

SCHOOL CRISIS MANAGEMENT



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SCHOOL CRISIS MANAGEMENT

Crisis management involves preventions, interventions and postventions. Based on our past experience, most schools found interventions, i.e. what to do during and immediately after a crisis, most difficult. This guide focuses particularly on interventions. It aims at providing a framework, some useful guiding principles and a recommended course of action so as to help school act quickly and responsibly in a crisis.

Each crisis is different. In addition, every school is different and unique in its makeup of staff, its students, its parents and surrounding community. It is recommended that school personnel should understand the principles given in this guide, make necessary adaptation to suit the school's needs and familiarize themselves with its operational details so that every school is well prepared when a crisis does occur.

Chapter 1 is an overview. Chapter 2 focuses on the School Crisis Management Team - its structure, the roles and functions of its members and its preparatory work. Chapter 3 cites an incident of student suicide to illustrate how the team and various school personnel can work together in managing a crisis. In the Appendixes are checklists, record forms, flow charts on operational procedures, etc. for school's reference in responding to and documenting its work in a crisis.

Chapter One: Crisis Defined

What is a Crisis?

A crisis is a temporary emotional condition wherein one's usual coping mechanisms have failed in the face of a perceived challenge or threat.

Events that might precipitate a crisis in schools include the suicide of a student or staff, sudden or accidental death, a critically injured student or staff, a violent incident and natural disasters. In a school faced with a crisis, its students, teachers, management personnel and parents especially those who are closely related to the precipitating incident usually become disturbed. School routines are disrupted. Often, the school has to handle enquiries from its various stakeholders and the mass media. All these threaten the stability and safety of a school, upsetting

its equilibrium. To redress the equilibrium, the disturbed feelings among its students, school personnel and parents must be addressed promptly. An organized response based on an assessment of the emotional and social impact on the school as well as a careful evaluation of all the possible alternative courses of action available, is considered vital. A crisis management team can facilitate a school to take such an organized response in a crisis effectively.

Chapter Two: Formation of the School Crisis Management Team

The School Crisis Management Team is the most important tool for crisis intervention in the school. It comprises a group of staff of the school who knows the school community, the students and each other well enough to make the necessary decisions when a crisis occurs. Its goals and objectives are:

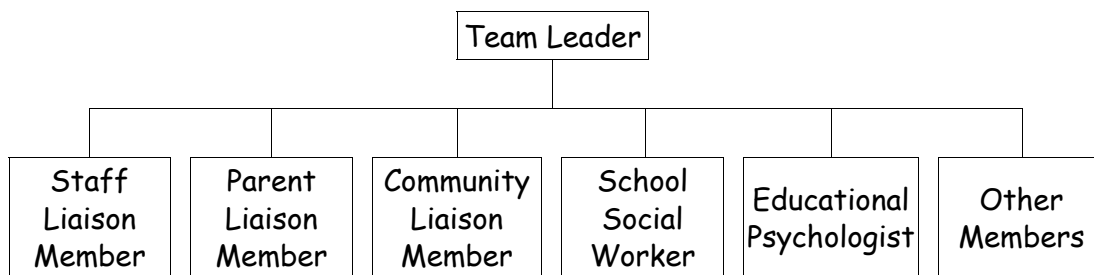
- ♦ **Safety:** to ensure the immediate safety of all students and staff.
- ♦ **Stability:** to re-establish the stability of the school routine as soon as possible.
- ♦ **Consistency:** to control the flow of information in order to eliminate the spread of rumor.
- ♦ **Prevention of further injury:** to be aware of secondary reactions and to identify at-risk students for necessary intervention.
- ♦ **Support to individuals and groups:** to provide effective counselling to facilitate adjustment of individuals and groups, and to mitigate post-incident delayed reactions.
- ♦ **Empowerment of students' response capabilities:** to enhance the students' personal growth through effective coping with the crisis situation.

Functions of the School Crisis Management Team

The School Crisis Management Team serves to manage the effects of a crisis and to help the school restore its normal functioning. It co-ordinates the various resources of the school to deal with the unusual situation. The functions of the Team are to:

- ◆ Draw up a school crisis plan
- ◆ Collect and clarify ongoing information of the crisis
- ◆ Evaluate the impact of the crisis to the school
- ◆ Coordinate all resources, in and outside school, and respond quickly to the crisis
- ◆ Provide support to teachers, students and parents
- ◆ Coordinate the progress of the crisis management
- ◆ Evaluate the crisis plan
- ◆ Coordinate the follow up work

Composition of the School Crisis Management Team



Suggested Criteria for Selection of Team Members

The members must:

- ◆ have the trust of the students and staff
- ◆ have the ability to remain calm in tense situations
- ◆ have the authority to make decisions
- ◆ have the knowledge and skills to be a helpful resource
- ◆ be perceptive of and sensitive to the feelings of others

Suggested Team Members and Roles

<u>Team Members</u>	<u>Roles</u>
Team Leader	<ul style="list-style-type: none"> ◆ Oversees the crisis management ◆ Calls the team together to plan response ◆ Coordinates the crisis response ◆ Makes important decisions in handling the crisis ◆ Conducts evaluation of the crisis plan
Staff Liaison Member	<ul style="list-style-type: none"> ◆ Coordinates the support for staff in handling the crisis ◆ Keep a phone tree and record forms and facilitate use of it when necessary ◆ Arrange and assist in conducting staff debriefing meeting
Parent Liaison Member	<ul style="list-style-type: none"> ◆ Coordinates the communication with parents ◆ Coordinates support for the victim's family
Community Liaison Member	<ul style="list-style-type: none"> ◆ Coordinates with outside resources to provide support to school, staff and students
School Social Worker/ Guidance Teacher	<ul style="list-style-type: none"> ◆ Conduct individual/group meetings with students or staff as needed ◆ Help screen students at risk and identifies other helping resources for students and staff ◆ Assist teachers in conducting special class periods
Educational Psychologist	<ul style="list-style-type: none"> ◆ Assist school in managing the psychological impact of the crisis and developing a crisis intervention plan ◆ Provide individual or group debriefing to students and teachers in need
Other Team Members	<ul style="list-style-type: none"> ◆ Designate rooms for different uses and make this known to all staff ◆ Assists other crisis team members to smoothen the crisis management when necessary

Chapter Three: School Crisis Intervention - Student Suicide

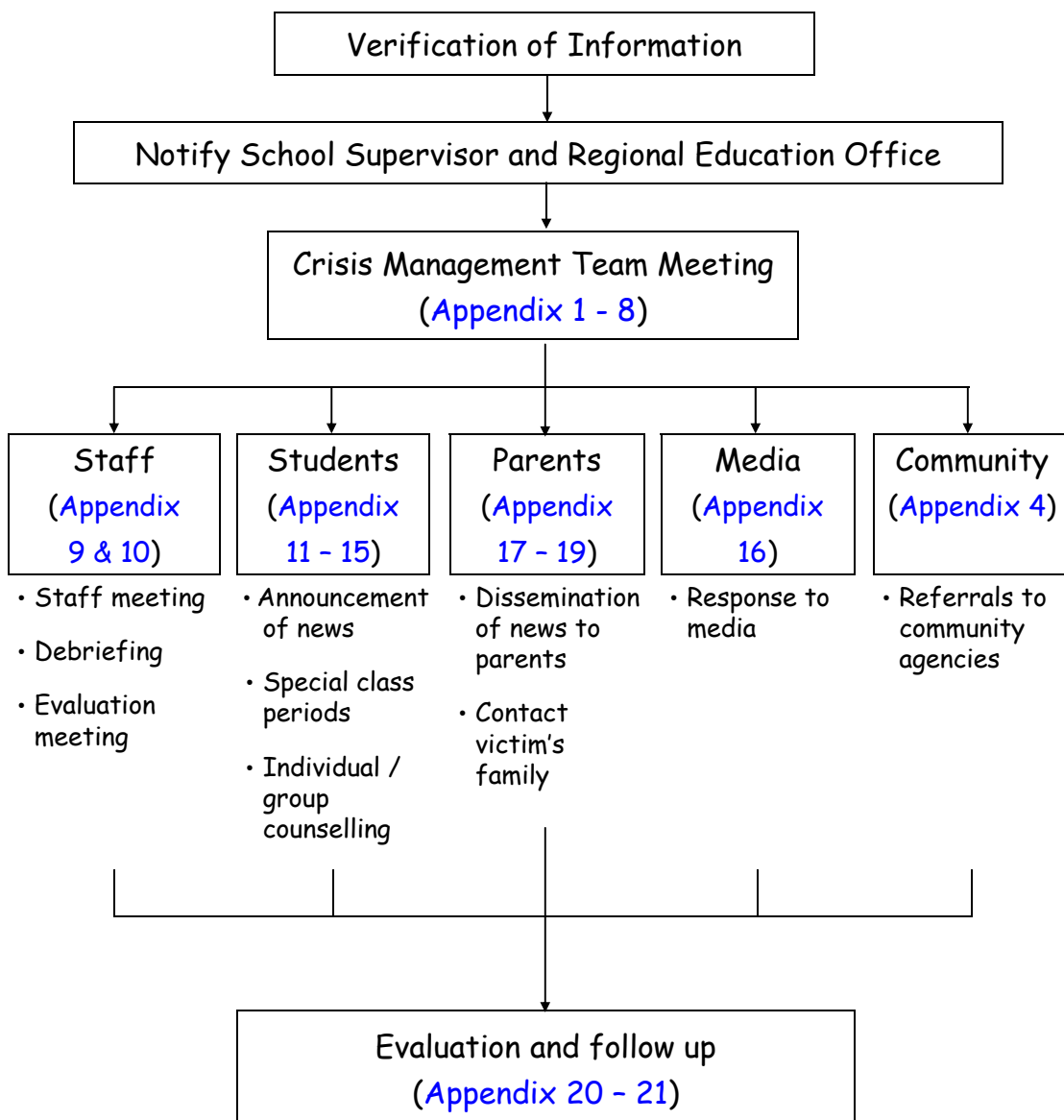
Student suicides often cause great disturbance to a large number of teachers and students, especially when the incident occurs in school. Systematic coordination of all intervention measures is very important. The school principal has to play a leading and monitoring role while different school personnels are in charge of the different assigned tasks as suggested in the table below. A flow chart showing all the core tasks to be taken care of is also given below.

<p>An Overview of the School Crisis Management Team: Tasks and Persons Responsible</p>

	Procedures/Tasks	Persons Responsible	Other Members
1.	Verify the information	Team Leader	Victim's class teacher and teachers he/she is close to
2.	Notify school supervisor and Regional Education Office	School Principal	
3.	Call an urgent Crisis Management Team meeting	Team Leader	Principal and team members
4.	Liaise with outside agencies for support	Community Liaison Member and School Social Worker	All staff
5.	Call an all-staff meeting and conduct debriefing	Staff Liaison Member and School Principal	Crisis Management Team, School Social Worker and Educational Psychologist
6.	Support to students a. make announcement to students b. conduct special class periods c. arrange counseling to students in need	School Principal Class teacher, Staff Liaison Member School Social Worker, Educational Psychologist	School Social Worker, Educational Psychologist, Guidance teacher

7.	Prepare for media enquiries	School Principal	Team Leader
8.	Contact and support to parents	Parent Liaison Member	Class teacher, Principal, School Social Worker
9.	Review the crisis plan and plan follow-up actions	Team Leader	Team members and Educational Psychologist
10.	Conduct an evaluation of the effectiveness of the crisis management	Team Leader	Principal and team members

Crisis Response Flow Chart



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Phone Tree

Why do we need a phone tree?

The purpose of a phone tree is to communicate with people affected by a crisis (e.g. students, families, and staff). A phone tree enables a message to be given quickly, personally, and specifically, and to better prepare staff emotionally before they need to handle the crisis in school.

The best time to set up a phone tree is at the beginning of a school year. Each member of the staff should have two copies, one to be kept at home and one in school.

Who is on the Phone Tree

The list should include all staff that may have contact with students or staff. Get alternative - daytime and nighttime, home and work, regular and mobile - phone numbers for people as appropriate.

What to Say in a Phone Tree Conversation

Anyone responding to a crisis on the phone tree should give the following information:

- a. The facts of the crisis as currently known
- b. The date, time, and place of the staff meeting
- c. A request not to speculate about the crisis while carrying out the responsibilities associated with the phone tree
- d. A request to continue calling and giving out the same information
- e. A reminder to maintain confidentiality

Phone Call Record (sample)
(fill in after being contacted)

a. **Facts of the crisis as currently known**

Victim(s)' name: _____

Class: _____

Brief of Incident: _____

b. **Staff meeting**

Date: _____

Time: _____

Place: _____

c. **Remarks**

Record of Phone Calls Made (sample)

Name	Date	Time	Remarks

Resource Directory (sample)

Agency	Name	Position	Telephone no.
Education and Manpower Bureau			
Social Welfare Department			
Police Station			
Ambulance Service			
Social Work Agency			
Fire Services Department			
Hospital			

Designated Use of Rooms (sample)

Purpose	Person(s) Responsible	Room(s)
Individual counselling (students)		
Individual counselling (staff)		
Small group counselling (students)		
Small group counselling (staff)		
Media reception		
Parent reception		
Staff meeting		
Parent meeting		

Checklist for Team Leader (sample)

Done	Tasks
	Verify the information, from the victim's family and police if necessary.
	Keep contact with the Principal to make plans and assign tasks.
	Liaise with the Education and Manpower Bureau/ other agencies for support.
	Call the school crisis team together and facilitate implementation of the crisis plan.
	Consult the Staff Liaison Member about support to staff.
	Consult the Parent Liaison Member about support to parents.
	Co-ordinate response to the media.
	Conduct an evaluation of the crisis plan when it is over.

Checklist for Staff Liaison (sample)

Done	Tasks
	Keep a phone tree and record forms (Appendix 1, 2, 3) and facilitate use of them when necessary.
	Conduct staff debriefing meeting.
	Inform staff of the current situation.
	Coordinate classroom activities and find out which teachers would like assistance.
	Provide copies of activities for use in classrooms.
	Check with each staff member regularly to assess his or her needs.

Checklist for Parent Liaison (sample)

Done	Tasks
	Contact victim's family.
	Contact parents of other students, as needed.
	Coordinate the communication with parents.
	Conduct parent meeting, if necessary.

Checklist for Community Liaison (sample)

Done	Tasks
	Obtain a current list of community resources for referrals for students, parents, and staff (Appendix 4)
	Familiarize yourself with the referral procedures to different agencies.
	Liaise with the Staff Liaison and Parent Liaison groups, School Social Worker and Educational Psychologist to see if outside resources need to be called for.
	Make / assist in making formal referrals.
	Keep contact with the agencies after making the referrals in order to co-ordinate with other team members the follow up support to individuals referred.

Checklist for School Social Worker/Guidance Teacher (sample)

Done	Tasks
	Liaise with outside agencies on site to conduct group meetings with students or staff as needed.
	Help screen students at risk and develop support systems as needed.
	Assist teachers in conducting classroom presentations and discussions.
	Assist crisis team members in providing support to parents.

Checklist for Educational Psychologist (sample)

Done	Tasks
	Assist school in managing the psychological impact of the crisis and developing a strategic crisis intervention plan.
	Handle the emotional reaction of the crisis team members and teachers.
	Provide individual or group debriefing to students and teachers in need.
	Plan classroom activities and prepare teachers for discussing with grieving students.

Checklist for Other Crisis Team Members (sample)

Done	Tasks
	Designate rooms for different usage and make this known to all staff (Appendix 5).
	Assist with classroom notification, as needed.
	Assist in distributing classroom materials.
	Familiarize with all procedures and locations of the forms to be used.
	Assist other crisis team members with their duties, as needed.

Information Specific to a Death for the School Crisis Team

Please complete this form to the best of your ability, it will help the School Crisis Team respond to the recent death more effectively.

Student or Staff Who Has Died: _____

Sex: M/F* Age: _____ Class: _____ STRN No.: _____

Date Of Birth: _____

Home Address of the Person: _____

Date/Time of Incident: _____

Brief Description of the Incident: _____

Event Preceding the Incident: _____

Family Background: _____

School Performance: _____

Academic: _____

Social: _____

Extracurricular: _____

Students/Staff who may have particular difficulty because of this Death:

Students/Staff who were particularly close to or in conflict with the Deceased:

Any significant events in the school's history, e.g. other deaths , that might affect student reaction to the Death:

Any significant relevant incidents, either resolved or unresolved:

Agenda for School Crisis Management Team Meeting

1. Verify and update the details of the crisis.
2. Evaluate the impact of the crisis on the school, the teachers, the students, the parents and the community.
3. Determine if additional support from community agencies is needed.
4. Develop a strategic crisis plan and arrange the implementation procedure and the division of labour.
 - Prepare for media inquiries.
 - Handle inquiries from police - arrange students to be accompanied by parents or staff for interview.
 - Designate someone to represent the school to the families of the victims.
 - Answer enquiries from parents and outside.
 - Make announcements of the death to students.
 - Support to students
 - inform students of the event
 - decide the procedure in disseminating the news
 - arrange interview locations
 - arrange classroom presentations, activities.
 - arrange individual and group counseling for students.
 - Hold an initial staff meeting

Agenda for Staff Meeting

1. Inform all teachers of the crisis and the school's policy.
2. Clarify details and any query.
3. Explain and discuss the crisis plan prepared by the team. Arrange its implementation and the division of labour.
4. Share information about the special class period. Prepare and support the teachers.
5. Handle the emotional reaction of teachers and staff. Identify the highly traumatized teachers and arrange counseling to those in need.

Crisis Checklist for Teachers

1. Verify facts and determine what information is to be shared before class begins.
2. Prepare to listen and render support to students.
3. Encourage students to seek for help when necessary.
4. Control rumors as far as possible.
5. Identify high-risk students.
6. Maintain Student Referral List for follow up.
7. Initiate to seek help from the School Crisis Team in handling your class when necessary.
8. Attend staff meetings and evaluation meetings after school to gather and update information.
9. Attend the debriefing meeting for staff.
10. Refer any questions from the media to the spokesperson of the school.
11. Follow the normal routine and procedure in handling absence or early leave for students until further notice.
12. Allow for flexibility such as to postpone tests or examinations if the number of students affected is large.

Announcement to Students (Sample)

I want to share with you some sad news. Xxx, a student who attends our school, was found lying unconsciously on the platform of his flat this morning. He was sent to the hospital and certified dead. No one knows about the cause of the incident, but police are investigating. I'll give you more information when it's available.

We are feeling very sad about what has happened. Some of you knew Xxx very well, and if you're upset and need someone to talk to, you can go to Room yyy where you can meet with the student guidance teacher, your class teacher or myself.

We'll have a special class period after this assembly. I hope you can spend some time with each other and support each other at this moment of loss. If we can adopt a positive attitude, I am sure that we can overcome the many hurdles in life.

There will probably be funeral service for Xxx, but we don't know anything about that yet. We want to respect the wish of the family and we'll give you more information when it's available. If you want to send a note to Xxx's family, see me after class.

Special Class Period

(To handle the death of

-----some suggestions to Class Teachers)

Date:

Time:

Aims

1. Let students express their thoughts and feelings.
2. Render counseling/guidance and follow-up work as appropriate.
3. Bring out constructive messages.

Procedures

1. Provide facts about the trauma, the fact needs to be repeated at times. Dispel rumors and clarify for students what happened.
2. Invite students to express their thoughts and feelings about the whole incident:

Class teachers might encourage students to share freely among themselves or randomly ask some students to talk to the class.

 - How did you know about this incident?
 - What were your immediate responses?
 - What were the reactions of other students?
 - Did you sleep well last night? Have you had nightmares recently?
How about your appetite?
 - Can you concentrate on your daily routine?
 - How do you feel at this moment?
 - Which part of the experience was most difficult for you?
 - What have you lost in this whole incident?
 - How do you cope with the difficulties encountered?

While conducting the special class period:

- Recognize students' emotional reactions are normal.
- Point out that the tragic incident has created a certain negative impact on the school as a whole.
- Emphasize that nobody needs to be responsible for the death of the deceased (For example: the medical professionals have not tried their best, not enough

care has been given to the deceased, etc. All these are purely speculations and they cannot change the fact that the deceased is dead already).

3. Ask the students what their major worries/ doubts are at present? (fear, sadness....etc)
4. Try to understand the students' support system:
 - If your family knows about this incident, would they discuss with you?
 - When you feel emotionally disturbed, what and how would you do?
 - If this emotional disturbance persists, to whom would you talk? How would you seek for help?
5. Class Teachers to bring out the following messages:
 - This tragic incident makes everybody feel bad, it is a heavy blow to all students and staff. However, we have to accept this harsh reality.
 - Although this incident is sudden and traumatic, what have you experienced positively? What gains have you gathered? (e.g. to care for others, be more health-conscious, to value life more, etc.)
 - From a constructive point-of-view, what have you learnt from the deceased?
 - What could you do to show your wishes to the deceased?
6. Identify students who need counseling and guidance services
 - Students who exhibit strong emotional reactions towards this tragic incident.
 - Students who have unusual changes in behaviour and emotion.
 - Students who point out that there are intense feelings which they cannot settle or handle.
 - Students who feel agitated, confused, lonely and very exhausted.
 - Students who have frequent nightmares or cannot sleep well.

RECOMMENDED TEACHER RESPONSES TO STUDENTS' REACTION ABOUT THE NEWS OF A SUICIDE

Student Reaction	Teacher Responses
<p>Shock and Denial Initially students may appear remarkably unresponsive to the news of a suicide. They find it difficult to accept the reality of the death.</p>	<p>Teacher needs to assume a stance of anticipatory waiting, acknowledging the shock and demonstrating a willingness to talk when students feel ready.</p>
<p>Anger and Protection Students will look for someone to blame. Anger may be directed at adults in the deceased's life, including staff. 'Why did they let it happen?'</p>	<p>Teacher can listen to students' feelings. It is sometimes helpful to explain that blame is not an uncommon reaction to an event that can't be explained.</p>
<p>Guilt Typically students who knew the deceased may move from blaming others to blaming themselves. 'If only I had talked to him more.'</p>	<p>Teacher can help by reminding students about the limits of personal responsibility.</p>
<p>Anger at the Deceased This is not uncommon, even among those who were not really close to the deceased. 'How could he be so stupid to do such a thing?'</p>	<p>Allowing some expressions of anger. Teachers can point out that feeling angry is not uncommon. A simple acknowledgement of this feeling may lessen its intensity.</p>

特別班主任課Special Class Period

Class: _____ Class Teacher : _____

請盡量填寫，填妥後請即日交回校務處。

Please complete the following and hand in the duly completed questionnaire to the General Office. (Nil return is required, please).

1. 學生在班主任課上有沒有情緒波動或其他異樣？

Has any student shown any emotional reaction or unusual behaviour?

有(如有，請列明)

Yes (If yes, please list out the name(s) of the student(s))

沒有

No

2. 有沒有學生需要轉介作進一步輔導？

Any student(s) who need(s) follow-up counseling?

有(如有，請列明)

Yes (If yes, please list out the name(s) of the student(s))

沒有

No

3. 學生對這事件有甚麼意見／反應？

What are the views of the students towards this incident?

4. 主持該節班主任課時，你有沒有遇到困難？有沒有其他建議？

When you conduct this special class period, have you encountered any difficulties? Do you have any other suggestions?

Debriefing Group for Students

Introduction	Identifies self and reason for being there.	自我介紹 說出舉行小組的目的
Fact Phrase	Tell me who you are and what happened. Describe the event from your perspective	你對這件事知道幾多？ 你怎樣知道這件事？
Thought Phrase	When you had a chance to “think” about the incident, what were your first thoughts?	當你有機會停下來，你第一樣想到的是甚麼？
Reaction Phrase	What was the worst part of this incident for you? Is there any part that you wish you could erase?	你覺得這件事件令你最難受的是甚麼？ 那部份你想從記憶中抹去？
Symptom Phase	How are you different now because of the incident? What physical or behavioural changes have you experienced? What has life been like since this event?	事件的發生令你的生活有甚麼轉變？ 事件對你造成甚麼影響，例如：睡眠、胃口、工作？ 事件發生後生活如何？
Teaching Phase	Teach basic concepts of trauma and trauma management. The goal is to normalize most reactions and give helpful hints to aid recovery.	當你覺得困擾時，你會怎樣做？ 誰能夠帶給你最大的支持？ 指出憂傷是正常的反應 介紹處理憂傷和一些有效的減壓方法
Re-Entry Phase	Emphasize normalization. Answer questions. Use summarization to achieve a sense of closure to the event. Encourage “cognitive reframing”, e.g. identification of positive aspects of the incident (e.g. lessons learned, hope, etc.)	鼓勵重新投入正常生活 回答問題 指出這個經驗帶來的一些正面影響，例如： ● 學到什麼？ ● 怎樣積極面對這事件對學校造成的衝擊？

Press Release (sample)

(School's Name)

The school was informed by *(press/police/parent)* on *(date)* about the passing away of *(student's name)*, our student. The teachers and students were very much saddened by the news.

We cannot offer comments at this stage as the incident is still under police investigation.

In response to this incident, the school has mobilized the necessary resources to provide support for students. The School Crisis Team, the social workers, and (our school's educational psychologist/ the educational psychologist from the Education & Manpower Bureau) have offered counseling to students in distress.

The school has also issued a letter to all parents about the incident and they are encouraged to pay special attention to their children and to maintain communication with teachers.

If you have any further enquiry, please contact *(name)*, Principal, at *(tel. no.)*.

(xxx)
Principal

(dd/mm/yyyy)

Sample Parent Letter (1)

Dear Parents,

A very sad thing happened today that I want to share with you. This morning one of our students, (name), was hit by a car outside of his home in (place). He was seriously injured and died at the hospital. We are all very much saddened by the news.

I made a special announcement to the whole school during today's morning assembly and we had discussions with all of our students in the special class period. Teachers, School Social Worker, officers from the Education & Manpower Bureau and other support personnel jointly looked after the students and delivered the necessary counseling services to those in need so as to help them overcome the difficult period.

This piece of sad news might cause emotional disturbance. Please be on the alert of your child's emotional reactions towards this incident. We suggest you listen to your child, allow him/her talk about his/her thoughts and feelings.

For further assistance, please call your child's class teacher (name and phone number) or school social worker (name and phone number). We are always ready to render additional support and provide resources.

Yours sincerely,

(xxx)
Principal

(School's Name)

Sample Parent Letter (2)

Dear Parents,

It is with great sadness that I inform you that *(student's name)*, a student in *(class)* has passed away on *(date)*. **His/Her* sudden death may cause distress and anxiety in our students. The School Crisis Team and the school social worker are rendering support and guidance to students in need.

We hope that parents will pay special attention to their children at such difficult times. You are encouraged to talk with them about their worries and feelings, and show them care and support. If you have any concern, please contact me, the Guidance Teacher or the School Social Worker at tel. no.: xxxx xxxx.

Yours sincerely,

XXX
Principal

Guidance to Parents on Supporting Children at Time of Crisis

Children may react to critical events with different emotions, depending on the degree of exposure, level of emotional development, parental response and their past experience with death. Following are some common behaviours associated with children who are grieving and some ideas about how parents can help.

COMMON GRIEF REACTIONS

Physical problems - headaches, stomachaches, muscle tremors, fatigue, sweating, sleep/appetite disturbance

Emotional problems - shock, denial, fear, sadness, anxiety

Behavioural problems - restlessness, disorganization, rebellious at home/school, loss of interest in peer and social activities

School problems - fighting, withdrawal, attention-seeking, poor concentration

WHAT PARENTS CAN DO

- Let your child feel accepted and supported. Respect his/her feelings. They are genuine even if they are different from yours. Never deny or mock a child's fears and worries.
- Listen to your child's concerns and needs. Do not forbid the child to mention or talk about the incident. Suppressing feelings may have aversive effects in the long run.
- Offer opportunities for your child to share what he/she fears and worries most. Discuss arrangements which will make him/her feel more secure, e.g. keeping him/her company, letting him/her go to bed with the light on, etc.
- Do express words of comfort but do not be anxious to give advice. Excessive concern can result in undue stress.
- Encourage your child to continue with normal routines as far as possible.
- Observe and monitor your child's progress. Refer him/her to the teachers or school guidance personnel for follow-up support if necessary.

Parent Meeting

When necessary, arrange a parent meeting as soon as possible after a crisis. Parents will want to know what the school is doing to keep their children safe. Consider the following agenda for the meeting:

1. Update information specific to the crisis.
2. Share reactions and feelings of the principal.
3. Explain what have been done to respond to the crisis and to help those affected.
4. Let parents know about what will be done next to prevent a similar crisis from recurring.
5. Present information about the warning signs of suicide.
6. Review the "Parent Handout" and ways to help children in grief.
7. Introduce information about helping resources and extra professional help as needed.
8. Arrange to meet with parents in private or in group as needed.

Agenda for Evaluation Meeting

1. Evaluate the arrangement and effectiveness of the crisis management.
2. Review what has happened on the first day.
3. Give feedback on the reactions of all students.
4. Remind teachers to be aware of the signs of at-risk students.
5. Make plans for the immediate future and assign tasks:
 - Staffing needs for counseling interventions
 - Substitute and support help for staff
 - Need for additional staff meetings - agenda, time and place
6. Discuss long-term plans:
 - plan for prevention activities for the whole school
 - identify training needs of teachers on crisis management

Crisis Response Evaluation Questionnaire

Please complete this questionnaire to help us improve our response to crisis in the future. Please return this questionnaire to _____ by _____.

Circle 1, 2, 3, or 4 for all applicable items.

		Support from Crisis Team			
		Not Helpful		Helpful	
		1	2	3	4
1.	Overall Response to Crisis				
	Comments:				
<hr/>					
2.	Access to Counselling for Students				
	Comments:				
<hr/>					
3.	Access to Counselling for Staff				
	Comments:				
<hr/>					
4.	Support to Staff				
	Comments:				
<hr/>					
5.	Support to Parent				
	Comments:				
<hr/>					
6.	Other Comments				
<hr/>					
<hr/>					

Name: _____