

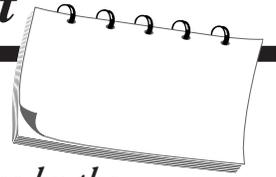


School Crisis Response Manual

School Health Programs Department
San Francisco Unified School District



General Crisis Intervention Checklist



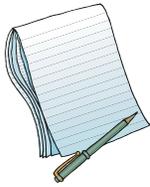
To be considered any time a crisis occurs that warrants a response by the School Crisis Response Team

- Call Police: 911. If using cell phone, call 553-8090.
- Verify the facts regarding the crisis.
- Notify appropriate Instructional Support and Operations Office:

Elementary	241-6310
Middle School	241-6607
High School	241-6478
- Contact Office of Public Engagement if necessary 241-6565.
- Convene School Site Crisis Response Team (CRT), and review duties.
- Prepare formal statement to inform faculty/staff.
- Convene emergency Staff Meeting to inform faculty, counselors, building support staff. Review and distribute Debrief Exercise and Information Sheet to teachers.
- Prepare formal statement or announcement for students (**NEVER announce a crisis over the Intercom System or at a school assembly**).
- Distribute Community Resources Lists as needed to faculty, students, families.
- Identify students, staff, and/or parents most likely to be affected by the crisis.
- Assess need for additional community resources.
- Assign trained staff or community professionals to specific duties as dictated by the nature of the crisis.
- Provide support to students/staff.
- Find appropriate replacement(s) for absent/affected teacher(s).
- Distribute official announcement to larger school community, including families.
- Update faculty at emergency meetings as needed.
- Provide opportunity for faculty/staff to discuss reactions and feelings.
- Provide Debrief for Crisis Response Team.
- Assess Procedures.
- Contact School Health Programs Department, Nurse of the Day, at 242-2615 if further Technical Assistance is necessary.

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General Overview



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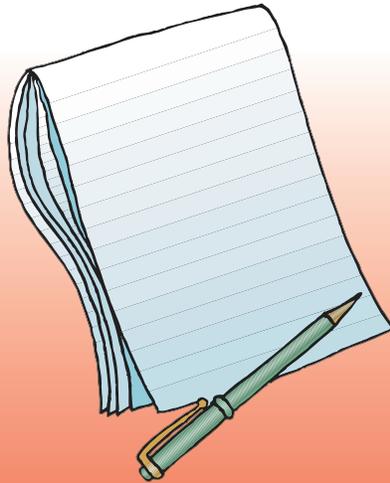
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PURPOSE OF THIS MANUAL

This manual provides strategies for addressing crisis intervention within schools in the San Francisco Unified School District.

- The **primary purpose** of “crisis response” is to help students and staff cope with **painful emotions and feelings resulting from a community or school related crisis.**
- The **second purpose** is to assist schools to return to normal routines as quickly and calmly as possible following a major disruption of the educational process.

DEFINITIONS

SCHOOL CRISIS

A reaction to, or perception of, a situation or event which causes psychological trauma to students and/or staff and requires immediate action because of its disruption or potential disruption to the educational process. A crisis may impact a small group of students in one classroom or the entire school community.

Possible types of crises: death of a student or staff member, acts of violence, suicide attempt or completion, natural disaster such as earthquake, fire, toxic spill, automobile or other accident.

CRISIS RESPONSE

Intervention designed to restore a school and community to base line functioning and to help prevent or minimize damaging psychological results following a disaster or crisis situation. It is important that during the immediate hours and days following a crisis, students and staff are helped to return to previous emotional equilibrium. If left unchecked, some emotional responses may become internalized and exhibit themselves in unusual behaviors.

Checklist for Crisis Intervention



Steps to Consider Before a Site Crisis Response

Following a crisis, students and staff require recognition of, and help with their emotional needs. If emotional responses are not supported appropriately during the initial stages of a crisis, feelings may be internalized. This may result in an inability to concentrate, aggressive or reckless behaviors, or physical symptoms. A school site may attempt to do “business as usual” following a crisis. However, without addressing the crisis directly, students and staff will find it difficult to focus on the process of teaching and learning.

Below are considerations to prepare a school site before a crisis occurs. Review and revise the following information annually as an aspect of the site Safe School Plan.

- Identify a Crisis Response Team. A Crisis Response Team (CRT) should be identified each year (see Section B, Crisis Response Team)
- File a copy of the site Crisis Response Team with the Emergency Planning Department and School Health Programs Department.
- Train/Update the CRT (refer to the CR Manual). Include Car 29 officers and other law enforcement support available at your school.
- Ensure that appropriate incident report forms are accessible in case the crisis involves sexual harassment, sexual assault, or a hate crime. Submit forms to Pupil Services Department.
- Schedule a meeting at least once each semester to review the site’s crisis response plans.
- Inform staff annually of the site’s crisis response plan; introduce the CRT.
- Establish a working relationship with community-based organizations. Maintain a list of resources to be kept in the Resource chapter of this manual.
- Set up telephone trees to contact staff and/or families.
- Identify space where service providers assisting in the crisis can see students for small group counseling.
- Review, revise and print forms, classroom debrief materials and other materials that might be needed by CRT and staff.
- Review/develop relevant educational resources regarding crisis, grief, loss, etc.
- Develop a plan for emergency coverage of duties for CRT members.
- Establish a code to alert staff to implement prearranged procedures, e.g. lock down.
- Hold a mock crisis response.
- Establish procedures for annual crisis response professional development of new staff and update/review for all staff.
- Check Weekly Administrative Directive (WADS) regularly for updates regarding crisis response.
- Coordinate and inform relevant programs on site, including After School Program, Beacon Program, etc.

Checklist for Crisis Intervention Action Plan



Steps to Consider In the Event of a Crisis

It is essential to handle a crisis in a rapid and sensitive manner. No single plan or intervention will fit all situations and meet all individual needs. To enable a site to be prepared in advance of a crisis, sites should develop a general plan that can be adjusted to create an appropriate response to the crisis.

Particular actions need to occur to respond comprehensively to a crisis; the order of responses will vary according to the crisis and the site needs.

Reference the General Crisis Intervention Checklist at the beginning of this manual. The points below expand upon the basic items on that checklist.

- Assemble the CRT and relieve members of routine responsibilities.
- Notify Central Office and, thereafter, keep it informed about steps being taken.
- Contact parent(s) or family member of involved persons to obtain:
 - accurate information,
 - what information can be shared;
 - information regarding memorial services, etc., if there has been a death.
- Complete appropriate incident reports if the crisis involves sexual harassment, sexual assault, or a hate crime. Submit forms to Pupil Services Department.
- Notify other sites if involved student or staff have relatives attending other schools. Coordinate activities with them if appropriate.
- Identify close friends/associates at the site who might be most impacted.
- Make an initial determination of the capacity of site staff to respond to the crisis. Contact the Nurse of the Day, School Health Programs Department (242-2615) if technical assistance or on site support is needed.
- Determine how to inform, in person, staff members most closely associated with the crisis and provide relief if they are unable to continue with their duties. Provide the support they need to resume responsibilities.
- Determine how to support students closest to the crisis: classmates, sports team, group or club.
- Determine how to inform the rest of the staff and students. **Never announce a crisis over the intercom system.** (This procedure may depersonalize the incident and create chaos.)
- Provide whatever crisis response debriefing is necessary for students and staff. See “Supporting Activities” chapter for additional information.
- Notify parents/caregivers in writing of the crisis so they can support their children. Telephone the parents/caregivers of any students severely impacted by the crisis, such as witnesses, close friends.
- Use a system to identify and refer students and/or staff who may need additional emotional support.
- Determine what additional support is needed to bring closure to the crisis, such as attending the funeral or memorial service, writing letters, planning a site memorial activity.
- Meet daily, and more frequently, if necessary, as a CRT to review plans, provide updates, prioritize needs, plan follow-up actions, and ongoing debriefing of team members.
- Hold a final debriefing to review the management of the crisis, ensure that team members’ needs have received proper attention, complete all necessary records and bring closure for the team.

Crisis Management Reporting Form



San Francisco Unified School District

School Health Programs Department • 1515 Quintara Street, San Francisco, CA 94115
Tel. 415-242-2615 • Fax: 415-242-2618

*** See Crisis Intervention Checklists throughout the manual for steps to consider in the event of a crisis.**

For SHPD staff purposes only

Person completing this form _____ Person contacting SHPD _____

Background of Incident

The purpose of the Crisis Management Reporting Form is to assist a site Crisis Response Team (CRT) organize a comprehensive response. It is also utilized by SHPD staff when providing phone technical assistance.

Site Person / Position _____ Phone No. _____

School _____ Time of Call _____ Date of call _____

Incident (include dates, names of students/grades most impacted):

How were the facts of the incident confirmed?

Were appropriate incident reports completed and submitted? eg. Child Abuse reporting forms or SFUSD sexual harassment forms.

Role of the Crisis Response Team

Determine the responsibilities of the members of the Crisis Response Team. See pages B-1 and B-2 for role responsibility descriptions.

Does the site Crisis Response Team need technical assistance?

If technical assistance is needed, contact the Nurse of the Day at 242-2615.

Notifying Departments and Key Persons

Who was notified at Central Office?

Have close friends/family at the site who might be most impacted been identified?

Notifying Departments and Key Persons *cont.*

Have other school sites that may have been impacted by the crisis been notified? (e.g. siblings)

- Identify specific names and sites.

If this incident is likely to attract **media** attention, see “Guidelines for Media Response” on page A7 for things to consider.

- Has the Office of Public Engagement been notified?
- What advice has the Office of Public Engagement provided?

Informing staff and students

**** Never Announce A Crisis Over The Intercom System Or In An Assembly. ****

See “Informing the School Community about a Crisis” on page A6

What is the plan to inform the **staff** of the crisis?

What is the plan to inform the **students** of the crisis?

What is the plan to inform **parents/guardians** of the incident? See sample letters throughout the Crisis Manual.

Debriefing

***See Section G, "Classroom or After-School Support Activities"**

What is the plan for debriefing **staff**?

What is the plan for debriefing **students**?

What is in place to support students and staff closest to the crisis who may need additional assistance?

Follow Up

What is the plan for debriefing the Crisis Response Team?

What is the plan for evaluating the school’s crisis response?

Considerations in the event of a death of a school community member:

- What are family’s wishes about memorials or student responses, etc.?
- Who will remove the personal items of the person who passed away?
- If a student has died, who will stop notification regarding student activity (report cards, attendance, school events) from being sent to the student’s home?



The site administrator must take four concerns into consideration before informing a school community about a crisis:



- When the announcement will be made,
- What the content of the announcement will be,
- What method will be employed to make the announcement,
- What reactions may arise as a result of the announcement.

The following points should be considered before making an announcement regarding a crisis:

KNOW THE FACTS

Before informing students, faculty, or families about a crisis, be sure of the facts of the crisis. In addition, be sure which facts can be shared publicly. Reports regarding a potential crisis should be researched before information is disseminated.

CONSULT

Before acting, assemble the site crisis response team, and if necessary, contact the Nurse of the Day for technical assistance regarding how to proceed when informing the school community of the incident .

DO NOT USE SCHOOL ASSEMBLIES OR PUBLIC ADDRESS SYSTEMS FOR ANNOUNCEMENTS



These methods of sharing information are impersonal and can compound the crisis, making the crisis response more difficult to manage. Having classroom teachers read an information sheet in the context of a classroom debriefing exercise is the most effective way to inform students. The same announcement should be made simultaneously in each class. See Section G, "Supporting Activities" for additional information.

DO NOT DELAY



Delaying the announcement creates the possibility that rumors will replace the facts of the crisis. Not informing the school community promptly with accurate information also leads to anger and frustration. Students, faculty, and families may think that information is being withheld deliberately, leaving them to feel “no one cares.”

See individual sections within the manual for concrete suggestions regarding the content of the announcement.

KNOW THE PLAN

Make information available only when there is a clear plan in place to respond to the needs of individual students, faculty, or family members. Not having a comprehensive plan compounds the crisis.

Guidelines for Media Responses/Release



There may be inquiries regarding a crisis from the media. The Crisis Response Team Media Contact Person should coordinate with the Office of Public Engagement about media requests. The Office of Public Engagement can assist in prioritizing media requests, issues of confidentiality, and assists with giving a consistent message regarding the school site response to the crisis.

“NEWS MEDIA CRISIS SITUATION... WHAT WILL THEY ASK YOU?” Adapted from list provided by Michael Guerin, Asst. Chief, Law Enforcement Division, Governor’s Office of Emergency Services. “Nothing is more destructive than different sources of information with different messages. Coordinate with District Officials.”

An interview is an opportunity to “bridge” from media questions to the messages YOU want to convey to the public: “We care...the situation is under control.” “This is what we’re doing...” “Everything is going to be OK.”

Condition of Students/Staff

- Hint: Express concern for and empathy with victims.
- Hint: Speak from the viewpoint of public interest, not organization’s interest.
- Hint: Avoid jargon/acronyms, e.g. LEP students

Number injured/killed

- Potentially affected number
- Nature of injuries
- Care given to injured
- Disposition of injured/fatalities
- Example:** Staff members have accompanied injured students to name of hospital(s) until family members arrived.

Name of persons injured/killed

- Hint: Do not release. “Next of kin are being notified first.” Refer to SFPD

Property Damage

- Estimated value
- Hint: Avoid conjecture. Figures used by media may become Public Record.
- Example:** There has been considerable damage. We are in the process of assessing the extend of loss.”
- Description
- Importance

Causes

- How discovered
- Chronology
- Were any measures taken to avoid/eliminate/minimize the disaster?
- Example:** Emergency Services Plan

Rescue & Relief

- What is being done?
- Example:** Crisis Response Team
- Personnel engaged in operation
- How people/property were saved

Description of Crisis

- Extent of involvement
- Do not release names of suspects
- Refer questions to SFPD
- Hint: Avoid conjecture.
- State only facts.

People’s Reactions

- How are students/staff/parents reacting?
- Example:** Children are safe; the situation is under control. School will remain open
- OR:** Children have been evacuated to _____ where parents or persons listed on their child’s emergency card may pick them up.

What help is available?

- Example:** Crisis Response Team members are assisting students and staff.

Documentation: Keep a record of persons you speak with, the organization the person represents (if any), when you spoke, and what you said, (it helps to prepare a “script.”)

If there’s a delay in releasing information, explain and have someone return the call. Learn the caller’s deadline.

If you don’t know the answer—especially to questions that begin with “why?”—don’t speculate. Offer to get the information to the caller when it’s available.

When the news media has insufficient information, they will repeat what they have.

When authorities will not comment, the news media will speculate.

Assume the microphone is on and the cameras are on and rolling.

Assume that nothing is off the record.

The Crisis Response Team



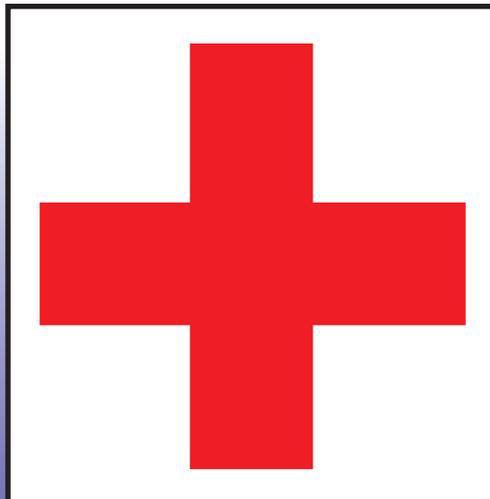
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Assembling A Crisis Response Team



For a school site to implement a comprehensive response to a crisis, a working team is imperative. An effective Crisis Response Team will make decisions as a team and will have various roles/responsibilities assigned to individual team members. **Team members should be identified prior to a crisis.** In addition, team members should know where the Crisis Response Manual is located, and should receive training as a Crisis Response Team Member.

The size of a CRT will depend on several issues including the number of students, staff configuration, and the type of crisis.

The Site Crisis Response Team may include:

- Administrator or Designee (Team Leader)
- Secretary
- Teacher (s)
- Counselor
- School Resource/SFPD Officer
- Other appropriate on-site staff, which may include: elementary advisor, parent liaison, peer resource coordinator, wellness coordinator, school district nurse, security guards, custodian, etc.

Some key roles and a description of the responsibilities are listed below:

Team Leader:

- Convenes CRT when a crisis occurs;
- Coordinates efforts with emergency services if they have been called;
- Orchestrates the site's response utilizing the Crisis Management Reporting Form as a general guide;
- Ensures that all team members fulfill their responsibilities;
- Arranges for staff coverage as needed;
- Plans CRT meetings regularly during the crisis to report on response of students and staff and actions taken;
- Completes necessary reports and documentation;
- Spearheads evaluation of the site response and oversees any necessary changes to improve site response in the future.
- Ensures that the manual is updated each time revisions are received from the School Health Programs Department.

Media Contact Person:

- Serves as point person if the crisis attracts media attention;
- Alerts the Office of Public Engagement of the crisis and potential for media interest;
- Follows Office of Public Engagement instructions regarding contact with the media;
- Notifies school to avoid media interviews, stressing the use of "discretion." Staff should refer all media calls to the site media contact person.



Debriefing Lead

- Assesses impact of crisis and debriefing need of students and staff;
- Prepares and distributes classroom debriefing materials;
- Arranges for additional classroom debriefing facilitators, if needed;
- Arranges for individual and/or small group counseling, if necessary;
- Prepares a schedule of counseling staff or outside counselors available for grief/loss counseling;
- Informs staff of counseling plans;
- Schedules space for small group counseling;
- Arranges for CRT debriefing sessions throughout the crisis.

Parents/Caregivers/Community Lead

- Represents the site with families of any student(s) directly involved in the crisis (e.g. rape, suicide, injury, death);
- Responds to telephone calls from parents/caregivers;
- Prepares letter and attachment(s) for parents/caregivers;
- Arranges for distribution of materials to go home;
- Arranges parent/caregiver meeting, if crisis warrants;
- Arranges for availability of translators to respond to parents/caregivers telephone calls.

Building/Grounds Lead

- Secures building if crisis warrants;
- Arranges change in bus schedule, if necessary;
- Arranges bell schedule change, if necessary.

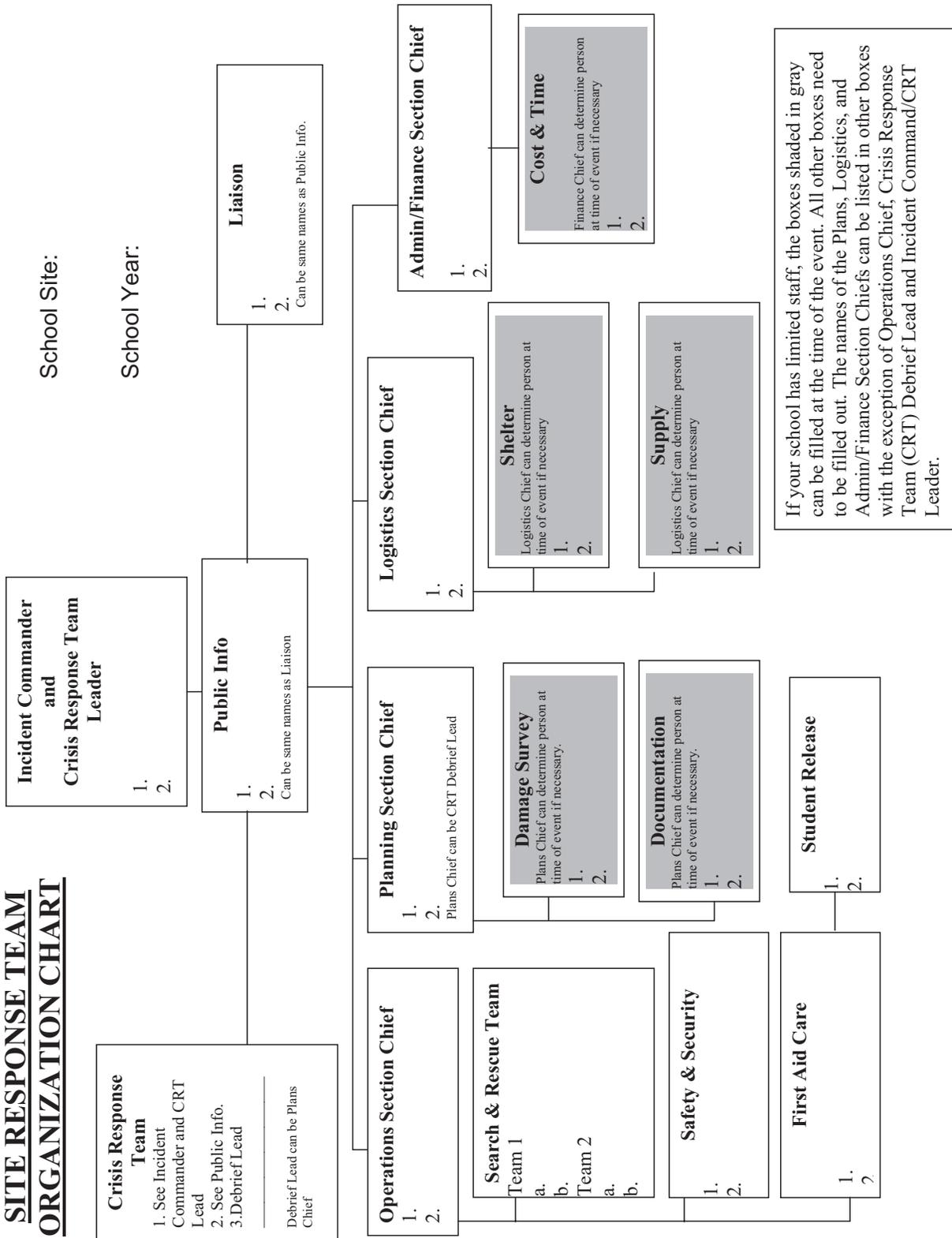


Emergency/Crisis Response Team

Chart — Blank

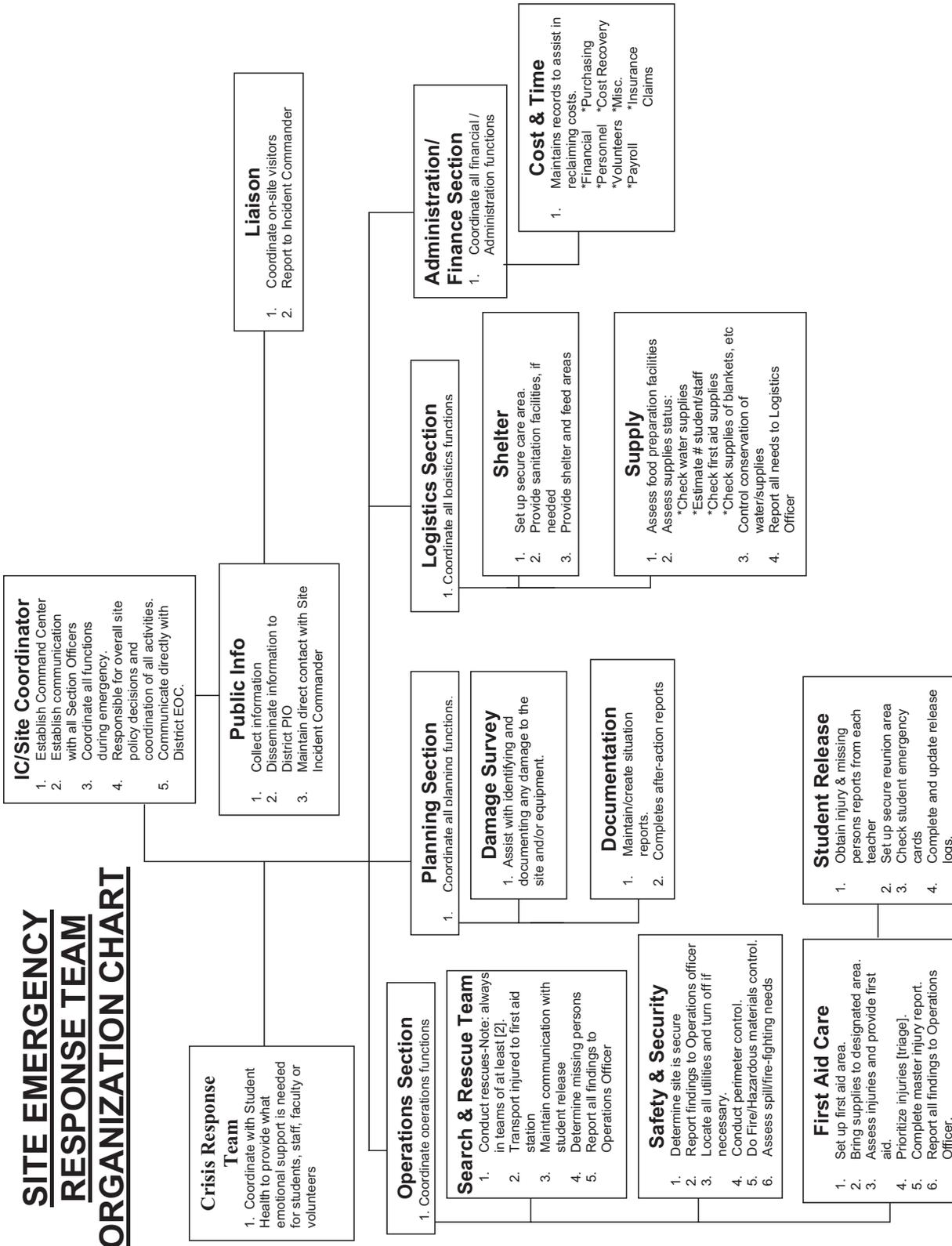


SITE RESPONSE TEAM ORGANIZATION CHART



Emergency/Crisis Response Team Chart

With Role Descriptions



Crisis Response Team Care Tips



To maximize the functioning of the site Crisis Response Team, team members should provide debriefing for each other and for the team. Care providers in a crisis perform at their best when their responses to a crisis are articulated.

The following guidelines are provided to assist school site CRTs with their own debriefing.

- ❑ **MAKE THE TEAM A PRIORITY.** Take adequate breaks and monitor each other's functioning. Make certain that leadership is supported and/or that leadership is rotated. Often leaders need to be somewhat removed from the operations to ensure a clear perspective. Attempt tasks that are reasonable.
- ❑ **ESTABLISH A CENTER FOR THE TEAM.** This allows for situational updates and clear communication. It also provides a safe place to be and to get away from the crisis.
- ❑ **SPEND ADEQUATE TIME ASSESSING THE NEEDS OF STUDENTS AND STAFF.**
- ❑ **DEVELOP A PLAN BASED ON NEEDS OF THE SCHOOL COMMUNITY.** As new information surfaces, reprioritize the needs.
- ❑ **BUILD YOUR OWN INTERPERSONAL SKILLS.** It is only by doing that we develop sensitivity to our internal states and changes, and only by receiving feedback can we accurately gauge our effects upon others.
- ❑ **BECOME AWARE OF YOUR PERSONAL NEEDS AND VULNERABLE AREAS.** Discover what parts of you are likely to get bruised and what feelings are likely to surface doing crisis work. Find ways to meet personal needs.
- ❑ **MONITOR YOUR RECEPTIVITY LEVEL.** If you are feeling overwhelmed, hopeless, or helpless, take a break. If you are unaffected, check whether you are "blocking" the feelings, trying to "tough it out."
- ❑ **TAKE CARE OF YOURSELF: EAT WELL, EXERCISE WELL AND REST WELL.** Beware of excesses that may include alcohol consumption. Participate in activities what will comfort you. Don't be afraid to talk about your reaction.
- ❑ **PROVIDE AN OPPORTUNITY FOR FORMAL TEAM DEBRIEFING.** See Section G, "Classroom or After-School Support Activities" suggestions for the debriefing process.

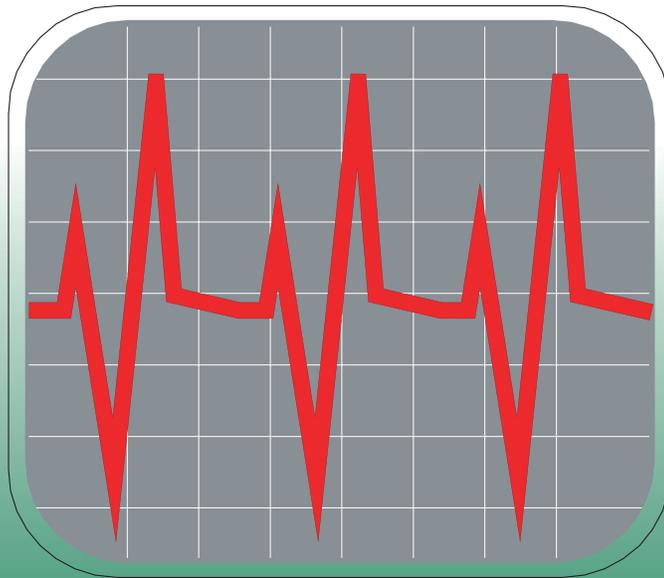


Death, Dying and Loss



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Checklist for a Crisis Involving Death



- Assemble the CRT and relieve members of routine responsibilities.
- Notify Central Office and, thereafter, keep it informed of steps being taken. Complete and forward Incident Report to Central Office.
- Contact appropriate family member to obtain accurate information. Determine what information can be shared, including information regarding memorial service/family wishes.
- Identify close friends/associates on site who might be most impacted. Clarify a system to identify and refer students and/or staff who may need additional emotional support.
- Inform, in person, staff members and/or students most closely associated with the death; provide relief if teachers are unable to continue with their duties. Follow up as needed.
- Make an initial determination of the capacity of site staff to respond to the crisis. Contact the Nurse of the Day at SHPD for assistance or if additional resources are needed.
- Notify other sites if involved student or staff has relatives at other schools. Coordinate activities with them if appropriate.
- Inform the rest of the staff at an emergency staff meeting.
- Inform students. **Never announce a crisis over the intercom system.** (This procedure may depersonalize the incident and create chaos.) Refer to sample letters in this section for assistance in wording announcements.
- Support students closest to the crisis (i.e. classmates, sports team, group or club).
- Provide whatever debriefing is necessary for students and staff.
- If a student death, notify attendance office to forestall intrusive calls home; arrange for removal of personal belongings from school site.
- Notify parents/caregivers in writing of the crisis so they can support their children. Telephone the parents/caregivers of any students severely impacted by the crisis, such as witnesses, close friends (refer to sample letter in this section).
- Determine if additional planning is needed to bring closure to the crisis, such as attending the memorial service, writing letters, planning a site memorial activity, etc.



Announcement of Death to Staff



SAMPLE ANNOUNCEMENT TO STAFF FOLLOWING A DEATH

(Date)

Dear Staff,

There are times when it is necessary to communicate news that is painful for all of us. During those times we must be prepared to support each other as we deal with the many feelings that we begin to experience. It is with great sorrow that I inform you that **(NAME OF PERSON)** at **(SCHOOL NAME)** has died.

Death can be difficult for us to understand, especially when it is sudden. We will all begin to feel different emotions: shock, sadness, confusion, even some anger. What is most important is that we care for and support each other.

Sometimes students are affected by the death of someone important to them, and they may need to express their feelings. Please contact appropriate support service site staff if you notice a student who appears to be having more difficulty with his/her feelings than might be expected.

In memory of **(NAME)**, *indicate here what activity or activities the school is planning.* **(SCHOOL NAME)** administration will keep you updated as more information is given us at the school.

Sincerely,

(Principal's name)

Announcement of Death to Students



SAMPLE LETTER TO STUDENTS FOLLOWING A DEATH

(DATE)

Dear Students,

I have asked your teacher to read this letter to you because I want to make sure that all students receive the same information about the recent tragedy at our school. It gives me great sorrow to inform you that ((NAME), a (teacher student/friend) at (SCHOOL NAME), has died (DAY/DATE). *(Insert what information can be shared about the cause and circumstances of the death.)*

Death can be difficult for us to understand, especially when it is sudden, Many of us may be confronted with a variety of emotions which might include shock, sadness, and confusion. I want to assure you that we, the (SCHOOL NAME) staff, care about you and the feelings you may be experiencing.

Please know that we want to support you during this time. The Crisis Response Team will be available to meet with you in (PLACE) to assist you in dealing with any feeling you may be having. You might wish to share memories you have of (NAME). Crisis Response Team members will also be available at any time during the day to help you if you feel a more urgent need to talk with someone. *(Insert here specific information on how students can access support service staff and collaborating agencies for support.)* I want to encourage those students who may be particularly upset, perhaps even struggling with a death in the family or of a friend, to talk with Crisis Response Team members. They will be available to meet with you.

Any time death touches us, it is stressful. This sudden death may be quite shocking to you and confuse you. For these reasons, we especially want you to know of our care and support.

Sincerely,

(PRINCIPAL'S NAME)

Announcement of Death to Families



SAMPLE LETTER TO FAMILIES FOLLOWING A DEATH

(DATE)

Dear Parent and Caregivers:

I am sorry to inform you that a staff person/student/friend, **(NAME)**, at **(SCHOOL NAME)** has died **(DAY/DATE)**. *(Insert what information can be shared about the cause and circumstances of the death.)*

Death can be difficult for us to understand, especially when it is sudden. All of us will be feeling a variety of emotions: shock, sadness, or confusion. What is most important is that we care for and support each other.

The Crisis Response Team has made plans to respond to the emotional needs of the students. *(Spell out what is being done: grief counseling, classroom debriefing, referrals to support service staff and community based organizations)*

If your family has experienced a death or similar loss recently, the death of **(NAME)** may bring up feelings about that death. This is a normal experience. Please let your child's *(teacher or counselor)* know if there is any additional information the school should be aware of so we can provide the support your child needs.

Any time death touches us, it is stressful. This sudden death may be disturbing to you as well as to your child. It is for this reason that we especially, want you to know of our care and support.

Sincerely,

(PRINCIPAL'S NAME)

Common Stages of Grief



COMMON STAGES OF GRIEF*

DENIAL: This stage may be expressed by feeling nothing or insisting there has been no change. It is an important stage and gives people “time out” to organize their feelings and responses. Children/adolescents may make bargains to bring the person back or hold fantasy beliefs about the person’s return. Children/adolescents in this stage need understanding and time.

FEAR: A crisis that results in death or a crisis that is the result of violence can instill fear in children. A child or adolescent might fear that their own parent/caregiver might die after a classmate’s parent dies. Children need reassurance that they will be taken care of during this stage.

ANGER: The sudden shattering of the safe assumptions of young people lies at the root of the grief response of anger. It can be expressed in nightmares and fears and in disruptive behavior. Children in this stage need opportunities to express anger in a positive and healthy way.

DEPRESSION: Children may exhibit depression either through frequent crying, lethargy and withdrawal from activities, or avoidance behavior (“running away”). This can be a healthy, self-protective response that protects children/adolescents from too much emotional impact. Children need to know that others understand and that all things change, including their sadness.

ACCEPTANCE: Acceptance of a loss and hope as seen through renewed energy signals entrance into the final stage of grieving. Before children can return to equilibrium, they need permission to cease mourning and continue living.

*Adults experience these stages also. Depending on individual needs, an individual, whether a child or an adult, may stay in one stage for a long time, move back and forth from one stage to another, or move through each stage in the order listed.



WAYS FOR FAMILIES TO HELP YOUTH WITH GRIEF

General Information

Your child has recently experienced a loss at school, either through the death of a classmate or staff person, or has a classmate that has lost a family member. Each child grieves differently. It is most important that children get sympathy and nonjudgmental responses from their family members. Keep communicating with your child to create a safe, supportive environment. Talking about feelings is very important. When children see adults expressing their feelings about a loss in a healthy way, they learn how to do it too.

Possible Behavioral Changes

- Restlessness and change in activity level
- Expression of security issues: Will this happen to me or others
- Clinging to parents, fear of strangers
- Withdrawal and unwillingness to discuss the loss
- Fearfulness, especially of being left alone
- Regression to younger behaviors—bedwetting, thumbsucking
- Symptoms of illness: nausea, loss of appetite, diffuse aches and pains
- Feeling guilty that it is their fault

Response of Parents/Caregivers

Children need a sense of security when a loss occurs. It is important to keep to the family routine as much as possible. Children may need more personal attention at bedtime.

- Simple answers to such questions as, “When will you die?,” “Can I get sick too?,” or “Does everyone die?” will provide reassurance to children. Adults can seek further information to learn what the child’s concern is, “Are you concerned that I might not be here to care for you?” or “Are you worried you might die soon too?” Brief answers based on fact are best: “I don’t plan to die for a long time. I hope to take care of you as long as you might need me.” or “We all die. However, I don’t think you need to worry that you will die yet. We are going to try and keep you well for many years.”
- Everyone in the family needs reassurance. Children may ask endless questions. They need information and reassurances given repeatedly. Extra play may be needed to relieve the tension related to their grief.
- It is also important to explain to children that the crisis is not their fault.



TIPS FOR TEACHERS TO HELP A STUDENT AFTER A DEATH

The following are some suggestions for helping students who experience loss.

- **Remember that adults can make a difference** helping students when they have problems with death, because most of them have faced the death of loved ones and other significant losses.
- **Listen and empathize.** Make sure you hear what is said.
- **Maintain a sympathetic never-shaming attitude** toward the student's response.
- **Respond with authentic feelings.** It is acceptable to express sorrow to a child.
- **Allow students to cry by giving permission:** "Go ahead and cry, it's all right." Permission may be necessary, since so many strong feelings are labeled as being publicly unacceptable and some students are taught not to show emotions in public. Extreme responses of grief may mean a student might need personal assistance.
- **Remember that ignoring grief will not make it go away.** Research shows a relationship between antisocial behavior among adolescents and unresolved grief over the death of a loved one.
- **Assure younger siblings that they are not responsible** for the person's death although they might have had negative feelings about him or her at some time.
- **Refer students for help when necessary.** At times, normal grief may look like mental illness. When a teacher observes behavior such as unusual swings in emotions, moods, or thoughts that indicate a loss of contact with reality, it is time to refer that student for support and assistance.
- **Recognize that grief may last over an extended period of time.** When grief is openly expressed, the first six months constitute the most stressful period. Recovery begins during the first year and occurs more conclusively by the end of the second year (refer to "Common Stages of Grief" on page C-5.)

Assault/Harassment Introduction



It is necessary to determine whether an incident involving assault or harassment is an individual crisis or a school crisis.

Individual Crisis Response:

If it is an individual incident affecting one student, it should be treated as such, which would include using great sensitivity and confidentiality. Refer to the attached checklists for possible responses.

School Wide Crisis Response:

If the incident affects the entire school community, the response will be different, and may include using the classroom debriefing exercise, accessing outside counselors, and informing parents/caregivers. A sample letter is included in this section. Refer to the attached checklists for possible responses.

In General:

Assault

If the assault is a rape, the incident should not be referred to as a rape publicly, but rather as an assault. Confidentiality of the victim must always be maintained.

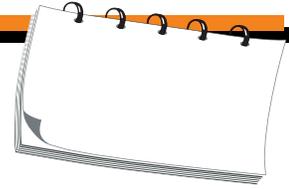
The survivor does not have to disclose any information other than the fact that they have been attacked or assaulted. The person to whom the assault is reported must be prepared to believe the victim, file the appropriate incident forms, and contact the appropriate authorities which may include the police and Child Protective Services. It is not the role of school site administrators or counselors to act as detectives in addressing assault. The appropriate authorities will investigate allegations.

Harassment

The confidentiality of the target must also be maintained if the act is reported as harassment. SFUSD defines Sexual Harassment as any unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, visual, written, or physical conduct of a sexual nature. In addition, the District has a clear anti-slur policy that states negligent use of slurs based on race, color, creed, national origin, religion, ancestry, age, sex, sexual orientation, gender identity, or disability is not to be tolerated. Refer to the attached checklists and/or Complaint Procedures Regarding Sexual Harassment.

SFUSD Incident Report Form and Hate Violence Form can be found under “Forms” section of SFUSD website.

Checklist for Crisis Involving Assault/Harassment



- Determine condition of the assault/harassment victim. Determine whether an ambulance is needed (on site incident).
- Call the police: 911. If using a cell phone, call 553-8090.
- Clear all persons from the immediate area. Do not disturb anything as a police investigation will follow (on site incident).
- Determine whether the bell schedule should be changed. Prepare the announcement with the new schedule.
- Call parents/caregivers of the assault victim to inform them of incident(on site incident).
- Document case for future reference.
- Deny media request for information as ALL INFORMATION IS CONFIDENTIAL.

Follow procedures used in all crises as listed below, and on the General Crisis Intervention Checklist.

- Convene the Crisis Response Team and review situation and roles.
- Notify Central Office Operations.
- Verify information regarding the assault/harassment.
- Complete and forward Incident Report to Central Office.
- Prepare a formal statement to staff, emphasizing CONFIDENTIALITY since a police investigation may follow.
- Announce time and place of emergency staff meeting.
- Identify student, staff and parents/caregivers likely to be most affected by news.
- Assess need for additional community resources:
 - Child and Adolescent Sexual Abuse Resource Center: **206-8386**
 - Francisco Women Against Rape: **861-2024**
 - Rape Treatment Center: **821-3222**
- Assign trained staff and/or community professionals to specific duties based on the nature of the crisis and staff and student response.
- Establish debriefing plan for all students and staff impacted by the crisis.
- Prepare and plan for distribution of letter to families (refer to sample letter in this section).
- Update staff on a regular basis, including debriefing opportunities.
- Develop a plan on how assault/harassment victim will re-enter the school: contact person, check-in times, counseling, make-up work, preparation of classmates and other student groups of which survivor was a member.
- Debrief CRT, including assessment of procedures.

Announcement of Assault/Harassment



SAMPLE LETTER TO SCHOOL COMMUNITY FOLLOWING AN ASSAULT

(DATE)

Dear School Community:

This letter is to inform you that a student assault has occurred. *(Insert information here regarding whether the assault/harassment took place on or off campus and any other information that can be provided without violating a victim's confidentiality.)*

All of us will be feeling a variety of emotions, including shock, sadness, and anger. I want you to know that we, the **(SCHOOL NAME)** staff, care about the feelings our students may be experiencing.

The Crisis Response Team has made plans to respond to the emotional needs of the students. *(Clarify what is being done: grief counseling, classroom debriefing, referrals. In addition, list the school support services and collaborating agencies that are available for the child/family).* In addition, the San Francisco Police Department is conducting an investigation on this case.

Any time violence touches us, it is extremely stressful. If your family has experienced a trauma or loss recently, this recent assault may trigger feelings about your trauma or loss. This is a normal experience. Please inform your child's *(teacher or counselor)* if there is additional information the school should be aware of so we can provide the support your child needs.

Please feel free to call me at **(SCHOOL TELEPHONE NUMBER)** if you have any questions or concerns.

Sincerely,

(PRINCIPAL'S NAME)

Procedures Regarding Sexual Harassment



San Francisco Unified School District Complaint Procedures Regarding Sexual Harassment

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other written, verbal, visual, or physical conduct of a sexual nature made to a person of the same or opposite sex.

Examples of Sexual Harassment

- Touching, pinching, and grabbing body parts.
- Visual forms of harassment such as derogatory posters, letters, poems, graffiti, cartoons, drawings, etc.
- Making suggestive or sexual gestures, looks, verbal comments or jokes.
- Spreading sexual rumors or making unwanted sexual propositions.
- Continuing to express sexual interest after being informed that the interest is unwelcome.
- Being cornered, forced to kiss someone or coerced to do something sexual.
- Pulling-off someone's clothes.
- Attempted rape and rape. (mandatory police report)

Procedure

Step I: Informal Resolution:

- Attempt to resolve the conflict through discussion, or other means, with the alleged offender, counselor, other adult, or friend.
- If you have been unsuccessful in using informal resolution or you do not wish to confront the alleged offender, proceed with Step II.

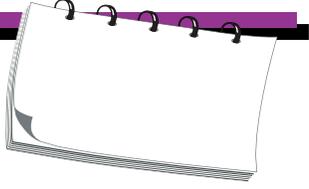
Step II: Formal Resolution

- Inform your counselor, teacher, or administrator that you would like to file a formal sexual harassment complaint.
- With the help of your counselor, teacher, or administrator, complete appropriate incident report.
- The head counselor/dean will initiate and complete an investigation within 10 school days.
- This investigation may include interviews with the complainant, the accused, witnesses and other suspected victims.
- The parent/guardian/caregiver of the victim will be notified by the head counselor/dean that a sexual harassment complaint form has been filed.

Step III: Written Response

- After the investigation has been completed, the head counselor shall endeavor to issue a written response to the complainant within 10 school days.

Checklist for a Crisis Involving Suicide

- 
- If the suicide attempt is on site, contact 911 or 553-8090 by cell phone.
 - Convene the Crisis Response Team and review situation and roles.
 - Notify Central Office Operations.
 - Verify information regarding the suicide.
 - Contact Office of Public Engagement
 - Prepare formal statement to faculty/staff: remember CONFIDENTIALITY.
 - Convene emergency staff meeting.
 - Prepare formal statement announcement for informing faculty/staff.
 - Prepare formal statement or announcement for students (**NEVER announce a crisis over the Intercom System or at a school assembly.**)
 - Establish debriefing plan for all students and staff impacted by the crisis.
 - Identify students, staff and parents likely to be most affected by news.
 - Assess need for additional community resources.
 - Assign trained staff and/or community professionals to specific duties necessitated by the nature of the crisis and staff and student response.
 - Provide coverage for absent/substitute teacher, if suicide was by a teacher.
 - Prepare and plan for distribution of letter to families.
 - Update faculty on a regular basis, including debriefing opportunities.
 - Complete and forward Incident Report to Central Office.
 - Notify Attendance Office to forestall intrusive calls home; arrange for removal of personal belongings from school site.
 - Debrief Crisis Response Team.
 - Assess Procedures.

Student Re-entry Checklist Consider a comprehensive plan if the student who attempted suicide is to return to school. A release of information may need to be signed by parent/guardian if there is to be communication with a mental health provider or hospital.

- Designate a school contact person for student re-entry following a suicide attempt.
- Plan when and where the student will check-in with site contact.
- Anticipate the need for additional counseling. Consider what resources are available for on site counseling support if needed.
- Inform necessary teachers regarding the student's absence. Teachers should work with the student to make up missed assignments.
- If key students are affected by the student's absence, provide them with appropriate resources and/or information.
- Clarify the plan for regular contacts with a parent/guardian if appropriate.

Following a Suicide



SAMPLE LETTER TO SCHOOL COMMUNITY FOLLOWING A SUICIDE

(DATE)

Dear School Community:

I am sorry to inform you that a staff person/student/friend, **(NAME)**, at **(SCHOOL NAME)** has died **(DAY/DATE)**. *(Before stating this is a death by suicide, be sure of the accuracy of the report, and if the family will allow this information to be shared. Only then insert the information regarding the cause and circumstances regarding the death.)*

Death can be difficult for us to understand, especially when it is sudden, All of us will be feeling a variety of emotions: shock, sadness, even some confusion. What is most important is that we care for and support each other.

The Crisis Response Team has made plans to respond to the emotional needs of the students. *(Spell out what is being done: grief counseling, classroom debriefing, referrals)*

If your family has experienced a death or similar loss recently, the death of **(NAME)** may bring up feelings about that death. This is a normal experience. Although rare, sometimes students may be so overwhelmed by the death of someone close to them, that they may express suicidal thoughts or actions. Please let your child's *(teacher or counselor)* know if there is any additional information the school should be aware of so we can provide the support your child needs.

Any time death touches us, it is extremely stressful. This sudden death may be disturbing to you as well as to your child. It is for this reason that we especially, want you to know of our caring and support.

Be sure to include appropriate resources for families. See section 1 for possibilities.

Sincerely,
(PRINCIPAL'S NAME)

Indicators of Potential Suicide



The following list of risk indicators and symptoms will assist the school staff in determining the seriousness and level of risk of a suicide threat:

High Risk Indicators

Symptoms

<ul style="list-style-type: none">• Previous suicide attempt	<ul style="list-style-type: none">• Attempt at suicide
<ul style="list-style-type: none">• Family history of suicide	<ul style="list-style-type: none">• Attempt at suicide
<ul style="list-style-type: none">• Specifically determined suicide method	<ul style="list-style-type: none">• When questioned, expresses wish to die and indicates existing plan, available means, and specific time for completion.
<ul style="list-style-type: none">• Perceived resources	<ul style="list-style-type: none">• Are there friends with whom to talk?• Are parents/caregivers/other adults approachable?
<ul style="list-style-type: none">• Giving away possessions	<ul style="list-style-type: none">• Distributes favorite belongings to special saying good-bye.
<ul style="list-style-type: none">• Recent loss or threat of loss	<ul style="list-style-type: none">• Extreme grief or trauma experienced in tragic loss (death, suicide, divorce, separation, breakup of relationship, change in family status or residence)• Negative change in health or appearance.
<ul style="list-style-type: none">• Chronically self-destructive lifestyle	<ul style="list-style-type: none">• Drugs, used excessively, including alcohol.• High-risk activities.• Careless disregard for personal safety.• Self-inflicted scratches and marks.

General Indicators

Symptoms

<ul style="list-style-type: none">• Verbalizing suicide threats	<ul style="list-style-type: none">• Makes comments such as, “I don’t want to live any longer,” or “You’ll be better off without me.”• Says that friends and family will not miss him/her.• Threatens to hurt or kill self.
<ul style="list-style-type: none">• Collecting information on methods	<ul style="list-style-type: none">• Makes inquires regarding lethal weapons, pills and other methods used by suicide victims.

Indicators of Potential Suicide



General Indicators

Symptoms

-
- | | |
|--|---|
| <ul style="list-style-type: none">• Expressing hopelessness, anger at self, helplessness | <ul style="list-style-type: none">• Expresses that no one cares.• Indicates feelings of failure and low self esteem.• Has increased conflict with family, friends or authority figures.• Is overwhelmed with current stress factors and states, “I can’t handle it.”• Lacks ability to solve problems.• Feels like quitting or running away from the world.• Feels humiliated, experiencing loss of face. |
| <ul style="list-style-type: none">• Expresses themes of death or depression | <ul style="list-style-type: none">• Conversation, writing, reading selections and art work focus on death and morbidity.• Relates frightening dreams or fantasies. |
| <ul style="list-style-type: none">• Evidences acute personality changes or activities | <ul style="list-style-type: none">• Withdraws from family, friends.• Becomes sexually promiscuous.• Is newly aggressive and irritable.• Has frequent crying spells, temper tantrums or extreme moodiness.• Loses interest in appearance and grooming.• Runs away from home. |
| <ul style="list-style-type: none">• Demonstrates sudden, dramatic decline or improvement in academic, athletic or other performance activities | <ul style="list-style-type: none">• Unable to concentrate, attend to or complete tasks.• Chronically tardy or truant.• Fidgety, hyperactive or hypoactive in the classroom.• Shows drastic drop or rise in grades. |
| <ul style="list-style-type: none">• Evidences physical symptoms, depression | <ul style="list-style-type: none">• Appears apathetic, lethargic, bored or extremely fatigued.• Sleeps excessively or has insomnia.• Suffers markedly increase or decreased appetite• Displays tension, nervousness or anxiety. |
-

Assessing for Suicide Potential



If a student approaches someone to discuss suicide, assume that the student is considering harming him or herself, and is interested in seeking help. Always consider accessing appropriate assistance when working with a student who may be expressing suicidal thoughts. The questions below are meant as a guideline in order that an adult can get a student the care he/she needs if suicidality is a concern.

If the student has answered yes, even hesitantly, to any of the following questions:

“Are you thinking about killing yourself now?”

“Do you have a plan?”

“Do you have means to complete the plan?”

“Have you ever considered suicide before?”

Then the student is at risk for committing suicide. Do not leave the student alone.

- Inform the counselor and site administrator of the suicidal intent.
- Inform parent/caregiver.
- Call Comprehensive Child Crisis Services at 970-3800 if an evaluation is needed immediately.
- Document the contact for future reference on Record of Student Contact.

If the student is removed from school because of a suicide intention or attempt, a plan should be established prior to school re-entry. See the Checklist for Crisis Involving a Suicide for consideration, on page E-1.

Suicide Contagion



Probable High Risk Students After a Suicide

- Any students who participated in any way with the completed suicide: helped write the suicide note, provided the means, were involved in a suicide pact, etc.
- Any students who knew of the suicide plans and kept it a secret
- Siblings, other relatives or best friends
- Any students who were self-appointed therapists to the deceased student and who had made it their responsibility to keep the student alive
- Any students with a history of suicidal threats and attempts
- Any students who identified with the victim's situation
- Any students who had prior reason to feel guilty about things they had said or done to the student prior to the student's death
- Any students who observed events which they later learned were indicative of the victim's suicidal intent
- Other students desperate for any reason who now see suicide as a viable alternative

Probable High Risk Times

- Anniversary of the suicidal death
- For the families of the deceased: birthdays, holidays, expected graduation date, etc.
- Birthdays
- School wide events: athletic events or performances, graduation

Preventing Teen Suicide



Know the Warning Signs

What issues might make a teen more likely to attempt suicide? The risk factors for teen suicide include untreated depression, pressures to overachieve, sexual identity crises, serious conflicts with family and friends, abuse, and problems with school or the law. Many youth attempt suicide while under the influence of alcohol or drugs.

Look out for these warning signs for suicide in teens:

- Talking about or making plans for suicide—even jokingly
- A focus on themes of death
- Feelings of hopelessness, often with anxiety
- Giving away prized possessions
- Persistent boredom and/or difficulty concentrating
- Complaints of physical problems that are not real
- Noticeable changes in eating or sleeping habits
- Unexplained, unusually severe, violent, or rebellious behavior
- Withdrawal from family or friends
- Running away
- Drug or alcohol abuse
- Unexplained drop in quality of schoolwork
- Unusual neglect of appearance
- Drastic personality change
- Threatening or attempting to kill oneself

Many youth who consider suicide simply want to find a way to end their pain or to solve a problem. They do not necessarily want to die, but they have not found another solution.

PARENTS: TAKE ACTION

If your child makes casual remarks about suicide, or if you suspect your child might be thinking about suicide, take action immediately! Suicide is preventable, but you must act quickly. Here are the steps to take:

1. Ask your child about it. Don't be afraid to say the word "suicide." And, don't be judgmental. By speaking directly about the issue, you can help your teen realize someone has heard his or her cries for help.
2. Seek professional help immediately. Call your pediatrician, doctor, or school counselor for guidance. Or see the resource list on the back cover of this guide for local hotlines.
3. Support your child. Listen carefully to his or her feelings. Do not dismiss the problems or get angry. Remind your child that no matter how awful problems seem, they can be worked out—and you are willing to help.
4. Remove all lethal weapons from your home, including guns, pills, knives, razors, and ropes.

Important Resources:

Child Crisis Line (assessment and care)	970-3800
S.F. Suicide Prevention	781-0500
Mental Health (information and referral)	255-3737
California Youth Crisis Hotline	1-800-843-5200

Preventing Teen Suicide



Getting Help for Youth Depression

Depression is a treatable illness.

Here in SFUSD, depression is a serious problem:

- 67% of middle school students have felt sad or depressed in the past month.
- 29% of high school students have felt so sad or hopeless in the past year that they stopped their usual activities.

Unfortunately, many youth in San Francisco don't feel they can get help for depression. In a recent youth-conducted survey, too many youth said they would not be able to talk about the issues bothering them because of:

- Fear of being judged (51%)
- Being embarrassed (47%)
- Not knowing where to go (31%)

Parents and caregivers must step in to help. Know the symptoms and risk factors for depression. Seek help from your health care provider, school counselor, school nurse, or clinic if you see these symptoms in your child. Or see the resources below.

Risk Factors for Teen Depression

Some teens are more likely to suffer depression than others. Know whether these risk factors affect your teen:

- Teens who face pressure to overachieve are at risk of depression, or even attempting suicide. When students are pushed to have “perfect” grades or test scores, they may feel that they can never succeed in the eyes of their parents or family.
- Smoking cigarettes is a risk factor for depression in teens.
- Children with depressed parents, especially their mother, are much more likely to suffer from depression themselves.
- Sexual minority youth (gay, lesbian, bisexual, transgender, and questioning youth) are more likely to face family rejection, isolation from peers, harassment, religious questions, and a negative self image, leading to depression.

Treating Depression

A doctor or counselor may use therapy (talking), support groups, and/or medication to treat teen depression. Exercise, meditation, and proper nutrition may also be effective.

There are several types of depression, with different forms of care. These include major depression, dysthymic disorder (chronic mild depression), bipolar disorder (with cycles between mania and deep depression), and double depression (with cycles between major and mild depression).

With the right treatment, care, and support, depression can go away.

Statistics taken from SFUSD Youth Risk Behavior Survey.

Physical Disaster

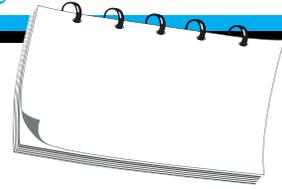


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Checklist for a Crisis Involving A Physical Disaster



Following a disaster such as an earthquake **REFER TO THE EMERGENCY OPERATION PLAN MANUAL** which delineates the procedures to follow to manage the logistical aspects of the disaster.

The debriefing of students and staff might not happen immediately because of the need to ensure the physical safety of everyone first.

- Assess safety of all students and staff.
- Assemble the Crisis Response Team (CRT) and relieve members of routine responsibilities.
- Notify Central Office and, thereafter, keep it informed of steps taken.
- Make an initial determination of the capacity of site staff to respond to the crisis.
- Determine how to provide relief if staff members are unable to continue with their duties.
- Determine how to support students in closest physical proximity to the disaster or most affected emotionally.
- Plan activities for the children until parents or caregivers are able to pick them up if the disaster occurred during school hours.
- Provide whatever debriefing is necessary for students and staff.
- Debriefing might occur as early as several hours following a disaster or as long as several days if they are not able to return to school because of damage or re-location.
- Notify, in writing, parents/caregivers of the school's response to the disaster and include information regarding children's responses to disaster. Refer to sample letter in this section.
- Determine what additional support is needed for students and staff to bring closure following the disaster.
- Meet daily, and more often, if necessary, as a CRT to review plans, provide update, prioritize needs, plan follow-up actions, and debrief.

Following A Physical Disaster



SAMPLE LETTER TO FAMILIES FOLLOWING A PHYSICAL DISASTER

(DATE)

Dear Parents/Caregivers:

As you are aware, we have just experienced a **(NAME TYPE OF DISASTER)**. *(Insert specific information regarding how the disaster affected the school site. Give information on the activities the school took if the disaster occurred during school hours. Give information on the physical state of the school if the disaster occurred during non-school hours.)*

A catastrophe like we experienced is frightening to children and adults alike. We will try to return to our normal routine while we provide support to students who may need it. The Crisis Response Team has planned some activities which hopefully will assist our students in coping with their experiences during and after the **(NAME THE DISASTER)**. *(Spell out what activities will take place and indicate if there is anything a parent or caregiver can do with their child in relationship to the activities.)*

Attached to this letter is some information that might be helpful to you if your child is having difficulty handling the disaster.

If you are concerned about your child's response to this disaster, please feel free to call *(add teacher's, counselor's or some specific person's name)*.

All staff at **(NAME OF SCHOOL)** wants to ensure that our students emotional needs are cared for so that the jobs of teaching and learning can resume at the earliest time.

Sincerely,

(PRINCIPAL'S NAME)

Common Responses to A Physical Crisis



SUCH AS EARTHQUAKE OR FIRE

FEAR AND ANXIETY

Fear is a normal reaction to any danger which threatens life or well-being. After a disaster, a person is often afraid of a reoccurrence, injury or death, being separated from family, and being left alone. It is important to remember that emotional needs continue after the immediate physical well being of the family has been established.

ADVICE TO PARENTS

- It is of great importance for the family to remain together.
- The child needs reassurance by the parents/caregiver words as well as their actions.
- Listen to the child's fears and feelings.
- Explain the disaster to the child and answer their questions which may be repeated several times. Reassurance comes with repeated explanations. This is a child's way of trying to gain control which is a healthy sign
- Keep to the family routine as much as possible.
- Parents/caregiver should indicate to the child that they are in control of the situation.
- Parents/caregiver should also be aware of their own fears and uncertainty and of the effect they can have upon a child.
- Children respond to praise, and parents should make a deliberate effort not to focus on any immature behavior which often occurs during or in reaction to a crisis. It is a way a child tries to cope, by returning to the familiar.
- Extra play may be needed to relieve the tension related to the crisis.

POSSIBLE BEHAVIORS IN RESPONSE TO FEARS:

- Refusal to go to room or sleep alone;
- Difficulty in falling asleep, waking up during the night, or having nightmares;
- Repeated questions of whether another disaster will occur;
- Regression such as bedwetting, clingingness, thumb sucking;
- Specific fears such as refusal to go to school, fear of the dark or imaginary creatures;
- Symptoms of illness: nausea, loss of appetite, diffuse aches and pains;
- Withdrawal and unwillingness to discuss the disaster;
- Restlessness and change in activity level.

Such behaviors can last several weeks. If any behavior lasts longer, it might be good to ask for professional advice. Contact your physician, religious advisor, or school official for direction for you and professionals to talk with your child.





CLASSROOM OR AFTER-SCHOOL SUPPORT ACTIVITIES

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Debriefing Responsibilities



DEBRIEFING RESPONSIBILITIES OF CRISIS RESPONSE TEAM

The Crisis Response Team is responsible for setting up the debriefing for staff and students following a crisis. Debriefing should be done as soon as possible in order to prevent additional stress because emotional needs are not being responded to in a timely manner.

Objectives: Staff and Students will be able to:

- Separate the facts involving the incident from the rumors;
- Discuss their thoughts and feelings related to the incident;
- Understand ways that they might respond personally after the incident (nightmares, fear, trouble concentrating, headaches);
- Understand what the site/district has done and will do;
- Know how to receive additional support services and information.

Time:

For students, take one class period. Additional classes may be needed depending upon the severity of the crisis and student response to the incident. It is best to do the classroom debriefing as early in the morning as possible. It is also best done during the same period school-wide so that all students receive the debriefing at the same time.

For staff, debriefing might take place before or after school, or at lunch time. As with students, additional sessions may be needed.

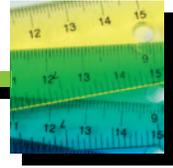
Materials Needed:

The Crisis Response Team should provide the following to every staff person who will be debriefing students:

- Incident Fact Sheet and/or School/District Response Fact Sheet
- Common Reactions to Crisis (Refer to the appropriate section)
- Information Sheet for Type of Crisis, e.g. suicide, rape
- Copy of Letter for Parents/Caregivers
- Lesson Plan
- Counseling/Information Resources (on and off site)

If at all possible, the materials should be given to the teachers the day before.

Debriefing Responsibilities



Preparation:

The CRT needs to assess whether there are any teachers not able to facilitate debriefing for their class and to provide coverage if necessary.

All teachers who have not participated in a debriefing should have the opportunity to attend professional development on debriefing.

Substitutes should not be expected to provide debriefing. Staff familiar with the students should facilitate the debriefing.

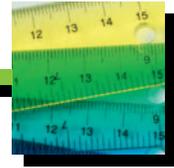
Identify space that can be used for individual or small group debriefing sessions that might be necessary.

Staff who can provide individual and small group debriefing sessions should be identified and assigned space in the event students need additional support following classroom debriefing.

An opportunity for staff facilitating debriefing sessions to participate in debriefing for themselves is critical. Those providing care to others need to be taken care of to ensure their emotional health as well.



Classroom Crisis Response Discussion



LESSON PLAN

Objectives: Students will be able to:

- Separate the facts involving the incident from the rumors;
- Discuss their thoughts and feelings related to the incident;
- Understand ways that they might respond personally after the incident (nightmares, fear, trouble concentrating, headaches);
- Understand what the site/district has done and will do;
- Know how to receive additional support services and information.

Time: Take one class period. Additional classes may be needed depending upon the severity of the crisis and student response to the incident.

Vocabulary: After reviewing the lesson plan, some vocabulary may need to be altered, depending upon the grade level of the students.

Materials and Preparation Needed:

The Crisis Response Team should provide the following to every staff person who will be debriefing students:

- Incident Fact Sheet and/or School/District Response Fact Sheet
- Common Reactions to Crisis
- Information Sheet for Type of Crisis, e.g. suicide, rape
- Copy of Letter for Parents/Caregivers
- Counseling/Information Resources (on and off site)

Classroom Procedures:

1. **Share the plan** for the class period:

Share that the usual schedule in class today will not be followed so that a discussion about (name the incident) can take place, including:

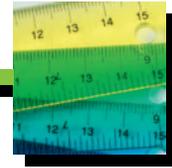
- Identifying the facts
- Separating rumors from facts
- Sharing thoughts and feelings about (name the incident)
- Identifying reactions that might be experienced
- Learning what the site has done/plans to do
- What to do to get help if needed

2. **Review the ground rules:** (Have rules written on the board, or write them as they are reviewed.)

Share that the purpose of the ground rules is to make it safe for everyone to ask their questions and share their thoughts and feelings.

- Everything said is confidential (that means that no one will use anyone's name outside the class period when talking about what was discussed). The only exceptions are if someone reveals intent to harm him/herself or another, or someone is experiencing physical or emotional abuse.

Classroom Crisis Response Discussion



- Respect one another's thoughts and feelings.
- Everyone has a right to pass.
- Listen to whomever is talking. No side talking is allowed because it is disrespectful.

Add any others that the students suggest.

Note: If any student exhibits difficulty at any time during the debriefing, refer the student to the CRT. The CRT should have provided the staff the plans for referring students for additional support.

3. **Discuss the facts** known about the incident. Depending upon the age of the students and how widespread the incident was, the discussion of facts can take place in one of two ways:

1. Ask the students what is known about (name the incident). Having the students report what they know/have heard might assist in airing the rumors so that they can be dealt with immediately. Or,
2. Read the facts from the Incident Fact Sheet provided by the Crisis Team that includes all the facts that can be shared at the time.

Ask if everyone agrees with these facts as discussed/read. Take time to separate the facts from the rumor. Any time a student says something that does not reflect the facts, refer back to the Incident Fact Sheet. When a question is asked for which you do not have the answer, let them know that if there is an answer, you will find it and let them know. (Be sure to follow through.) If some of the students were directly involved or witnessed the incident, attempt to make sure that what they saw/experienced is consistent with the facts. There may be differences which can be explained. It is a known fact that when several people witness the same event, different, sometimes even contradicting facts are reported.

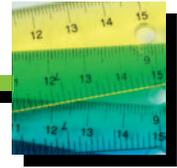
4. **Begin discussing students' thoughts and feelings** once the students have separated facts from the rumors.

Ask if anyone wants to share what thoughts/feelings they had when they witnessed or first heard about the (name the incident). (It can be helpful to you as the facilitator as well as the students to write the thoughts/feelings down on the board so that they can be reviewed. This strategy can also demonstrate how many different thoughts and feelings can result from one crisis. If possible, make two separate lists, one for thoughts and one for feelings.

Give all students an opportunity to share their thoughts/feelings. If one student has a great need to express his or her thoughts repeatedly, it might be necessary to say something like, "You have many thoughts (feelings) about what happened. Let's find out if other students had the same thoughts (feelings) or some different ones." **(This type of student behavior may also be an indication that he/she may need a referral for further assistance.)**

Conclude the discussion by reviewing some of the primary thoughts and feelings. Point out if they were similar (to normalize the thoughts or feelings) or different (to show how people can respond differently to the same situation).

Reflection Questions



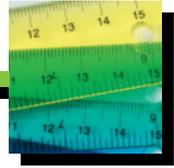
Name _____ Date _____

Directions: Draw a picture and/or use words to answer each of the questions.

What happened?

What can make people feel better?

Reflection Questions



Name _____ Date _____

Directions: Answer each of the following questions. There are no right or wrong answers. Your answers will not be graded. You may also draw a picture to describe your thoughts on the back of this sheet.

1. What happened? Briefly describe the recent events.



2. How do you feel about what happened?



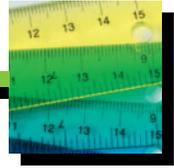
3. Is there anything or anyone that may help?



4. Is there anything else you would like to share or ask?



Reflection Questions



Name _____ Date _____

Reflection Questions

Directions: Answer each of the following questions. There are no right or wrong answers. Your answers will not be graded.

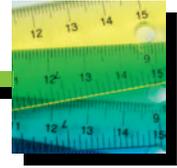
1. What happened? Briefly describe the recent events.

2. How do you feel?

3. What else would you like to share?

4. What questions do you still have?

Post-Critical Incident



EXTENSION ACTIVITIES

It may be appropriate for students to discuss a critical incident after a delayed period of time has passed. There are certain moments or events that may trigger a reaction and a subsequent need to reflect on the crisis. This may include the anniversary of an event, the birthday, or day of a memorial for someone who has passed.

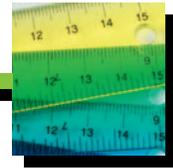
Classroom or homework activities that relate the traumatic event to course study can be one way to help students process their experiences and observations. Follow up classroom activities are not always necessary.

Some considerations for when follow up support may be needed:

- The students continue to discuss or refer to the critical incident.
- The class has not yet returned to pre-crisis functioning.
- There are significant updates and/or developments concerning the critical incident.

Things to Consider:

- It may be appropriate to facilitate extension activities only with smaller groups of students who are more directly impacted by the crisis.
- You are the teacher, not the “therapist.” There is a difference between being a therapist and being a therapeutic friend. A therapist is responsible for providing treatment, while a therapeutic friend—either a peer or an adult—offers support and friendship and facilitates referral for additional support. Listening, showing you care, and assisting a person in getting appropriate help, are the most effective ways to help students cope with crisis.
- Be aware of your own need to discuss the crisis versus the student’s need. Occasionally, adults within the school community are more impacted for longer periods of time than the students. When making decisions regarding follow-up for the class make sure it is an appropriate response.
- Activities should be altered to reflect the academic and developmental level of the class.
- Refer students who may need additional support, to a counselor or review the Resource section of this manual for community services.



PLAY REENACTMENT

For the younger children, availability of toys that encourage play reenactment of their experience and observations during the traumatic event can be helpful in integrating experiences. Toys might include ambulances, dump trucks, fire trucks, building blocks and dolls.



PUPPETS

Play with puppets can be effective in reducing inhibition and encouraging children to talk about their feelings and thoughts. Children will often respond more freely to a puppet asking about what happened than to an adult asking the questions directly. Help or encourage the children to develop skits or puppet shows about what happened in the event. Encourage them to include anything positive about the experience as well as those aspects that were frightening or disconcerting.



ART AND DISCUSSION GROUPS

Do a group mural on butcher paper with topics such as, “What happened in your neighborhood (school name, or home) when _____.” This is recommended for small groups with discussion afterward, facilitated by an adult. This type of activity can help them feel less isolated with their fears and provide the opportunity to vent feelings. Have the children draw individual pictures and then talk about them in small groups. It is important in the group discussion to end on a positive note, e.g., a feeling of mastery or preparedness; noting that the community or family pulled together to deal with the crisis; in addition to providing the opportunity to talk about their feelings about what took place.



DISASTER PLANS

Have the children brainstorm about their own class room or family disaster plan. What would they do if they had to evacuate? How would they contact parents/caregivers? How should the family be prepared? How could they help the family? (This activity helps children regain control over their environment.)



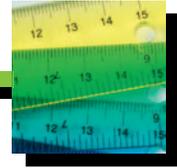
READING

Read aloud or have the children read stories that talk about children or families dealing with stressful situations and demonstrate families pulling together during times of hardship, etc.



CREATIVE WRITING OR DISCUSSION TOPICS

In a discussion or writing assignment, have the children make up a “happy ending of a traumatic event/disaster. Have children make up a disaster in which their favorite super-heroes “save the day.” Have the children describe in detail a scary, intense moment in time and a happy moment. Create a group story recorded by the teacher about a dog or cat that was in an earthquake, flood, etc. What happened to him? What did he do? How did he feel? You can help the students by providing connective elements; emphasize creative problem solving and positive resolution.



PLAY ACTING

In small groups, play the game, “If you were an animal, what would you be?” You might adapt discussion questions such as “if you were that animal, what would you do when _____?” Have the children take turns acting out an emotion in front of the class (without talking” and have the rest of the class guess what the feeling is and why he/she might have that feeling. (Use good as well as bad feelings.)



OTHER DISASTERS

Have the children bring newspaper clippings on disasters that have happened in other parts of the world. Ask the students how they imagine the survivors might have felt or what they might have experienced. “Have you ever had a similar experience or feeling?”



TENSION BREAKERS

A good tension breaker when the children are restless is a “co-listening” exercise. Have the children quickly pair up with partner. Child #1 takes a turn at talking about anything he/she wants to while child #2 simply listens. After three minutes they switch roles and child #2 talks while child #1 listens. When the children are anxious and restless, any activities that involve large muscle movements are helpful. You might try doing your own version of jazzercise (doing exercise to music), skipping, jumping, relaxed breathing, etc.



LUNCH TIME

Allow the students to eat in the classroom during the lunch period. Eating together may help to provide further emotional support through the “family” atmosphere of the classroom.



RECESS OPTIONS

Provide students with the choice of either going out on the playground or staying inside the classroom during the recess periods. Offering such a choice may allay feelings of apprehension associated with the disaster particularly for those boys and girls who are typically without friends during recess activities.



ESTABLISH PARTNERSHIPS

Establish a “buddy system” by pairing students for routing school events such as running errands to and from the office, trips to the bathroom and travelling to and from other classrooms which can work to relieve students of the concern regarding being alone.





HOMEROOM CLASS

Group discussions of their experiences of the event are particularly important among adolescents.

- They need the opportunity to vent as well as to normalize the extreme emotions that may have come up for them.
- The students may need considerable reassurance that even extreme emotions and “crazy thoughts” are normal in a traumatic event/disaster. It is important to end discussions on a positive note.



CREATIVE WRITING

Ask the students to write about an intense moment that they remember clearly. Make up a funny disaster. Pretend you are a “super-person” and have the opportunity to save the world from a terrible calamity. Write a story about a person who is in a disaster and give it a happy ending.



LITERATURE OR READING

Have the students read a story or novel about young people of families who have experienced hardship or disaster. Have a follow-up discussion on how they might react if they were the character in the story.



PEER COUNSELING

Provide special information on common responses to traumatic events. Use structured exercises utilizing skills they are learning in class to help each other integrate their experiences. Point out that victims need to repeat their stories many times. They can help family and friends affected by the event by using the listening skills they are developing in class.



HEALTH EDUCATION CLASS

Discuss emotional reactions to the event and the importance of taking care of one’s own emotional well being. Discuss how exercise and healthy eating assist a body’s response to stress/crisis. Discuss health hazards in a disaster, e.g., water contamination, food that may have gone bad due to lack of refrigeration, discuss health precautions and safety measures. A guest speaker from Public Health and/or Mental Health might be invited to the class. Invite someone from the Fire Department to talk to the class about home safety.

School Site Professional Development: Responding to a Crisis.



PROFESSIONAL DEVELOPMENT

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Sample Staff Agenda



INTRODUCTION

Every member of the school staff (faculty, counselors, administrators, secretaries, paraprofessionals, janitors, etc.) should receive annual professional development about the site's crisis response plan.

In addition, if outside agencies, organizations and regular volunteers are providing services on the site, they should be in attendance or provided written material on the site's crisis response plan.



A School Site Professional Development: Responding to a Crisis

Sample Crisis Response Staff Meeting Agenda

Accompanies Attached Training Handouts. The training handouts and Power Point presentation are on the SFUSD website on the School Health Programs Department page.

- Definition of a School Crisis and Crisis Response
- Responsibilities of the Crisis Response Team
- Introduction of Team Members and their Roles
- Teacher Responsibilities: During and After a Crisis
- Description of Lockdown Procedures
- Communication Procedures to notify staff during after school hours
- Crisis Response Checklist: Some Possible Responses to a Crisis
- Crisis Response Manual Overview
- Scenario Review: Practicing Crisis Response Procedures



Crisis Response I

Intervention to restore a school and community to base line functioning and to help prevent or minimize damaging psychological results following a crisis situation.

Crisis Response II

Helping students and staff return to previous emotional equilibrium. If left unchecked, some emotional responses may become internalized and exhibit themselves in unusual behaviors.



School Crisis Response Team

Who is on the school team?

What are the possible CRT roles?

- Team Leader
- Media Contact Person
- Debriefing Lead
- Parents/Caregivers/Community Lead
- Building/Grounds Lead

Teacher Responsibilities during and after a crisis

- Maintain the safety of the students
- Follow the lead of the Crisis Response Team
- Facilitate classroom debrief activity
- Model appropriate behavior



Crisis Response Checklist

Some possible responses to a crisis

- Call police 911. By cell 553-8090.
- Notify Superintendent/Operations.
- Convene CRT and review duties.
- Prepare formal statement or announcement.
- Identify students, staff, and parents likely to be most affected by news.
- Assess need for additional community resources.
- Review and distribute Debriefing Exercise discussion questions to teachers.
- Find appropriate replacement(s) for absent/affected/substitute teacher(s).
- Distribute lists of community resources to individuals providing support to staff, students and parents/caregivers.
- Distribute official announcement to larger community, including families.
- Update staff on a regular basis.
- Provide opportunity for staff to discuss feelings and reactions.
- Complete and forward Incident Report to designated Central Office.
- Assess procedure.

Crisis Response Manual (CRM)

- Where is the school CRM?
- Who is responsible for the CRM?
- CRM Table of Contents
 - General Overview
 - Crisis Response Team
 - Death, Dying and Loss
 - Assault/Harassment
 - Suicide
 - Physical Disaster
 - Classroom or After-School Support Activities
 - Professional Development- Training the Staff
 - Resources



Retrieving the CRM from the web

- Go to www.sfusd.com
- Under "About SFUSD" link to "District Directory" and then to "Departments"
- Scroll down to and click on "School Health Programs"
- On the right hand blue bar, click on "Data, Publications and Forms"
- Click on "Crisis Response Manual"

Crisis Response Resources

Site Resources

- Crisis Response Team
- School Counselors
- Wellness Center
- School Nurse
- Parent Liaison
- School Resource Officer
- Others?

For Technical Assistance

- Crisis Response Manual
- Nurse of the Day:
School Health Programs Department, 242-2615



Scenario I

It is nearly 5 PM. You are getting ready to leave building after a long day. You are looking forward to it being Friday tomorrow.

The administrator sees you and calls you into the office. There is a police officer, whom you do not recognize, sitting in the office.

You are told that a sophomore student has been shot and killed at a bus stop about six blocks from the school. You do not know the student personally.

Other students were present at the time; none of them was hurt.

It is unclear whether there was any gang activity involved. You are told that several calls have come into the office from students who heard about the shooting stating that the student might have been involved in some gang activity recently.

The police officer states that at this time they are unable to state definitively who might be involved in the shooting, and whether the student was the intended target.

The administrator has tried to contact parents, but was told that they were still at the hospital. She has spoken with an aunt who was staying with the younger siblings.

Sample Crisis response Using the General Crisis Intervention Checklist, develop a plan of action.

Include the following in your planning:

- Identify your initial response to this incident.
- List your responsibilities regarding this event.
- What steps do you take to address this incident?
- What points do you consider including in the Debriefing Exercise?
- How long does the school need to provide a structured response to this event?



Scenario I Crisis Response Protocol

Response:

- Consider stopping the bells.
- Keep students in class for lunch.
- Distribute information to teachers.
- Distribute Debriefing information to teachers.
- Take classes through the Debriefing Exercise.
- Consider discussions about suicide for follow-up.
- Be vigilant for copy-cat activity.

Scenario II

It is a Wednesday morning, third period. Things are going as expected in your second floor classroom.

You hear the sound of scuffles in the hall - and of shouting.

You look outside your room and see a strange person in the hallway ranting about nothing in particular and beating the lockers with a bare fist. You do not recognize this person.

A handful of students in the hallway are running away from the intruder, as he shouts profanities and threats. You get the stray students into your classroom.

You call the main office to inform them that there is an intruder on the second floor.



Crisis Response Protocol for Scenario II

Immediate School Response:

- After calling main office, close door.
- Call 911
- Contact all classes to secure their rooms
- Assess danger of intruder
- Contact operations
- Secure space until intruder is removed by police

Follow up:

- May need some debriefing regarding letting students know they are safe
- Review security of entrances
- Review/develop intruder/safety shelter policy
- Review/develop check in policy
- Review/develop exit plan
- Letter to parents explaining new policies



THE LEGEND OF THE GEESE

Next fall, when you see Geese heading South for the Winter...
flying along in V formation...
you might consider what Science has discovered
as to why they fly that way.

As each bird flaps its wings,
it creates an uplift for the bird immediately following.

By flying in V formation, the whole flock adds
at least 71% greater flying range, than if each bird flew on its own.

People who share a common direction and sense of community
can get where they are going more quickly and easily
because they are traveling on the thrust of one another.

When a goose falls out of formation,
it suddenly feels the drag and resistance of trying to go it alone...
and quickly...gets back into formation to take advantage
of the lifting power of the bird in front.

If we have as much sense as a goose, we will stay in formation with those
who are headed the same way we are.

When the head goose gets tired it rotates back
in the wing and another goose flies point.

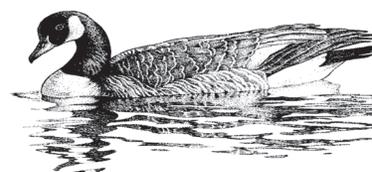
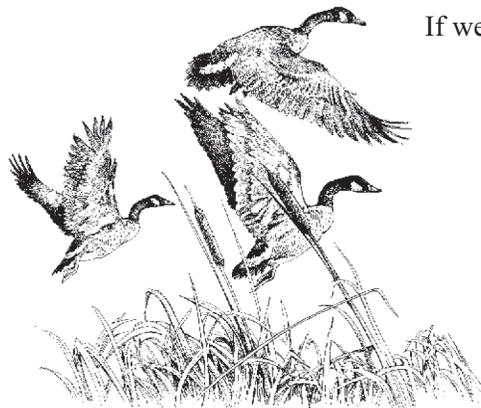
It is sensible to take turns doing demanding jobs...
with people or with geese flying south.

Geese honk from behind to encourage those
up front to keep up their speed.

What do we say when we honk from behind?

Finally and this is important when a goose gets sick,
or is wounded by gunshots, and falls out of formation,
two other geese fall out with that goose
and follow it down to lend help and protection.
They stay with the fallen goose until it is able to fly,
or until it dies, and only then do they launch out,
on their own, or with another formation to catch up with their group.

If we have the sense of a goose, we will
stand by each other like that!



Resources



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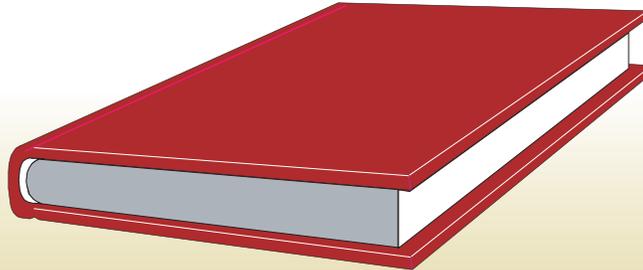
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Crisis Response/Community Resources



24 Hour Crisis Lines

California Poison Control Center

(800) 876-4766

Child and Adolescent Sexual Abuse Resource Center (CASARC)

Crises Services for Child Victims of Sexual Abuse, Assault or Incest
children under 17 years old
995 Potrero Ave., Bldg. 80, Ward 82,
2nd floor, room 239
San Francisco, CA 94110
(415) 206-8386 Fax (415) 206-6273

Comprehensive Child Crisis Service

children under 18 years old
3801-3rd St., Suite 400
San Francisco, CA 94124
(415) 970-3800 Fax (415) 970-3855

Drug Line Information

(415) 362-3400
Relapse line (415) 834-1144

Huckleberry Youth Programs

Huckleberry House
children 11-17 years old
1292 Page St.
San Francisco, CA 94117
(415) 621-2929 Fax (415) 621-4758

San Francisco Women Against Rape

Counseling/Support
3543-18th St., #7
San Francisco, CA 94110
Business line (415) 861-2024
Crisis line (415) 647-7273

Suicide Prevention

(415) 781-0500

Community Resources

Chinatown Child Development Center (CCDC)

720 Sacramento Street
San Francisco, CA 94108
(415) 392-4453 Fax (415) 433-0953

Mission Family Center

759 South Van Ness Ave.
San Francisco, CA 94110
(415) 695-6955 Fax (415) 695-6963

Mobile Assistance Program

Open 24hrs/7days
Provides transportation for
emergency service systems
(415) 431-7400

Vietnamese Youth Development Center

children 10-18 years old
150 Eddy St.
San Francisco, CA 94102
(415) 771-2600 Fax (415) 771-3917

Westside Integrated CYF Services

Mental Health/Drug Intervention/Family
Counseling
1140 Oak St.
San Francisco, CA 94117
(415) 431-8252 Fax (415) 431-3195

SFUSD School Health Programs Department Crisis Resources

Nurse of the Day

1515 Quintara St.
San Francisco, CA 94116
(415) 242-2615 Fax (415) 242-2618

For a more comprehensive list of community resources, refer to the 2003 Health Initiatives for Youth *San Francisco Adolescent Providers Guide*.

Post-Traumatic Stress Evaluation



In the aftermath of a crisis, issues might surface after a period of time. Below is a brief self-assessment that can be utilized to examine feelings about a crisis.

If you find that several of the items below apply to you, you are not alone! Often people feel the same feelings following a catastrophic or traumatic event. These reactions are a natural aftermath of traumatic experience and are called Post-Traumatic Stress Disorder (PTSD).

SINCE I EXPERIENCED THE CRISIS (TRAUMA),

- I think about the trauma more than I want to.
- I dream about the trauma.
- I find it hard to get close to my spouse, partner, children, other family members or friends.
- I can't seem to keep my marriage or close relationships going.
- I avoid things that remind me of the trauma.
- I get little joy or pleasure out of life.
- I feel guilty that I survived when others did not.
- I feel numb some of the time.
- I have difficulty expressing my thoughts and feelings to others.
- I get depressed easily, sometimes to the point of wanting to die.
- I feel tense, nervous or jumpy.
- I continually scan my surroundings and feel on alert or on guard almost all the time.
- I have difficulty sleeping.
- I get angry easily.
- I worry about losing control if I'm pushed too far.
- I know something is bothering me, but I can't put my finger on it. I just can't seem to get my life together.
- I have trouble remembering things.
- I have difficulty keeping my mind on what I'm doing.
- I use alcohol or other drugs to help me sleep or to cope with other problems.

Response / Intervention to Crisis



PRESCHOOL THROUGH SECOND GRADE

SYMPTOMS

INTERVENTION

1. Helplessness and passivity
2. Generalized fear
3. Cognitive confusion, do not understand that the danger is over
4. Difficulty identifying what is bothering them
5. Lack of verbalization
6. Attributing magical qualities to traumatic reminders
7. Sleep disturbance
8. Anxious attachment
9. Regressive symptoms
10. Anxiety related to incomplete understanding about death

1. Provide support, rest comfort, food, opportunity to play or draw.
2. Re-establish adult protective shield.
3. Give repeated concrete clarification for anticipated confusion.
4. Provide emotional labels for common reactions.
5. Help to verbalize general feelings and complaints, so they will not feel alone with their feelings.
6. Separate what happened from physical reminders.
7. Encourage them to let their parents and teachers know. Let caregivers know it is normal if symptoms occur for less than a month.
8. Provide consistent caretaking.
9. Tolerate regressive symptoms in a time-limited way.
10. Give explanations about the physical reality of death.

Response / Intervention to Crisis



THIRD THROUGH FIFTH GRADE

SYMPTOMS

INTERVENTION

- | | |
|--|---|
| 1. Preoccupation with their own actions during the event, issues of responsibility and guilt | 1. Help express their secretive imaginings about the event. |
| 2. Specific fears, triggered by traumatic reminders of being alone encourage them to | 2. Help identify and articulate traumatic reminders and anxieties; not generalize. |
| 3. Re-telling and replaying the event; cognitive distortions and obsessive detailing | 3. Permit them to talk and act it out; address distortions and acknowledge normality of feelings and reactions. |
| 4. Fear of being overwhelmed by feelings of crying or being angry | 4. Encourage expressions of fear, anger, sadness, etc., in order to prevent feeling overwhelmed. |
| 5. Impaired concentration and learning | 5. Encourage letting their parents and teachers know when thoughts and feelings interfere with learning. |
| 6. Sleep disturbances, nightmares, fear of sleeping alone | 6. Support them in discussing dreams; provide information about why we have bad dreams. |
| 7. Concerns about their own and others' safety | 7. Help to share worries, reassure with realistic information. |
| 8. Altered and inconsistent behavior, unusually reckless | 8. Help them to cope with the challenge to their own aggressive or impulse control. |
| 9. Somatic complaints | 9. Help identify the physical sensations felt during the event. |
| 10. Close monitoring of parents responses and recovery; hesitation to disturb parents with own anxieties | 10. Offer to meet with children and parents to help children let parents know how they are feeling. |
| 11. Concern for other victims and their families | 11. Encourage constructive activities on behalf of the injured or deceased. |
| 12. Feeling disturbed, confused and frightened by their grief responses; fear of ghosts | 12. Help retain positive memories as they work through more intrusive traumatic memories. |

Response / Intervention to Crisis



ADOLESCENTS (SIXTH GRADE THROUGH HIGH SCHOOL)

SYMPTOMS	INTERVENTION
1. Detachment, shame and guilt, similar to adult response	1. Encourage discussion of the event, feelings about it, and realistic expectations about what could have been done.
2. Self-consciousness about fears, sense of vulnerability and other emotional responses, fear of being	2. Help them understand the adult nature of these feelings; encourage peer understanding and support.
3. Post-traumatic acting out behavior, drug use, delinquent behavior, sexual acting out	3. Help them understand the acting-out behavior as an effort to numb their responses, or to voice their anger over the event.
4. Life-threatening reenactment; self-destructive or accident-prone behavior	4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence.
5. Abrupt shift in interpersonal relationships	5. Discuss the expected strain on relationships with family and peers.
6. Desires and plans to take revenge	6. Elicit their actual plans for revenge; address the realistic consequences of these actions; encourage constructive alternatives to lessen the traumatic sense of helplessness.
7. Radical changes in life attitudes which can influence identity formation	7. Link attitude changes to the event's impact.
8. Premature entrance into adulthood, or reluctance to leave home	8. Encourage postponement of radical decisions in order to work through their responses to the event and to grieve.

Disaster Supplies Inventory



Every school should have footlockers or storage cabinets in centrally located areas where supplies are kept for use in a disaster.

Below is a suggested list of supplies to be kept.

- | | |
|--------------------------------|------------------------------------|
| 3 Aluminum Flashlights | 1 Bottle soft soap |
| 6 Batteries (size D) | 2 Packs bandage strips |
| 1 Pack lined writing paper | 1 Pack butterfly wound closures |
| 3 Pack pens | 1 Pack stretch bandages |
| 1 Duct tape | 1 Pack eye pads |
| 1 Box matches | 9 Packs wet-proof abdominal pads |
| 1 1-gallon bottle of bleach | 2 Packs triangular bandages |
| 3 Scissors | 3 Packs Multi trauma dressing pads |
| 2 Whistles | 1 Hypoallergenic clear tape |
| 2 Tweezers | 3 Packs surgical sponges |
| 4 Boxes trash bags | 2 Packs wire splints |
| 1 Box disposable gloves | 1 Pack porous tape |
| 1 Box face masks | 1 Box towelettes |
| 1 Solar/battery powered radio | 2 Boxes sanitary napkins |
| 4 Bottles of drinking water | 6 Packs emergency foil blankets |
| 1 Package instant Gatorade mix | 74 Bags of drinking water |

ACKNOWLEDGEMENTS

San Francisco Unified School District Board of Education

Dr. Dan Kelly, President
Mr. Eddie Y. Chin, J.D., Vice President
Ms. Heather A. Hiles
Ms. Sarah Lipson
Mr. Eric Mar, Esq.
Mr. Mark Sanchez
Ms. Jill Wynns

Superintendent of Schools

Dr. Arlene Ackerman

School Health Programs Department

Trish Bascom, Executive Director
Phong Pham
Kevin Gogin
Olivia Higgins

Funding for the production of this **“School Crisis Response Manual”** was made possible by the Emergency Response & Crisis Management Grant from the U.S. Department of Education Office of Safe and Drug-Free Schools.



SCHOOL HEALTH PROGRAMS DEPARTMENT
1515 QUINTARA ST.
SAN FRANCISCO, CALIFORNIA 94116
415-242-2615