

## CRISIS MANAGEMENT

### Policy

The Castleton Hubbardton School District believes that the psychological and physiological health and safety of pupils and staff are of primary importance to an effective learning environment. In keeping with this belief, it is the policy of the Castleton Hubbardton School District to provide effective communication to students, staff, and the community in the event of an incident which might impact on the learning environment within our schools.

Each school within the Supervisory Union will have an established **crisis** team and procedural guidelines to use in time of crisis.

These procedures will be reviewed annually with school staff members.

### Procedures

(Guidelines to emergency response)

The school-based administrator or designee, upon verifying the tragedy or crisis, will contact the Superintendent of Schools and the contact person of that school's Crisis Response Team (CRT).

All media information will be controlled by the school administrator or superintendent.

The superintendent or his designee will be responsible for notifying all supervisory union schools and board chairs.

The school CRT will be responsible for implementing local school procedures.

Local school procedure will include:

- intervention strategies
- post intervention strategies
- communication system
- documentation methods
- evaluation of procedures

The **Crisis Response Team** formation consists of two or more of the following people:

1. School administrator(s)
2. Teacher(s)
3. School nurse
4. Guidance counselor(s)
5. Law enforcement official(s)
6. Community member(s)
7. Other(s)

## **GUIDELINES TO EMERGENCY RESPONSE POLICY**

- I. Administrator verifies the tragedy or crisis and acquires the most accurate information possible. (If there is likely to be a substantial impact on students or staff of another school, the building administrator of that school will be contacted.).
  - A. A meeting of the Crisis Response Team will be arranged so that it is held as soon as practical.
  - B. The Crisis Response Team will attend to the following as needed:
    1. Identification of staff and students who may require special help.
    2. Identify rooms and establish staffing for those rooms for students to go to during the day.
    3. Prepare written information for emergency staff meeting.
    4. Review the day's schedule and make adjustments according to need.
    5. Assign responsibilities to crisis team members.
    6. Identify the special needs of particular groups and attend to those needs. For example: if a teacher passes away, special arrangements may be made for that teacher's class(es). Similar adjustments should be made for a deceased student's class.
    7. Have staff members follow student schedule to answer any questions students may have.

## **NOTIFICATION OF SCHOOL POPULATION**

- I. Notification of staff as needed:
  - A. If school is not in session and time permits, staff members will be contacted using the telephone tree. Basic information about the crisis will be shared and a time for a full staff meeting will be announced.
  - B. If school is in session, appropriate information will be shared with staff on a fact sheet or at a staff meeting at the discretion of the administrator and/or crisis team. Administrators are encouraged to hold a staff meeting as soon as possible that day.
  - C. The emergency staff meeting should be used to review known facts surrounding the incident, to dispel rumors, and to establish a common reference base.
    1. A written statement containing facts teachers can share with students should be prepared for beforehand and handed to teachers.
    2. Procedures for teachers to follow throughout the day should be discussed.
    3. Rooms and staff available for students should be announced.
    4. Solicit names of students who staff members feel may require special help prior to the general announcement.
    5. Teachers who wish to have assistance should have an opportunity to seek it.
    6. Announce that a debriefing/faculty meeting will be held at the conclusion of the school day.

## **ADMINISTRATOR RESPONSIBILITIES**

- I. Verify facts regarding the crisis from an appropriate source:
  - A. Ask what information may be made public.
  - B. Learn of family's personal, cultural, and/or religious customs and requests.
  - C. Set up communication.
- II. Contact the superintendent of schools.
- III. Initiate the contact with the Crisis Response Team and inform of crisis and first meeting. Review with the team the issue of confidentiality as it relates to the family and individuals involved in tragedy.
- IV. Designate someone to contact family of individual involved. The school's role is that of a helper and liaison, **if** the family is interested. The issue of confidentiality must be stressed in making contact with them. The crisis and/or the grieving process may make contact difficult. Not every family will be comfortable with the overtures sent by the school. The school representative may need to be direct with the family as to what information they wish to have shared with others. Every effort will need to be made to be sure that the family and the school has a clear understanding of what the school's role will be, if any.
- V. Parents and the school will meet to formulate a plan that is respectful of the situation at hand for dealing with any personal effects of the individual that are at school.
- VI. In case of death, the following may be appropriate: arrange for excused absences and transportation for students and staff attending funeral and memorial services. (Ask assistant principal to handle this area if there is an assistant.)
- VII. During the day the administrator(s) should be highly visible, checking areas of the building to insure that staff and student needs are attended to.
- VIII. Maintain close contact with guidance personnel during the day, especially to obtain feedback to help determine if additional outside resources will be needed.
- IX. All media contacts and press releases will be generated from the superintendent's office or appointed official.
- X. Brief support staff (secretaries, custodians, and cooks) as early in the day as possible.
- XI. If the crisis involves a student athlete, coach, club member, or advisor, consider the need to meet with the group and arrange any rescheduling of activities deemed necessary.
- XII. With help from guidance, establish staff spaces in the school for the evening or weekend if circumstances warrant it.
- XIII. Make arrangements for substitutes for staff who are unable to perform their duties as a result of the tragedy.

- XIV. Meet with student leaders about memorials or scholarships.
- XV. Always consider long term needs. For example, anniversary dates.

### **GUIDANCE RESPONSIBILITIES**

- I. Identify individuals who can work with students and staff.
- II. Inform other area schools so that they may provide support.
- III. Maintain a list of students who have received counseling in order to provide further assistance if needed.
- IV. Contact parents or guardians of students who are very distressed and provide continued support.
- V. If appropriate, curtail all correspondence out for the individual involved in the crisis (i.e., MEA or CAT results should not be sent to the home of a deceased student).
- VI. Develop strategies for assisting students in the grieving process. For example: Place large sheets of paper on the walls in the gym so that students can write their feelings or ask a member of the Crisis Response Team to work directly with the class of the deceased student and process what the death means for classmates.

### **FACULTY RESPONSIBILITIES**

- I. Announce event in the classroom at the beginning of the day. If there is a schedule that requires students to change classes, remember in subsequent classes that the announcement has already been made and the needs of the students may not be the same as in the first class.
- II. Identify students in need of counseling.
- III. Remove very distraught students from the class by having them escorted to Guidance or other designated location.
- IV. Discuss the crisis focusing on the individual needs in the classroom. Activities can also help reduce the impact of trauma. These activities have their greatest effect when faculty members share their ideas and plans for students. This will also help to avoid overdoing it.
- V. Postpone testing, if necessary.
- VI. Eliminate, shorten, and structure assignments for a few days, if necessary.
- VII. Discuss with students and prepare students for funeral attendance. This discussion should include proper etiquette as well as who should attend services.

## **DEBRIEFING**

### **I. First day.**

#### **A. Staff debriefing (use the snowchain for 8:00 A.M. meeting).**

1. Share feelings and assess day.
2. New information will most likely be available in regard to visitation and funeral arrangements.
3. Information in regard to school related schedules and events will be reviewed at this time.
4. Students who require a follow up may be identified.

#### **B. Crisis Response Team debriefing.**

1. The purpose is to review the day and prepare additional written information for staff, if necessary.
2. Review next day's schedule and events.
3. The Crisis Response Team should evaluate the protocol and plan up to this point.
4. The needs of the Crisis Response Team cannot be overlooked at this time. A monitor will be assigned to check in with the crisis team members while meetings are being held to assist crisis team members.

### **II. One week after crisis.**

Crisis Response Team meets to evaluate the plan and process. Team members should be cognizant of the fact that although the initial crisis has passed, staff members and students are still experiencing a full range of emotions related to the crisis.

### **III. One month after crisis.**

Crisis Response Team meets to discuss need to provide support to staff members and students. Providing support to faculty at this time should be given high priority. Discuss need to make contact with the family(ies) involved in crisis.

### **IV. Annually.**

Crisis Response Team meets to review policies and procedures. At this time, they can also discuss anniversaries, memorial services, etc., of staff and students involved in crisis.

The Crisis Response Team Plan was adopted: August 27, 1997  
Castleton Hubbardton School District School Board

**CRISIS RESPONSE TEAM  
DOCUMENTATION FORM**

A. Announcing the event to the school:

\_\_\_ Announcement approval by family

How will you tell the staff:

Place \_\_\_\_\_

Time \_\_\_\_\_

Method of contact (include telephone tree) \_\_\_\_\_

Person presiding \_\_\_\_\_

Who on the staff should be told:

\_\_\_ Teachers

\_\_\_ Guidance counselors

\_\_\_ Assistants and interns

\_\_\_ Secretarial staff

\_\_\_ Bus drivers/janitors

\_\_\_ Cafeteria workers

How will you announce the event to students:

Method of contact \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person(s) announcing \_\_\_\_\_

\_\_\_\_\_

Place \_\_\_\_\_

Time \_\_\_\_\_

Written announcement \_\_\_\_\_

\_\_\_\_\_

B. Faculty responsibilities:

\_\_\_ Announce event in classroom

\_\_\_ Identify students in need of counseling

\_\_\_ Notify guidance office of number and names of students wanting counseling services

\_\_\_ Remove very distraught students from the class by having them escorted to guidance and keep a record

\_\_\_ Discuss the crisis

\_\_\_ Postpone testing

\_\_\_ Involve class in constructive activities relating to the event

\_\_\_ Eliminate, shorten and structure assignments for a few days

\_\_\_ Discuss with and prepare students for funeral attendance

\_\_\_ Notify crisis team of other measures needed to deal with student or staff response

\_\_\_ Defuse rumors that trigger other issues/problems

\_\_\_ Homework

\_\_\_ Period one preparation; be prepared to help if another teacher needs help

\_\_\_ No media in building; must keep them outside

\_\_\_ Media contact person

\_\_\_ All calls through the principal's office

C. Guidance office responsibilities:

- Plan to set up crisis center and crisis zones in each wing
- Reschedule the following activities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify individuals who can work with students - see RESOURCE LIST

Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____

- Inform feeder schools and area schools so they can provide support for students affect in their schools.  
Person responsible \_\_\_\_\_
- Maintain a list of students counseled
- Call parents of students counseled to provide continued support for the students who are very distressed
- Select and inform those students who should participate in memorial service
- Refer for supportive counseling
- Inform other schools in the system in case of siblings

D. Administrative responsibilities:

- Assign extra secretarial help to the guidance office
- Contact district personnel and parent involvement committee for support  
Name \_\_\_\_\_ Phone # \_\_\_\_\_
- Stop notifications of student activity (scholarship reports, testing, placement, attendance) from being sent to the home of a family whose child has died
- Remove personal items from desks and lockers to save for \_\_\_\_\_ parents
- Rearrange seating, classes, programs, etc. as indicated by crisis
- Changes to be made \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Establish areas and locations for counseling; assign locations

Name _____	Location _____
Name _____	Location _____
Name _____	Location _____

- Keep staff updated
- Identify faculty and staff in need of counseling
- Emphasize facts and squelch rumors
- Remain highly visible
- Arrange for excused absences and transportation for students attending funeral
- Decide to play or reschedule activities

E. Follow-up faculty meeting:

- Arrange for staff debriefing  
Where \_\_\_\_\_  
When \_\_\_\_\_  
Who will preside \_\_\_\_\_

- F. Handling the media:
- Spokesperson appointed \_\_\_\_\_
  - Alternate appointed \_\_\_\_\_
  - School board contact person \_\_\_\_\_
  - People to handle telephone \_\_\_\_\_
  - \_\_\_\_\_
  - Appoint secretary to whom all crisis related calls are referred \_\_\_\_\_
  - Message to be given over the phone \_\_\_\_\_
  - \_\_\_\_\_
  - News release developed
  - Establish time and location to meet media
  - Identify person to speak to concerned parents

- G. Memorial service (non-mandatory):
- Is a memorial service indicated in this crisis? \_\_\_\_\_
- How many students will be attending? \_\_\_\_\_
- Location \_\_\_\_\_
- Presiding person \_\_\_\_\_
- Speakers \_\_\_\_\_
- Coordinator \_\_\_\_\_
- Student involvement (student names and roles) \_\_\_\_\_
- \_\_\_\_\_
- Activities \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Area for staff and students not wishing to participate \_\_\_\_\_
- \_\_\_\_\_
- Community people who should be invited \_\_\_\_\_
- \_\_\_\_\_

- H. Follow-up Crisis Response Team meeting:
- Time of meeting \_\_\_\_\_
- Review Team's response to crisis \_\_\_\_\_
- \_\_\_\_\_
- Follow up measures to be taken for student, staff, parents, family, CRT team \_\_\_\_\_
- \_\_\_\_\_
- Outside resources needed \_\_\_\_\_
- \_\_\_\_\_
- Further assessment of the impact of the crisis \_\_\_\_\_
- \_\_\_\_\_

- I. Review and update the Crisis Response policy:
- Annually
  - After each use

## **Suicide Risk Assessment and Management**

Castleton Hubbardton School District believes that the psychological and physiological health and safety of pupils and staff are of primary importance to an effective learning environment. In keeping with this belief, it is the policy of the Castleton Hubbardton School District to provide effective communication to students, staff, and the community in the event of an incident which might impact on the learning environment within our schools.

Each school within the Supervisory Union has an established Crisis Team and procedural guidelines to use in time of crisis. In conjunction with this plan, and to specifically and consistently address incidents of potential self injury that may result in death (suicide), and to provide the response team with an appropriate assessment & management protocol for use with students who demonstrate suicidal behavior, ideation and/or threat, the Supervisory Union has developed the following procedural protocol to be followed in the event of an identified incident. These guidelines will be applied by trained personnel using reasonable care, diligence, and judgment; and when possible, in conjunction with the appropriate mental health facility. All clinical school personnel will be educated in the use of this protocol; and each school will insure that annual training will be scheduled to provide review and new staff training for all clinical personnel.

### **Procedure:**

Attached is a copy of the protocol to be used within the ARSU District. Step by step guidelines for implementation and record keeping are to be developed by each school within the district to address any specific needs and personnel limitations.

An annual report, monitoring assessments and outcomes will be filed with the office of the Superintendent.

## **Standard ARSU Suicide Risk Assessment Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Name and Phone of Contact Person at School: \_\_\_\_\_

Staff Involved in Assessment: \_\_\_\_\_

Time and Means of Contact with Parent: \_\_\_\_\_

Time and Means of Contact with Administrator: \_\_\_\_\_

An assessment was conducted due to:

\_\_\_ Referral source identified suicidal symptoms or risk factors

Referral source: Name: \_\_\_\_\_ Position: \_\_\_\_\_

Attach write-up or written statement for referral

\_\_\_ Student reported suicidal thoughts/feelings to interviewer

\_\_\_ Recent event already occurred (circle appropriate: suicide attempt, suicide threat)

**Mental Status: circle (all that apply)**

Alertness: alert, drowsy, lethargic, other:

Attitude: cooperative, friendly, silly, passive, guarded, evasive, manipulative, demanding, belligerent, uncooperative, overly dramatic

Behavior: unremarkable, tremors, tics, psychomotor retardation, hyperactive, gait disturbance, posturing, repetitive movements

Oriented to: person place time reason for evaluation

Mood: euthymic, elevated, dysphoric, agitated, angry,

Affect: flat, blunted, constricted, appropriate, labile

Thought continuity:

clear and coherent, goal-directed, tangential, circumstantial, other:

Thought content:

WNL, obsessions, delusions, ideas of reference, bizarreness, morbidity,

Abstraction: WNL, concrete, other:

Speech: WNL, rapid, slow, slurred, impoverished, incoherent, other:

Memory: intact, other:

Reality testing: WNL, other:

(\* WNL within normal limits)

Notable behavioral observations:

\_\_\_\_\_  
\_\_\_\_\_

**Precipitants to Consider** (Circle Y for "yes" and N for "no" and provide details):

If Y describe

Y N Significant loss: \_\_\_\_\_

Y N Interpersonal isolation: \_\_\_\_\_

Y N Relationship problems: \_\_\_\_\_

Y N Health problems: \_\_\_\_\_

Y N Legal problems: \_\_\_\_\_

Y N Economic problems: \_\_\_\_\_

Y N Occupational problems: \_\_\_\_\_

Y N Other problems: \_\_\_\_\_

**Nature of Suicidal Thinking:** Suicide Intent:: Suicidal Ideation: Morbid Rumination:

- Frequency: Never Rarely Sometimes Frequently Always
- Intensity: Brief and fleeting Focused deliberation Intense rumination  
Other: \_\_\_\_\_
- Duration: \_\_\_\_\_ Seconds \_\_\_\_\_ Minutes \_\_\_\_\_ Hours

**Y N Current Intent**

- Subjective reports(Provide quote): \_\_\_\_\_
- Objective signs(behaviors): \_\_\_\_\_

**Y N Suicide plan:**

- When \_\_\_\_\_
- Where \_\_\_\_\_
- How \_\_\_\_\_ Y N Access to means

Y N Suicide Preparation \_\_\_\_\_

Y N Suicide Rehearsal \_\_\_\_\_

Y N Reasons for Dying: \_\_\_\_\_

**History of Suicidal Behavior**

**Y N History of Suicidality**

- Ideation \_\_\_\_\_
- Single Attempt \_\_\_\_\_
- Multiple Attempts \_\_\_\_\_

**Symptom Severity (1 Low – 10 Extreme):**

Depression: Rating (1-10) \_\_\_\_\_ Anxiety: Rating (1-10) ) \_\_\_\_\_

Anger: Rating (1-10) ) \_\_\_\_\_ Agitation: Rating (1-10) ) \_\_\_\_\_

Onset of symptom clusters: \_\_\_\_\_

Duration of symptom clusters: \_\_\_\_\_

**Hopelessness:**

Rating (1-10) \_\_\_\_\_ Onset: \_\_\_\_\_ Duration: \_\_\_\_\_

**Impulsivity/Self-Control:**

**Y N Impulsivity**

- Subjective reports: \_\_\_\_\_
- Objective signs: \_\_\_\_\_

Y N Substance abuse Describe: \_\_\_\_\_

**Social**

Current Living Arrangement:

Identified Support Systems:

Involvement with other Agencies:

**Additional Factors to Consider:**

Y N Homicidal ideation Describe: \_\_\_\_\_

Additional risk factors: (check all known that apply)

- \_\_\_ Male      \_\_\_ Axis I or II psychiatric diagnosis
- \_\_\_ Previous history of suicidal behavior      \_\_\_ History of family suicide
- \_\_\_ History of physical, emotional or sexual abuse      \_\_\_ Access to firearms

Prescription Medication:

<u>Medication</u>	<u>Dose</u>	<u>Last Dose</u>	<u>Purpose</u>
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Rating of Acute Risk (circle appropriate category)

None-----Mild-----Moderate-----Severe-----Extreme

Presence/Absence of Chronic Risk (circle appropriate category)

**Absent**

**Present**

**If present, summarize markers of chronic risk (refer to open/closed markers sheet):**

**Describe the therapeutic alliance/relationship at the end of the evaluation session:**

Hostile-----Poor-----Routine-----Good

Observations: \_\_\_\_\_

DSM-IV-R Diagnosis: Don't know [ ]

**Source and Date of diagnostic information:**

Additional Input:

Intervention plan for safety:

1.

2.

3.

4.

Date Warned: February 15, 2011

Date Adopted: March 2, 2011

Castleton Hubbardton School District