Crisis Prevention & Intervention Plan

Barber County North
USD # 254

Medicine Lodge Grade School
Medicine Lodge Jr/Sr High School
EMERGENCY NUMBERS / PROCEDURES

1. Emergency Services.... Medicine Lodge: FIRE 911
   886-5678
   POLICE 911
   886-5678
   AMBULANCE 911
   886-5678

Domestic Violence and Rape 1-800-874-1499
FBI 1-816-512-8200
Highway Patrol (Pratt) 1-620-672-5551
Kansas Crisis Hotline 1-888-363-2287
Ks Arson/Crime Hotline 1-800-572-7463
Poison Information Center 1-800-222-1222
Suicide Prevention Hotline 1-800-784-2433
To Report Toxic Spills 1-800-424-8802
KBI 1-785-296-8200

2. Attend to the immediate safety and care of staff and students. If it is necessary to send
anyone to a hospital by ambulance for a serious injury, send a staff member along. It is best
to send an adult who witnessed the injury or someone who knows the child well.

3. Contact immediate family of the injured individuals. Provide them with information
regarding the condition and location of the injured person.

4. Report the crisis to:
   Mark Buck, Superintendent of Schools 886-3370, 886-0241 or 886-3196
   If the Superintendent is not available, report the crisis to the first available person on the list
   and that person will respond to the situation and continue to attempt to contact the
   Superintendent until he has been reached.

Darryl Honas, Jr/Sr High School Principal, 886-5667, 886-5943, 213-1575

Ryan Cunningham, Grade School Principal, 886-5608, 213-1537

Lori Bailey, Clerk of the Board, 886-3370, 739-4740, 213-3110
ADMINISTRATORS AND CRISIS TEAM

• BLANKET MEDIA STATEMENT: ALL INFORMATION WILL BE RELEASED BY THE SUPERINTENDENT OR SAY NO COMMENT

• SUPERINTENDENT’S STATEMENT: “OUR CONCERNS AND PRAYERS ARE WITH THE FAMILY AND WE ARE FOCUSED ON THE SAFETY AND WELL BEING OF OUR STUDENTS.”

• NO MEDIA IN THE BUILDINGS OR ON SCHOOL PROPERTY WITHOUT ADMINISTRATIVE APPROVAL

STAFF: “NO COMMENT”

• DO NOT MEMORIALIZE-POLICY HOW TO DEAL WITH MEMORIALS FOR STAFF OR STUDENTS
• HOW TO NOTIFY STAFF IN THE SUMMER
• CLASSROOM EMERGENCY KITS
• SCHOOL EMERGENCY KIT
• EMERGENCY EXITS POSTED IN EVERY ROOM

CRISIS MEETING ROOMS:

JR/HS
MUSIC, BAND, CONFERENCE, DETENTION, 2ND TECH ROOM

GS
CONFERENCE ROOM, COUNSELOR’S ROOM, 2ND COMPUTER ROOM DOWNSTAIRS, MUSIC ROOM

IN THE CASE THAT THE SCHOOLS MUST BE EVACUATED PARENTS SHOULD CONTACT THE SUPERINTENDENT'S OFFICE TO ACQUIRE THE LOCATION OF THEIR STUDENT.
PREVENTION

Clearly communicated expectations and consequences at the school and district levels:

A developmental K-12 guidance program which helps students in the areas of self-esteem, identifying and dealing with feelings, coping with stress, decision-making skills, drug and alcohol education and suicide prevention.

Highly visible counselors are desired. A student who feels he/she has a problem can visit with a counselor before it reaches a crisis level.

Encouragement of positive/open communication between parents and the school is promoted.

A faculty/staff that is familiar with the crisis prevention/intervention plan. Faculty will be encouraged to increase their knowledge in subjects such as suicide prevention, alcohol and drug education, etc.
GUIDELINES WHEN RESPONDING TO A CRISIS

The top priority in any crisis situation must be the physical safety of students, staff and faculty.

All efforts must be made to protect the privacy and confidentiality of victims, their families, other students and faculty/staff. No faculty/staff member should give any information to the media or those outside the school "need to know" circle.

A faculty/staff calling system will be designed at the beginning of each school year. The purpose of the system is to inform and update faculty/staff on current and accurate information in the event of a crisis. Each principal will be in charge of contacting designated faculty/staff.

Funerals or memorial services will not take place in any district/school facilities.

Memorials will be limited to scholarships and library books. The Medicine Lodge Memorial Scholarship Fund is recommended for the donation of scholarship money.

Media will NOT be allowed in district buildings or on district property without administrative approval.

Recognition should be made of which grade levels will be most affected by the crisis (e.g. elementary only, high school, all students) and plans should be made accordingly. At risk students at all levels should be identified.
PRINCIPAL

1. Call emergency services.
2. Take action to insure the safety of all staff and students.
3. Verify the facts with those directly involved.
4. Notify Superintendent
5. Stay at the center of the crisis.
6. Collect information regarding who is involved in the crisis.
7. Notify the building crisis team leader of what resources are needed.
8. Notify the district crisis team leader if additional resources will be needed.
9. Serve as contact person for directives from city emergency personnel.
10. Direct other resource personnel to those most affected by the crisis.
11. The building principal remains in charge until a crisis plan is activated by the Superintendent or his/her designee.
CRISIS RESPONSE

Crisis Occurs During School Hours:

1. Students directly affected by the crisis (e.g. siblings) should be referred to the counselor's office.
2. The principal will ascertain the group affected by this crisis.
3. The principal will prepare a short written statement to be read in each classroom, if appropriate, a statement will also be prepared for parent phone inquiries.
4. If, appropriate, students will be instructed to remain in their classrooms to await further information (bells will be turned off). Students should not be allowed to use phones.
5. Convene core team members:
   a) Gather data.
   b) Determine appropriate means of informing faculty and student body. Act as quickly as possible to disseminate accurate information.
   c) Assess the impact on the school/district and contact the necessary resource people.
   d) Identify high risk students.
   e) Coordinate intervention services. Plan:
      • Classroom activity/presentation
      • Group counseling
      • Individual counseling
      • After school faculty/staff meeting
   f) Make crisis team assignments.
   g) Faculty/Staff Meeting (After School).
      • Update staff on pertinent information
      • Allow discussion of feelings and events of the day
      • Assess student and staff needs
      • Review at-risk students
      • Receive input into the next day's schedule.

   h) Reconvene the crisis team: Assess student needs for the following day and plan accordingly, based on those needs.
CRISIS OCCURS AFTER SCHOOL HOURS:

I. Convene the core team.

   a. Gather Facts.
   b. Prepare statements for students and staff.
   c. Initiate the faculty calling tree-set up a staff meeting before school resumes.
   d. Assess the impact on the school district and contact the necessary resource people.
   e. Identify high-risk students.
   f. Coordinate intervention services. Plan:
      - Staff meeting
      - The dissemination of information to the student body
      - Classroom activities/presentations
      - Group counseling
      - Individual counseling
   g. Make crisis team assignments.

2. Hold the faculty/staff crisis meeting (before school).

   a. Update the staff on pertinent information.
   b. Provide a prepared statement to be read to the students.
   c. Review the methods of dealing with the students (feelings, behaviors, release to grief
groups, etc.).
   d. Discuss at-risk students.
   e. Review the methods of insuring student safety and security.
   f. Distribute a schedule of the day’s events.

3. Hold a second faculty/staff crisis meeting (after school).

4. Convene the crisis team (following faculty meeting the first day).

   a. Assess student needs for the following day. Plan based on these needs.
   b. Evaluate the implementation of the Crisis Response Plan.

The core crisis intervention team should meet daily for a minimum of one week to continue
monitoring the situation. Faculty/staff should be aware of and continue to observe at-risk students.
On-going counseling should be available where needed.
DEATH OFF CAMPUS AND/OR OUTSIDE OF SCHOOL DAY

1. Notify the Superintendent of the incident.
2. Gather all the facts and relay information to all administrators.
3. Notify staff through a telephone calling tree or staff meeting.
4. Inform family members of your school plans to provide support.
5. Call a full staff meeting, to:
   a. issue statement of facts known regarding death;
   b. inform staff of plans;
   c. recommend how staff should respond to student questions; and/or
   d. inform staff of support that is available
6. Secure victim's personal belongings for the family or authorities.
7. Remove the name of the victim from mailing lists, memos, absence call lists, etc. as quickly as possible.
8. Communicate with funeral home regarding appropriate memorials and funeral services.
9. Establish follow-up of staff and students affected by the death.
10. Provide information to students/faculty regarding memorials and or funeral services.
11. Determine the need for scheduling changes. (Keep as normal as possible.)
12. Determine the need for correspondence to parents.

Other:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
ON CAMPUS DEATH DURING SCHOOL HOURS

1. Summon emergency help.
2. Isolate area where death occurred.
3. Move all those who witnessed death to a separate location.
4. Arrange notification of next of kin and provide support as needed.
5. Notify Superintendent
6. Notify support staff needed to assist witnesses.
7. Determine the need to reassign staff for class coverage or change the schedule or location of a class. (Keep as normal as possible)
8. Determine the time and method for communicating about the death to the remaining staff, students, and public.
9. Arrange for traffic control around the school.
10. Communicate appropriate memorials to the funeral home.
11. Secure personal belongings for either police or family.
12. Remove name of victim from mailing lists, billing lists, memos, absence call lists, emails, etc. as quickly as possible.
13. Determine plans for the remainder of the day or week.
14. Establish follow-up of staff and students who were affected by the death.
15. Provide information to students/faculty regarding appropriate memorials and/or funeral arrangements.
16. Review procedures for individual student dismissal.
ACTS OF VIOLENCE ON CAMPUS

1. Summon emergency help.

2. Take action to reduce danger to students and staff.
   a. Isolate the intruder.
   b. Evacuate the building, if possible.
   c. Move students to another location within the building or off campus
   d. Notify teachers to stay in classrooms with doors closed.
   e. Notify teachers to turn off all media sources (radios, T.V., etc.).
   f. Disarm bell system in building.

3. If intruder is outside the building, move students to inside and lock outside doors.

   a. Determine whether or not students should be taken to an alternative location.
   b. Determine if students should return to class or be dismissed early.

5. Check attendance before dismissal.
6. If press is present, refer to the Superintendent
7. Determine need for follow-up support for students/faculty involved.
8. Determine need for correspondence to parents.
NATURAL DISASTERS/ACCIDENTS CAUSING MAJOR DAMAGE TO PEOPLE OR PROPERTY

1. Summon emergency help.
2. Turn off gas and electric power.
3. Evacuate building to a temporary holding area.
4. Contact Superintendent.
5. Establish communication center.
6. Start gathering information to account for all students and faculty. Reassemble teachers with students for roll taking.
7. Provide a list of missing individuals to building administrator or authorities.
8. Determine the probable location of the missing individuals.
9. If city emergency personnel are not available establish and deploy search and rescue teams.
10. Establish shelters and emergency medical treatment area.
11. If city emergency personnel are not available, transport injured to hospital.
12. Compile a list of the injured that are in the emergency treatment or have been transported elsewhere.
13. Identify, in writing, each student who leaves the premised along with the identity of any parent or guardian picking them up.
14. Secure the damaged area of the building.
15. Determine the need to reassign staff for class coverage or supervision.
16. Assign a person to be in charge at the emergency site or transport site.
17. Establish follow-up for students and faculty affected by the disaster.
BOMB THREAT

1. Complete the THREAT CALL CHECKLIST (attached)
2. Immediately alert the police and begin evacuation procedures.
3. Discontinue use of radio transmitting devices, including pagers, cellular phones, and short wave radios.
4. If a suspicious object or situation is identified, evacuate the area and inform the authorities.
5. Instruct teachers not to allow students to go to lockers.
6. Take attendance when students are assembled away from the school. Give roll count to attendance officer to coordinate with daily absentee list.
7. Make available list of absentees to law enforcement officials.
8. Notify Superintendent.
9. Notify staff that only authorized personnel are to search the building after students are evacuated.
• THREAT CALL CHECK LIST.

DON'T HANG UP PHONE (Use another phone to call sheriff)
RECORD THE EXACT WORDS USED BY CALLER:
_____________________________________________________________________________
_____________________________________________________________________________
ASK:
WHAT TIME IS IT SET FOR? ______________________________________________________
WHERE IS IT? ________________________________________________________________
WHAT DOES IT LOOK LIKE? ____________________________________________________
WHY ARE YOU DOING THIS? ____________________________________________________

VOICE ON PHONE: __MAN'S VOICE __ WOMAN'S VOICE __CHILD'S VOICE
__SOUNDED INTOXICATED __SPEECH IMPEDIMENT __ACCENT
__OTHER __AGE RANGE

BACKGROUND NOISE: Check List
MUSIC TYPING ___
CHILDREN MACHINES ___
TALK ___
AIRPLANE ___
TRAFFIC ___
OTHER __________________________

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DON'T HANG UP PHONE (Use another phone to call sheriff/police.
Medicine Lodge 886-5678)
DATE _____________________ TIME OF CALL ____________________
CALL RECEIVED BY _______________ ___________________________

Distribute copies immediately as shown below.
cc: Immediate Supervisor
    Superintendent's Office

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STUDENT SECURITY

A faculty or staff member should be assigned to monitor hallways.

The importance of roll taking, student supervision and accountability should be stressed.

No student should be allowed to leave the school building during the school day unless accompanied by a parent.

Student phone usage should be monitored.

Parents of students identified as being at-risk should be contacted prior to the student leaving the school. If a student is going home to an empty house, other arrangements will be made.
RESPONSIBILITIES

It must be recognized that in the event of a crisis and its aftermath, all school personnel must be involved. Individual assignments will be made by the building principal.

CORE TEAM

A core team should be developed at each building in the district.

Suggested members of such a team include:

- Building Principal
- Building or District Counselor
- Two Teachers
- Superintendent

Others who may be included on the crisis team when available and appropriated include:

- School Psychologist
- School Nurse
- Additional teachers who have been trained to be grief group leaders.
- Other Area Counselors
- Local Clergy
- Horizon's Mental Health Staff
- School and Community Social Workers

BUILDING PRINCIPAL'S RESPONSIBILITIES

- Contact Superintendent
  
  The Superintendent will contact the Board President and all other BOE Members.

- Convene and preside over core team meetings and faculty/staff meetings.
- Initiate and maintain contact with the parents of any crisis victim(s).
- Provide a meeting for parents if necessary.
- Be the contact person with law enforcement or other agencies.
COUNSELOR'S RESPONSIBILITIES:

- Identify and deal with at-risk students.
- Contact additional resource people.
- Contact the parents of at-risk students.
- Organize grief groups.

CORE TEAM TEACHERS RESPONSIBILITIES:

- Keep faculty/staff updated on the situation and procedure.
- Monitor hallways, bathrooms, phones, etc.
- Help direct students to grief groups or other appropriate help.
- Act as liaison for faculty/staff.
- Carry out other duties as assigned by the team leader.

STAFF RESPONSIBILITIES:

MONITOR HALL WAYS:

- Watch for students who are not where they should be at a given time.
- Watch for students who seem distressed. Offer support, refer to a grief group or counselor, and meet any reasonable needs.

MONITOR PHONES:

- Do not allow students to use phones unless urgent and supervised.
- Persons assigned to answer phones should read from the prepared statement. Additional questions should be referred to the principal or superintendent.

SECURE THE BUILDING

- Watch for students leaving the building. Students should not be allowed to leave unless accompanied by a parent.

BUS DRIVERS:

- Bus drivers should be included in in-service meetings, when available, and should be aware and able to respond to the needs of their passengers. Any concerns should be reported immediately to a member of the core team.
FACULTY RESPONSIBILITIES: Attend an in-service each year concerning the district's crisis prevention/intervention plan. Implement student safety/security measures:

- Take roll every hour. Notify the office of any absent students immediately.
- Students should be supervised at all times. No student should leave class unaccompanied.
- Monitor hallways between classes. Do not allow students to leave the building. Watch for distressed students and refer to a grief group or counselor.

Maintain a list of possible at-risk students. Monitor such students closely. Refer for counseling where necessary.

Direct classroom guidance will be given when appropriate. Be responsive to student concerns and needs.
SAMPLE STATEMENTS

Faculty and staff should read any statements as written. They should not extemporize or offer additional information. Additional questions should be referred to the building principal.

CRISIS DURING THE DAY WHEN LIMITED INFORMATION IS KNOWN

TO STAFF AND STUDENTS:

An unfortunate accident involving John Doe has occurred and he has been taken to the hospital. Hopefully we will know more soon.

A note may be sent to parents at the end of the day to provide them with accurate information as well as to alert them to any distress their child may be experiencing.

TO PARENTS:

As you may or may not be aware, an incident occurred today at school which may distress some students. John Doe, psychology instructor, collapsed in the classroom and was taken to the hospital by ambulance. At this time, no further information on his condition is available. It is natural to be upset about such an incident and your child may feel the need to talk with you about it.

We should have more information by tomorrow and will be dealing with student concerns at school.

Parents who hear of an incident at school may call the school for more information. Persons answering the phones should be sensitive to parent concerns but should not deviate from the prepared statement. Callers wanting more information should be referred to the building principal.

TO BE READ TO PARENTS WHO CALL BY PHONE:

At about 11:00 this morning, we received a telephoned bomb threat.

The building was evacuated and the sheriff was contacted. After the building was inspected and given the all clear by the sheriff's department, classes were resumed. Students are back in class and their concerns are being dealt with by members of our crisis management team.
WHEN THE CRISIS HAS OCCURRED OUTSIDE SCHOOL HOURS

TO BE READ TO STUDENTS AT THE BEGINNING OF THE DAY:

I am sorry to inform you that a fellow student (student's name) was killed last night in an automobile accident. He lost control of his car southwest of town while returning from a hunting trip. He was pronounced dead on arrival at the hospital. Death was attributed to severe internal injuries received when the victim was thrown from the car. When funeral arrangements are definite, this information will be made available to students.

Groups will be available today for those of you wanting to share your feelings about this tragedy. Your classroom teacher will provide you with a pass to take to the office where you will be assigned to a grief group. At the end of the class period you will have the option of returning to class, remaining with the group, or changing to a different group.
IDENTIFYING AT-RISK STUDENTS

PEOPLE WHO SHOULD BE CONSIDERED AT-RISK INCLUDE:

I. Relatives (especially siblings) of any victim.

   1. Close friends of the victim.
   2. Some student who shared classes with the victim.
   3. In some cases, younger, less mature, or generally more sensitive students.
   4. Students who have recently experienced some other crisis in their own lives.

SOME SIGNS TO LOOK FOR:

   1. Outright expression of grief, anger, etc.
   2. A student who is unusually quiet (withdrawn).
   3. A student who ignores the facts of the crisis or avoids the subject.
   4. Any unusual behavior.

HOW TO HELP:

   1. Listen! Encourage expression of feeling.
   2. Show concern.
   3. Do not judge or sermonize.
   4. Encourage student to attend group or individual grief/counseling sessions.
   5. Continue to monitor the student and make the crisis team aware of the situation and your concerns.
CLASSROOM DISCUSSION GUIDELINES

DO

1. Do listen to the students and wait after you've asked a question.

2. Do allow students the opportunity to express any and all thoughts regarding the incident without judging or evaluating their comments.

3. Do be aware of your voice tone, keeping it low, even and warm.

4. Do help the students see that everyone shares similar feelings. *We’re all stunned that something like this could happen here.* Or *a lot of us are feeling angry.*

5. Do expect tears, anger, resentment, fear, inappropriate laughter, stoicism (apparent non-reaction).

6. Do expect some students to become phobic and have sudden overwhelming concerns that may seem illogical to you but are very real to them.

7. Do encourage students to sit in a circle in which to have this discussion.

8. Do stress respect for the feelings and thoughts expressed in the discussion.

9. Do allow students who are distressed to leave the room to meet with a crisis team member.

10. Do use your own thoughts and ideas as a means to encourage discussion, not as a means for alleviating your own feelings.

11. Do expect that other feelings of loss may emerge.

12. Do give accurate information about the incident. If you don't know an answer, say so.

    When possible, squelch any rumors that may exist by either giving the facts or researching what the "facts" are and reporting back later.
DO NOT

1. Do not give "should, ought, or must" statements.
2. Do not use clichés like "Be Strong." Or "It could have been worse."
3. Do not ask questions without being ready to listen.
4. Do not try to make them feel better. Let them know that it's okay to feel what they are feeling.
5. Do not isolate anyone—each will need to feel a part of the group.
6. Do not expect students to "get over" the grief/recovery process within a certain time.
7. Do not assume a person is not grieving or reacting just because they aren't doing so outwardly. Let them know you are available at any time.
8. Do not allow students to interrupt each other. Allow each person to finish their statements.

The following may be used as ways to encourage discussion if the students are hesitant to speak, or items to anticipate in the course of discussion:

1. It is hard to say what we feel, but it's important to do so.
2. Is it okay for me to cry?
3. Why are things back to normal?
4. Is it OK for me to be happy—I don't have strong feelings, didn't know the student well.
5. Where are we safe?
6. What do I say to the victim's family members, close friends?
7. How can you tell when something like this is going to happen? Could it happen again? To me?
If the crisis involves suicide, some or all of the following may also be appropriate:

1. Discuss possible student guilt or feelings of responsibility.
2. Discuss student's possible fears for their own safety and that of their siblings and peers.
3. Ask them to support one another and to escort any friend who seems upset to a teacher or crisis team member.
4. Encourage them to talk about their feelings with their parents.
5. Reassure them that any adult in the building is available to help.
6. Emphasize that suicide is not a brave act. It is far more heroic to go on living and face your problems each day. Suicide is a tragedy. DO NOT glorify the person or the act.
7. Encourage students to remember the victim but do not make him/her larger than life or into a hero. Do not allow school memorials. This is not to make less of the victim. It is an attempt to prevent others from viewing suicide as a way of gaining attention or importance.

Teachers feeling uncomfortable with discussing the suicide should request a crisis team member in their room first hour. After sharing feelings, it is important to return to the normal routine as soon as possible for the remainder of the school day. As the school day progresses, allowing for more discussion time if the need arises and the teacher feels comfortable, but romanticizing or glorifying, in any way, of the victim or the suicidal acts by student should be discouraged. At-risk students should be monitored on a long term as well as immediate basis. Announce to all students that team members will be available to them for counseling, talking or listening on an individual basis for the next few days. Direct them to the appropriate person(s).
It may be helpful to understand some common but unique reactions to suicide which students might experience.

1. **Shock** - Students may initially appear remarkably unreactive. They may be in a state of shock and not yet able to accept the reality of the suicide. Assume a stance of anticipatory waiting and show a willingness to talk about the suicide when students are ready.

2. **Anger and Projection** - Students will look for someone to blame. Initially this may be directed at important adults in the victim's life, including school staff. Some expressions of anger must be allowed. Share similar feelings you have had. However, at the same time, reality must be introduced. There are limits on how much one person can be responsible for the actions of another.

3. **Guilt** - Typically students who know the victim may move from blaming others to blaming themselves. Share your own similar reactions. Again, introduce reality. One person cannot assume total responsibility for the act of another.

4. **Anger at the Victim** - This is a common reaction by students, even those not closely connected to the victim. Give permission for such expression by normalizing them, perhaps tempered by questioning if the victim fully realized the impact of his /her act.

5. **Anxiety** - Students will begin worrying about themselves. Discussion should be guided towards helping students differentiate between themselves and the victim and towards other options for problem solving.

6. **Relief** - Once the normal distortions of feelings are resolved, students can allow themselves to feel the sadness of the loss and begin the healing process.

Students will probably experience these reactions to different degrees and proceed through the grief process at different rates. Faculty/staff should be aware of various reactions and various needs.
BUILDING STAFF TRAINED IN EMERGENCY PROCEDURES

Central Office
Mark Buck

Medicine Lodge JH/HS School
Michael Stull
Kristi Patton

Medicine Lodge Grade School
Vickie Honas
Hazardous Materials

A large chemical spill becomes a danger because of the toxic fumes. School officials will receive notification from city emergency personnel if school evacuation is necessary.

If a school is downwind of a hazardous materials spill, the following actions should be taken:

1. All students should be taken inside the building.
2. All doors, windows and ventilation systems should be closed.
3. A plan must be developed to evacuate the students to an alternate location.
4. Teachers are responsible for maintaining accurate lists of students in their charge.
5. Notify the Superintendent of actions taken.
6. Once at the alternate site, teachers should have a parent sign next to their child's name whenever the child leaves.
EVALUATION

One week following the crisis:

Faculty/staff should be reminded that the crisis may not be over for some students and that every effort should be made to monitor and to meet the needs of students considered being still at risk. In addition, faculty/staff should be asked to evaluate the crisis management plan.

Agenda:

1. Provide employees with a time for reflection and support. Thank everyone for their assistance.

2. Review the intervention which took place.

3. Discuss, as a means of evaluation, the following questions:

   A. In what way did the crisis plan help or hinder your ability to cope with the situation?
   B. Did you receive adequate information throughout the crisis?
   C. How well did you feel the emotional needs of the students were met?
   D. Do you see a need for any modifications in the plan?
   E. What student or faculty/staff needs do you feel still need to be met?
   F. Remind faculty/staff to continue to monitor the behavior of all students, especially those identified as at-risk.

Administrative/Crisis Team Meeting

1. An administrative/crisis team meeting will be held to document and critique all procedures.

2. Update crisis plan and procedures if necessary.