



Washington County School District

Enterprise High 7 - 12

Dixie High 10 - 12  
Dixie Middle 8 - 9  
Tonaquint Intermediate 6 - 7

Ryan Stephens  
435-767-1068

Snow Canyon High 10 - 12  
Snow Canyon Middle 8 - 9  
Lava Ridge Intermediate 6 - 7

Mike Carr  
435-703-5421

Pine View High 10 - 12  
Pine View Middle 8 - 9  
Fossil Ridge Intermediate 6 - 7

Heidi Tasso  
435-229-7422

Farol Limb  
435-632-9722

Hurricane High 10 - 12  
Hurricane Middle 8 - 9  
Hurricane Intermediate 6 - 7

Suzanne Reading  
Team Leader  
435-680-2259

Ken Byrd  
435-229-6269

Desert Hills High 10 - 12  
Desert Hills Middle 8 - 9  
Sunrise Ridge Intermediate 6 - 7

2011 ~ 2012 Secondary / Intermediate Boundaries

# *Establish Awareness*

## ***DEPLOYMENT STEPS***

## ***MANUAL DOCUMENTS***

<i>Inform Building Contact Person</i>	→	<i>Crisis Management Check Sheet</i>
<i>Contact District Communications Office</i>	→	<i>Communication Office Phone Numbers</i>
<i>Apprise Building Crisis Response Team</i>	→	<i>Crisis Response Team Phone Tree</i>
<i>Verify Details</i> <i>a. ID Scope</i> <i>b. ID Support</i>	→	<i>Rapid Assessment Guide</i> <i>Interview Formats</i>
<i>Notify &amp; Inform Staff</i>	→	<i>Building Phone Tree</i>

# TRAUMATIC EVENT CRISIS INTERVENTION PLAN

Crisis Response Team (CRT)  
Emergency Contact Phone Tree

**WCSD District Office**  
**Team Member**

	<b>Home Phone</b>	<b>Cell Phone</b>
<i>Communications Manager</i>		
Secondary Schools---Marshall Topham	628-2001	632-7841
<i>Communications Manager Assistant</i>		
Suzanne Reading-Dixie Middle School	680-2259	680-2259
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

***District Crisis Team members: Farol Limb-Hurricane Intermediate, Heidi Tasso-Millcreek HS, Ken Byrd-Desert Hills HS, Mike Carr- Sunset Elem. & Ryan Stephens-Snow Canyon Middle***



\_\_\_\_\_ Middle/High School

<b><u>Team Member</u></b>	<b>Home Phone</b>	<b>Cell Phone</b>
<i>Principal</i> _____	_____	_____
<i>Counselor</i> _____	_____	_____
* _____	_____	_____
* _____	_____	_____
* _____	_____	_____
* _____	_____	_____

***\*Possible team members: secretary, staff developer, custodian, stable & caring teachers, coaches, resource teacher, media specialist, etc.***

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN

### Rapid Assessment Guide

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

Form Reporter/Role: \_\_\_\_\_ School: \_\_\_\_\_

Incident:

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Please respond to the five questions listed 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 on attached sheet)?
  
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 (record anticipated interventionist staffing requirements on attached sheet)?
  - i. Is this an incident our TECIP Team can handle in house?
  
  - ii. If not, how much outside support will be required?
  
5. How critical/traumatic is this incident (what is the Scale of Response)?

# ***Develop Plan***

## ***DEPLOYMENT STEPS***

## ***MANUAL DOCUMENTS***

*Develop Building Implementation Flow Chart*



*Deployment Flow Chart / Room Deployment Chart*

*Identify Direct Intervention and Management Support Team Members*



*Team Member Assignment Sheet*

*Assign Specific Duties*



*Team Member Assignment Sheet*

*Prepare Student Announcement*



*Student Announcement Guides*

*Prepare and Conduct Traumatic Event Briefing*



*Traumatic Event Briefing Outline  
At Risk List  
Sign In & Sign Out Sheet  
Classroom Presentation Guideline*

TRAUMATIC EVENT CRISIS INTERVENTION PLAN

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:**

*Multiple buildings and sizable portion of district impacted.*

**Level 5:**

*Catastrophic incident with widespread and profound impact on entire school community.*

## 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 that we can do to help you.

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN

### 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 (participants):** Set aside time to conduct this important meeting prior to the start of the school day (if at all possible). Thank everyone for attending to 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 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 “Go Pack” materials (e.g., classroom presentation guide, at risk list, sign in / out sheet, passes, room deployment chart, fact sheet). Note district crisis support personnel. 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.

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN

### Sample Student Announcement

Today we received tragic (or sad) news. We learned that one of our students, (name), died (or was seriously injured) by / as the results of / 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 patients and respect for each other.

Your teacher will spend a little time discussing this today. There *are* plans in place 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.

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN

### Sample Letter to Parents

Dear (name of school) Parent or Guardian:

At approximately (note date and time) \_\_\_\_\_,  
one of our students (note what happened) \_\_\_\_\_.  
The information that we have received at this time is that the youngster (note  
condition) \_\_\_\_\_.

Our school's crisis response team is handling the situation in a calm and  
compassionate manner. Additionally, members from the district flight team  
were in the building today. Please be assured that team members will continue  
to provide support for students and staff as long as a need exists.

We request that you continue to send your child to school. Remember that  
our school is the safest place for your child in an emergency and that your child's  
welfare and safety is our top priority.

Finally, should you have any further concerns, please feel free to contact the  
school at \_\_\_\_\_. As always, we thank you for your assistance and  
support.

Sincerely,

Principal

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN

### Classroom Presentation Guide

The purpose of a classroom presentation activity is to provide information, minimize unwanted student responses, normalize grief and trauma reactions, and suggest appropriate behavior. Five primary steps guide this process.

- 1. Introduce discussion:** As some of you may already know, \_\_\_\_\_. This is very difficult for all of us. When something like this happens, it is hard to know what to say or how to act. It is important, however, that we spend some time talking about this incident and answer any questions that you might have.
- 2. Clarify the facts:** This is what we know so far \_\_\_\_\_. We do not know anything else. As we find out more information that you need to know, we will share it with you (may want to emphasize the importance of not starting rumors – see #4).
- 3. Normalize common reactions:** What did you think and feel when you first heard about this? What are you thinking and feeling now? I am not surprised that you feel this way, or have these kind of thoughts. Sometimes I feel and think this way. These are very normal reactions. If they are really bothering you, it usually helps to talk to someone about what you are thinking and feeling.
- 4. Identify appropriate behavior:** When you have 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 \_\_\_\_\_. Sometimes people begin to spread rumors. This is not helpful to the family or close friends. If you hear anything different from what we have talked about, please let us know and we will check it out.
- 5. Conclude discussion:** Are there any questions before we end? If at any time during the next several days you want to talk to someone, please let a teacher know. For the remainder of the period I would like for us to \_\_\_\_\_ (consider adjusting activity depending on student response). Inform students of building resources that are available and tell them that they will be informed of new information.

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN

### Small Group Discussion Guide

The purpose of a small group discussion activity is to gather information, provide support to students, initiate mitigation of adverse reactions and identify those individuals who may be in need of more highly individualized intervention. Five primary steps guide this process.

1. **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?
2. **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?
3. **Highlight and normalize common reactions:** I am not surprised that you feel this way, or had these kind 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.
4. **Suggest stress management options:** When you have 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.
5. **Consider an individual, or group, activity:** What can be done at the point to help those that have been hurt the most?

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN

### Rapid Assessment Guide – Mid-Day CRT Meeting

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

Form Reporter/Role: \_\_\_\_\_ School: \_\_\_\_\_

Incident:

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Please respond to the questions listed below. The information generated will help your team determine what is required for the afternoon of day one.

1. At this point in time, who have been significantly impacted (clarify potential intervention needs on attached sheet)?
2. What actions have been taken (i.e., classroom presentation, small group, 1:1 processing)
3. Where are we with the Safe Room? Are we ready to close it down?
4. What are our anticipated flash points for this afternoon?
5. What kind of resources do we have available/on call?
6. How are our impacted staff members doing?
7. What additional information is needed for this afternoon's meeting?
8. What rumors have been circulating around the school and how have we been dealing with this?

# *Bring About Closure*

## ***DEPLOYMENT STEPS***

## ***MANUAL DOCUMENTS***

*Establish and Outline Staff Meeting Agenda Items*



*End of Day Meeting Agenda*

*Conduct Staff Meeting*



*End of Day Meeting Agenda*

*Distribute Staff Assessment*



*Crisis Intervention Evaluation Format*

*Develop Day Two Plan*



*Rapid Assessment Guide*  
*Team Member Assignment Guide*

*Debrief Crisis Management Team*



*Guide for Debriefing Crisis Response Team*

# TRAUMATIC EVENT CRISIS INTERVENTION PLAN

## End of Day One – Staff Meeting Agenda

1. Review Day
2. Update Information
3. Highlight and Dispel Rumors
4. Secure At-Risk Names
5. Outline Plan for Day Two
6. Respond to Questions
7. Present Stress Management Tips

# TRAUMATIC EVENT CRISIS INTERVENTION PLAN

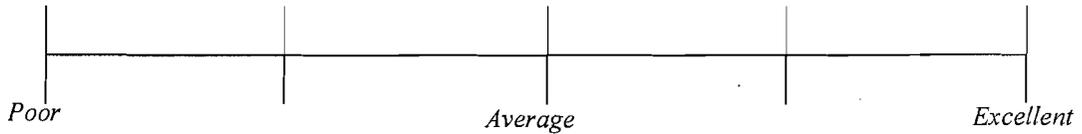
## Team Response Evaluation Form

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

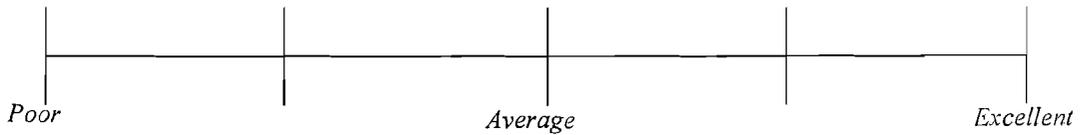
School: \_\_\_\_\_

***1-3: Please rate the following questions based upon how you feel the crisis response was handled.***

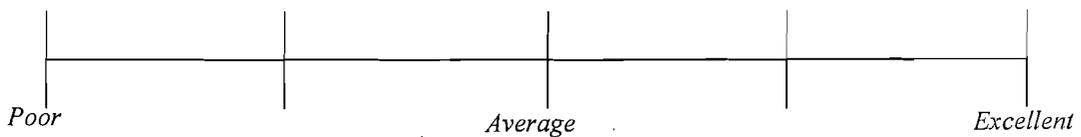
1. How well did we establish awareness to all individuals who needed to know?



2. How prepared do you feel you are after this crisis today to handle a future crisis?



3. How well did the building Crisis Response Team (CRT) respond?



***Please provide any comments to the following question.***

4. After today's crisis response, do you feel anything additional should have been done?

Additional Comments or suggestions

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**TRAUMATIC EVENT CRISIS INTERVENTION PLAN**

**CLASSROOM  
Sign In & Sign Out**

Teacher: \_\_\_\_\_

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

Subject: \_\_\_\_\_

Period: \_\_\_\_\_

<b>Student</b>	<b>Sign Out</b>	<b>Sign In</b>	<b>Destination</b>



# TRAUMATIC EVENT CRISIS INTERVENTION PLAN

## Team Members Assignment Sheet

Interventionist		Administrative & Support Personnel	
Name	Assignment	Name	Assignment

**TRAUMATIC EVENT CRISIS INTERVENTION PLAN**

**At-Risk List**

<b>Person Considered At Risk (Identify Referral Source)</b>	<b>Reason For Referral (Provide Behavioral/Emotional Description)</b>	<b>Action Taken (Note Final Disposition)</b>