

CRISIS COUNSELING PLAN

**MORGAN COUNTY R-I SCHOOL DISTRICT
STOVER, MISSOURI**

WHY A COUNSELING PLAN

This document is designed to aid the Morgan County R-I School District if beset by trauma due to a crisis. To minimize disruptions of educational activities, a plan of attack is required to address the problem. Preparation for such an event mollifies the impact and disruptions to the educational process.

Administrators are charged with not only responding correctly, but also in a timely fashion. The old adage of “an ounce of prevention is worth a pound of cure” is prophetic in terms of effectiveness.

The first two days are crucial in the healing process. A positive plan of control will alleviate much initial anxiety and expedite the healing/grieving process.

The administrative plan is designed for MCR-I and may be supplemented by the assistance of counselors provided through CMSCA (Central Missouri School Counselor’s Association) Assistance Team.

DEFINITION OF CRISIS:

Any spontaneous event that interferes with learning. The event may affect students, staff, community and facilities. Crisis can generally be categorized into two basic groups.

- 1) Those that are a result of human influence.**
- 2) Those that are a result of natural disaster.**

The number one concern of school personnel in a crisis is the safety of the students.

ROLE OF CRISIS TEAM:

- 1) Provide training for faculty and staff.**
- 2) Help prepare information for staff and students**
- 3) Be a visible support in the building for students and staff**
- 4) Remind personnel and students that only information coming from the director should be considered accurate.**
- 5) Decide if additional services and if needed contact Central Missouri Guidance Crisis Team and/or Royal Oaks or Ministerial Alliance.**
- 6) Have student’s personal items brought to the office when appropriate.**
- 7) Distribute lists of warning signs and techniques of coping to teachers.**
- 8) Insure that students are only dismissed to direct care of the parents (leaving with friends is discouraged).**

INFORMATION DISSEMINATION:

The director will be the liaison between the media and for police (if necessary). No on site interviews of faculty, staff, or students will be allowed. Individuals answering incoming calls will forward all calls to the director.

If a crisis should occur over the weekend or at night, the following procedure will be followed:

- 1) After notification, the Team Director will activate the telephone tree. All team members will be notified.**
- 2) A staff meeting will be held at 7:00 a.m. the next morning in the superintendent's office.**

EMERGENCY ALERT:

A life-threatening situation where students and staff members are at risk or where there is a serious situation in the building will be considered a CODE RED situation. A continuous dinging of the bell system will alert teachers. At the time of the continuous dinging, all doors should be locked, shades pulled, lights off and students quietly sitting away from outside windows. No one will be allowed in or out of the classroom or building until the CODE RED alert has been lifted.

MEDIA COVERAGE – TELEVISION, RADIO, NEWSPAPER

As the primary responsibility – is to preserve the learning environment, the following guidelines will be followed:

- 1) The school superintendent will inform the press if a spokesperson is needed.**
- 2) Be brief, firm and to the point in dealing with the press**
- 3) Keep information simple. Deal only with known facts. Do not speculate or go into unnecessary depth. Do not issue names. Protect the family/families and students.**
- 4) It should be understood by the media personnel that they are not to contact teachers, staff, or students on campus. All media personnel should report through the designated administrator's office.**
- 5) Mention supports such, as crisis team implementation, counseling, etc be positive and minimizes negatives. Explain positive reactions of students and faculty.**

TIPS FOR PARENTS OF STUDENTS WHO ARE EXPERIENCING CRISIS/GRIEF:

- 1) Keep your child informed and updated. Children need to feel involved and in control as much as possible.**
- 2) Watch for signs of distress, loss of appetite, aggression, acting out, being withdrawn, sleeping disorder and other behavior changes can indicate a problem.**
- 3) Send your child to school if possible. The stability and routine of a familiar situation will help young people feel more secure.**
- 4) Remember that everyone reacts to stress and/or grief in different ways. There is no one-way to act in a crisis situation.**
- 5) Allow children the opportunity to express feelings. It is important to validate these feelings (you state to your child that you sense or understand that they are angry, sad, upset, etc...)**
- 6) A good diet and plenty of exercise are important for children who are under stress. Encourage your child to eat well and get plenty of exercise.**
- 7) Be honest about your own concerns, but stress your and your child's ability to cope with the situation.**
- 8) Respect a child's need to grieve.**
- 9) Provide somewhere private and quiet for your child to go.**
- 10) Be available and listen to your child.**
- 11) Remember to take care of yourself.**

HERE ARE SOME IDEAS FOR THOSE EXPERIENCING GRIEF

- 1) Don't push away thoughts or memories you have about the person or event. It is important and necessary to talk about them.**
- 2) You may find yourself talking to people around you...strangers even...about the event. It's okay don't be embarrassed.**
- 3) Make lists to help you remember. Trauma often causes us to become unorganized in our thoughts and actions.**
- 4) Keep your life in balance. Make time each day for: diet/sleep/exercise, balance work and rest, get back to your normal routine as soon as you can, and avoid new major projects or decisions.**
- 5) Rely on your support group to help you...family, friends, teachers, church, etc.**

You will need to know that your pain will become less intense with time. You will never get over the loss, but you will learn to live with it. There are some things you never forget. Special days, birthdays, and anniversaries may bring back painful memories. Knowing this can actually help you be prepared. Try to focus on good times and memories to intersperse with more painful thoughts.

Your friends and family may be feeling the same things you are. Talking about it and crying can be very helpful. It's okay to ask for help.

WHEN YOU NEED HELP IN YOUR SCHOOL

- 1) When a crisis occurs, the local crisis team will confer. If the team feels that additional services are needed a Central Missouri Guidance Crisis Team may be called in. The superintendent must give his permission.**
- 2) If the decision is made to call in a crisis team, call an area leader listed in the team directory. If you are unable to reach your area leader, call any of the other counselors on the list to act as an area leader. Do not try to arrange for specific, individual counselors to come to the school.**
- 3) It is a good idea to have a staff meeting before school starts on the day the team is to come. Everyone involved needs to know why these people are in the building and what they will be doing. The local crisis team will determine what they would like for the “helping” counselors to do and how long they will be needed.**
- 4) After the team leaves, establish a line of communication with teachers so they can inform you as to how students are reacting. Compile a list of students who need to be monitored closely by teachers. This would include students close to the person involved and also students who are struggling. The latter may be students who are affected by the crisis although they are not close to those involved.**

CRISIS TEAM WORKSHEET

This document is designed to organize personnel prior to, during, and after a crisis to minimize the trauma and focus on resources.

DATE _____

School _____ Phone _____

Principal _____ Home Phone _____

1) Crisis Coordinator _____

Home Phone _____ School Phone _____

2) Crisis Team Members

_____ Phone _____

_____ Phone _____

_____ Phone _____

_____ Phone _____

_____ Phone _____

_____ Phone _____

_____ Phone _____

_____ Phone _____

3) Phone Tree

4) Media Information (Phone Numbers)

Radio Stations

TV Stations

Newspapers

5) Faculty/Student Notification

_____ **Faculty Meeting**

_____ **Memo (messenger)**

_____ **Intercom**

6) Contact person (media) _____

Phone _____ **Office** _____ **Residence** _____

7) Group counseling (if needed)

Location	Counselor/Teachers
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Room _____	_____
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Room _____	_____
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Room _____	_____
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Room _____	_____
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Room _____	_____
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Room _____	_____
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Room _____	_____
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Room _____	_____
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8) MSCA Crisis Team Teacher _____

TIPS FOR WORKING WITH UPPER ELEMENTARY STUDENTS DURING A CRISIS

All of us, at some time in our lives, experience a trauma or crisis. It may occur in various forms: An earthquake, a tornado, a fire, a car accident, severe physical injury, rape, or the death of a friend or loved one.

When events of this nature happen, we have what is called a brief response. No two people grieve in the same way, but the emotions or feelings are similar in everyone.

Each of us grieves differently and at individual pace. Grieving is hard work. You will feel sad, hurt and cry a lot. Crying is okay.

Your behavior may be influenced by your feelings. Here are some emotional responses expected and normal, and not a sign that you are sick or crazy.

- 1) Denial..."No, No, It can't be."**
- 2) Anger/resentment**
- 3) Guilt: "It must be my fault. If only I hadn't said what I said. I never said 'I love you'."**
- 4) Numbness or shock. Tears...lots of tears.**
- 5) Life seems out of balance.**
- 6) Disbelief.**
- 7) Nightmares sleep disturbance/bad dreams.**
- 8) Sadness.**
- 9) Feeling deserted.**
- 10) Forgetfulness.**
- 11) Increased substance use.**
- 12) Withdrawing from friends and/or family.**
- 13) Nervousness, anxiety: "What will I do now?"**
- 14) Loneliness/depression.**
- 15) Self pity.**
- 16) Hostility/on edge.**
- 17) Sorrow.**
- 18) Self doubt**
- 19) Fears of going crazy.**
- 20) Easily excitable.**
- 21) Asking questions...the same questions...over and over.**

TIPS FOR STUDENTS IN CRISIS

- 1) Remember that everyone reacts to pain and stress in different ways. Don't expect everyone to act or feel the same. Also, don't expect the pain to last the same amount of time for everyone.**
- 2) In the case of death, remember that friends and family will need your care and concern long after the funeral is over.**
- 3) Don't be afraid to ask for help if you aren't sure if you can cope.**
- 4) Take care of yourself. Eat well; get plenty of sleep, and exercise.**
- 5) Try some of these ideas to help you handle stress and grief:**
 - a) Talk to someone.**
 - b) Cry.**
 - c) Write a letter.**
 - d) Ride a bike.**
 - e) Keep a journal.**
 - f) Clean your room.**
 - g) Dance.**
 - h) Help someone else.**
 - i) Listen to music.**
 - j) Run.**
 - k) Rearrange your room.**
 - l) Read a book.**
 - m) Create Something.**
 - n) Go for a walk.**
 - o) Draw a picture.**
 - p) Plant something.**
 - q) Dig in the dirt.**
 - r) Yell at your pillow.**
 - s) Set some goals.**
 - t) Get a neck rub.**

HANDLING CRISIS SITUATIONS

Tips for Teachers

- 1) Be honest. Before class find all the information you can and, according to the age group and share facts with students.**
- 2) Give as much information as the students need to know. Cognitive and emotional development will determine how much and in what manner to share.**
- 3) Allow time for students to express feeling, thoughts, and to ask questions. The amount of time will vary with the situation, age group, and individual group concerns.**
- 4) Look for signs of trouble in individual students and have a referral process in mind. It might be in small groups or individual counseling, but be sure concerned students get attention.**
- 5) Allow time for a break or recess after discussing and sharing. In cases of a continuing crisis, remember to allow time for breaks.**
- 6) Listen to your student's feelings.**
- 7) Remember that everyone experiences and reacts to grief and crisis in a different way. There is no one-way to act.**
- 8) In case of death, discuss ways to express sympathy with the class. This is often a first time experience for young people, and ways to express sympathy and the funeral process can be confusing. Death and crisis are a part of living, and this can be a valuable learning experience.**
- 9) In case of the death of a classmate or teacher, the desk can be left empty to help students acknowledge the death. Sometimes, students are more angry if they are not given time to grieve.**
- 10) Keep students informed. If it is an ongoing situation, let your class know any relevant information as soon as you receive it, even if it means interrupting the class occasionally.**
- 11) Do not hesitate to ask for help from a school counselor or counseling team member.**
- 12) Remember that exercise and activity can be great stress relievers**
- 13) Help reassure students of safety in school and the classroom if this is appropriate to the crisis.**

- 14) Help students find ways to be involved so they can feel a sense of control over situations. This is especially important when students witness a traumatic event.**
- 15) Validate the expression of all feelings by not dismissing them.**
- 16) Let the class set the pace. You will be able to tell when the majority of the class is ready to get back to a normal routine.**

AFTER THE CRISIS

Teachers can help students with these ideas:

- 1) Respect students' feelings. Everyone reacts differently. Respect these feelings.**
- 2) Look for trouble signs in students. Often crisis or death can result in problems showing up weeks or even months later. Loss of appetite, aggression, drops in grades, withdrawal, etc. can all be indications of stress caused by inability to cope.**
- 3) Keep the school routine in place if at all possible. The routine can provide a feeling of stability and safety.**
- 4) Realize that grief can last a long time and it can be a different amount of time for everyone.**
- 5) Discuss the idea of sharing memories with family members after a death.**
- 6) Allow class time to discuss a memorial of some sort. Planting a tree, dedicating a project, or placing a photo on a wall of your classroom might help students feel more in control.**
- 7) Encourage students to use good coping skills. Discuss ways to cope. Teachers need to remember these also.**

SUGGESTIONS FOR CRISIS TEAM MEMBERS' VISITS TO CLASSROOMS

- 1) Briefly explain why you are there...If you are wondering why there are some strange-faced adults in the building this morning, it's because we are all counselors who care and were invited here by your counselor and principal because of the death of Joe. We care about what you are going through and know it is tough. Because we were not as close to the person as you are, we are not suffering the way you and the teachers are...we just want to help out in any way possible.” Emphasize that the team or individual team members are not there to take the place of local counselors, administrators or clergy, but that you are there to assist and help in any way that you can.**
- 2) Let all kids know that whatever they are feeling is okay. It may be anger, sadness, fear, confusion, and guilt...anything.**
- 3) Help them realize the different people will express feelings in different ways and that is okay. “Try not to be upset because someone else does not seem to be hurting or suffering as much as you are.”**
- 4) Help them believe that the intense sadness or hurt will not last forever. “Life will go on and the terrible hurt you are feeling right now will not hurt quite so much after some time passes. You won't forget Joe, of course, but time will help and just because we have to go on with school, schedules, jobs and everything else does not mean you care less for the person who died.”**
- 5) Encourage expression of present feelings, but accept the silence.**
- 6) Inform them of small groups for them to meet and share.**
- 7) Help them eventually talk about some of their experiences with the dead student...fun times, etc.**
- 8) Compliment them for being supportive of each other and really helping each other.**
- 9) If possible and it seems appropriate, walk around the campus with one of two students. Physical activity helps some students.**
- 10) Have students to write things about the student who died.**
- 11) Encourage students to sit close together. Do not be too structured and allow them to sit on the floor or on a desk if safe. Sitting in a circle is a good way to draw people close together. This will develop intimacy quickly and make members of the group feel together and equal.**

- 12) Let students talk to one another.**
- 13) Ask students to think of at least three words that would describe the victim(s) and go around the circle and share these words. Don't force participation most will want to share.**
- 14) If there is a community wide crisis (i.e., manhunt after a murder, etc.) let students tell what has happened at their homes and how they felt.**

AREA LEADER RESPONSIBILITIES

- 1) Notify the Crisis Team Chairperson, who will help designate a team supervisor.**
- 2) Area leader should call other area leaders to assemble a team. (See the attached list of area leaders and their phone numbers.) Except for the supervisor of the team, make every effort to send counselors who have not been on a team before. As an area leader, your responsibility is to serve as a coordinator most of the time, and you should not go on a team more than twice a year.**
- 3) The first six (6) counselors who agree to go to the crisis should call another counselor to be their partner. This will cut down on calling for the area leaders and will allow a counselor to choose someone to ride with and to be with in the classroom. It will also allow more participation for team members.**
- 4) Remind team members to be at the school in time for the staff meeting if one is scheduled. If a staff meet is not scheduled, be at school at least 30 minutes before school begins.**

CRISIS TEAM SUPERVISOR RESPONSIBILITIES

- 1) Be prepared to explain to the staff how the team functions in a school if the principal does not do this.**
- 2) Assign counselor pairs in classrooms.**
- 3) Arrange places for small and individual counseling. (Library, unused classroom, etc.)**
- 4) Be available to team members for consultation.**

- 5) **Move around the building to see how things are going.**
- 6) **Be available to school staff and parents to answer questions.**
- 7) **Report in to the Teachers' Lounge every hour.**
- 8) **Decide when it is time for the team to leave. Consult with other team members and administration before making this decision.**
- 9) **Express appreciation to the administrator(s) for being invited to help with the crisis.**
- 10) **After leaving school, call the Crisis Team Chairperson and report your crisis experience.**
- 11) **Prepare a written report and send to the Crisis Team Chairperson. This report should be short and simple. Include the names of those counselors who went and if anything unusual happened, etc. The report will help in keeping records and improving the function of the team.**

TEAM MEMBER RESPONSIBILITIES

- 1) **Team members should arrange to have coffee or lunch together on the way home to talk about the experience. This is the best way to share, and it serves as a defusement treatment or debriefing.**

CRISIS TEAM CHAIRPERSON RESPONSIBILITIES

- 1) **The chairperson will help the area leader select a supervisor for the Crisis Team that has been requested.**
- 2) **The day after a team visits, the chairperson will call the school involved to talk with the counselor(s) about how the day is going and to remind them the Crisis Team can return if needed. At that time, the school counselor will have a chance to share his/her perceptions of the Crisis Team involvement.**
- 3) **After receiving the written report from the supervisor, the chairperson will send a copy to area leaders.**

STUDENT AT REISK OF SUICIDE

THREE STEPS TO SUICIDE PREVENTION:

- 1) Identifying Characteristics**
- 2) Assessment**
- 3) Interventions**

BEHAVORIAL CHARACTERISTICS:

- 1) Has previously attempted suicide.**
- 2) Is a victim of domestic violence, child abuse, rape or other assault?**
- 3) Is extremely perfectionist.**
- 4) Has developed a phobia of school.**
- 5) Demonstrates any change in behavior or attitude.**
- 6) Exhibits daredevil of self-abuse behaviors, risk taking and/or more anger.**
- 7) Has visited a physician within the past three to four months.**
- 8) Withdraws socially from family, relatives, friends, and teachers.**
- 9) Drops out of school or changes classes often.**
- 10) Is experiencing under achievement in school.**
- 11) Expressed a desire to die.**
- 12) Has known a family member, relative, or friend who has comitted suicide.**
- 13) Is involved with alcohol or drug abuse; family member(s) is involved with alcohol or drug abuse.**
- 14) Has had a significant loss or anniversary of a significant loss.**
- 15) Suddenly appears peaceful during a crisis.**
- 16) Becomes accident-prone or preoccupied with personal health.**
- 17) Has diminished interest in usual pursuits.**

- 18) Leaves poems, diaries, drawings, or letters to be found.
- 19) Expresses hopelessness, helplessness, worthlessness, and confusion.
- 20) Arranges to give away prized possessions.
- 21) Develops eating, sleeping, or grooming changes.
- 22) Experienced a broken or difficult love affair.
- 23) Is handling a personal or family illness or hospitalization.
- 24) Must confront unrealistic personal or parental expectations.
- 25) Have disintegrating family relationships, and/or poor communication patterns in their family.
- 26) Is without a meaning and/or purpose in life.
- 27) Must confront financial and other economic changes.
- 28) Moves just after establishing meaningful relationships.
- 29) Has an inability to develop significant and empathetic relationship
- 30) Has poor impulse control.
- 31) No strength to tackle any problem and is blind to any way out.
- 32) Preoccupied with the notion of death in music, art, poetry, journals, or in writing.
- 33) Somatic complaints, tachycardia, menstrual disorders, and skin problems
- 34) Loss of a job, loss of a love object, chronic illness, perceived academic failure or change in academic performance, recent increase in interpersonal conflict with a significant other.

LEGAL AND ETHICAL CONSIDERATIONS:

Ethical: Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals. The counselor informs the counselee of actions to be taken so as to minimize confusion and clarify expectations.

Legal: State law spell out special circumstances under which confidentiality must be compromised. One general guideline is that you may have to reveal information when there is clear and imminent danger that clients will bring harm to others or themselves.

GOALS AND PROCEDURES FOR NOTIFYING PARENTS OF SUICIDAL BEHAVIOR

Parents must be notified; a conference at school is preferable to telephone notification.

Two school staff members should be involved, as should both parents (if at all possible), and a cooperative effort to help the student should be emphasized.

Parents should be made to understand the severity of the situation and should be provided with suggestions to increase supervision, reduce the availability of lethal weapons, and assist their child.

The student should be included in all or part of the conference.

Parents may be requested to sign a form acknowledging that they have been notified that their child is suicidal.

A referral to a mental health professional in the community who has access to hospitalization is almost certainly needed.

A release-of-information form should be signed, so that communication between the community mental health professional and the school can take place.

Follow-up services at school should be discussed and an appointment made with the student.

Parents should be requested to keep the school informed about the outside treatment.

Parents who refuse to follow the school's recommendations should be told that the child welfare agency will be called, and the school personnel should not hesitate to do so.

Assistance at school should be provided to the student, no matter what the reaction of the parents is, in accordance with local and state guidelines.

CRISIS MANAGEMENT CHECKLIST

1) Gathering the Crisis Team together:

CRISIS CALLING TREE

Jackie Wilkerson
573-377-2045 (home)
573-377-2217 (work)

Dan Jordan
573-434-1204
573-377-2217 x 29

Janice Gerken
660-668-3116
573-377-2217 x22

Shari Schulz
573-377-4673
573-377-2217 x 27

Roy Poynter
660-826-6297
573-377-2217 x 30

Beth Dale
573-377-2602
573-377-2217 x 28

Rita Sidebottom
573-377-4469
573-377-2217 x 36

Earl Wilson
573-377-4432
573-377-2217 x 28

Brenda Steffens
573-377-4458
573-377-2217 x 28

Jessica Ehlers
573-377-4482
573-377-2217 x 28

Vicki Nolting
660-368-4710
573-377-2217 x 57

2) Checking the facts of the crisis

Police contact person:

Todd More 573-377-4300/573-746-6035

Morgan Co. Sheriff 573-378-5481/911

Highway Patrol Emergency-800-525-555 others call 573-636-5171

Ambulance – 911

School Board contact: Jim Witte 573-377-4490/573-378-5428

3) Adapting the plan to fit the crisis:

Review the following procedures to accommodate current incident. Make a copy of the announcement and faculty responsibilities to give to the staff.

4) Announcing the event to the school:

How will you tell the staff:

Place _____

Time _____

Method of Contact (include telephone tree

Person presiding _____

Who on staff should be told:

Teachers _____ **Bus drivers** _____

Guidance Counselors _____ **Food Service** _____

Teacher Aids _____ **Custodial** _____

Secretarial Staff _____

How will you announce the event to students?

Method of contact _____

Person(s) announcing _____

Place _____ **Time** _____

Written announcement _____

5) Faculty responsibilities

Check off what you want the faculty to do during the crisis.

_____ **Announce event in classroom**

_____ **Identify students in need of counseling**

_____ **Notify Guidance Office of number of students wanting counseling services**

_____ **Remove very distraught students from the class by having them escorted to guidance**

_____ **Discuss the crisis**

_____ **Postpone testing**

_____ **Involve class in constructive activities relating to the event**

_____ **Eliminate, shorten and structure assignments for a few days.**

_____ **Discuss with and prepare students for funeral attendance.**

_____ **Other** _____

_____ **Other** _____

6) Guidance office responsibilities

_____ **Reschedule the following activities**

_____ **Identify individuals who can work with students**

name _____ **phone #** _____

name _____ **phone #** _____

_____ **Inform area schools so they can provide support for student affected in their schools.**

_____ **Maintain a list of students counseled**

_____ **Call parents of students counseled to provide continued support for the students who are very distressed.**

_____ **Select and inform those students who should participate in the Memorial Service in either an active or advisory capacity.**

7) ADMINISTRATOR RESPONSIBILITIES

_____ **assign extra secretarial help to Guidance Office.**

_____ **contact district personnel for support**

name _____ **phone #** _____

name _____ **phone #** _____

name _____ **phone #** _____

name _____ **phone #** _____

_____ **Stop notification on student activity from being sent hope of a family whose child has died.**

_____ **Remove personal items from desks and lockers to save for parents.**

_____ **Rearrange seating, classes, programs, etc. as indicated by crises.**

Changes to be made: _____

_____ **Establish areas and locations for counseling; assign locations.**

Name _____ **location** _____

Name _____ **location** _____

Name _____ **location** _____

_____ **Keep staff updated**

_____ **Identify faculty and staff in need of counseling.**

_____ **Emphasize facts and squelch rumors**

_____ **Remain highly visible**

_____ **Arrange for excused absences and transportation for students attending off premises funeral.**

_____ **Arrange for staff debriefing:**

Where: _____

When: _____

Who will preside? _____

8) HANDLING THE MEDIA

_____ **spokesperson appointed** _____

_____ **alternate appointed** _____

_____ **school board contact person** _____

_____ **People to handle telephone** _____

_____ **Message to be given over phone** _____

_____ **News Release developed**

_____ **Establish time and location to meet media** _____

_____ **Identify person to speak to concerned parents:**

9) MEMORIAL SERVICE

Is a memorial service indicated in this crisis? _____

How many students will attend? _____

Location? _____

Presiding person _____

Speakers? _____

Coordinator _____

Student involvement _____

Activities _____

Area for staff and students not wishing to participate _____

Community people who should be invited: _____
