

Davis School District Policy and Procedures

Subject: 5S-401 Crisis Intervention
Index: Student Services – *Student Safety and Welfare*
Revised: October 4, 2016

1. PURPOSE AND PHILOSOPHY

The Board of Education of Davis School District (Board) recognizes that a tragic incident or death of a student, teacher, or staff member can be a traumatic event affecting the school climate and community. Therefore, it is the Board's purpose to establish a Davis School District (District) intervention team to provide professional assistance to a school community when any traumatic incident occurs. The Board also recognizes that cooperative and successful intervention promotes feelings of pride and empowerment within the school environment and fosters trust and support from the community.

2. DEFINITION

"Crisis Intervention Team" means a team of professionals, as authorized by the District, assigned to develop and implement appropriate guidance and services to students and school personnel when a crisis or tragedy occurs.

3. POLICY

- 3.1. The District Student and Family Resources Department and the Crisis Intervention Team Leader (Team Leader) are authorized to organize, train, and supervise a crisis intervention team.
- 3.2. The school administrator, in consultation with the Team Leader and school director will determine when the services of the Crisis Intervention Team (Team) are needed in the school.
- 3.3. The trained intervention Team will coordinate necessary interventions to calm the emotional climate, provide services, identify potential problems, and facilitate communication between the school, home, and community agencies. Proper and appropriate action will be taken to help prevent secondary crisis.
- 3.4. Under the direction of the Team Leader, the Team will conduct an ongoing review of the District's crisis intervention program and make modifications as needed. The Team Leader will direct professional development training for intervention team members, administrators, counselors, social workers, psychologists, and other personnel as needed.

DOCUMENT HISTORY:

Adopted: March 21, 1989 – entitled "Suicide Postvention Policy"

Revised: October 21, 1997 – Title changed to Crisis Intervention Policy

Revised: September 1, 2009 – No content change, renumbered from 5S-402 to 5S-401 with reorganization of Policy Table of Contents.

Revised: October 4, 2016 - Five year review. No substantive changes made.



CRISIS INTERVENTION TEAM PROCEDURES

TEAM LEADER	Team leader works as a liaison between the principal, secretaries, crisis team members, school psychologist and teachers and staff. Assessment of needs, organization of people and evaluation of services are provided.
SAFE ROOM TEAM MEMBER	Team member assigned to the safe room keeps a role of team members and students. Also, helps assess and place students according to needs. Assign a hall sweeper.
TEAM MEMBERS	Team members will sign in with safe room supervisor and take assignments in classrooms, with small groups or individuals. All team members will report back to safe room for further assignments when the first assignment is complete.
ENTIRE TEAM	The entire team will debrief with each other and school administration, faculty and staff at the conclusion. Additional follow-up at the school if needed.

STRATEGIES FOR TEAM MEMBERS



Talking to Students:

Be there, listen more than talking and advising, stick to the facts, and be honest.

Techniques:

- ❖ Use a normal voice and say “dead, died, dying, death’ as needed.
- ❖ Be straightforward: “I’m sorry your brother died.” “I don’t know what to say.” I am concerned about you and will listen.” “I wish I could ease your pain somehow.”
- ❖ Use the name of the person that died.
- ❖ Let the student ask questions and give honest, short answers.
- ❖ Encourage students to express fears and concerns.
- ❖ Reassure students that the death is NOT their fault and death is NOT contagious.
- ❖ Acknowledge that life will never be the same and it will take time to make adjustments.
- ❖ Never say “I know how it feels”.
- ❖ Do not discuss religious beliefs or say that the deceased person is in a better place.
- ❖ No one gets over it; you learn to live with it.
- ❖ Tell the students to tell you about the deceased person because you don’t know them.