

Introduction

A *crisis* is defined as a sudden, significant event that profoundly and negatively affects a significant segment of the school population (Virginia Department of Education).

Crisis (or critical) incidents include but are not limited to situations involving the death of or serious injury to a student, staff member, or a member of a student's or staff's immediate family.

Critical incidents also include situations involving threats of harm to students, staff, or facilities.

Natural disasters, fire, use of weapons/explosives, intruders, epidemic, pandemic, etc. are also crises that have the potential to arise. Since 2013, there have been more than 200 school shootings in America; an average of approximately one per week (Crisis Book, n.d).

Additionally, there has been an increase in instances of school violence, such as bullying, which 28% of students 12-18 years old reported being bullied (Bullying Statistics, n.d). These and other crises that affect schools and its stakeholders necessitate the creation of a crisis and intervention plan.

A crisis can occur at any time without notice, so it is necessary for a prevention and intervention plan to be in place. Appropriate planning and response to crises is an important aspect of minimizing potential stress and disruptions to the school environment. A *crisis prevention and intervention plan* is a document that outlines measures taken to anticipate potential issues and establishes a coordinated response that involves school personnel, students, district leaders, parents, community members, and health and safety professionals. A crisis plan provides an emergency protocol to structure and organize staff responsibilities and available resources. Its goals include organizing people and resources, defining duties and lines of authority, and reducing panic and chaos.

Personnel Roles and Responsibilities

The school-based crisis intervention team provides staff and students with the majority of direct services needed during most crisis events. The roles and responsibilities of the crisis and intervention team are as follows:

Team Member	Roles and Responsibilities
Incident Commander (Principal)	<p>Role(s):</p> <ol style="list-style-type: none"> a. Solely responsible for emergency, disaster and crisis operations and shall remain at the School Command Post to observe and direct all operations. b. Ensure the safety of the students, staff members and others on school grounds. c. Assess the type and scope of the emergency, determine the threat to human life, implement the Crisis Response Plan and assign functions and positions as needed. <p>Preparedness:</p> <ol style="list-style-type: none"> a. Ensure the school Crisis Response Plan is all-inclusive, having contingency plans in place for every type of emergency. b. Place equipment, food, first aid, and emergency kits in a place that has easy access and inventory and monitor shelf life expirations at least annually. c. Update the reunification process and ensure that faculty, staff, students and parents understand how it works. d. Update internal and external phone lists at the beginning of the start of each school year and throughout the year as needed. <p>Response:</p> <ol style="list-style-type: none"> a. Ensure that the school's Crisis Response Team (CRT), emergency responders and school officials are notified. b. Coordinate with the Mental Health Crisis Team manager (school counselor or designee) to ensure mental health response protocols are initiated and followed. c. Gather facts on the incident and assess the situation based on those facts. d. Ensure that 911 is called, if needed. e. Make decision to remain at current status or prepare to Evacuate, Lockdown, or Shelter-in-Place. f. Make internal notification to teachers and staff to carry out the plan. g. Constantly monitor the situation and get updates from all resources.

	<ul style="list-style-type: none"> h. Ensure that all school occupants reach the designated Assembly area or Sheltering area. i. Ensure there is a designated area for emotionally vulnerable students and staff to address immediate needs. <p>Recovery:</p> <ul style="list-style-type: none"> a. Ensure reunification process is working. b. Assess damage to facility. c. Initiate incident report. d. Debrief the school board, faculty, staff, parents/guardians and students as appropriate. e. Ensure that the School Nurse connects identified students and staff with external providers to address ongoing health needs. f. Ensure that the School Counselor connects identified students and staff with school-based and external providers to address short and long-term mental health needs.
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<p>School Counselors</p>	<p>Role(s):</p> <ul style="list-style-type: none"> a. The Mental Health Crisis Planning Team will discuss and divide appropriate tasks or responsibilities. b. Assists with prevention, interventions, training, referrals, follow-up, etc. with their own caseload of students. <p>Preparedness:</p> <ul style="list-style-type: none"> a. Ensure the mental health component of the school’s crisis plan is updated annually. b. Hold regularly scheduled meetings to develop and update school protocols to address crisis preparedness, prevention, response and recovery. c. Assist with training students, staff and administration in prevention efforts including best practices to address specific topics (e.g. de-escalating anger, violence prevention, suicide prevention, grief). d. Assist with training of crisis team members and other school staff to assist with prevention efforts. <p>Response:</p> <ul style="list-style-type: none"> a. Establish the facts of the crisis as clearly as possible. b. Determine the groups impacted by the event and what type of response and support is needed. c. Determine the time and place for Crisis Team to meet and respond. d. Assign responsibility to make necessary contacts if additional resources are needed.
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	<ul style="list-style-type: none"> e. Establish school location(s) where students and staff can seek and give emotional support. f. Identify at-risk students (e.g. injured students and closest friends of injured/deceased) and students with special considerations (e.g. disabilities and other impairments) who might be most affected and may require interventions. g. Help identify staff members affected by the crisis and special assistance they may need. h. Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care. <p>Recovery:</p> <ul style="list-style-type: none"> a. Work with team to identify students in need of additional services. b. Work with team to provide resources to teachers for classroom interventions in the aftermath of the crisis. c. Debrief with crisis team (what went well, challenges, identified needs, etc.). d. Ensure that a referral and follow-up process is in place for students and staff who need long-term services. e. Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.
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<p>School Resource Officer (SRO)</p>	<p>Role(s):</p> <ul style="list-style-type: none"> a. Act as a liaison with school staff and the agency handling the local event. <p>Preparedness:</p> <ul style="list-style-type: none"> a. Secure and surveil the campus. b. Participate in school-wide drills. <p>Response:</p> <ul style="list-style-type: none"> a. Assist with the Evacuation, Sheltering-in-Place and Lockdown. b. Assist in searches and seizures. <p>Recovery:</p> <ul style="list-style-type: none"> a. File reports with the local law enforcement agency. b. Unlock school buildings and assist with the return to order.
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<p>School Nurse</p>	<p>Role(s):</p> <ul style="list-style-type: none"> a. Take control of medical operations, setting up triage, and treating those who are injured or who become ill.
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	<p>Preparedness:</p> <ul style="list-style-type: none"> a. Should have a full understanding of the Crisis Response Plan (CRP) and the roles and responsibilities of each CRT member. b. Ensure an adequate amount of first aid supplies are available. c. Prepare an emergency medical kit is available and filled with medications and first aid supplies in case of an emergency. d. Keep record of current medical records of each students and staff member. <p>Response:</p> <ul style="list-style-type: none"> a. Provide care for those who are injured or have become ill. b. Report to Incident Commander (IC) for task assignment. <p>Recovery:</p> <ul style="list-style-type: none"> a. Assist with contacting local hospitals and healthcare facilities to provide vital medical information. b. Participate in the post- incident critique.
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<p>Evacuation Coordinator (Assistant Principal)</p>	<p>Role(s):</p> <ul style="list-style-type: none"> a. Plans the movement of school occupants to the off-site Evacuation location. b. Assist with the accounting of the school occupants once they are moved. c. Planning for the use of a location. d. Plan the Evacuation route and process to safely move the students. <p>Preparedness:</p> <ul style="list-style-type: none"> a. Identify on-site and off-site Evacuation assembly areas and review annually. b. Identify and distribute information about all routes to off-site evacuation assembly areas. c. Develop contingency plans to evacuate persons with special needs to the off-site emergency evacuation assembly area. <p>Response:</p> <ul style="list-style-type: none"> a. Assist teachers with the Evacuation of the school. b. Assist teachers with the accounting process at the evacuation assembly area. c. Assist with student needs at the evacuation assembly area. <p>Recovery:</p> <ul style="list-style-type: none"> a. Assist with incident reports. b. Help teachers with reunification process.
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Reunification Coordinator (Administrative Assistant and Attendance Clerk)	<p>Role(s):</p> <ul style="list-style-type: none"> a. Communicate with the Superintendent or designee to obtain information that can be released to the parents/guardians. b. Communicate with the Evacuation Coordinator to facilitate students coming to the reunion location to join their parents/guardians. <p>Preparedness:</p> <ul style="list-style-type: none"> a. Identify on-site and off-site reunification areas and share with parents/guardians annually. b. List the reunification areas in the school's Crisis Response Plan and keep current. c. Review the school's Crisis Response Plan to ensure the Reunification process is easy-to-understand and consistent with county and state standards. <p>Response:</p> <ul style="list-style-type: none"> a. Assist teachers and staff with student accountability. b. Advise staff of the Reunification process and what time the process will take place. c. Ensure that accountability of each student is the primary goal of the school district. <p>Recovery:</p> <ul style="list-style-type: none"> a. Assist with incident report. b. Collect and distribute feedback from parents.
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<https://wvde.state.wv.us/counselors/documents/wvcrisisresponseplantemplate2014final.pdf>

Crises

Terminal Illness:

In the event a student has a terminal illness:

1. School counselor will notify school staff of the situation and advise them that they can seek outside counseling.
2. School counselors will meet with small groups as well as individual counseling session to conduct grief counseling.

In the event a teacher has a terminal illness:

1. School counselor or Incident Commander will notify students, school staff, and parents.

2. School counselor will offer in-school and outside counseling services.

Suicide:

1. Incident Commander will notify 911, school's Crisis Response Team, as well as the Mental Health Crisis Team manager.
2. Incident Commander will initiate school lockdown.
3. Incident Commander will notify all school staff of the current situation.
4. School Nurse will render first aid until professional medical treatment arrives.
5. School Counselors will request a mental health screening for the student.
6. School Counselors will notify the student's parents/guardians.
7. Crisis Response Team will meet to assess if additional steps should be taken to guarantee student safety and well-being.
8. Incident Commander will prepare a written statement that will be distributed to parents/guardians.

Suicide Death/ Serious Injury:

1. Incident Commander will notify 911, school's Crisis Response Team, as well as the Mental Health Crisis Team manager.
2. Incident Commander advises superintendent and parents/guardians if student is suicidal. Incident Commander may schedule meeting with parents/guardians and school counselors to determine course of action.
3. School counselors will try to calm down suicidal student.
4. Incident Commander and school counselors will try to isolate the suicidal student from other students and staff.

5. Incident Commander and school counselors will stay with suicidal student until professional help arrives.
6. Incident Commander will determine the method to notify staff, students, and parents. Incident Commander will hold daily staff debriefings before and after normal operating hours as needed.
7. School counselors will begin to implement post-incident intervention, depending on the level of intervention needed.

Serious Injury or Death:

If incident occurs at school:

1. Incident Commander will call 911 and notify Crisis Response Team and school nurse of medical emergency. Incident Commander will also notify superintendent.
2. Team will isolate the affected student(s)/ staff member(s), if possible.
3. Incident Commander will appoint a member of the Crisis Response Team to accompany ill/injured person(s) to the hospital.
4. School counselors notify parent(s)/guardian(s) of affected student(s), or emergency contact(s) of affected staff member(s).
5. Incident Commander determines method of notification to students, staff members, and parents.

If incident occurs outside of school:

1. Incident Commander informs Crisis Response Team and the Mental Health Crisis Team manager of incident.
2. Incident Commander informs school staff members before normal operating hours.

3. Incident Commander determines method of notification to students, staff members, and parents. Incident Commander also announces availability of counseling services for those who need assistance.

Evacuation/Relocation Procedures:

1. Incident Commander will call 911, if necessary.
2. Incident Commander determines evacuation procedures after consulting with superintendent or designee.
3. Incident Commander and Evacuation Coordinator determines if students and staff should be evacuated outside of school building(s) or to relocation center.
4. Incident Commander notifies relocation center.
5. All teachers and staff will close all windows; turn off lights, electrical equipment, gas, water faucets, air conditioning, heating, and ventilation, if possible.
6. Teachers will place an evacuation sign in the classroom window. Sign should clearly state "Room # ____ Evacuated" in large, legible letters.
7. Evacuation Coordinator directs students and school staff to follow fire drill procedures and route. If normal route is too dangerous, take alternative route.
8. Teachers will take class roster and account for all students. Teachers will inform Evacuation Coordinator immediately if students are missing.

School Violence:

Assaults/ Fights:

1. Ensure the safety of students and staff.
2. Incident Commander calls 911, if necessary.
3. Notify Crisis Response Team and the Mental Health Crisis Team manager of incident.

4. School Resource Officer will seal off the area where the assault/fight took place.
5. School Resource Officer will de-escalate and defuse the situation, if possible.
6. Incident Commander notifies police if a weapon was used in the assault, if a victim has physical injury causing substantial pain or impairment of physical condition, or if the assault involved sexual contact.
7. Incident Commander notifies superintendent and parents of students involved in assault/fight.
8. School counselors document all actions and asks victim(s) and/or witness(es) for their account of the incident that occurred.
9. School counselors will assess counseling needs of the victim(s) and/or witness(es).

In the event of an intruder:

1. Incident Commander will initiate school lockdown.
2. Incident Commander will call 911 and notify school's Crisis Response Team, emergency responders, and school officials.
3. Notify all teachers and school occupants of school lockdown.
4. Teachers will use the green card to signify that the classroom is accounted for and safe. Teachers will use the yellow card to signify that the classroom is missing someone. The Incident Commander and School Resource Officer will search for those who are deemed missing.
5. After incident has been resolved, the Incident Commander will verbally notify all school staff that school may return to its normal state.

Fire:*In the event that a fire, smoke from a fire, or a gas odor has been detected:*

1. Incident Commander will activate the Evacuation signal and provide additional verbal instructions.
2. Incident Commander will identify what type of fire it is (electrical, chemical, grease, other)
3. Incident Commander will notify teachers and school staff to close all windows and doors, but do not lock the doors.
4. Evacuate school occupants quietly and in an orderly fashion.
 - a. Special attention to any students or people with special needs
5. Bring student roster and take attendance upon reaching the Evacuation assembly area.
6. Await an “ALL CLEAR” signal from the fire department’s Incident Commander.
7. Conduct damage assessment.
8. Evacuation Coordinator/Reunification Coordinator will initiate reunification process with students and their parents/guardians.

Severe Storm:*In the event of severe wind, snow, rain, hail, thunderstorms, flash floods, and tornadoes:*

1. Incident Commander notifies all students and staff to move to safe areas. Review “drop and cover” procedures if tornadoes threaten.
2. Teachers will close all windows and blinds; avoid outside walls.
3. Teachers will take class rosters and account for all students.
4. School occupants will be notified by the Evacuation Coordinator if they need to be moved in the event of flooding threats.

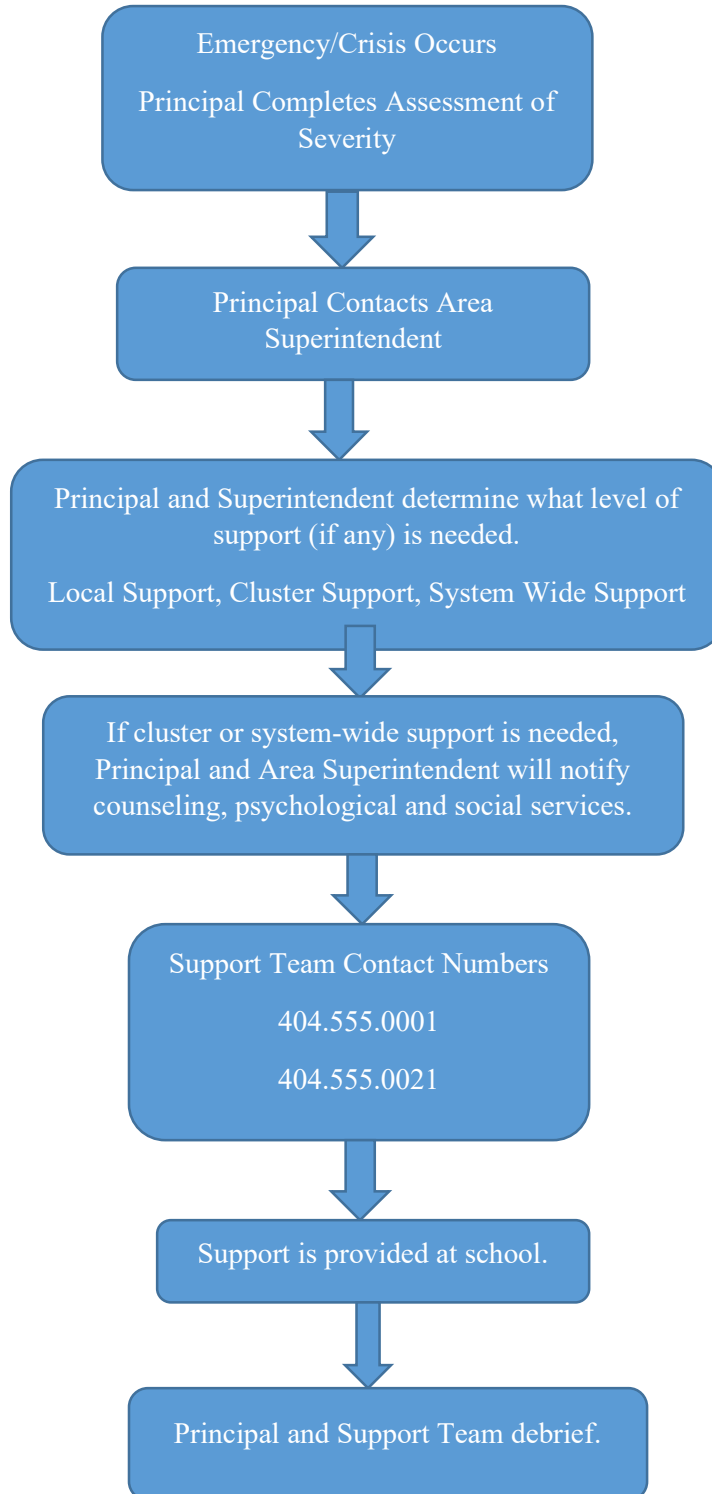
5. All staff will remain in safe areas until Incident Commander and Evacuation Coordinator has issued an “ALL CLEAR” signal.

Earthquake:

1. All school occupants will stay put. If you are indoors, stay there. If outdoors, stay there.
2. All school occupants should take cover. If indoors, school occupants will do a “drop and cover” under a desk, table, or bench, or stand alongside an inside wall, in an archway, doorway that does not have a door, or corner. Avoid windows, doorways with a door, bookcases, hanging fixtures, or outside walls until the shaking stops. If no protection is available, school occupants should drop to the floor and cover their head with their hands.

Notification Methods

CRISIS TEAM DEPLOYMENT



Intervention Techniques/Strategies

Small Group Intervention Techniques

Title of Lesson: Coping with Loss

Outcome or Standard:

B-SMS 7. Students will demonstrate effective coping skills when faced with a problem.

B-SS 2. Create positive and supportive relationships with other students.

Learning Objective(s):

1. Students will explore ways to communicate their feelings in nonverbal ways.
2. Students will use emotions and feelings to create something unique and personal.

Materials:

Paint, markers, copy paper, tissue paper, canvas, paint brushes, magazines, stamps, Exit Ticket

Developmental Learning Activities:

Introduction: Students view examples of art memorials and view a short video about the purpose of art memorials and art therapy practices.

Activity:

1. Art Memorials: Students use materials provided by professional school counselor and those brought from home to create a unique art piece that memorializes the deceased student(s). Students also have the freedom to create a piece that mirrors their feelings about the tragedy or mirrors their emotions in their current stage of grief.
2. Students write a short description of their piece to go along with the art.

3. Students participate in a gallery walk. This gives the students an opportunity to look at the other group members' work (if they choose to share) and read the description presented by the group members.
4. Students decide if they want to display their art for the school to see or keep it private.

Conclusion:

Students complete an Exit Ticket that asks questions about the effectiveness of the lesson and activity.

Assessment/Evaluation:

Journal Update- How are you feeling now? Have your feelings evolved since our last session?
What ways have you found to express your emotions?

Follow-up: Students discuss the exit ticket and journal entry at the beginning of the following session.

Individual Counseling Intervention Techniques

1. Review terms of confidentiality with students.
2. Perform Informal Assessment to gain insight on student concerns.
 - i. Assess for Normal Grief vs. Complicated Grief:
3. Assess for Post-Traumatic Stress.
4. Select and Implement Appropriate Interventions based on theoretical approaches suitable for the students' needs and personality type.
 - i. If student(s) are found to be high risk for complicated grief:
 1. Follow-up with student(s) on a regular basis, particularly at high-risk times.
 2. Provide a safe and supportive environment.

3. Reassure the student that the reaction is a natural occurrence to the event.
 4. Help the student discharge "pent-up" pain.
- ii. If, it becomes apparent that the student's problems are more serious, requiring long-term psychotherapy, then the refer student to mental health counselors or other helping professionals.

Crisis Classroom Discussion

Outcome or Standard(s):

B-SMS 7. Students will demonstrate effective coping skills when faced with a problem.

B-SS 2. Create positive and supportive relationships with other students.

Learning Objective(s):

1. Students will learn to explore their emotions and learn stress management techniques.

Clarify the facts: Share details on what we know about the incident. Communicate with students that when we find more information that can be shared with the students, we will share it with you.

Activity:

1. The students will have the opportunity to normalize common reactions to the crisis by sharing how they felt when they received the news that a student was killed during the shooting.

Ask: What did you think and feel when you first heard about this?

What are you thinking and feeling now?

Inform the students that their feelings are normal, and it usually helps to talk to someone about what they are thinking and feeling.

2. Student will identify appropriate behavior when dealing with this type of crisis.

Ask: When you have felt upset in the past, what kinds of things have you done to help yourself feel better?

What have you seen other people do to help themselves?

Suggestions for Coping: The counselor will share stress management strategies that works and ask the students to participate.

Examples:

- A. Taking a break from worries by engaging in some fun and relaxing activities.
- B. Engage in some physical activity.
- C. Talk with some who will listen and try to understand how you're currently feeling.
- D. Focus on self-care.

3. The counselor will educate students on how to have respect for the families who were affected in this tragedy.

Conclusion discussion: Students will have a chance to ask questions before ending the discussion. Also, letting the students know if at any time during the next several days they want to talk to someone, please let a teacher or their school counselor know.

Conclusion

While we may not want to think about it, the reality is that school crisis response and readiness has become mandatory in today's schools. From tornadoes, fires, and a country where there is at least one mass shooting happening almost every other day, a crisis plan is essential to a fully functioning and operating school. Schools should also be practicing and implementing these plans. There are district and state level requirements to schools having crisis and prevention plans. According to the Centers for Disease Control and Prevention, 92.2% of states require schools districts to have a comprehensive plan address crisis preparedness, response and recovery (CDC, 2006). The CDC also states that over 90% of states and school districts require certain topics to be covered in school crisis plans which include but are not limited to: evacuation plans, requirements to conduct regular emergency drills, mechanisms for communicating with school personnel, and provisions for mental health services for students, faculty, and staff.

School crisis and prevention plans should be created and finalized before the school year begins. There should also be meetings throughout the school year to ensure that staff and members of the crisis support team know the protocol to dealing with issues that may arise within the school and student body. While school should be a safe space for all students, unfortunately crisis can happen to students inside and outside of the school. These crisis will not only affect the student, but has the potential to be detrimental to the student body and administration. A plan to handle these crisis, and exact explanations of who is responsible for what. This will be helpful in preventing steps being skipped, and tasks being missed when reporting a school crisis. The safety of children and the surrounding community are a priority and making sure everyone is prepared for any crisis will help prevent further emotional and psychological damage.

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Appendix A:
Initial Impact Assessment of the Crisis Event

Basic information of the crisis event

Name of Victim: _____

Gender: M/F* Age: _____ Class: _____

Date of Birth: _____

Home Address: _____

Date/Time/Location of Incident: _____

Brief Description of the Incident: _____

Significant event(s) Preceding the Incident: _____

Background Information of the Victim (If applicable):

a. Family Background: _____

b. School Performance: _____

Academic: _____

Social: _____

Extra-curricular Activities: _____

Media Coverage of the Incident: _____

Screening of at-risk students/staff

The following questions can be used as school reference to help identify students/staff who may be affected by the crisis event. The impact of the crisis event is determined by the interaction effects of various factors. Taken into consideration of the unique nature of each crisis, schools can make reference to the following questions to assess possible psychological and emotional disturbance incurred on students/staff and to determine the corresponding intervention.

I. Physical proximity

- Who witnessed the incident?
- Who was/were present at the scene?

Tips: The closer a person stays at the scene of the incident, the higher the risk of psychological trauma is. For instance, if a student saw a person jumping from height, the incident might have a greater impact on him/her.

(List out the at-risk students/class/group/staff)

II. Emotional Proximity

- Who have or had a close/special relationship with the victim?
- Who participated in the same activity or organization as the victim did?

Tips: The closer is the relationship with the victim, e.g. best friend or family members or having a special relationship with the victim, the higher the risk of psychological trauma is. For instance, if a beloved student died of suicide, the incident might have a greater impact on students/staff.

(List out the at-risk students/class/group/staff)

III. Personal Vulnerabilities

- Who experienced a similar crisis or been affected by a similar critical incident recently?
- Who experienced the loss of a significant person or other traumatic events recently?
- Who use a more positive (vs. negative) attitude to cope with the critical incident?

- Who regulate their emotions more properly (vs. readily lose their control)?
- Who obtain more adequate (vs less adequate) social/family support?

Tips: The more are the vulnerability factors (e.g. having mental health problems, lacking social/ family support or having serious family problems), the higher the risk of psychological trauma is.

(List out the at-risk students/staff)

IV. Crisis Reactions

- Who exhibited intense emotional reactions (e.g. excessive fear, anxiety) or even display warning signs of psychiatric problems (e.g. depression, hallucination and delusion)?
- Who exhibited excessively intense behavioral reactions (e.g. use a brutal way to ventilate anger or hurt oneself/others)?

(List out the at-risk students/staff)

Remarks:

1. A person who is closer to the scene of the critical incident, has a closer relationship with the victim, has more personal vulnerability factors or exhibits excessively intense reactions may be at a higher risk of being affected by the incident.
2. When a student/staff has some very vulnerable factors (e.g. mental illness), and/or exhibits excessively strong emotional or behavioral reactions, even though he/she may not have witnessed the incident or have close relationships with the victim, schools should seek **immediate** professionals' (such as social workers', psychologists') views to assess the impact and determine appropriate support measures.
3. The emotional, cognitive, physiological, social, and behavioral reactions of the at-risk students/staff may change over time. The school needs **continuous observation and assessment** to identify their needs so that appropriate support can be offered.

Appendix B:

Parent Letter (Sample 1)

Dear Parents,

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

A special announcement has been made to the whole school this morning and we had provided psychoeducation to students. Teachers, school social worker, officers from the Education Bureau and other support personnel jointly supported the students. Counselling services were delivered to those in need so as to help them overcome the difficult period.

This piece of sad news might cause emotional disturbance to your children. Please pay attention to your child's emotional reactions towards this event. We suggest you to allocate time to accompany your child, listen to your child, and allow him/her to 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.

Yours truly,

Robert Lee, Principal of Southwood High School

Remarks: You may also refer to the following hotlines for support services

Telephone Hotlines

Social Welfare Department:	234 2259
Suicide Prevention Services:	238 0000
The Samaritan Befrienders Hong Kong:	238 2222
The Samaritans:	289 0000 (Multi-lingual services)
Caritas Family Crisis Line:	214 1828

Appendix C:

Parent Letter (Sample 2)

Dear Parents,

It is with great sadness that I inform you about the passing away of one of our students on (date). His/Her sudden death may cause distress and anxiety in our students. The School Crisis Management Team has drawn up an intervention plan and the school social worker/guidance teachers are rendering support and guidance to students in need.

We hope you will pay special attention to your 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 truly,

Robert Lee, Principal of Southwood High School

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