



Willamette
EDUCATION SERVICE DISTRICT

Crisis Response Manual

TABLE OF CONTENTS

WESD Crisis Response Team	3
Cultural Responsiveness	4
Flowchart	5
Administrator Roles & Responsibilities	6
Crisis Information Sheet	10
Informing Staff	11
Staff Meeting Handout	13
Informing Students	14
Front Office Staff	15
Classroom Guidelines & Strategies	16
Supporting Your Students (English & Spanish version)	18
Student Support Room Guidelines	19
Confidentiality Agreement	21
Support Room Sign in/Out Sheet	22
Student Support Room Check-in Slips	23
Student Support Room Supplies List	24
Staff Support	25
Virtual Support	26
Informing Parents/Guardians	24
Sample Parent/Guardian Letter (English & Spanish version)	28
Memorialization	30
Summer & Extended Breaks	31
Large Crises	32
Resources	33

We gratefully acknowledge Lincoln County School District and Susan Graves for parts of this manual and for allowing WESD to borrow liberally from their product. We all benefit from their generosity.

WESD CRISIS RESPONSE TEAM

The Willamette Education Service District (WESD) Crisis Response Team is a school-based crisis response team. The goal of the Crisis Response Team is to assist public schools in the Marion, Polk, and Yamhill counties (21 school districts) and WESD student facing programs in regaining stability in the wake of a crisis by supporting students and/or staff members experiencing loss, grief, or trauma. The Crisis Response Team also supports the school administrator's efforts to manage the many details associated with the response to a crisis.

Common Responses:

- Death or serious injury of a student or staff member.
- A traumatic event that polarizes, isolates, or shocks people.

Assistance Includes:

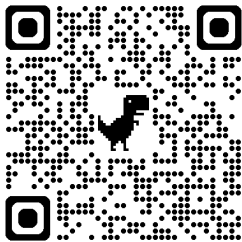
- Crisis management procedural support for building administration.
- Coping strategy information for building staff.
- Support Rooms for students and/or staff in crisis.
- Virtual support for students and/or staff in crisis.
- Monitoring and support for students/staff in need.
- Filling in for building staff so they can deal with the crisis.
- Facilitating community referrals and networking.
- Assisting with follow-up needs.

Request Crisis Response Team Support:

School Administrators can request WESD Crisis Response Team support by calling 503-385-4761

More information:

Please visit WESD's Crisis Response Team webpage at: www.wesd.org/crisis



CULTURAL RESPONSIVENESS

The 21 school districts located within Marion, Polk, and Yamhill counties contain a wide variety of people and communities of different races, ethnicities, genders, languages, religious/spiritual beliefs, socio-economic statuses, and cultures. These differences require a comprehensive and equitable approach to effectively meet the needs of the region.

The WESD Crisis Response Team aims to support schools in recovery from a crisis through a culturally responsive approach and equity-centered lens. We strive to do this through meeting individuals/people/communities where they are at, honoring their differences, and acknowledging that a singular approach to crisis response is not always effective and may not meet the needs of the people we serve.

We strive to do this through:

- Seeking to include bilingual and bicultural individuals on the team.
- Offering a range of culturally diverse resources.
- Acknowledging and validating the cultural differences within grief and loss.
- Identifying cultural brokers (e.g, community leaders) who may be able to assist during a response.
- Including culturally responsive information in yearly training and other professional development offered to the team.
- When preparing for a response, asking a district about the cultural needs they perceive exist.
- A willingness to accept feedback from team members, districts, and community partners.

The National Association of School Psychologists offers guidance on “[Culturally Competent Crisis Response](#)” through their webpage www.nasponline.org

FLOWCHART



Crisis Occurs

District/School calls WESD Crisis Response Team Coordinator

- Collaborate
- Determine needs & actions (Page 6, Crisis Response Manual)



Call

WESD Crisis Response Team Coordinator

503-385-4761



Team Assembled

WESD Crisis Response Team Coordinator

- Assigns Team Leader for incident
- Assigns Team Members to respond to incident
- Contacts Community Behavioral Health Supervisors (if needed)



Team Deployed

Team arrives at school(s)

- Staff Student and/or Staff Support Room(s)
- Offer additional support to students & staff
- Develop follow-up plans.

ADMINISTRATOR ROLES & RESPONSIBILITIES

The school administrator is in charge of the Crisis Response activities in their school.

The following are suggested procedures/activities based on best practice.

**Not all activities may need to be utilized based on specifics of the incident.*

- ☐ **VERIFY THE FACTS:** Upon learning about a loss, the first step is to verify the facts with an official source, such as the police or hospital. Use the **Crisis Information Sheet** (page 10) to help facilitate this.
- ☐ **NOTIFY THE SUPERINTENDENT'S OFFICE:** Immediately contact the Superintendent's Office. The Superintendent or Designee will notify the WESD Crisis Response Team Coordinator, who will assist you with your crisis response efforts.
- ☐ **CONTACT THE WESD CRISIS RESPONSE TEAM COORDINATOR:** Determine the size of the Crisis Response Team you will need and at which district location(s). The Coordinator will then assemble the team for your district.
- ☐ **NOTIFY YOUR STAFF:** If you learn of the loss during non-school hours and time permits, use your school phone tree to notify staff with basic information before they arrive at school. In this phone call you can also direct them to check their email for more information. Schedule a staff meeting to take place before school starts. See **Informing Staff** (page 11).
- ☐ **NOTIFY THE BUS COMPANY:** Our bus drivers are the first to see many of our students each day.
- ☐ **NOTIFY PRINCIPALS OF OTHER SCHOOLS:** Determine if the deceased has family members in other schools and be sure to notify the principals of those schools so they can make appropriate arrangements in their schools. Administrators of other schools should notify their staff to be on alert. We never know who might be affected by the loss. Look for ways to support the grieving school: flowers, food, care packages, cards, etc.
- ☐ **ARRANGE FOR SUBS:** Consider arranging for subs for key teachers and other staff who may be needed on the Crisis Response Team, or for those who are most affected by the loss - like those who had close relationships to the deceased or are grieving another loss. Make sure your staff has necessary relief throughout the day.
- ☐ **MAKE A SUPPORT ROOM(S) PLAN:** Choose an appropriate location and have adequate supplies for student and/or staff support room(s). Follow the **Student Support Room Guidelines** (page 19).
- ☐ **VIRTUAL SUPPORT:** Determine if a virtual support is needed for students and/or staff. Refer to **Virtual Support** (page 26).
- ☐ **IDENTIFY YOUR INTERNAL SUPPORTS:** Communicate to the Crisis Response Team Leader who they can connect with while on site - counselors, other internal Crisis Response Team trained staff, etc.
- ☐ **MAKE A PLAN TO MONITOR HALLS AND COMMON AREAS:** You may find students needing support who do not initially go to the Support Room. Keep staff visible in common areas to greet and connect with students.

- ☐ **WRITE A STUDENT ANNOUNCEMENT:** This should be read by a **school staff member** to all students, in their classrooms, at the same time. Do this early in the day, first period if possible. Remember privacy laws and only give the necessary facts. Be sure to notify staff & classes who are not at school that day like those on field trips, at athletic events, etc. Determine if extra-curricular activities will take place. Notify athletic coaches or other staff as appropriate. Refer to **Informing Students** (page 14).
- ☐ **ATTENDANCE VERIFICATION:** Ensure the affected family is **not called for attendance verification**. Remove the student's name from the registrar's list and any automatic email reply to the student's family in regard to the student.
- ☐ **PREPARE FOR BEFORE-SCHOOL STAFF MEETING:** Prepare packets for teachers which include:
 - **Staff Meeting Handout** (page 11)
 - **Informing Students** - Written announcement to share with students (page 14)
 - **Classroom Guidelines & Strategies** (page 16)
 - **Supporting Your Students** (page 18)
- ☐ **HOLD A BEFORE-SCHOOL STAFF MEETING:** Hold an early morning staff meeting announcing the loss and allow a few minutes for staff to digest the news.
 - Discuss plans for the day.
 - Distribute the written announcement to be shared in classrooms, along with the **Classroom Guidelines & Strategies** (page 16) & **Supporting Your Students** (page 18) sheets.
 - Discuss **Student Support Room Guidelines** (page 19).
 - Determine if there are any teachers who would like assistance talking with their students about the loss.

If a staff meeting is not feasible, this communication can be written and sensitively given to staff members simultaneously during the school day. Do not make this announcement over the intercom. Announce plans for an after-school meeting.
- ☐ **FRONT OFFICE STAFF:** Support front line office staff and let them know what their role is throughout the school day. Refer to **Front Office Staff** (page 15).
- ☐ **CARE FOR STAFF:** Support your staff by providing tissues, comfort foods, and beverages in the staff room. Determine if a separate Support Room should be opened just for staff members. Refer to **Staff Support** (page 25).
- ☐ **FOOD PROTOCOL:** Identify a point person to coordinate food for the Student Support Room and/or Staff Room and to oversee all food donations. Sometimes, big-hearted community members will reach out and provide food for the grieving school. Follow these food guidelines:
 - **Student Support Room:** Have bottled water and healthy snacks such as fruit, crackers, or granola bars available.
 - **Staff Support Room:** Comfort foods of all sorts are allowed in the Staff Room. This is sometimes a good place to distribute any foods that are donated.
 - **Other Areas:** Follow district guidelines
- ☐ **CONTACT THE FAMILY:** of the deceased to express the sympathy of the school and to arrange a home visit the same or next day if possible. Be cognizant of the family's identified culture and language. Recruit a cultural broker, a community leader of any particular group, if necessary. Cards or flowers are usually welcomed. Learn about their plans for a funeral or memorial service.

- ☐ **PREPARE A PARENT/GUARDIAN LETTER:** Send home with students explaining the loss and telling them how the school is responding. Attach the *Supporting Your Students* handout (page 18) which includes suggestions for dealing with their child's questions or feelings of grief and sadness. Be sure to have the letter translated into Spanish if needed. Refer to *Informing Parents/Guardians* (page 28).
- ☐ **WRITE A STATEMENT:** Work with the Superintendent's Office to write a statement to be used for phone inquiries and email it to your staff, the district office and other district sites. Include who, what, when, current status, and how the school is responding. As usual, consider privacy laws when designing this statement.
- ☐ **PROVIDE BULLETIN BOARD:** Consider designating a bulletin board in the school where students and staff can get accurate, updated information about the loss, the Student Support Room, school memorialization, and information about the family funeral or memorial service. Be sure to regularly monitor the board to protect against vandalism – pick a place that is open and visible to front office staff.
- ☐ **HOLD AN AFTER-SCHOOL STAFF MEETING:** Hold a short staff meeting after school to debrief the day's events and to plan for the coming days.
 - Debrief: Discuss what went well and what could be improved upon.
 - Find out who needs extra support - both students and staff - and make appropriate arrangements. Consider using a Sticky-Note Activity in which staff members write the names of students who they think might need additional support. Collect the sticky notes and read the names out loud, asking for staff volunteers to check in with those students. The same activity can be done with staff members putting down staff members' names. Instead of reading staff names out loud, the principal can discreetly assign appropriate staff to check in with them.
 - Determine what additional support is needed and available for the next several days.
 - Share information about the family memorial service and solicit help for planning the school's memorialization response.
- ☐ **CONSIDER BUILDING SAFETY/SECURITY:** As always all staff, visitors, parents, and Crisis Response Team members from other schools should sign in and wear a visible ID Badge. Keep media representatives out of the building unless a specific, isolated media area is designated. Increase common area supervision indoors and outside if needed.
- ☐ **VOLUNTEERS:** Follow your district volunteer policy when using non-school employee support.
- ☐ **RISK MANAGEMENT/LEGAL COUNSEL:** Determine if your district's legal counsel needs to be informed about the situation to help guide you in any way.
- ☐ **MEDIA:** The Superintendent's Office may designate a person to go to your school and interface with the media. If not, refer all media inquiries to the Superintendent's Office.
- ☐ **SOCIAL MEDIA:** Be sure to monitor the school district's social media pages or any social media content related to the school district. Post a brief message (similar to the Parent Letter) on the school district's social media pages.
- ☐ **MEMORIALIZATION:** Determine if the school district will be conducting some type of memorialization. Refer to *Memorialization* (page 30).

- ☐ **BEYOND THE FIRST DAY/WEEK:** Although the first day and week are usually the most intensive for crisis response activities, there are a few things to keep in mind over time.
 - Watch for staff or students needing support beyond the initial grieving period.
 - Monitor school district's or students social media pages
 - Arrange for referrals to school or community mental health professionals.
 - Determine if there is a need for a parent information meeting.
 - You will eventually need to make arrangements with the family to return the personal belongings of the deceased.

- ☐ **FOLLOW-UP:** Reach out to the WESD Crisis Response Team Coordinator for additional support, resources, or consultation.

CRISIS INFORMATION SHEET

Use this form to help you verify the facts & gather additional information about the student/staff & family.

STUDENT/STAFF INFORMATION

 Student/Staff Member's Name

 Grade

 Age

 Name of School

 Principal

 Teacher/Advisor

VERIFY FACTS

Upon learning about a loss, the first step is to verify the facts with an official source, such as the police or hospital.
(Include date, time, medical care provided, who confirmed the facts, etc.)

FAMILY INFORMATION

Include any special circumstances or concerns.

Parents/Spouse Name(s): _____

Address: _____

Phone(s): _____

Do they have any siblings or relatives attending or working in any of our schools?

 Name of Relative

 Relationship to deceased

 Name of School attending

 Name of Relative

 Relationship to deceased

 Name of School attending

 Name of Relative

 Relationship to deceased

 Name of School attending

OTHER IMPORTANT INFORMATION

INFORMING STAFF

TELEPHONE CALL: If time allows, all staff should be notified by phone the day or evening before the school day intervention is planned. Remind each staff person making the phone calls to go on to the next person on their list if they have to leave a message. When possible, personal phone calls are preferred, but depending on time limitations, this call may be made through a district's mass-phone call system. A supplemental staff email can also be sent with more detailed information.

Considerations:

- Identify yourself. If you're leaving a recorded message, also give the date and time of message.
- Begin with a statement of regret.
- Provide basic and specific information about the event—who died or was hurt, when, and the circumstances, if known. Stick to the verified facts; do not speculate or engage in rumors or enlarge the information in any way.
- Inform the person about the before-school staff meeting including the time and place, and that their attendance is required.
- End with encouragement to be supportive of one another.

~SAMPLE STAFF PHONE CALL~

This is from **(District/School name)**.

I'm sorry to have to call you with sad (or tragic) news.

Tonight we learned of the death of one of our students, **(student's name)**, who was in **(teacher's name)** 5th grade class at **(school name)**. **She died in a two-car crash on Hwy 20 earlier this evening.**

There will be a required staff meeting prior to school tomorrow at **7:30 in the media center** to prepare for the day. In the meanwhile, please check your school district email for more details about this tragic news including who to call with questions if needed.

Times like these remind us of how important it is to come together to value, support, and care for each other.

EMAIL: Send a staff email with more detailed information. Repeat information shared in the phone call but elaborate with additional instructions/information as appropriate. Be sure to include who they can contact (include phone number) if they need to talk.

~SAMPLE STAFF EMAIL~

Staff Members,

Tonight we learned of the death of one of our students, **(student's name)**, who was in **(teacher's name)** 5th grade class at **(school name)**. She died in a two-car crash on Hwy 20 earlier this evening. The driver of the vehicle, her mom, fell asleep at the wheel and sustained minor injuries. There was nobody else in the car. The occupants of the other car survived with minor injuries.

We are currently putting together support for **(school's name)**. This support will include a staff meeting prior to school tomorrow at 7:30 in the media center. Additional administrative support, certified and classified substitutes will be available in the building on an as needed basis. There will be a staffed Student Support Room for students and support in the staff room for staff. Further information will be shared at the staff meeting.

Several of **(student's name)** cousins attend school at **(other schools' names)**. There will be standup staff meetings tomorrow at 8:00 a.m. at both **(other school's names)**. There will be a district person at each of these schools to assess if support will be needed.

Attendance at the staff meetings is required.

(School's name) principal is acting as the point person with the family, medical support and law enforcement. Please do not call them for details so they can focus on those tasks. However, (staff member name) has agreed to be the staff contact and can be reached at home at 503-xxx-xxxx, or cell 503-xxx-xxxx if needed.

Times like these remind us of how important it is to come together to value, support, and care for each other.

STAFF MEETING HANDOUT

WRITTEN HANDOUT: Prepare a written statement to give to each staff member at the morning staff meeting. If there is no time for a staff meeting, because you found out about the death or illness after school started, this written statement can be hand delivered to each staff member. When including details of the death, include only what is known about the loss since details are easily distorted.

Also distribute the handouts *Classroom Guidelines & Strategies* (page 16) and *Supporting Your Students* (page 18). Encourage staff members to review this for classroom discussion ideas, helpful student activities, and other ways to support students.

~SAMPLE WRITTEN HANDOUT FOR STAFF MEETING~

Date

What Happened: Yesterday, **(student's name)**, one of our students from **(teacher's name)** 5th grade class died. She died in a two-car crash on Hwy 20 last night. The driver of the vehicle, her mom, fell asleep at the wheel and sustained minor injuries. Both of them were wearing their seatbelts. There was nobody else in their car. The people in the other car survived with minor injuries.

General Information: Our principal spent most of the evening supporting **(student's name)** mother and father at the hospital. **(Student's name)** is an only child, but has several cousins at both **(other schools' names)**. Both of those schools have been alerted of the loss.

Schedule Changes: We are canceling today's pep assembly and will run classes on their normal schedules. There will be a staff meeting after school today at 3:30 in the Media Center to debrief today and plan for the rest of the week. Our afterschool program will run on its normal schedule.

Support for Staff: We've brought in **(staff member's name)** as administrative support to free up your principal to be available for today's special needs. Grief affects us all in different ways. Some of you may need extra breaks today and others may just want help leading a classroom discussion. Check in with **(principal's name)** after this meeting if you'd like assistance with your class today. Certified and classified substitutes will be available as needed. There will also be support in the staff room.

Student Announcement: Attached is an announcement that should be read to all students, in their classrooms, during the beginning of first period. This will minimize the chance of their hearing the news haphazardly from poorly informed or misinformed sources. It will also help staff identify students who may need additional support.

Support for Students: The Student Support Room will be staffed and ready for students at 9:00 in the Media Center. If you are concerned about a student or if a student asks to leave your classroom because they are upset about this death or trauma, the Student Support Room is the appropriate place for the student to go. If a student didn't know **(student's name)** you should still allow them to go to the Student Support Room if requested. There may be another death or loss troubling this student. If students are not really using the services, they will be sent back to class. Please do not encourage students to go home for the day. We will work with those kinds of decisions/issues in the Student Support Room.

The Media & Public Information: We are preparing a written statement that office staff will use for phone inquiries. We will also email this statement to you so we can all remain consistent with the information we are giving out without violating any privacy laws. We are setting up a bulletin board in the front lobby where students and staff can get accurate, updated information about the loss, the Support Room, school memorialization, and information about the family funeral or memorial service. The Superintendent's Office has sent us a representative, **(staff member's name)**, who will handle all media inquiries.

INFORMING STUDENTS

How and from whom students receive difficult news greatly affects how they will respond to the loss.

WRITE A STUDENT ANNOUNCEMENT: This should be read to all students, by a **school staff member** in their classrooms, at the same time. Do this early in the day, first period if possible. This will minimize the chance of their hearing the news haphazardly from poorly informed or misinformed sources. It will also help staff identify students who may need additional intervention.

Avoid announcements in assemblies, other large groups, or over the intercom system, since it is too difficult to monitor each student's reaction. Those experiencing the greatest impact may slip away and get lost in the crowd.

Limit the announcement to verified facts. **Remember privacy laws and only give the necessary facts.**

~SAMPLE STUDENT ANNOUNCEMENT~ (Modify to make age-appropriate)

Today we received tragic (or sad) news. We were informed that one of our students, _____ died by _____. **(Give basic, appropriate information without too much detail)**

When events like this happen, it is not unusual for students and staff to react with shock, sadness, fear, anger, or other strong feelings. These reactions may rise and fall today and for several days to come.

Some of us will want to have quiet time alone and others may want time to talk. Some of you who didn't know _____ may want to return to your schoolwork sooner than others will. We must all practice patience and show respect for everyone's reactions.

We can take some time to talk about what has happened.

When most of you are ready to continue schoolwork, those who still need time to talk or think may go to the Student Support Room located in _____. You will need to sign out of the class or get a pass from your teacher as you leave, then sign into the Student Support Room and give your pass to an adult when you arrive. The Student Support Room is a place for you to be with your friends to talk about what has happened. It is important that all students are with an adult because we are responsible for you and this may be a tough day. If you wish to talk alone with someone, let one of the adults in the Student Support Room know.

The school day will remain on schedule, but teachers in any class may modify regular classroom activities in order to allow you to talk about this event. Students are expected to be in rooms with adults present.

FRONT OFFICE STAFF

Prepare your front line staff - let them know what their role is in a crisis situation. Giving them a script or concrete tasks will decrease their anxiety as they are likely faced with lots of anxious people from the community.

FRONT OFFICE STAFF CHECKLIST

- ☐ **PARENT/GUARDIAN INFORMATION:** Provide front office staff with a script to read to any parent/guardian in-person or over the phone. Can be read to parent/guardian or handed to them. Please see examples below.
- ☐ **INFORMATION LETTER:** Provide front office staff with the parent/guardian information letter that will be sent home. Refer to *Informing Parents/Guardians* (page 24).
- ☐ **SUPERVISION:** Inform front office staff the need to explain the importance of providing supervision and support for students who are leaving school early.
- ☐ **RESOURCES:** Have front office staff provide parents/guardians with handout of *Resources* (page 33).

FRONT LINE OFFICE STAFF TIPS

- Expect to hear from distressed and/or upset folks
- Don't take things personally, folks are operating from a place of concern and often, fear, which decreases their patience.
- Listen and offer to write down concerns. Don't promise anything.
- If possible, have someone who speaks the language of your community available to field questions for those who don't speak English.

EXAMPLES OF FRONT OFFICE SCRIPTS

1. Thank you for calling, at this time we don't have any information to share. I can write down your question or concern and pass it on to the team who is handling the situation [or you can email your question or concern to...]
2. Thank you for calling, our team is working on drafting communication that will be posted on [insert your communication platform here, only say this if you know a communication is definitely going to go out, but do not promise when it will be sent out in case that needs to be changed].
3. Thank you for calling, we want to be sure you have the most accurate information possible, our team is working on a communication that will be sent out.
4. Thank you for calling, we are doing our best to support your child and the other students at the school. Please know we have a team working to address the needs of all involved. I can write down your question or concern, but be aware not every message will be able to be returned. We anticipate communicating a message that we hope will answer most questions.

CLASSROOM GUIDELINES & STRATEGIES

As a classroom teacher you will help your students respond to the death or tragedy. First, gather your class together and read the announcement. Use the written information provided and share only factual information. Encourage students not to share rumors or gossip. The language we use is critical and it's helpful for teachers to **say that the person has died rather than using vague** terms like "left us" or "passed away", which can be confusing to some students.

SHARING FEELINGS: Convey that your classroom is a safe place for them to express their feelings about the loss. How you react will be important to them. It's helpful to express your own sadness without losing control of either yourself— or the class. Sometimes we don't realize how strongly we will be affected, either by this loss, or because it triggers memories of another death or loss in our past. Crisis Response Team members or subs will be available in the school in case you need help with the discussion or a break.

LEAD A DISCUSSION: Here are some possible talking points:

- "How many of you had already heard about it before you got to school today? What did you hear?" Give students time to respond. After a few students have talked, point out that everyone heard something different, and that everyone is curious and wants more information.
- Share the factual information you have received. Encourage students not to share rumors or gossip.
- "People have a lot of different kinds of reactions and feelings at times like this. What are yours?" (Let the students share for a while and listen carefully. Be supportive and responsive to what you hear.
- "Some of you may be thinking about similar incidents from your past." (Let them share memories/experiences.)
- "Here's what we think will happen next." (Offer details of the planned memory activity and funeral arrangements)
- If appropriate, talk about how students can welcome back classmates who will return to school after a death in the family. (Try not to avoid the person, don't be overly concerned but try to be available for them to talk if they wish.) Helping students plan ahead for these encounters will give them coping skills and confidence in dealing with difficult situations.

STUDENT SUPPORT ROOM: At the conclusion of the classroom discussion, usually after 15-20 minutes, you can begin to move on to the day's lesson. Most students will be able to make this transition, but a few may need additional time or support before they are ready to return to regular classroom activities. Encourage them to go to the Student Support Room, giving them a pass, and having them sign out when they leave your classroom. In some cases, you may want to ask for a Crisis Response Team member or other staff to accompany them to the Student Support Room.

ELEMENTARY AGE RESPONSES & ACTIVITIES: Children understand and process death differently as they mature. For example, elementary children deeply affected by a loss may be tearful and distraught one minute and playing the next. They sometimes move in and out of grief quickly. You can help children express their caring and sadness by having them draw pictures or write cards for the family. At the staff meeting after school, give these to the Crisis Response Team or principal who will screen all the cards and messages before they are shared with the family.

TEEN RESPONSES & ACTIVITIES: In contrast, teens have greater maturity and often respond with strong emotions to the death of a classmate or teacher. It's not unusual for teens to feel and express guilt, sadness, or anger about a death. Their emotions are already in high gear and a loss will often exaggerate their feelings and responses. Don't be surprised by tearful or angry outbursts or withdrawn and unusually quiet behavior. In classroom discussions following the announcement you can have students share memories and favorite moments with the deceased, reflect on their own and others' feelings, and talk about responses to similar incidents. You may consider having the class journal, write poems or essays, or write and illustrate cards for the family. At the staff meeting after school, give these to the Crisis Response Team or principal who will screen all the cards and messages before they are shared with the family.

CLASSROOM MANAGEMENT: It's important to maintain structure, stability and predictability in your classroom. Provide extra support and encouragement while maintaining your expectations for behavior and performance. You may notice some students having a hard time later in the day who need to go to the Student Support Room hours after the initial discussion. The Student Support Room staff monitors students closely and will return them to class when they are ready.

FOLLOW-UP: Throughout the day make note of any students who appear especially affected by the loss. Give these names to your principal or Crisis Response Team Leader at the after-school meeting so they can be monitored in the days to come. In the days and weeks following the crisis, watch for behavior changes, such as irritability, absenteeism, acting out, high-risk behavior, headaches, or stomach aches.

SUPPORTING YOUR STUDENTS
Support for Younger Children

- Answer questions honestly in language s/he can understand.
- Share your own reactions and feelings, including crying if appropriate.
- Share similar experiences you may have had.
- Ask what s/he may be angry about or afraid of.
- Describe the funeral service ahead of time and ask if s/he wants to attend.
- Give lots of hugs and reassurance.
- Expect some regressive behaviors from when they were younger. These will stop on their own in time. Try to look for the feelings beneath the behavior.

Support for Teenagers

- Express sympathy directly—"I'm sorry this happened to you."
- Be available to listen.
- Respect his/her need to be alone.
- Give hugs or flowers, cook a favorite food, lend a teddy bear.
- Find out if s/he wants to do "routine" activities or wants a break.
- Tell her/him about any support groups of peers who are also grieving.
- Ask if s/he wants to keep a journal or diary.
- Ask him/her about addressing a letter of "regrets and appreciations" to the person who died.
- Describe the funeral service ahead and ask if s/he wants to attend.

When Professional Help Is Needed – Warning Signs:

Any of these signs may be present in initial states of grief. Pay special attention if they persist over time. If you have concerns about a student or staff member, notify your school counselor, administrator, or Crisis Team member.

Physical Signs:

- Changes in eating patterns—loss of appetite or overeating
- Changes in sleep patterns—insomnia or sleeping much more than usual
- Nausea
- Headaches
- Stomach aches

Behavioral Signs:

- Aggressive behavior, exaggerated displays of power, anger, rage
- Withdrawal
- Inability to focus or concentrate
- Complete absorption in daydreams
- Compulsive care-giving
- Prone to accidents, self-destructive behavior
- Stealing or other illegal activity
- Use or abuse of drugs or alcohol—often for self-medication due to emotional pain
- Regression—behaviors normally characteristic of a younger child

Emotional Signs:

- Persistent anxieties
- Desire to die
- Inability or unwillingness to speak of the deceased
- Exaggerated clinging to others
- Expression of only negative OR only positive feelings about the deceased
- Absence of visible grief
- Strong resistance to forming new relationships

APOYANDO A SUS HIJOS
Apoyo para los niños pequeños

- Conteste sus preguntas honestamente usando palabras que entiende.
- Comparta sus reacciones y sentimientos, incluso llorar si es apropiado.
- Comparta sus experiencias semejantes que haya tenido.
- Pregúntele qué es lo que le molesta o qué es lo que le da miedo.
- Describa de antemano el servicio funerario y pregúntele si desea asistir.
- Déle muchos abrazos y consuelo.
- Se puede anticipar comportamiento regresivo de cuando era más joven. Ese comportamiento parará por su cuenta después de un tiempo. Trate de encontrar los sentimientos que son la causa del comportamiento.

Apoyo para los adolescentes

- Expresa su pésame directamente: "Lamento que eso le sucedió."
- Escúchele cuando quiere hablar.
- Respete su necesidad de estar sólo.
- Déle abrazos o flores, prepárele su comida favorita, préstele un oso de peluche.
- Pregúntele si quiere hacer actividades de rutina o si quiere tomar un descanso.
- Infórmele sobre grupos de apoyo de otros jóvenes quienes también sienten el pesar.
- Pregúntele si quiere mantener un diario.
- Pregúntele sobre escribir una carta de lamentos y agradecimientos para la persona que falleció.
- Describa de antemano el servicio funerario y pregúntele si desea asistir.

Cuando La Ayuda Profesional Es Necesario – Las Señales

Las siguientes señales podrán presentarse cuando comienza el pesar. Presta mucha atención si persisten. Si tiene alguna preocupación sobre un alumno o un empleado, avise al consejero escolar, a un administrador o a un miembro del equipo de crisis.

Señales físicas:

- Cambios de alimentación - pérdida de apetito o comer en exceso
- Cambios con el sueño - insomnio o dormir más de lo usual
- Náusea, Dolores de cabeza
- Dolores de estómago

Señales de comportamiento:

- Comportamiento agresivo, exhibiciones exageradas de poder, de ira, de furia
- Retirarse
- Incapacidad para enfocarse o concentrarse
- Completamente absorto en las fantasías
- Compulsivamente se cuida a otras personas
- Propenso a accidentes, comportamiento autodestructivo
- Robo o cualquier otra actividad ilegal
- Uso o abuso de drogas o alcohol - a menudo para automedicarse debido al dolor emocional
- Regresión-- características que normalmente son de un niño menor

Signos emocionales:

- Ansiedad persistente,
- Deseo de morir
- Incapacidad o poco dispuesto a hablar de la persona fallecida
- Aferrarse exageradamente a otras personas
- Expresar sentimientos de la persona fallecida que sólo son positivos o negativos
- Ausencia de pena visible
- Fuerte resistencia a la formación de nuevas relaciones

STUDENT SUPPORT ROOM GUIDELINES

The Student Support Room is a designated room in the school where students can receive support in a crisis situation. In the Student Support Room we try to create a safe and caring environment so students will talk to each other or staff and have companionship as they deal with grief together.

LOCATION: The location should be easy to get to and not have a stigma attached to it. Often the library or another quiet area is used. For the set-up, there should be movable chairs, tables for activities, a comfortable space with a sense of privacy, and soft music in the background if possible.

STUDENT SUPPORT ROOM SUPPLIES: Each district/school should have *Support Room Supplies* (page 24).

STAFFING: The Crisis Response Team Leader will oversee all Support Room functions, including setting up a staffing schedule, review this *Support Room Guidelines* (page 19), and sign the *Confidentiality Agreement* (page 21). There should always be a minimum of **two** trained Crisis Response Team members in the Student Support Room. At least one of those Crisis Response Team members may be from your school. They will provide a familiar face and presence for the kids in a stressful situation. Depending on the number of students coming to the Student Support Room, you may need additional Crisis Response Team members. The Crisis Response Coordinator will reach out to other Crisis Response Team Members for additional support.

SIGN & SIGNING IN: Hang a Support Room sign on the door. Student Support Room Staff members will greet all students at the door and have them sign in with their name, classroom and the time they arrived. After students have signed in, encourage them to fill out a *Student Support Room Check-in Slip* (page 23).

HYDRATION & SNACKS: Have bottled water and healthy snacks such as fruit, crackers or granola bars available. Be aware of scheduled lunch periods so students don't miss lunch.

LISTEN: Crisis Response Team members are there to help students express their feelings and to understand that grief affects people differently. Their job is to listen, ask questions, and validate students' feelings. Often they will be working with small groups, and sometimes talking with students individually. Most often students need a good listener who can help them talk it out. Some kids need time alone to think quietly and others want to gather in a small group to talk about the person who died or about previous losses they have experienced. It's not unusual for students to talk about deaths of family members or pets, or things they have heard about or seen on TV.

ADDITIONAL SUPPORT: Discreetly keep an on-going list of students who may need additional support beyond the Support Room. Share this list with the Crisis Response Team Leader at the after-school meeting.

ACTIVITIES: Use the supplies from your *Student Support Room Supplies* list (page 24) and set out some activities for students to do in the Student Support Room. In elementary schools many students like to draw pictures of the deceased or of activities they shared. Often they write and illustrate cards for the family, or list happy memories they shared. In a middle school and high school Student Support Room students also like to make cards or write letters to the family expressing their sympathy or sharing good memories. They may also want to write poetry, essays, or journal entries or contribute to a list of helpful things to do for the family. In some Student Support Rooms a banner is made from Post-It note messages attached to butcher paper. You might make a Question Wall or Feelings List so everyone can contribute.

SCREEN CARDS: Collect all the cards and pictures to take to the after school staff meeting. Don't be surprised if some of their messages are not appropriate for the family to receive. The Crisis Response Team Leader and Crisis Response Team members will screen them before sending them on to the family.

RETURNING STUDENTS TO CLASS: While in the Student Support Room keep track of time so that at the end of each class period you can encourage students who are ready to return to class and resume the regular school day and have them sign out. Students can always return later in the day if they need more time or support.

CONFIDENTIALITY AGREEMENT

To be signed by each WESD Crisis Response Team member and school volunteer present at the response.

Date _____

School _____

The below agreement is to be made to protect the confidentiality of the students, staff, and school during the time of a crisis.

WESD Crisis Response Team members and other school volunteers are expected to:

- Comply with all rules and regulations set forth by the school district and/or school building.
- Maintain confidentiality of students and/or staff.
 - Only share information with district and/or school building staff and other crisis response team members.
- Follow the guidance within the WESD Crisis Response Manual.

I will adhere to the above expectations.

Printed Name	Agency/School	Initial	Email

SUPPORT ROOM
SIGN IN/SIGN OUT

Date:

Page:

Location:

Name	In	Out		In	Out		In	Out		In	Out

SUPPORT ROOM CHECK-IN SLIPS

The below slips can be printed out and distributed to high & middle school students as they enter the support room.

Name: _____ Time: _____ Welcome to the Student Support Room. This is a calm & relaxing space for processing emotions today. Please respect others in this space and follow school rules. Let us know how we can support you below. Today what might help me is... ☐ Talking to a crisis counselor ☐ Talking to my school counselor or another trusted staff member ☐ Talking to my friends in the support room ☐ Sitting quietly ☐ Drawing/Coloring ☐ Working on school work ☐ I'm not sure ☐ Other: _____	Name: _____ Time: _____ Welcome to the Student Support Room. This is a calm & relaxing space for processing emotions today. Please respect others in this space and follow school rules. Let us know how we can support you below. Today what might help me is... ☐ Talking to a crisis counselor ☐ Talking to my school counselor or another trusted staff member ☐ Talking to my friends in the support room ☐ Sitting quietly ☐ Drawing/Coloring ☐ Working on school work ☐ I'm not sure ☐ Other: _____
Name: _____ Time: _____ Welcome to the Student Support Room. This is a calm & relaxing space for processing emotions today. Please respect others in this space and follow school rules. Let us know how we can support you below. Today what might help me is... ☐ Talking to a crisis counselor ☐ Talking to my school counselor or another trusted staff member ☐ Talking to my friends in the support room ☐ Sitting quietly ☐ Drawing/Coloring ☐ Working on school work ☐ I'm not sure ☐ Other: _____	Name: _____ Time: _____ Welcome to the Student Support Room. This is a calm & relaxing space for processing emotions today. Please respect others in this space and follow school rules. Let us know how we can support you below. Today what might help me is... ☐ Talking to a crisis counselor ☐ Talking to my school counselor or another trusted staff member ☐ Talking to my friends in the support room ☐ Sitting quietly ☐ Drawing/Coloring ☐ Working on school work ☐ I'm not sure ☐ Other: _____

We gratefully acknowledge Salem-Keizer School District for allowing us to duplicate these check-in slips.

STUDENT SUPPORT ROOM SUPPLIES

Each district/school is responsible for Support Room Supplies needed for the Crisis Response Team efforts. Schools are responsible to reorganize and replenish these supplies after they are used, in order to be ready for the next time they are needed.

COMFORT & ACTIVITIES SUPPLIES

- Tissues
- Water
- Snacks (fruit, granola bars, etc.)
- Colored Construction Paper or multicolored copy paper
- 1 sheet of butcher paper
- Pens/Pencils
- Markers
- Colored Pencils
- Crayons
- Colored Post-it Notes
- Manipulatives (Play Dough, Floam, magnets)
- Optional - Other craft supplies
 - Mod Podge
 - Rocks
 - Pipe Cleaners
 - Glue Sticks
 - Scotch Tape
 - Scissors
 - Stuffed Animals
- If student or staff member death, consider having a photograph of the student or staff member
- List and/or cards of crisis line phone numbers
- Resources guides
- Bell schedule and school map (for Crisis Response Team members).
- ***Student Support Room Check-in Slips*** (page 23)

STAFF SUPPORT

The purpose of the Staff Support Room is to provide a place for staff to take a break, grieve, consult, and support other staff members, or check-in with a Crisis Response Team member.

LOCATION: Staff Lounge or other room away from students.

MATERIALS:

- Tissues
- Water & other beverages
- Comfort foods
- Cards/Letters
- Flowers
- Photograph of the student or staff member
- List and/or cards of crisis line phone numbers
- Resource Guides

SET-UP: Ideal to set-up before school begins and leave open through the remainder of the school day. Create a space for staff to congregate, grief, and consult together.

CRISIS RESPONSE TEAM MEMBERS: If requested by the building administration, one to three Crisis Response Team members can be stationed in the Staff Support Room to provide extra support for staff members.

CLOSING: Best practice to take down most of the items from the Staff Support Room at the end of the school day or week.

FOLLOW-UP: Supporting staff beyond the day(s) of the crisis is crucial to the overall school recovery. Below are suggestions that can be utilized to support staff.

- Administration check-ins with staff members.
- Debrief - Staff meeting oriented debriefing, staff care, and on-going student and staff support.
- Staff appreciation baskets
- Promotion of staff well-being and self-care
- Promotion of Employee Assistance Program (EAP) or any other internal human resources program that staff can access.

VIRTUAL SUPPORT

A Virtual Support Room is similar to an in-person Support Room, but it is in the format of a Zoom meeting room. A Virtual Support Room can be utilized for both students and staff.

GOALS

- Connection & grounding, holding space for students/staff to express current needs, normalization of feelings, acknowledgement, and validation.
- Connection to resources and follow-up as necessary.
- Review resilience factors and basic coping strategies.

SET-UP

- Create a link for each of the rooms (students and/or staff) and make sure the facilitators have access and hosting capabilities.
- Advertise the virtual room to students and/or staff via email, school social media platforms, and/or in-person.
 - **Make sure virtual support room guidelines and activities are clear and highlighted.**
 - Make sure students and/or staff have the link and the time the room will be available.

CRISIS RESPONSE TEAM MEMBERS

Designate at least **two Crisis Response Team members, per room** to facilitate and monitor the virtual support room(s).

- **Student Support Room** - Ideal to have at least one facilitator from the school.
- **Student Support Room** - Designate one facilitator to take attendance when student(s) arrive in the room.
- Designate one facilitator to monitor the chat.
- The best practice is to have facilitators log into the room at least 15 minutes before the start of the session begins.
 - Introductions.
 - Check all technology.
 - Assign/clarify roles of each facilitator.
 - Change name in Zoom to clarify Crisis Response Team member role.
 - Reminder of confidentiality and Crisis Response Team member requirements.

GUIDELINES FOR VIRTUAL SPACE

Can be given ahead of time (via email, virtual classroom, or in-person) or placed in the chat when participants enter the room.

- Ask participants to put their first and last name and grade in the chat.
- Encourage participants to keep video on (if participants turn video off or would like to keep video off ask participants to utilize the chat function).
- No participation requirement. Participate as much and as little as you want.
- Treat other participants' feelings with respect.
- This is not a space for counseling, but a space for support, connection, and resources.

- If you feel you need more in-depth services, please send a private chat to one of the group facilitators that includes your contact information and we will follow up with you directly after the session.

ACTIVITIES & DISCUSSIONS

- **Individual Check-ins**

- Allow space for participants to individually check-in with a Crisis Response Team member.
- Make use of the “Breakout Rooms” function in zoom to check-in one-on-one with a student.
 - Make sure one Crisis Response Team member is in the main room at all times

- **Group Activities**

Below is a list of different virtual group activities that can take place in a virtual student support room.

- Mindfulness Sessions
 - https://drive.google.com/drive/folders/1KSvWu5L9IUDcT_WUB_jBFHRTc8ZL0PoH?usp=sharing
- Virtual coloring websites
 - Silk - Interactive Generative Art www.weavesilk.com
 - Online Coloring (for kids) www.online-coloring.com
 - The Color - www.thecolor.com

- **Group Discussion**

- Group discussions can be spontaneous or planned.
- Planned group discussions need to include a time, description of the proposed group discussion, and need to be advertised to participants before the support room begins.
- At least two Crisis Response Team members need to facilitate the group discussion.
- At the beginning of the group discussion, it is a good idea to cover the Guidelines for Virtual Space.
 - Below is a list of different virtual group activities that can take place in the virtual space.
 - Guided questions.
 - Space for participants to bring things up.

CLOSING

Designate a time when the virtual support room will close. Give reminders to participants toward the end of the room to allow ample time for participants to talk, process, and grieve.

- At closing, or when participants leave the room, make sure they know who to contact in their school to receive extra or follow-up support and provide resource guides, crisis numbers, and school resources information as necessary.

DEBRIEF

Allow a small amount of time after the room closes for Crisis Response Team members to debrief (10 - 30 minutes).

- Create a list of any participants that might need extra support or check-in.
 - Make sure the school administrator and Crisis Response Team Leader receive this list and the attendance list of all students who utilized the student virtual support room.
- Make sure one Crisis Response Team member reports back to the Crisis Response Team Leader on how the virtual support room went.

INFORMING PARENTS/GUARDIANS

Prepare a Parent/Guardian Letter to send home with students explaining the loss and telling them how the school is responding. Attach the sheet ***Supporting Your Students*** (page 18) to the back of the letter. Provide the letter in Spanish if appropriate.

PRIMARY CONSIDERATIONS

- Always use your school or district letterhead for letters.
- Always use a complete date on the letter (month, day, and year).
- Begin with a statement of regret.
- Tell the basic, verified facts about the crisis.
- Give information about what the school has done and will do to support its students.
- Include your plans for a memorialization activity, if you choose to have one (see ***Memorialization***, page 30). Be sure to indicate whether parents are invited.
- Provide suggestions about how they can best support their children.

OTHER CONSIDERATIONS

- Give information about the funeral or memorial service if known and let them know whether an excused absence or parent permission is needed for attending the funeral.
- Tell parents how they can receive updated information.
- If a community meeting is scheduled, provide the time, date, place, and planned agenda. These meetings are very helpful if you are dealing with trauma. Invite local spiritual leaders or cultural brokers if appropriate (Consult with your Crisis Response Team Leader).
- Provide information about any fund-raiser or other organized effort to help the family.

Sample Parent/Guardian Letter (page 29).

SAMPLE PARENT/GUARDIAN LETTER * ENGLISH
 (SCHOOL OR DISTRICT LETTERHEAD)

Date _____

Dear Parents and Guardians,

We had sad news at our school today. We learned of the death of one of our students, _____, who was in _____'s _____ grade class. They died (briefly give cause of death and time/date).

We helped support our students by setting up a Student Support Room staffed by specially trained members of our Crisis Response Team. Classroom teachers spent time allowing students to share their reactions to _____'s death. Those students needing extra time to talk were encouraged to go to the Support Room. We will provide a Support Room tomorrow if needed.

This event might raise questions, concerns, or fears in your child. Be sensitive about whether s/he wants or needs to talk. Bring it up if s/he seems reluctant to do so. Ask about his/her reactions and accept the answers without judgment. Answer all questions directly and honestly. Sometimes a child needs to ask the same question repeatedly. Answer patiently and eventually they will get what they need and stop. They may also focus on the upsetting details of the death. Again, please answer those questions honestly, including saying, "I don't know" when that's true. Do not compare death with sleep or any other state of consciousness. Some children can become sleep deprived, fearing they will die if they sleep. Provide comfort with extra hugs and support.

If you have any questions or concerns about this, please feel free to call me.

Sincerely,

(Principal's Signature)

Name, Title, Phone Number

SAMPLE PARENT/GUARDIAN LETTER * SPANISH

Estimados Padres y Tutores,

Hoy tuvimos una triste noticia en nuestra escuela, [estudiante o empleado] que estaba en la clase de [Nombre de maestro], en el grado [número/grado], falleció a consecuencia del [causa de muerte y fecha/hora].

Hemos ayudado apoyar a nuestros estudiantes mediante la creación de una Sala De Atención con personal especialmente capacitado, que forman parte de nuestro Equipo de Apoyo a La Crisis. Los maestros de clases dieron tiempo para que los estudiantes expresaran sus sentimientos sobre la muerte de [nombre]. Esos estudiantes que necesitan más atención, fueron apoyados a usar la Sala De Atención. La Sala De Atención estará abierta para el uso de los estudiantes mañana si es necesario.

Este hecho puede causar preguntas, miedo, o ansiedad en su hijo(a). Por favor sean prudentes con sus hijos si desean hablar al respecto. Es importante hablar con su hijo(a) aunque esté renuente al tema. Explore y trate de entender las respuestas de su hijo(a) sin juzgar. Conteste todas las preguntas directamente y honestamente. A veces los niños necesitan hacer la misma pregunta más de una vez, o se enfocan en los detalles dolorosos. De nuevo por favor contestar las preguntas honestamente incluyendo "no se" cuando sea necesario. No compare la muerte con dormir u otro estado de conciencia. Algunos niños pueden ser de privados de sueño temiendo que morirá si se quedan dormidos. Brindarles ternura con abrazos y apoyo.

Si tiene preguntas o alguna preocupación, por favor comuníquese conmigo.

Atentamente,

(Principal's Signature)

Name, Title, Phone Number

MEMORIALIZATION

The WESD Crisis Response Team does not lead or facilitate memorialization or memory activities within a school. WESD does offer memorialization advice, guidance, and consultation. **There is no singular approach to school memorialization or memory activity, as there are vast differences between each school building, district, and community. Some of the below suggestions may not be appropriate for a school building/district based on the type of crisis.** Below are a few memorialization suggestions.

POLICY & PROTOCOL

Establish a district wide policy that outlines the protocols of school memorialization. **The policy should attempt to treat the memorialization response to all the deaths the same, and should not make differences based on the type of death.** District memorialization policies and protocols can also be incorporated into school district's postvention section of their Student Suicide Prevention Plan, a requirement through Senate Bill 52 also known as Adi's Act.

NO PERMANENT MEMORIALS

Resist the urge to erect a permanent memorial. This can be a constant physical reminder of the deceased and may continue to trigger trauma responses in students and staff long after the event took place. Remember the importance of being equitable and always honoring the deceased in a similar way. If a permanent memorial is erected for one death and not for the next, it can be hurtful for the family and school community. Instead, you may consider having your class do a community service activity for a local charity the deceased was involved with or consider writing or drawing activities as a means of honoring the life of the beloved student or staff member.

STUDENT-MADE MEMORIALS

Temporary memorials created by students. These can include pictures of the deceased, flowers, cards, stuffed animals, etc. Temporary memorials should not be removed in a sudden or unexpected way. Make a specific plan and date and communicate it to staff and students in advance. Memorial items may be given to the family of the deceased. **All items need to be screened by school staff before they are given to the family.**

SUMMER & EXTENDED BREAKS

SUMMER

When school is not in session during the summer season, crisis response support can still be provided for your school community. Depending on the situation, a school or designated area may be opened for a Support Room. Most of the same protocols and policies apply during the summer, but certain adjustments may be needed depending on the situation.

School District Support:

- Administrators - Follow the ***Administrator Roles & Responsibilities*** (pages 6-8) as they apply.
- Contact the WESD Crisis Response Team for support and guidance as needed.

WESD Crisis Response Team Support:

School Administrators can still request WESD Crisis Response Team support during the summer season by calling **503-385-4761**. All the same support applies during summer as it would during the school year.

Return to School:

The School district and/or school building should have a plan in place for the first day back to school following a crisis response during the summer months. Use the WESD Crisis Response Team Manual as a guide to see which protocols and guidance would apply.

Possible areas to look into:

- Communication (staff, students, parents/caregivers, and community members)
- Support (staff & students)
- Memorialization - refer to your school district's memorialization policy
- Long-term support

EXTENDED BREAKS

For all other extended breaks (winter & spring breaks, three day weekends, etc.), it is usually best to provide school support during the first school day following the break. Administrators are the ones who need to determine when and where support is needed.

LARGE CRISES

The primary function of the WESD Crisis Response Team is to provide direct support to school students and staff in the forms of student/staff support rooms and consultation for school building staff members during the times of a single event crisis.

The WESD Crisis Response Team Coordinator can also provide support to schools during large scale crisis/incident situations or on-going crisis situations that affect the entire school body and the surrounding communities.

LARGE SCALE INCIDENTS (Including, but not limited to)

- Wildfires
- Earthquake/Tsunami
- Human Acts of Violence or Terror
- Mass Casualty Incidents
- Winter Storms
- Disease Outbreaks

AVAILABLE WESD CRISIS RESPONSE SERVICES (For large crises/incidents)

- Student and/or staff support room coordination.
- Coordinations and connections to local, county, and state resources and agencies.
- Connection to ODE Emergency Management regional consultant.
- Coordination of support groups and/or focus groups.
- School based crisis response consultation.
- Other services to be determined based on the needs of each unique incident.

All disasters start and end locally. A disaster or crisis happening in one location can escalate larger to involve multiple jurisdictions and may include a region or state-wide response to bring in more resources. If there is a large-scale incident in an area, more teams may arrive to support. In addition, if there is a large-scale incident happening outside of the community, the local teams may be needed and requested to deploy to other regions of the state. Response to large scale incidents is optional, please coordinate with your Crisis Response Team Coordinator if you or your team intend to be available for large scale incidents.

COUNTY EMERGENCY MANAGEMENT

Each county has different hazards and risks. Please refer to the county's Emergency Operations Plan for more information.

- Marion County - www.co.marion.or.us/PW/EmergencyManagement/Pages/EmergencyOperationsPlan.aspx
- Polk County - <https://www.co.polk.or.us/em>
- Yamhill County - <https://www.co.yamhill.or.us/160/Emergency-Management>

OREGON STATE EMERGENCY MANAGEMENT

Oregon Department of Human Services Office of Resilience and Emergency Management is the state agency that can support schools during large scale incidents.

General Contact Information: <https://www.oregon.gov/dhs/EmergencyManagement/Pages/Contacts.aspx>

RESOURCES

Call Lines

988 Suicide & Crisis Lifeline - (24/7), **988** 988lifeline.org

Military Help Line - (24/7), 1-888-457-4838 www.militaryhelpline.org

Oregon Youthline - (Daily, 10am - 4pm), 1-877-868-8491, Text “teen2teen” to 83963 www.theyouthline.org

Racial Equity Support Line - (Daily, 10am - 7pm), 503-575-3764 www.linesforlife.org/racial-equity-support-line

SafeOregon - (24/7), 1-844-472-3367 www.safeoregon.com

Grief & Loss

Center for Grief Recovery & Therapeutic Services www.griefcounselor.org/resources/helpful-websites

Dougy Center www.dougy.org

HealGrief www.healgrief.org

ModernLoss www.modernloss.com

Willamette Vital Health www.wvh.org

County & State

Lutheran Community Services Northwest (Yamhill County) www.lcsnw.org/office/yamhill-county

Marion County (Health & Human Services) www.co.marion.or.us/HLT

Marion County (Psychiatric Crisis Center) www.co.marion.or.us/HLT/MH/pcc

Mid-Valley Resources (NW Human Services) www.midvalleyresources.org

Polk County (Public Health) www.co.polk.or.us/ph

Polk County (Crisis Team) <https://www.co.polk.or.us/bh/crisis-services-0>

Options Counseling & Family Services (Marion County) www.options.org

Trauma-Informed Care Oregon (TIO) www.traumainformedoregon.org

Trillium Family Services (Marion County) www.trilliumfamily.org/programs-and-services

Yamhill County (Health & Human Services) <https://hhs.co.yamhill.or.us>

Yamhill County (Crisis Services) <https://www.co.yamhill.or.us/1088/Crisis-Services>

Suicide Prevention

American Foundation for Suicide Prevention www.afsp.org

Lines for Life www.linesforlife.org

Mid-Valley Suicide Prevention Coalition www.mvsuicideprevention.org

Society for the Prevention of Teen Suicide www.sptsusa.org

The Trevor Project www.thetrevorproject.org

Zero Suicide zerosuicide.edc.org

WESD

Crisis Response, School Safety & Mental Health <https://www.wesd.org/departments/sis/mental-health-behavior>