

# **CRISIS TEAM MANUAL FORMS**

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NAME

(Please save document under the student/employee's name)

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# Principal/Administration Crisis Response Team Checklist

## Step 1

Verify crisis and obtain accurate factual account. If the death is by suicide, please refer to the tab marked Suicide.

Inform the Assistant Superintendent of Student Services and your Director of Leading and Learning.

Communicate with the parents/families of the person who died, (student or staff) or any directly affected families. Only release information approved by the family.

Meet with school based staff and the assigned response team, to develop a plan. Determine how phone calls to front office will be handled. Include School Resource Officer, if the school has one.

Determine how to inform the school community of the death for either a student or staff. Go live on T.V. when available –Announcing over the intercom is not recommended as it depersonalizes the incident and may create chaos. However, a PA announcement is included in the packet in case it is being used as a last resort. Response Team members and/or staff may read a statement to the class, provided by administration. Use information from the classroom script in this packet.

Designate locations where information and counseling support services may be accessed

If it's a crisis which requires faculty to report early the next day, activate the "school telephone tree" to inform school staff of meeting time for the next morning.

Be highly visible throughout the day.

**This will not be a typical day.**

## Step 2

Determine if the student who died had siblings in other schools. If so, contact the principals of those sites to inform them of the loss, or let CRT know.

Consult with school-based staff and the RT to discuss the need for visiting the student's home, sending food and/or flowers, and providing counseling/grief referral sources to the family.

Hold initial meeting with faculty, staff and RT members, informing them of situation and establishing procedures for responding to the incident. (Sample staff meeting agenda is included in this packet).

Designate campus personnel to assist with student and building safety and supervision.

Send home a letter to all parents of students impacted by the death/crisis. This letter should discuss the event, briefly describe common grief reactions, and should strongly encourage them to talk with their child. (sample letter is included in English, Spanish and Creole)

Determine with Leading and Learning Director or Assistant Superintendent for Student Services if it is necessary to offer a parent/community forum or meeting. If approved by the Leading and Learning Director or Assistant Superintendent for Student Services, the response team will assist with developing the agenda for the meeting.

Debrief with RT Leader – assess follow up needs, identify high needs.

Monitor social media.

Discuss how to gather personal effects of the student or staff that has died and determine the most sensitive manner to present these items to the family.

Check out students who leave school for the day. (Considerations should be given to not count the absence as unexcused, especially on the initial day of the crisis). Keep names of students who check out early.

### **Step 3**

Disseminate information – funeral/service details.

Involve staff and students in planning any special recognition activities or memorials (i.e., scholarships, memory wall, etc.).

Advise parents of the student who died of any special assemblies or activities planned to honor the deceased. Although their direct involvement may not be recommended, it is important that they be informed of plans. Any assemblies/activities should be discussed with and approved by the Assistant Superintendent of Student Services or Leading and Learning Director.

Release students to attend memorial services, if desired. Students and parents should provide their own transportation to the service.

## **Faculty Responsibilities**

Inform the students in your classroom, as directed by administration. Provide an opportunity for students to discuss the loss and share their feelings, a CRT will assist if requested.

Answer questions and conduct class discussions. Feel free to say, “I don’t know” when asked a question you cannot answer.

Identify and refer to the CRT any students who were close friends of the deceased, as well as those who are in distress or who you consider high risk. It may be necessary at times to have another student escort a student or have a RT member come to get the student.

Limit homework and testing if possible. Maintain stability in the classroom but acknowledge the impact of the death/crisis and grief process. Be flexible while maintaining classroom structure and control.

Consult with school-based or recovery team members when needed.

Allow students to write letters or make drawings expressing sympathy, to be delivered to the parents by the school. Be sure that letters are unsealed and reviewed before delivering, so that not negative messages are sent.

## **Secretarial Staff/Front Office Staff Responsibilities**

Assist in preparing letters and handouts, the handouts may be placed on the website.

Respond, as requested by your principal, to parent/community phone calls. Often, administration and the recovery team will write a standard response for incoming calls and concerns.

Assist CRT members by providing printed schedules of students, classroom locations, bell schedules, and hall passes.

Remove the name of the student that died from the school mailing lists, automatic calling machine, computer, guidance newsletter list, etc.

## District Crisis Response Team Checklist

Team Leader meets with Principal and/or District Administrator who responds to gather details (complete Crisis Response Worksheet) and set up response plan. Gather school bell schedule, map of school, school faculty list, by grade or subject. Gather the information or outside counseling resources, discuss need for student passes. **CRT member should follow the student's schedule, invite principal.**

In the initial organizational meeting include the school-based counselor and other dedicated staff. Discuss and assign who will provide what services during the day (i.e., class presentations, individual and group counseling, teacher relief, etc.). Discuss as a group if that day's routine school counselor activities or special events should be canceled or postponed. **CRT members should be highly visible.**

Team Leader provides each CRT member with a copy of the school's master schedule, bell schedule, a map of the school, a faculty list with grade and subject taught, (if needed), a school telephone list, and handouts listing outside counseling sources. Be sure to have an adequate supply of student passes available for use.

Collaboratively identify high risk or most affected students. In addition to identifying close friends, also identify any students who were recently in major conflict with the student who died. Remember to include students who have experienced a recent loss, ESE students, those who have completed a risk assessment or have witnessed violence.

Note: If the crisis involves a trauma situation, identify the "more exposed" and the "most exposed" (i.e., eyewitnesses, siblings, close friends, etc.) who may benefit from participating in a debriefing session at a later time.

Determine if there are siblings or relatives/close friends at other schools that may need services. If so, call those schools to alert their staff, including previous teachers or coaches.

On the first day of the crisis and for subsequent days, have school-based staff closely monitor the absentee list, watching for any high-risk students who may be absent. Call parents when necessary and be particularly watchful for any groups of affected students who stayed home and are gathering without supervision at one of the student's house

Inform the staff how to refer and send students for counseling. Structure and organization will help reduce stress and encourage the return of equilibrium at the school.

Assess potentially high-risk students, contact parents to refer for outside help.

Provide support for teachers and staff members as requested. This may include brief classroom breaks or counseling.

Respond to staff questions regarding grief and common reactions. Debrief faculty if requested by administration, distribute appropriate handout located in appendix.

Keep a list/log of all students who received CRT/guidance services. Review list at the end of each day—particularly with school based guidance counselor(s)—to ensure that follow-up counseling/services are provided as needed.

Provide CRT services, if requested, at school the day of the memorial service. There is often a heightened grief reaction at this time.

Debrief and plan as a team at the end of each day. Allow time for sharing of feelings and emotional reactions/frustrations among the team members. Ask “what worked” and “what would we do differently?” There are always lessons and opportunities to learn in each crisis situation. **Monitor CRT members for compassion fatigue.**



**Brevard Public Schools**  
**Office of Student Services**  
**Crisis Response Worksheet**

(Team Leader completes with School Administration)

<b>School Name/ Administrator Name</b>	
<b>Team Leader Name:</b>	
<b>Crisis Detail</b>	
Name of student or staff involved in crisis:	
Grade level/Age:	
Other details:	
<b>Identified students who may be at risk</b>	
Name:	Grade Level:
<b>Counseling Locations</b>	
<b>Announcement of Crisis</b>	
Classroom Presentation:	
Email to Staff:	
Letter Home to Parents:	
PA announcement:	
<b>Staff meeting</b>	
Location/Time:	Agenda:
Presenters:	
<b>Voluntary debrief staff meeting at end of day</b>	
Location/time:	
Response Team Member:	





# Principal/Administrators Checklist for Death by Suicide

*Please note: this will not be a typical day.*

## Step 1

Verify death of student/staff and obtain accurate factual account.

Inform the Assistant Superintendent of Student Services and your Director of Leading and Learning.

Communicate with the parents/family of the student/staff who died by suicide, if appropriate.

Only give this information if the parents/family of the student/staff that has died have given permission. However, if information about student's death has been on social media and suicide is being mentioned, the topic of suicide should be discussed.

**Remember, if the death has not been verified as a suicide, this is only an opportunity to talk about risk and protective factors. The discussion should not include details but can address general information about suicide.**

Be prepared to activate the school telephone/text/email process to inform school staff of meeting time for the next morning, if necessary.

Direct all media to the Office of Government and Community Relations.

When informing staff or students, use the phrase "death by suicide" to underscore that you are willing to discuss this difficult topic. Avoid "committed suicide" (which may imply a criminal act). Included in the message should be the importance of sharing any concern for the safety of others with a trusted adult.

Meet with school based team and the assigned responders, to develop a response plan. Include School Resource Officer, if the school has one, as well as support staff.

**Be sure someone from the school (counselor, administrator, and/or the crisis response team follows the deceased student's schedule each period and speaks with the classes. This is critical!**

**Remove student from AS400 with a withdrawal code of W12.**

Work with the counseling staff to identify students and staff that may be heavily impacted by the loss and those who may be considered at-risk for self-harm.

Determine how to inform the students. Some suggestions include: (1) go live on your school's TV if/when available; (2) announce over the intercom using adaptation of script found below in this document; (3) team members and/or staff may read a statement to the class, provided by administration. If needed, crisis response team and/or counselor may remain in the classroom after notifying students.

Be highly visible throughout the day.

## **Step 2**

Consult with school-based staff and the crisis response team to discuss the need for visiting the student's home, sending food and/or flowers, and providing counseling/grief referral sources to the family.

Hold initial meeting with faculty, staff and crisis response team members, informing them of situation and establishing procedures for responding to the incident (sample staff meeting agenda is included in this packet).

Distribute the Suicide Prevention, Risk and Protective Factors handout to staff (located at the end of this packet).

Closely monitor student and staff attendance in the days following the suicide.

Determine what additional safety precautions will be implemented in the upcoming days.

Designate locations where information and counseling support services may be accessed, during the school day.

Designate school personnel to assist with student and building safety and supervision.

The principal sends home a letter to all parents of all students via Edline or other preferred method of dissemination. This letter should describe common grief reactions, and should strongly encourage them to talk with their child (sample letter is included at the end of this packet).

Monitor social media.

Check on students who leave school for the day to make certain they do not require further intervention.

### **Step 3**

Disseminate information – funeral/service details, if appropriate.

Debrief with Crisis Response Team Leader – assess follow up needs, identify high needs students and staff.

## **Faculty Responsibilities (Death by suicide)**

Inform students as directed by the administration. Provide an opportunity for students to discuss the loss and share their feelings about it, a CRT member will assist if requested.

Answer questions and conduct class discussions. Feel free to say, “I don’t know” when asked a question you cannot answer.

Identify and refer to the CRT any students/staff that may be in distress or at risk, due to the death. Students should be escorted by another student, a staff member or have a CRT member come to get the student.

Limit homework and testing if possible. Maintain stability in the classroom but acknowledge the impact of the death/crisis and grief process. Be flexible while maintaining classroom structure and control.

Consult with school-based counselor or response team members when needed.

Allow students to write letters or make drawings expressing sympathy, to be delivered to the family by the school. Be sure that letters are unsealed and reviewed before delivering, so that negative messages are not sent.

## **Secretarial Staff/Front Office Staff Responsibilities (Death by suicide)**

Assist in preparing letters and handouts to be sent home with students.

Respond, as requested by your principal, to parent/community phone calls. Often, administration and the response team will write a standard response for incoming calls and concerns.

Assist CRT members by providing printed schedules of students, classroom locations, bell schedules, student passes etc.

Remove the deceased student's name from the school mailing lists, automatic calling machine, computer, guidance list, etc.

# **Crisis Response Team Packet**

## **Death by Suicide (Student or Staff)**

### **Checklist Crisis Response Team Death by Suicide**

Team Leader meets with Principal and/or District Administrator who responds to gather details (complete Crisis Response Worksheet) and set up response plan. Gather school bell schedule, map of school, school faculty list, by grade or subject. Gather the information or outside counseling resources, discuss need for student passes. **CRT member should follow the student's schedule, invite principal.**

In the initial organizational meeting include the school-based counselors or other designated staff. Discuss and assign who will provide what services during the day (i.e., class presentations, individual and group counseling, teacher relief, etc.). Response team member should follow student schedule, invite Principal. Discuss as a group if that day's routine school counselor activities should be canceled or postponed. **CRT members should be highly visible during the school day.**

**Only give this information if the parents of the student/staff who died have given permission to do so, or if the suicide is public knowledge.**

**If information about the student's death on social media and suicide is being discussed, this needs to be addressed. If the death has not been verified as a suicide, this is an opportunity to talk about suicide and discuss risks.**

Work with the counseling staff to identify students and staff that may be heavily impacted by the loss and those who may be considered at-risk for self-harm. Collaboratively identify high risk or most affected students. In addition to identifying close friends, also identify any students who were recently in major conflict with the deceased. Remember to include students who have experienced a recent loss, ESE students, those who have previously completed a risk assessment or traumatic events.

Team Leader provides each CRT member with a copy of the school's master schedule, bell schedule, a map of the school, a faculty list with grade and subject taught, (if needed), a school telephone list, and handouts listing outside counseling sources. Be sure to have an adequate supply of school hall passes available for use.

Note: If the crisis involves a trauma situation, identify the "more exposed" and the "most exposed" (i.e., eyewitnesses, siblings, close friends, etc.) who may benefit from participating in a debriefing session at a later time.

Determine if there are siblings or relatives/close friends at other schools that may need services. If so, call those schools to alert their staff, including previous teachers and coaches.

On the first day of the crisis and for subsequent days, have school-based staff closely monitor the absentee list, watching for any high-risk students who may have stayed home. Call parents when necessary and be particularly watchful for any groups of affected students who stayed home and are gathering without supervision at one of the student's houses.

Inform the staff how to refer and send students for counseling. Clear structure and organization will help reduce stress and encourage the return of equilibrium at the school.

Observe and assess potentially high-risk students. Contact parents. Refer for outside help as needed.

RT member follows the class schedule of the student who died at least until the majority of students have been given the opportunity to ask questions and participate in class discussions.

Provide support for teachers and staff members as requested. This may include brief classroom breaks or counseling.

Respond to staff questions regarding grief and common reactions. Debrief faculty if requested by administration.

Keep a list/log of all students who received crisis team/guidance services. Review list at the end of each day—particularly with school based school counselor(s)—to ensure that follow-up counseling/services are provided as needed.

Provide counseling services at school the day of and after the memorial service. There is often a heightened grief reaction at this time.

Debrief and plan as a team at the end of each day. Allow time for sharing of feelings and emotional reactions/frustrations among the team members. Ask “what worked” and “what would we do differently?”. There are always lessons and opportunities to learn in each crisis situation. **Monitor CRT members for signs of compassion fatigue.**

## **Memorial Guidelines Following a Suicide**

*Students and staff should be given the opportunity to participate in activities to remember the student who died. The activity can be prevention-oriented, including the following:*

*Donate money to charities, crisis support centers, or youth support programs;*

*Create an album of positive memories of the deceased that can be given to the family;*

*Volunteer with a local charity, community agency, or crisis center; and*

Encourage impacted students, with parental permission, to attend the funeral, if appropriate. Memorials should not glorify, glamorize, or sensationalize the death.

Therefore, it is recommended you avoid the following:

Memorial services within the school building;

Flying flags at half-staff (typically takes an order of the Governor to fly flags at half-staff);

Large assemblies about the victim or a moment of silence at assemblies;

Dedication of sports events or other events;

Permanent markers or memorials of any kind, i.e., at the student's locker; and

Shrines of any kind.