

Paradise Canyon Elementary School

Traumatic Event Crisis Intervention Plan

This could include the death of a student or staff, a traumatic event that took place at the school, neighborhood or school.

WCSD Crisis Team:

Facilitator: Ali Thacker 435- 691-2634

When a crisis occurs we will need:

- 1 Crisis Team Member to monitor 5th and 4th grade halls, bathrooms and walk identified students to the counseling room.
- 1 Crisis Team Member to monitor 1st, 2nd and 3rd grade halls, including bathrooms and walk identified students to the counseling office.
- 1 Crisis Team Member to place calls home to any student that was identified at risk that did not come to school.
- 1 CrisisTeam Member to monitor Kindergarten Hall including bathrooms.

Paradise Canyon Elementary School Crisis Team:

Principal- Melissa Dietzel (Monitor 4th and 5th grade hall and bathrooms)

Asst. Principal- Eliza Maravilla (If a counselor is not able you need

to go to the student's classroom and address the empty chair and bring down any struggling student to the counselor)

Resource Officer- Officer Vanguard

Counselor- Stacy Howard (Run groups and work with students)

Secretary- Cynthia Felix (communicate with team about students who are checked out to adults & keep up on attendance) (Will notify other secretaries and office staff)

Teacher Developer- Melanie Del Toro (Monitor 1st, 2nd, and 3rd grade hall and bathroom)
(Will notify teacher team leaders who will then call other members of their team to inform and assemble for faculty/staff mtg before school if possible)

Reading Interventionist- Kenzie Gillespie (Monitor Kindergarten and bathrooms)
(Will notify other staff and paras)

Principal's Responsibilities:

To Do List:

-Call the Paradise's Crisis Team to assemble early

Eliza Maravilla	801-703-3776
Stacy Howard	435-231-2106
Melanie Del Toro	435-817-1650
Kenzie Gillespie	435-215-8661
Cynthia Feliz	435-862-8098

-Call WCSD Crisis Team Facilitator

Kenny Pollock (435)669-5779

Contact needs to be made with the family (Counselor may be assigned, may use Form to record information):

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. (Samples included)

Address the faculty: (Hand out statements and student logs sheets or share the google doc with all teachers)

- Read the statement to the faculty and 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 teachers to keep a log of students they are concerned that did not want to come down to the counseling office and bring it down to the counseling center at the end of the day or email Stacy.
- Send any student struggling down to the counseling office with a crisis team member.
- Make sure attendance is taken within the 1st 5 mins. of class each transition.

Principal's Checklist

- Verify Facts**
- Call your school Counselor and Paradise Canyon's crisis team members**
- Call District Crisis Team Leader**
- Call family and express sympathy**
- Meet with Crisis Team leader and district officials before morning faculty mtg**
- Decide with team leader how and what to announce regarding the death**
- Instruct secretaries on how to handle all calls regarding the crisis**
- Hold a faculty meeting before school starts**
- Talk personally with teacher(s) of student**
- Inform Crisis Team of any distraught teachers and of any substitute teachers**
- Update secretaries on crisis response plan**
- Prepare a letter to be carried home**
- Follow WSCD recommendation regarding discussion of crisis with media**
- Take student's name off automated caller for attendance before school ends**
- Locate student's belongings before school starts, give all items to family**
- Do not remove student from PowerSchool**
- Keep the permanent file at the school, make a copy for the family if they ask**
- Inform students about funeral arrangements when information is available**
- Send flowers to funeral from the school and the class**
- Identify school representatives to attend the viewing and funeral**

Traumatic Event Crisis Intervention Plan

Survivor Interview Format

Name of Informant: _____ Phone Number: _____

Person Completing the Form: _____ Date/Time of Call: _____

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 that we can do at this time? Do you have family and/or friends close by to support you?
3. **Clarify facts:** Here is what we have heard (very briefly share available details). Is this accurate? Is there anything else that we should know?
4. **Share school response:** Our building crisis response team will meet to develop a plan for our school. Of course, we will carefully secure any personal items.
5. **Obtain funeral and/or memorial service details (if possible):** Please let us know about the funeral arrangements. Is there anything that we should know at this time?
6. **Reiterate concern and availability to be of assistance:** Again, we are so sad about what has happened. Please let us know if there is anything we can do to help you.

Sample Messages:

An announcement needs to be created that includes the facts and is respectful to the family. It will be used for:

- Read it to the faculty in the early meeting
 - Teachers need a copy to read to the students
 - Secretaries need a copy to read to parents
 - Send it out as an email to inform parents
- Jon Butler needs it to send out to all counselors so all schools can address issues.

SAMPLE MESSAGES:

Make a copy for all teachers, secretary and crisis team members to phone home.

Sample of Missing Student Announcement

As you may be aware, (School) fifth grader (Student Name), has been missing since Tuesday morning. He was last seen at 9:30 am Tuesday. We have no information of his whereabouts at this time. There is an ongoing search for (Name). If you have any information on (Name)'s whereabouts, please contact the Washington City Police Department or any member of the (School) Administration.

If you or any of your friends need to visit with our counseling team you may do so in our Counseling Center. This is not a time to be alone, we prefer that you stay here at school. If you feel that you cannot remain at school, go to the main office so we can contact parents and follow the proper check out procedures.

We realize that students may want to participate in the search efforts. If so, we ask that you do so as part of an organized search effort. We will provide any interested students with updated search opportunities when we are made aware.

Sample of an Attempt Announcement:

“Today we received sad news. We learned that one of our students, (name), had a serious injury. They are being treated and given the care they need to recover from this situation. When things like this happen, people have different types of reactions, such as shock, sadness, fear, and anger. Those reactions may come and go throughout the next few days.

Some of us will want to have quiet time alone, others may want time to talk, and some may want to return to a normal schedule. For those who need additional support to process how they are feeling, please let your teacher know and they will send you to the counseling office.”

Sample of a Completion Announcement

“Today we received tragic news. We learned that one of our students, (Name), died by/as a result of/due to (give basic appropriate facts).

When things like this happen, people have different types of reactions, such as shock, sadness, fear, and anger. Those reactions may come and go throughout the next few days.

Some of us will want to have quiet time alone, others may want time to talk, and some may want to return to a normal schedule. For those who need additional support to process how they are feeling, please let your teacher know, and they will send you to the counseling office.”

Traumatic Event Briefing Outline

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/faculty:** 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 (e.g., when and 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 and emotional symptoms.
4. **Introduce the building intervention focus and priorities:** Review teacher materials (e.g., classroom presentation statement, at risk list, sign in/out sheet, fact sheet). Briefly outline response plan.
5. **Provide direction for stress management:** Summarize typical stress management actions to avoid/reduce exposure, reappraise/reinterpret stressors, reduce arousal, and/or ventilate arousal.

Faculty Meeting Agenda

1. Give current factual information about the crisis event.
2. Introduce the Crisis Team and explain how they will support the students and staff during the day. Include these key points and rationale:
 - a. Since a student spends many hours on campus the death needs to be acknowledged and not ignored.
 - b. Facts about the crisis are given to dispel rumors and stop embellishment that occurs when facts aren't known.
 - c. The time a teacher spends processing the death depends on individual teachers and the students' needs.
3. Tell the faculty the method you have selected to inform student body of the crisis event.
 - a. Not all teachers are comfortable with leading a classroom discussion of this kind. Inform them that Crisis Team members are at the school to make the announcement to the classes and process feelings with the students afterwards. Not all teachers will want this help, preferring to handle it on their own. Determine which teachers want help and which ones do not.
 - b. Prepare a brief written announcement for teachers to read to their class. This can help get teachers started. Please review the announcement with the district official and Crisis Team leader before giving it to teachers.
4. Review possible student reactions:
 - a. Obvious distress- crying is okay for teachers as well as students
 - b. Void of emotion- watch these students for delayed reaction or the inability to cope with powerful emotions
 - c. Anger- the need to blame someone for the loss like a family member, self or God
 - d. Shock- eating and sleeping patterns can be affected, the inability to concentrate on school work is common
 - e. Guilt- especially if they have been unkind or recently had a falling out or teased the individual
 - f. Depression- sadness that remains with the student long after a normal grieving period

- g. Curiosity- about bodily injuries sustained, funeral procedure, what will happen to the person's desk
 - h. Emotion related to other personal losses-students may not have been close to the deceased but may have a serious response because they have recently experienced a loss of their own
 - i. Inappropriate comments- some students may make light of the situation due to their lack of experience with grief or discomfort with the emotions expressed by others. This can be distressing to students and staff but it needs to be addressed with patience and understanding. This is a time to educate students about emotions and appropriate things to say during times of loss and sadness.
- 5. Explain the teacher's role in helping their students cope with grief and loss:
 - a. You are teaching students how to handle grief. If you express your feelings, it gives permission for students to express their feelings. Students who are experiencing deep emotions need to be excused from class to be with school and crisis counselors.
- 6. Empathize with faculty members because they also may be grieving.
 - a. Consider providing a substitute for the faculty members who need time to grieve. Crisis Team members can work with classes giving staff time. Team members often work with the faculty and staff in their grieving process, please look for staff members who may need this support.
- 7. Address media concerns for teachers and students.
 - a. Students and teachers should not be talked to by the media. Please refer media questions to district officials.
- 8. Allow time for questions from faculty.

Secretary To Do List:

- **Make sure any student being checked out is checked out to an adult.** The adults need to be reminded that if their students were affected enough to need 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 crisis team 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 students 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 and inform them of the tips sheet sent out.
 - **Offer the tips sheet to any parent checking a student out that is struggling** (Tip list included).
 - **If the student is checked out due to the crisis** add their name to the google doc with a note stating the concern so the counselor can follow up with them.
- Send email out of the statement created (by the principal) and the tips sheet to parent/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 students and report back.
- List all students who came down to the main office** and were wanting to talk to the counselor.
- 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 students need to be checked 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.

SHARE THE GOOGLE DOC WITH ADMINISTRATION, COUNSELOR, & SECRETARIES

-Refer parents to the tips sheet sent out

Tips for talking to someone dealing with sudden or unexpected loss:

- Don't be afraid to acknowledge the death
- Encourage openness
- Normalize and validate feelings (anger, sadness, shock, fear and confusion)
- Make sure that the student doesn't view suicide as an acceptable means to deal with problems
- Be present and a good listener
- Do not tell them everything is okay or you understand how they feel
- Be willing to say, "We don't and may never know the answers. This is hard on all of us"
- Do not lecture, try to fix the situation, minimize or take away the student's need to mourn
- Be patient and know it may take time
- If the student has a prolonged loss of appetite, sleeps more than usual, isolates themselves, and has a loss of interest in usual activities, these are red flags that they may need additional help

Coping Skills-

- Exercise or do active activities (bike, Skate, etc.)
- Replace negative thoughts with good memories
- Talk with someone you trust
- Write in a journal
- Listen to uplifting music
- Interact with others

Local Suicide Prevention Resources:

- Southwest Behavioral Health Center
435-634-5600
- National Hotlines:
988
1-800-273-TALK (8255)
1-800-SUICIDE (784-2433)
- UNI Crisis Line SLC
801-587-3000
- SafeUT App has 24/7 licensed counselors who provide crisis intervention

Teacher To Do List:

- Read the statement created to the class.
- Allow the class to express concerns 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 room 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 down on the form provided. Return the form to the counseling room at the end of the day.

Teachers with the **student** in their class to do list:

- Read prepared statement 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.
- Identify any student that appears to be affected, but does not want to work with the counselor at that time and write them down on the form provided. Return the form to the counseling room at the end of the day.

Assistant Principal to do list:

- Monitor the office. Identify any students of concern and bring them to the counseling room.
- Monitor Social Media Facebook, Tick/Tock, instagram or other sites students use.
- If the counselor is unable to go to the student's classroom, you will need to do it. Go to the class to help the teacher read the announcement and address student concerns. Identify and bring struggling students down to the counseling center.

Counselor To Do List:

-**Make the phone call** to parents if the Principal feels it should come from a counselor.

Contact needs to be made with the family:

The conversation should include:

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”

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 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 the public statement**

-**Make copies of the statement** for:

Principal

Teachers

Secretaries

Crisis Team

-Make sure all **crisis team members have their assignments and maps.**

-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 lists are on the google doc. Make plans for the next day and decide if a parent meeting is needed.

Small Group Crisis Intervention:

Have water available for students and the crisis team. It helps calm emotions.

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 heard 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.

Write in a journal

Exercise

Replace negative thoughts with positive memories

Listen to uplifting music

Hang out with family and friends

Talk to someone you trust

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:

3 crisis team members for three main hall ways (Rod, Deneille and Mauri)

- Monitor the hall assigned**, including bathrooms, and identify struggling students and walk them down to the counseling room.

- Be visible in the halls** so teachers can identify you to walk their struggling students from class to the counseling room or office if they need to check out to an adult.

- Monitor Social Media** Facebook, Tick/Tock, instagram or other sites students use.

- Make phone calls home** to parents to check on students that were identified as possibly affected by the crisis, but did not come to school.

- At lunch go to the faculty lounge** to assess how the teachers and paras are doing.

1 Crisis team member (Resource Officer)

- Sweep outside of the school** to make sure no students are outside. Including bathrooms.

Paradise Canyon Elementary School

Teacher Room Assignments 2025-2026

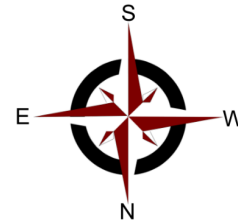
2025-2026

Updated 4/1/2025

Map for Hold, Secure, Lockdown Drills

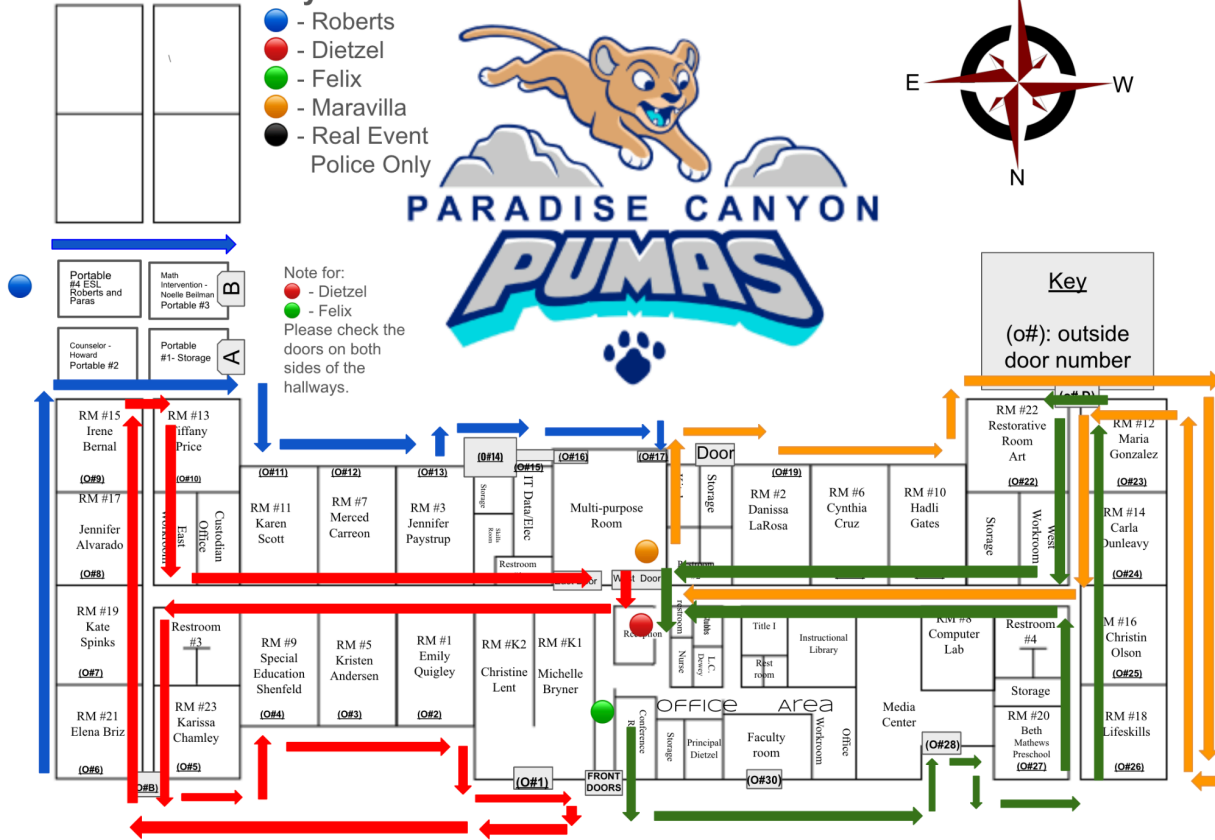
Key

- - Roberts
- - Dietzel
- - Felix
- - Maravilla
- - Real Event
Police Only



Note for:
● - Dietzel
● - Felix
 Please check the doors on both sides of the hallways.

Key
 (o#): outside door number



Postvention

Suicide Postvention is a crisis intervention strategy designed to reduce the risk of suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information.

-A list should be generated to identify

- Family members attending schools

- Friends & Boy/Girl Friends

- Students affected

- Faculty affected

- At Risk Students struggling with suicidal thoughts, self-harm, or low coping skills.

-School counselor should meet with all the identified persons within 24 hours and determine the level of support needed.

-A call home should be made to all students identified that did not attend school. Parents need to be informed of the situation and risk of the student should be accessed.

-A debriefing should occur at the end of the school day to make sure all persons of concern on all lists are consolidated into one list. Persons at most risk are identified and counselors decide if:

- On going one-on-one response services is needed

- On going grief group in necessary

- Identify who needs regular check ups

-A school wide positive activity at the end of the week is also a good idea to help the school heal, bond and move forward