



All Staff Preparedness -- Segment List

Segment number/title

- (1) Two Kinds of Teams: How Teams Might Organize
- (2) Children (Youth) in Grief
- (3) Needs of Youth in Grief
- (4) Empty Desk: What to Do With Student Belongings
- (5) One Student Loses a Family Member
- (6) Suicide Prevention
- (7) Warning Signs for Potential Suicide
- (8) Missing Students
- (9) Announcements
- (10) Function of a Safe Room
- (11) Activities for Processing Loss
- (12) Handling the Classroom on Crisis Day
- (13) Guidelines for Teachers on Crisis Day
- (14) Memory Events
- (15) Effects of Trauma for Individuals
- (16) Prevention of Trauma
- (17) Follow-up for Staff and Students
- (18) Self Care
- (19) Managing the Media
- (20) Signs of Need for Professional Help
- (21) Identifying Depression in Students
- (22) Terminal Illness
- (23) For Students Attending a Funeral for the First Time
- (24) Teachable Moments
- (25) Parent Communications



Guidelines For Using These Activities for Professional Development

How to use this resource:

The All Staff Preparedness resource was designed as a professional development tool to be used for all school staff. This resource is available in four different configurations, from awareness level to professional development skill-building. At its most basic level, the site license includes 25 five-minute segments, each with a one- or two-page handout. Principals can choose the segments that appear to be most helpful for their own circumstances, showing one five-minute segment at each staff meeting. Over time, teachers collect a rich resource of handouts that remind them of the salient points covered in each segment. We recommend that you distribute bright red manila folders with “Crisis” on the tab so teachers file them where they will remember (under “C” for crisis response) and the red catches their eye often as they file. This will help them find their resource during a crisis, when thinking isn’t often so clear.

The higher-level version is designed to help a district integrate solid crisis response concepts into school culture by contributing skill-building activities teachers, paraprofessionals and all others who have contact with students during the school day. Several segments and activities could provide a half-day workshop, or one segment with an activity would average a half hour exercise.

With whichever version, begin by showing the video portion and handing out the accompanying handout from the All Staff Preparedness resource.

For skill-building, move into the correlating activity for the segment just shown. In some cases there will be only verbal instructions on what the small group activity will be; others have an activity handout to be used by the participants.

In all cases, end each activity time with some general large group discussion/question session. Don’t feel like you have to have answers to their questions. Often, just the acknowledgement of the question brings people to the new awareness. Sometimes these are conversation starters that you’re your own building staff toward a solution that is unique to your own needs.

Using this resource will bring up issues or challenges for which you may not have an immediate answer, but recognize the need to address that issue more fully for your unique needs. Keep the responses open-ended and continue to encourage people to reflect more and give additional consideration to those unmet needs.

Read through all of the activities well before you lead them – some require room preparation or specific supplies (easy to bring, but you need to have them on hand in the moment!).



Reading Death Announcements

All Staff Preparedness Resource

*Demo – This kind of handout comes with
all ASP Online Resource Site Licenses*

If you are about to give students extremely difficult news, first have them sit down. Begin with a sentence of warning. "I have bad news to tell you."

Regarding details of the death, tell the truth. Tell them what happened. Our response and our grief will vary depending on the circumstances surrounding the death. We feel differently when we lose a family member to suicide than if it is cancer or drunk driving.

Then let students know other details, such as what the school will be doing (Having a Safe Room? Planning a Life Tribute?) and appropriate details - like when the funeral will be - if that is known.

Take the time to normalize the students' reactions to death. "It isn't unusual for youth (and adults!) to feel angry.... Sad..." whatever.

A helpful message to students might be, "Let's be our best selves today. Even if you aren't grieving, others are." This is a teachable moment on empathy.

Students need to be able to put words to their grief and share memories, and this is something teachers can facilitate by leading some discussion time following the actual announcement of the death.

Let students go to the Safe Room if they want, whether they knew the student that died or not. This is just a place for students to gather, not necessarily just for students who "are having trouble about this" or "need to talk to a counselor." Take the stigma out of the Safe Room. It is a normal part of grief for people to gather together to talk. Provide that opportunity for the students.

It is often easier for students to move into the discussion if the announcements are read in class rather than in the auditorium in an assembly. The PA system allows you to know that all students get the same information, but some classrooms may have some students not yet settled.

Announcing the death over the PA takes away the teacher's ability to time the announcement based on classroom and teacher readiness.

When teachers read the announcement in the classroom, there is a natural flow from "Here's what happened" to "how are we doing with this?" and "what does this mean for us?"

Teachers are the people that students most know and love, and as teachers, you don't need to be instant counselors. The students just need teachers to give the information and then listen and help them talk. Comfort. Witness their process. Careful handling of the announcement sets the tone for the entire rest of the response.

Students are fortunate to have teachers who love and care about them. Never more so than on a day of a tragedy.



Activity for Segment 9

Announcements for Student or Staff Deaths

For this segment, if you have one, refer to the Crisis Resource Manual page on announcements. Read those pages on the announcement so you have the background in this philosophy. Then read the first announcement below, allowing small group discussion. Ask each small group to have someone take notes so you can generate the whole list on the board at the end of the group discussion time. Here is your introduction to the activity:

I'm going to read an announcement for a death of a student. We'd like teachers to read announcements when these things happen, and then lead a brief discussion in the classroom. Remember, you don't have to be a counselor to do this! Kids just need you to listen and clarify. Be compassionate. Some of what they'll talk about won't necessarily HAVE a "right" answer. Let's look at what concerns you might have.

This is the announcement to read:

Students, we have tragic news to give you this morning. One of our students, Billy Jones, died last night when the car he was in was struck by a train. We will probably hear more about this in the next day or two and will keep information coming as we are able to confirm that it is true with either police or the family.

When things like this happen, we have all different kinds of reactions. Some of us might feel shock, sadness, fear or anger. Some of us, especially if we didn't know Billy, might not have much of an emotional reaction at all. Those reactions might rise and fall over coming days. The important thing is for us not to judge one another's reactions because we really don't know what someone feels on the inside. Some of us might want time alone, or to be able to talk to a favorite teacher or your counselor. We've set aside room in the library for kids who want to do cards and letters for the family or just want to be able to share memories with one another for awhile. We'll return to academics in the classroom when most of us are ready for that. For now, let's talk a little about this.

- *How many of you had already heard about this?*
- *What have you heard? (Clarify fact from rumor.)*
- *How many of you have had a family member die?*
- *What was it like for your family? What did people do that helped? Hurt?*

Ask them to have someone in each small group take notes, and encourage them to consider these questions. You might write them on the board for them.

- What about having teachers do announcements sounds like a good idea?
- What parts bring about some discomfort?
- What questions/comments might kids have with this that would be difficult?
 - For instance, some kids might express anger toward the driver for carelessness, when we don't really know enough about what happened to know.
 - Some students might assume that the driver had been drinking.
 - Lots of other possibilities
- What do you most dread?
 - Often it is their own ability to do this without being overemotional.
- How can administrators/counselors help you feel stronger in this?





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All Staff Preparedness Online Resource:

Available in Four Levels:

I. Key Leadership Access: \$ 200 per building \$ 125 ea. for 25 buildings or more

This level provides passwords to all building counselors and two administrators. Segments can be shown to all staff members during meetings for staff development and also in the immediate aftermath of a tragedy so people have something to go on in the heat of the moment. PDF downloads can be made available to all staff so they each begin compiling a file folder of helpful concepts for use when needed.

II. Professional Development Package with Leadership Access:

\$ 300 per building \$ 175 per building for 25 buildings or more

This level provides passwords to building counselors and two administrators to be used as described in "Key Leadership Access" and also includes an activity to be used to provide skill-building and furthering the level of staff readiness. This program is designed such that a counselor could choose eight segments to be shown and the counselor could lead the staff through each coordinating activity after the segment is shown, which would create a half-day inservice for school crisis and tragedy response readiness. This could be done three times during the year to use all segments, or counselors/administrators could choose those that would be most helpful for their particular needs.

III. All Staff Access: \$ 400 per building \$ 200 each for 25 buildings or more

This means that all certified staff members in a building are given a password to the program, so any teacher, counselor or administrator can access any of the 25 segments from home or at work, 24/7. Segments each come with a handout that covers basic information for future reference.

IV. Professional Development Package with All Staff Access:

\$ 500 per building \$ 250 each for 25 buildings or more

This level provides all of the above. Full access for all staff to all segments 24/7, plus the teaching guides for activities to be used to do inservices that take these concepts from ideas, thoughts and knowledge into skill-building for all staff.