



INDIANA
DEPARTMENT *of*
EDUCATION

Indiana Department of Education Crisis Response Action Plan

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Indiana Department of Education

100 N. Senate Ave.

Indianapolis, IN 46204



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Crisis Response Action Plan Overview

The Indiana Department of Education (IDOE) is committed to working alongside schools to help ensure the safety and well-being of all students, staff, and visitors in our K-12 schools. In an ever-changing world, it is imperative that educational institutions are prepared to respond effectively to a variety of crises. Whether facing natural disasters, acts of violence, health emergencies, or any other critical incidents, having a comprehensive and actionable crisis response plan is essential.

IDOE's Crisis Response Action Plan serves as a vital resource for administrators, teachers, and support staff, outlining procedures, protocols, and resources necessary to respond swiftly and effectively to varying crisis situations in an effort to minimize potential physical and psychological safety impacts on students.

Why It's Important:

- **Safety and Security:** The primary concern of any educational institution is the safety and security of its students and staff. A well-defined crisis response plan ensures that everyone knows their roles and responsibilities, reducing chaos and enhancing the effectiveness of response efforts.
- **Preparedness:** This resource equips school personnel with the knowledge and tools needed to handle emergencies, promoting a culture of readiness and resilience.
- **Minimizing Disruption:** Crises can severely disrupt the educational process. By having a clear and practiced response plan, schools can minimize the impact on students' learning and return to normal operations more efficiently.
- **Transparency and Trust:** Transparent and effective crisis management builds trust within the school community. Parents, students, and staff can feel confident that the school is prepared to handle emergencies, fostering a sense of safety and well-being.

Schools are encouraged to utilize this resource in conjunction with the [Indiana School Safety Guidelines for Emergency Response Systems](#) to best support crisis prevention, mitigation, and response. Through proactive preparation and coordinated response, we can work to safeguard our schools and provide a secure environment conducive to learning and growth.

Identifying Appropriate Supports: Following a crisis situation, the following checklist can be used to identify the appropriate supports based on the unique circumstances. The actions included may be completed in any order and can be adapted as appropriate. During school breaks, these action steps should still be implemented with adaptations based on staff resources and timing.



Crisis Response Checklist

Date:	School:	Team Lead:
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Check	Action	Staff Responsible	Supporting Document(s)
	Once informed of a potential crisis situation, use the Crisis Fact Sheet for guidance to gather <i>Basic Information</i> and verify the facts (e.g., from family members or local authorities).	Principal or Designee	Crisis Fact Sheet
	Contact the student/staff member’s family to offer support and determine what information they are comfortable sharing.	Principal or Designee	Conduct at the School's Discretion
	Once facts are verified, contact other building-level administration to share crisis facts and implement the crisis response plan. <ul style="list-style-type: none"> Using sections B-D of the Crisis Fact Sheet, determine how to best share the information and with whom. Prepare staff for how students may react and what resources are available. 	Principal or Designee	Local School Resource List Crisis Fact Sheet
	Meet with front office staff to set/review procedures regarding parent and/or media questions. <ul style="list-style-type: none"> Provide them with any contact information needed (numbers for district-level media contact). Prepare them for the possibility of students wanting to leave during the day. 	Principal or Designee	Guidance should be shared verbally and in writing.
	Work with the district crisis response team to determine the level of support needed for staff and students. <ul style="list-style-type: none"> Use the Crisis Fact Sheet and the PREPaRE Handout 15 Trauma Checklist to assist with this process. <ul style="list-style-type: none"> Determine if other schools may be affected. Determine if there is any impact to school hours or extracurricular events. 	Principal or Designee	PREPaRE Handout 15 Trauma Checklist
	Identify a location (virtual or in-person) where students can access additional support, as needed. Communicate with staff who may be impacted by the location choice.	Principal or Designee	Conduct at the School's Discretion
	Contact appropriate central office administrators to discuss: <ul style="list-style-type: none"> Instructional support needs, such as substitute staff members. Level of support needed by office administrative staff. An external communication plan (e.g., social media). 	Principal or Designee	Conduct at the School's Discretion



Check	Action	Staff Responsible	Supporting Document(s)
	<p>Determine how to best communicate crisis facts to school staff and schedule a meeting or send an electronic message.</p> <ul style="list-style-type: none"> Consider communicating differently with the student’s current teachers. (Are there former teachers to consider?) Use existing staff communication channels to do this. Include information about how to best support students. Introduce the crisis response team and instruct them to observe crisis reactions of staff. Arrange substitutes for absent or affected teachers. Consider having a crisis team member or counselor “walk the student’s schedule” to provide support and information to classmates. 	<p>Principal or Designee and School Crisis Response Team Lead</p>	<p>Staff Communication</p>
	<p>Determine how to best communicate this information to families.</p> <ul style="list-style-type: none"> Use existing parent communication channels as a tool and include resources. Share this information with those answering the phones at the school and central office. 	<p>Principal or Designee and School Crisis Response Team Lead (with Communications Director)</p>	<p>Sample Parent Letter</p>
	<p>Determine how students will be informed of the crisis. Create and provide scripts for teachers. If PREPaRE Workshop 2 Trained, refer to Handout 28 for a script example.</p> <ul style="list-style-type: none"> Consider what, if any, changes must be made to the classroom meeting script for classes of the student or those most closely affected by the event. Consider which teachers may need assistance delivering the script. 	<p>Principal or Designee and School Crisis Team Lead</p>	<p>Handout 28: Script Example</p>
	<p>Begin to identify high-risk students and/or staff who will need immediate support.</p> <ul style="list-style-type: none"> Begin a tracking document and identify who will be responsible for monitoring these students/staff. Contact parents of students who need extra support. 	<p>Principal or Designee, School Crisis Response Team/Lead, Administration</p>	<p>Handout 21: Sample Psychological Triage Summary Sheet</p>
	<p>Provide crisis intervention support for students or staff who need support following the classroom meetings.</p> <ul style="list-style-type: none"> Track student names, interventions, and student status. Crisis intervention team members will contact parents of students who accessed support. <ul style="list-style-type: none"> Log this information for follow up. 	<p>School Crisis Response Team Lead (those trained to triage level of support required)</p>	<p>Crisis Event Sign-In Sheet Parent Contact Form</p>



Check	Action	Staff Responsible	Supporting Document(s)
	<p>Plan a meeting with staff after the school day to:</p> <ul style="list-style-type: none"> ● Provide additional information about the event. ● Respond to questions. ● Check in on the well-being of staff. ● Evaluate how the students responded to the event to plan for the following day. ● Identify any additional students who may need support. ● Provide additional resources to staff. ● Identify how more information will be communicated. 	<p>Principal or Designee and School Crisis Response Team Lead</p>	<p>Staff Communication</p>
	<p>Organize crisis logs and review student names.</p> <ul style="list-style-type: none"> ● Identify students who need follow up. ● Share this information with parents and student services staff at the school. ● Plan for additional supports identified students need. 	<p>School Crisis Response Team Lead</p>	<p>Conduct at the School's Discretion</p>
	<p>Plan for continued support in the days following the crisis.</p> <ul style="list-style-type: none"> ● Consider which students might benefit from further/ongoing crisis interventions. ● Consider which staff members may need more support. ● Consider what parent messages need to be sent. 	<p>Principal or Designee and School Crisis Response Team</p>	<p>Conduct at the School's Discretion</p>
	<p>For several days after the incident, attempt to ensure a calm, supportive atmosphere, providing support to staff and students to stabilize reactions. Determine for what period of time Tier 1 supports should be provided.</p>	<p>Principal or Designee and School Crisis Response Team Lead</p>	<p>Conduct at the School's Discretion</p>
	<p>If applicable, establish an attendance exception for students and staff who wish to attend memorial services that might occur during the school day.</p>	<p>Principal or Designee</p>	<p>Conduct at the School's Discretion</p>
	<p>If, as a result of the crisis incident, a student can no longer attend school for any reason:</p> <ul style="list-style-type: none"> ● Collect the student's personal belongings (classroom, lockers) for the family. ● Remove the student's name from class rosters, home mailing lists, email lists, and mass call lists (weather announcements, school newsletters, etc.). ● Discuss a plan for the student's desk, locker, cubby, etc. 	<p>Principal or Designee</p>	<p>Conduct at the School's Discretion</p>



Check	Action	Staff Responsible	Supporting Document(s)
	<p>Discuss expectations for memorials/assemblies.</p> <ul style="list-style-type: none"> Review associated materials for appropriate content Prepare information for school convening, if applicable. 	<p>Principal or Designee and School Crisis Response Team Lead</p>	<p>Memorial Considerations</p> <p>AFSP After Suicide Document</p>
	<p>Meet with the District Crisis Response Team to debrief the crisis event.</p> <ul style="list-style-type: none"> Discuss and document what went well, challenges, lessons learned, and areas that can be improved in the future. 	<p>Principal or Designee, School Crisis Response Team Lead, District Crisis Response Team</p>	<p>Handout 46: Sample Checklist to Evaluate the Crisis Response</p>

To further help schools in responding to a crisis, it is suggested that school crisis response teams attend the PREPaRE Workshop 2 training, Mental Health Crisis Interventions (i.e., Responding to an Acute, Traumatic Stressor in Schools) to learn more about specific interventions and supports. This school-related crisis response model provides information on determining the level of intervention and support needed for individual students or groups of students. During the workshop, participants have the opportunity to discuss a variety of crisis events that require varying levels of response. Tabletop activities and role-playing are integrated into the training. Contact engagement@doe.in.gov for more information on attending this workshop.



Crisis Fact Sheet

Use this document to gather information about the crisis, completing it to the best of your ability. Make a copy of this document for each instance and share with team members, as appropriate. The content should be updated as the crisis events unfold.

A. Basic Information

1. Briefly describe the event:

2. When did the event occur?

3. Where did the event occur?

4. Who was involved (who are the immediate crisis victims)?

5. Is law enforcement involved (did a criminal activity take place)?

6. What is the prognosis for those involved?

7. Was anyone injured or killed? Yes No
If yes, who was injured or killed?

B. Physical Proximity

1. Who witnessed the event?

2. Who was exposed to the aftermath of the event (e.g., saw victims being medically treated)?

C. Emotional Proximity

1. Who knew the crisis victim(s)?

2. Who is considered close friends of the crisis victim(s)?

3. What classroom(s) was(were) the crisis victim(s) a part of?

4. What activities (clubs, athletics, organizations) did the crisis victim(s) participate in?

5. What previous schools did the student attend or could be affected?



D. Personal Vulnerability

1. Have there been other crisis events that have affected students/staff this past year?

2. Have any of the staff or students been affected by an event like the current crisis?

3. Has anyone experienced a sudden loss of a loved one over the past year?

4. Are there staff or students who have any mental health concerns that may affect their ability to cope with the crisis?

5. Have staff and/or students already learned of the event? Yes No
If yes, how were they informed? (Social media, media, pictures, videos, etc.)



Resources Template

In addition to the statewide and national resources listed below, space has been provided to allow you to add information regarding local resources. [Download a blank template here.](#)

Crisis, Support, and Referral Resources <i>The resources below are available at no cost, either by telephone, text, and/or online for students and families in need of referral, support, and intervention.</i>		
Organization	Contact Information	Description
<i>988 Suicide & Crisis Lifeline</i>	Telephone: Dial 988 Website: 988lifeline.org	The 988 Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for anyone, and best practices for professionals in the United States.
<i>Mental Health America of Greater Indianapolis</i>	Telephone: 317-251-7575 Text line: Text the code CSIS to 839863 .	MHA Indy is available for support and referral, crisis intervention, and suicide intervention to anyone at any time. Free and confidential.
<i>Indiana Adult Protective Services</i>	Telephone: 800-992-6978 Online: www.in.gov/fssa/da/3479.htm	APS operates a toll-free hotline for people to report suspected cases of adult abuse or neglect. Available 24 hours.
<i>Indiana Child Protective Services</i>	Telephone: 800-800-5556 Online: www.in.gov/dcs/2398.htm	CPS operates a toll-free hotline for people to report suspected cases of child abuse or neglect. Available 24 hours.
<i>Local Police</i>	Emergency: 911 Non-Emergency:	If you or someone you know is in a life-threatening situation, please call 9-1-1 or the local non-emergency number.
<i>Connect to Help</i>	Telephone: 211 or 317-926-4357 Online Database: www.connect2help211.org	Connect2Help 211's mission is to facilitate connections between people who need human services and those who provide them.
<i>KEY Consumer Organizations</i>	Telephone: 800-933-5397 Online: www.keyconsumer.org (Monday through Friday 9 a.m. to 5 p.m.)	KEY Consumer operates a warmline that individuals may call for support (Warmlines are peer-run listening lines staffed by people in recovery of a mental health condition.)
Psychiatric Emergency Rooms <i>The facilities below have psychiatric emergency rooms that will assess a person in crisis on site and refer them to the proper treatment.</i>		
Facility	Contact Information	Address





<i>Example: Community Hospital North</i>	Telephone: 317-621-5100 Crisis Line: 317-621-5700 Text line: Text the code HELPNOW to 20121	Behavioral Health Pavilion 7165 Clearvista Pkwy Indianapolis, IN 46256
Community Mental Health Outpatient Resources		
<i>The facilities below offer outpatient services by appointment. Wait times and availability will vary.</i>		
<i>Facility</i>	<i>Contact Information</i>	<i>Areas Served</i>
<i>Example: Aspire Indiana Behavioral Health Systems</i>	Telephone: 877-574-1254 Crisis Line: 800-560-4038	Northern Marion, Boone, Madison, and Hamilton counties
Community Mental Health Inpatient Resources		
<i>The facilities below offer inpatient services when the need for such services is assessed by a doctor. They are also community mental health centers, which means payment options vary based on income and insurance.</i>		
<i>Example: Community Hospital North</i>	Telephone: 317-621-5100 Crisis Line: 317-621-5700	Behavioral Health Pavilion 7165 Clearvista Pkwy Indianapolis, IN 46256
Private Pay Behavioral Health and Addiction Inpatient Resources		
<i>The facilities below offer inpatient services when the need for such services is assessed by a doctor. They are private facilities, therefore payment options and insurance types are limited.</i>		
<i>Example: Options Behavioral Health System</i>	Telephone: 800-431-1114	5602 Caito Drive Indianapolis, IN 46226
Addiction Outpatient Resources		
<i>The facilities below offer outpatient services for addiction.</i>		
<i>Example: Indianapolis Treatment Center</i>	Telephone: 877-637-6237	2626 E. 46 th St. J Indianapolis, IN
Outpatient Counseling Agencies		
<i>Below are some options for outpatient counseling. Available by appointment only.</i>		



Parent Contact Form

Parent Contact by Crisis Team Member			
Student:		Date of Contact:	
Parent/Guardian:		Time of Contact:	
Crisis Team Member:		School:	

When contacting the student’s parent or guardian by phone:

- Provide your name and position.
- Provide the verified crisis facts and that you met with their child.
- Review your observations based on the demonstrated reactions of the child and what supports were provided.
 - Answer any questions the parent may have.
- Provide the name of any additional counseling support or resources that the student may benefit from (potentially school-based therapy or a referral to a school provider) if needed.
- If appropriate, offer to facilitate the referral or to contact the student’s current mental health provider (a release of information will be needed for this conversation).
- Determine if there is any additional follow up needed for the family.

If the parent/guardian picks their child up:

- Introduce yourself and thank them for coming.
- Briefly review your concerns for their child
 - Let them know:
 - Recovery is generally the norm in these situations.
 - Initial reactions are normal given the circumstances, but after a week if the reactions do not subside, they may consider additional mental health support.
- Provide the National Association of School Psychologists’ [Helping Children Cope With Tragedy](#) resource document.
- If needed, complete a release of information form and discuss appropriate referrals.

Parent or Guardian’s Response

Additional Follow Up



Staff Communication

Notes/Action Steps for Administrators:

Conversation with student's parents:

- Provide condolences to the family, if applicable.
- Understand what information the family is comfortable with administrators sharing with the school community.

Goals of the staff meeting:

- Provide accurate, factual information about the crisis; dispel and minimize rumors.
- Allow staff opportunity to express their own reactions and grief.
- Provide information regarding support and resources.
- Review class meeting script, if using.
- If anyone needs to talk, time can be provided for them to talk with a crisis responder.
- Remind staff of the importance of privacy of the family and process (as needed).

Remind staff:

- How adults respond to trauma and crisis will impact children. Adults need to do their best to stay in control of their emotions and restore a sense of safety. If they can't, encourage them to let an administrator know so that someone can step in for them.
- They play an important role in identifying changes in student behavior. Discuss a plan for handling students who are struggling, and make sure they let the appropriate staff/crisis responders know so that they can check in on the student.
- Self-care is important during this time.



Sample Crisis Communication for Crisis Involving Staff Member

BUILDING LEVEL NOTICE OF STAFF MEETING - IMMEDIATE

We will be holding a brief mandatory, stand-up, staff meeting immediately after school today, _____. Please report directly to the cafeteria.

BUILDING LEVEL - FOLLOW UP 1

Thank you again for your time earlier today. I appreciate your support and understanding during this time. While I don't have substantive updates at this time, I did want to announce that we will have an optional, stand-up meeting at 7 a.m. on Wednesday morning to provide support, information, and tips for communication with students.

BUILDING LEVEL - FOLLOW UP 2 CONFIRMATION

Dear Staff,

I am saddened to inform you that there was a crisis incident involving a staff member....

INSERT DETAILS OF INCIDENT

INSERT INFORMATION REGARDING SUPPORTS AVAILABLE

Example: Crisis and district support will be available to you on site at _____tomorrow and in the coming days. Trained professionals will be in the media center tomorrow.

We know that student response and recovery during a crisis is strongly linked to adult reactions and support. Difficult times like this tend to trigger those who are already in a vulnerable place, so please observe your students closely over the next days and weeks. If you have a concern about a student or colleague, please let an administrator or counselor know.

You will receive additional information at our staff meeting tomorrow morning at 7 a.m., including details on class meetings and how to access support. If you do not feel comfortable conducting classroom meetings, please let _____ know as soon as possible.

Thank you for supporting each other and our students during this challenging time.



BUILDING LEVEL – FOLLOW UP 3

Best Practices for Thursday's Classes

- Be mindful of students in need of support. Direct any student you feel would benefit from extra support from the counseling office to the specific location of crisis response. It's best to do this one-on-one and not in front of a large group. Some things to be on the lookout for:
 - Change in baseline behavior
 - Difficulty with concentration, memory, zoning out
 - Somatic issues such as increased headaches, stomach aches, or other psychical concerns
 - Academic concerns
 - Irritability, anger, anxiety, or increased alertness
- Recognize that there are some students who need routines and normalcy, and providing predictable environments will help them move through the grieving process.
- In addition to your work with and for students, continue to take care of yourself and your colleagues and reach out for support, as needed.

Concerning Student Conversations about this Issue and/or Rumors

First and foremost, please take special precaution not to contribute to any misinformation. Don't engage in hearsay. Instead, please rely on and be comfortable confirming any details that have been communicated by the district (crisis fact sheet information). If students are discussing other, unconfirmed details related to this incident, please gently remind them to be cautious of potential harm they may be doing by engaging in these conversations. If students ask you direct questions about anything you're not sure to be true, you should respond with "I don't know that to be true, it's important that we not share misinformation as that adds to rumors, etc."



Sample Parent Letter

Parent Communication for Student/Staff Crisis

Dear _____ Families:

It is with deep regret that we inform you about a recent [INSERT CRISIS HERE] to our school community.

On [DATE], [INSERT CRISIS FACT HERE]

Everyone processes grief differently and the reaction children may have to a traumatic event is often strongly influenced by the actions and support of the adults around them. Attached and below are additional resources to assist you in supporting your child(ren) during this difficult time.

- Provide outlets for expression such as drawing, writing, talking, and any other engaging activities.
- Be honest. When they ask difficult questions, it's okay to say you don't know the answer.
- Reassure them of their own health and safety and make sure they know that you are there to support them.

In addition, here is a link from the National Association of School Psychologist (NASP) [Addressing Grief](#) that you may find helpful as you talk with your child.

Our school [AND, IF APPLICABLE, NAME OF SCHOOL DISTRICT] has a Crisis Intervention Team made up of professionals trained to help with the needs of students, parents, and school personnel at difficult times such as this. At our school [OR INSERT NAME OF ALTERNATIVE SCHOOL], we have counselors available for any student who may need or want help or any type of assistance surrounding this loss.

If you would like additional information or need assistance, please contact [NAME OF COMMUNICATIONS COORDINATOR OR COUNSELING SERVICES COORDINATOR] at [PHONE NUMBER AND/OR EMAIL].

Sincerely,

[NAME OF THE SIGNER AND TITLE. THIS LETTER IS USUALLY SIGNED BY THE PRINCIPAL, SUPERINTENDENT, OR CRISIS TEAM COORDINATOR.]



Appendix A: Handouts/Additional Resources

Handout 15: Psychological Trauma Risk Checklist

Handout 15: Psychological Trauma Risk Checklist

NASP National Association of School Psychologists

1001 East Wood Highway
Suite 200
Bethesda, MD 20814
301-656-9000
www.nasponline.org

Item	Response	Item	Response
1. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	11. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	12. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	13. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	14. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	15. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	16. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	17. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	18. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	19. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	20. Did you witness the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Handout 21: Sample Psychological Triage Summary Sheet

Workshop 2 (revisions, 2016)

Handout 21: Sample Psychological Triage Summary Sheet

NASP National Association of School Psychologists

1001 East Wood Highway
Suite 200
Bethesda, MD 20814
301-656-9000
www.nasponline.org

Case #	Name	Number	Risk Rating	Case Number	Case Number	Parent Contact	Date
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

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Handout 28: Sample Classroom Meeting Script and Outline

Workshop 2 (2nd Edition, 2019)

Handout 28: Sample Classroom Meeting Script and Outline

NASP National Association of School Psychologists

1001 East Wood Highway
Suite 200
Bethesda, MD 20814
301-656-9000
www.nasponline.org

NOTE: For your students to read this script in your class, or as a class, or as a support when reading it, please do not know and we will have a similar script available for you to use in your own classroom.

READ TO STUDENTS THE FOLLOWING:

I have some very sad news to share with you. John Collins, a third grade student here at ABC Elementary School, died in a car accident Saturday afternoon. The family is planning the funeral and I will probably be on Thursday afternoon of this week. We will let you and your parents know when we have more information about this.

When something like this happens, people sometimes have questions, and I would like to answer any questions you may have. I may not know all the answers and I will have to call if I don't know if I am not sure. I am not allowed to take specific information out of reports for John's family. I may not be able to answer your questions, or I may have to go back and check with you with more information.

I also want to let you know that different people react to this type of event in different ways, and that is OK. Some people may cry, others may have trouble sleeping or thinking, some people may feel sad and others may feel angry. It is not the most of a reaction at all. If you want to talk to someone about your feelings or reactions regarding John's death, let your teacher or me, and we can make sure you get help to cope. Does anyone have any questions?

WHEN ANSWERING QUESTIONS, PLEASE REMEMBER THE FOLLOWING:

1. Think ONLY about facts.
2. Do not give out information for younger children. When discussing the death, avoid euphemisms. "Died" is okay and "did not wake up," "went away," or "left," which may be taken literally and cause fear or misunderstanding.
3. Explain to request facts.
4. Do not give details that students do not ask for, especially those that you think might frighten children (e.g., that someone was very angry).
5. Avoid sensationalizing or dramatizing.
6. Answer only the questions that you are asked. Do not volunteer information.
7. Ask students' questions guide what information you share.
8. Use one of the following responses:
 - a. "This is what we know, when sharing unverified crisis facts."
 - b. "I don't know, when addressing crisis circumstances that have yet to be verified."
 - c. "Talk to your parents, when addressing crisis circumstances that are not appropriate for classroom discussion (e.g., "Why did John die like that?")."
9. Do not give out information that you are not sure about. If you are unsure, have your facts and have your facts ready.
10. Let your students know that they can go to the office if they need to discuss the event or that they should be some help coping with this loss.

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Handout 42: Memorials: Special Considerations When Memorializing an Incident

Workshop 1 (2nd Edition, 2016)

Handout 42: Memorials: Special Considerations When Memorializing an Incident

NASP National Association of School Psychologists

1001 East Wood Highway
Suite 200
Bethesda, MD 20814
301-656-9000
www.nasponline.org

When a tragedy occurs at a school, there often is a call for the creation of a memorial to remember the victims and honor the lives lost. The purpose of this handout is to provide information to help you make decisions about creating a memorial that is respectful and appropriate for the school community.

The Purpose of a Memorial

Memorials are created to honor and remember the victims of a tragedy. They are also a way to help the school community heal and move forward. Memorials can be created in many ways, including plaques, murals, gardens, and monuments. They can be created in many ways, including plaques, murals, gardens, and monuments. They can be created in many ways, including plaques, murals, gardens, and monuments.

Do No Harm

When creating a memorial, it is important to consider the impact it will have on the school community. The memorial should be respectful and appropriate for the school community. It should not be a source of controversy or division. It should be a source of healing and hope.

Types of Memorials

There are many different types of memorials that can be created. Some are permanent, while others are temporary. Some are public, while others are private. Some are created by the school community, while others are created by the community at large.

Considerations

When creating a memorial, there are several considerations that should be taken into account. These include the location of the memorial, the materials used, the design of the memorial, and the way in which the memorial is maintained.

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Handout 46: Sample Checklist to Evaluate the Crisis Response

Workshop 2 (2nd Edition, 2019)
 Handout 46: Sample Checklist to Evaluate the Crisis Response: After-Incident/After-Action Report

NASP
 National Association of School Psychologists
 430 East West Highway
 Suite 402
 Bethesda, MD 20814
 301-656-9070
 www.nasprite.org

Incident: _____
 Date of Incident: _____
 Date of Evaluation Report: _____
 Name(s) of Individual or Group Members Completing Evaluation Form: _____

Directions: Rate the level of response plan implementation and the effectiveness of plan implementation for each crisis response component listed below: <small>Each crisis response component was taken directly from the response plan and recovery plan sections of the overall Comprehensive Safe School Plan.</small>	Level of Plan Implementation				Effectiveness of Plan Implementation				
	1	2	3	N/A	1	2	3	4	N/A
RESPONSE PLAN									
Identify type of crisis									
Call 911, secure safety, if necessary									
Activate lockdown									
Notify family									
Identify type of emergency response needed									
Activate appropriate crisis response protocol									
Coordinate response with relevant organizations									
Notify district administration									
Notify staff									
Notify students									

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After A Suicide: A Toolkit for Schools (Second Edition)

