number
A Eliza Maravilla	801-703-3776
Stacy Howard	435-231-2106
Lesa Dewey	435-229-4695
Cynthia Felix	435-862-8098
Cami Petty	435-272-3183
Ines Flores	435-669-7445

Contact needs to be made with the family:

_____The conversation should include:

1. **Express concern:** "We heard about what happened and wanted you to know how concerned we are. We can't even begin to imagine how hard this must be for you"
2. **Ask how the school can be of assistance:** "We want to help you however we can. Is there anything we can do at this time? Do you have family or friends close by to support you?"
3. **Clarify Facts:** "Here is what we have heard (briefly share available details). Is this accurate? Is there anything else we should know?"
 - Was there anyone with your child when this occurred?
 - Who are your child's close friends?
 - Is there anyone that you are worried about?
4. **Obtain Funeral or services details:** "Please let us know about the funeral arrangements. Again we are so sad about what

happened. Please let us know if there is anything more we can do to support your family.”

Create a statement to be read to faculty, students, and parents

Address the faculty: (Hand out statements and student log sheets)

- Read the statement to the faculty and determine whether to hand out a copy to read to the students
- Introduce the WCSD Crisis Team and let them know they will walk any affected student to the counseling office
- Ask the teacher to keep a log of students they are concerned about and bring them down to the counseling office
- Make sure attendance is taken within the first minutes of class

Attendance Secretary To Do List:

- **Make sure any student being checked out is safe.** The adults need to be reminded that if their students were affected enough to need to be checked out, it is best they are not left alone throughout the day and they have someone to talk to.
- **Keep the attendance updated** so the counselor knows who to look for and who is not at school
- **As soon as possible run an attendance list** showing the counseling office who did not show up at school today. Any student of concern that did not show up will be identified and a member of the crisis team will make a call home to ensure safety
- **Read the statement** to concerned callers
- **Refer parents to Hope4utah.com** as a resource

Secretary To Do List:

- **Send out statements created to parents/guardians** so they are aware of what has happened and they can monitor and talk with their students.
- **Create and maintain the Student of Concern list**- Make a google doc with all the students who:
 - **Checked out early** because they were affected by the crisis
 - **Who were absent** and identified as affected by the crisis. Once the list is made, have a counselor or crisis team member call home and check on the student and report back
 - **List all students who came down to the counseling office** and were worked with
 - Add any student's name that was **identified by teachers** and stressed, but did not feel they needed to talk to the counselor at that time (teachers will turn the lists in at the end of the day)
 - **Help field phone calls** remember all student need check out to an adult and the adults need to be reminded that if their students were affected enough to need to be checked out it is best they are not left alone throughout the day and they have someone to talk to
 - **Refer parents to Hope4utah.com** as a resource

Teacher To Do List:

- **If told to - Read the statement created** to the class
- **Allow the class back to normal** and address them the best you can
- **Get the class back to normal** learning as soon as possible
- Identify any struggling student and send them to the counseling office via crisis team member
- **Identify any student that appears to be affected, but does not want to work with the counselor** at that time and write them on the form provided.

Learning Coach To Do List:

- **Monitor the main floor, identify any students of concern** and bring them to the counseling office
- **Monitor Social Media**
- **At lunch go to the faculty room** to assess how the teachers are doing.

Teachers with the students in their class To Do List:

- **Counselor will help you make announcement** and allow students to briefly talk about their concerns.
- After a reasonable amount of time, return **to normal instruction.**
- On the following day, **make a new desk/room arrangement** and explain to the class that the new seating chart is to help the class heal and move forward.

Counselors To Do List:

- **Make the phone call** to parents if Principal feels it should come from a counselor
- **Contact needs to be made with the family:** The conversation should include:
 - a. **Express Concern:** “We heard about what happened and wanted you to know how concerned we are. We can’t even begin to imagine how hard this must be for you”
 - b. **Ask how the school can be of assistance:** “We want to help you however we can. Is there anything we can do at this time? Do you have family or friends close by to support you?”**Clarify the facts:** “Here is what we have heard (briefly share available details). Is this accurate? Is there anything else we should know?”

- Was there anyone with your child when this occurred?
- Who are your child’s close friends?
- Is there anyone that you are worried about?

Obtain Funeral or services details: “Please let us know about the funeral arrangements. Again we are so sad about what happened. Please let us know if there is anything more we can do to support your family.”

- Meet early and **help create a public statement.**
- **Make copies of the statement** for:
 - Principal
 - Teachers
 - Secretaries
- Make sure all **Crisis team members have their assignments**
- Make sure all **faculty, secretaries, counselors and crisis team members have students of concern log sheets**
- **Run ongoing crisis groups, meet with students and make necessary phone calls**

- At the end of the day **check on faculty** members to collect forms and see if they have been affected.
- **Meet to discuss what went well, what did not.** Make sure all students on faculty lists and crisis team member's list are on the google doc. Make plans for the next day and decide if a parent meeting is needed.

Small Group Crisis Intervention:

Clarify the facts: Here is what I know at this time. I am curious, what did you hear? How did you find out? Who told you? Did you hear anything else when you got to school?

Discuss Initial thoughts and feelings: What did you think when you first feared about this? What are you thinking now? How did you feel inside when you first heard? How are you feeling now? Do you remember ever feeling like this before?

Highlight and normalize common reactions: I am not surprised that you feel this way, or had these kinds of thoughts. Sometimes I feel like this. What do you think most people feel or think when something like this happens to them? Are your thoughts, or feelings really that much different? Here is how they are very much the same.

Suggest stress management options: When you felt upset in the past, what kinds of things have you done to help you feel better? What have you seen other people do to help them? Here are some things that I have seen other people do.

Consider an individual or group activity: Write a letter about your favorite memory of this student that we can give to the family to help them heal.

Crisis team members To Do List:

- **Crisis team members work with counselor in meeting with students affected by crisis**

Traumatic Event Crisis Intervention Plan

Rapid Assessment Guide

Please respond to the five questions below. The information generated will help your team to better determine what is required to effectively meet the needs of your students and staff.

1. How many people, and who can we expect to be impacted (clarify potential intervention needs)?
2. How much disruption, and what kind, should be anticipated?
3. What additional information is required and how might it be obtained?
4. What resources are required for the initial response (how much outside support needed)?
5. How critical/traumatic is this incident (what is the scale of response)?

Scale of Response

Level 1: situation confined to an individual or small group

Level 2: class or grade level effected

Level 3: multiple grade levels and potentially entire building impacted

Level 4: Catastrophic incident with widespread and profound impact on the entire school community

Traumatic Event Briefing Outline for Staff

The purpose of a traumatic event briefing is to consult with and inform staff, allow for psychological decompression and offer suggestions for stress management. Five primary steps guide this process.

1. Assemble staff: Set aside time to conduct this important meeting prior to the start of the school day (if at all possible). Thank everyone for attending the meeting.
2. Provide facts regarding the traumatic event. State to the best of your knowledge factual information that is available (when & where the incident took place, who was involved, response up to time of meeting).
3. Highlight and normalize common reactions: Accentuate basic reactions following a traumatic event. Call attention to typical, cognitive physical, behavioral & emotional symptoms.
4. Introduce the building intervention focus and priorities. Note district crisis support personnel. Briefly outline response plan.
5. Provide direction for stress management. Summarize typical stress management tools for students and teachers.

Sample Letter to Parents

Dear Paradise Canyon Elementary Parent or Guardian:

Today is a sad day at Paradise Canyon Elementary. We learned of the death of (name), one of our students in the (grade). (Name) died yesterday when he/she (briefly explained what happened).

Within the school, we have been talking about the death and the feelings that such a tragedy can evoke. Children need the truth, it helps them to face what has truly happened and to better understand their own feelings.

We encourage you to talk to your child tonight with honest information. Children need caring adults with whom they can talk about death and dying.

Sharing with them what you believe, the grief feelings you may have experienced in your life, and healthy ways to cope with these very real feelings can help them to cope with their own feelings of grief and loss.

Sincerely,

Principal

Sample Student Announcement

Today we received tragic (or sad) news. We learned that one of our students, (name), died (or was seriously injured) by (or as the result of or due to), (give basic appropriate elaboration without too much detail).

When things like this happen, people have all different kinds of reactions, such as shock, sadness, fear and anger. Those reactions may rise and fall throughout the day, and even for days to come.

Some of us will want to have a quiet time alone and others may want time to talk with friends or adults. Some of you, who did not know (name), may be ready for teachers to return to academics sooner than others. We just need to practice patience and respect for each other. This today

Your teacher will spend a little time discussing this today. There are plans for those who need additional support.

As a reminder, we need to respect the thoughts and feelings of each other. Everyone has the freedom to choose how they will cope with this tragic event.

Please be there for one another. I know we will get through this difficult time together.