

To find CIRP Document on line:

Go to: www.ripon.k12.wi.us (District webpage)

Hover on District tab, look under Departments.

Click on Student Services.

Scroll down to find Critical Incident Recovery Plan.

Click on link to open.

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Crisis \neq Danger + Opportunity!



“Knowing how to respond quickly and efficiently in a crisis is critical to ensuring the safety of our schools and students. The midst of a crisis is not the time to start figuring out who ought to do what. At that moment, everyone involved - from top to bottom - should know the drill and know each other.”

**Margaret Spelling, former US Secretary of Education
(2005-2009)**



CIRP

Critical Incident Recovery Plan

Ripon Area School District

What is a “Recovery” plan?

<http://rems.ed.gov/docs/practicalinformationoncrisisplanning.pdf>



During recovery the goal is to:

- return to learning in the school environment
- establish and implement plans for emotional support
- restore school infrastructure as quickly as possible

What is a “Recovery” plan?

<http://rems.ed.gov/docs/practicalinformationoncrisisplanning.pdf>

Recovery

- ❖ Provides a planned, organized, and caring approach to assisting students, staff, and parents in constructively dealing with the emotional impact following a stressor event (“critical incident”) that has the potential to lead to a crisis response in some or many individuals.
- ❖ Seeks to restore the social/emotional equilibrium of the school community.

CIRP document:

Located on the district web-site for immediate access.

Hard copies should also be made available for all CIRT members.

- ❖ CIRP documents need to be individualized to each district.
- ❖ Designed to be practical, adaptable, and user-friendly.
- ❖ Contain “ready to use” checklists, agendas, forms, resources.

NOTE: In event of a suicide incident, the following guide will be utilized in addition to CIRP:

After a Suicide: A Toolkit for Schools

Suicide Prevention Resource Center: American Foundation for Suicide Prevention

<http://www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf>

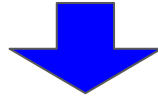
CIRP Structure

<http://www.ripon.k12.wi.us/district/Critical%20Incident%20Recovery%20Plan.pdf>

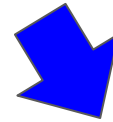
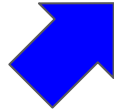
- ❖ There are six “stages” to the plan that reflect the decisions and actions essential to the recovery process.
- ❖ There are key **checklists** and **agenda outlines** to be utilized in each stage.
- ❖ CIRP is implemented by the **CIRT**: Critical Incident Recovery Team.
This includes all school district administrators + student services team staff.
Other school staff/community members may also be included as needed, depending on the incident.
- ❖ Supplementary resources: *When Grief Visits School* by John Dudley.
- ❖ All CIRT members should be familiar with the complete CIRP document.

CIRP STAGES

Activation



Planning

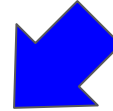


Evaluation



Assessment


Implementation



Adjustment

Activation Stage

Actions which initiate the use of the CIRP

- ❖ The Superintendent should always be notified as soon as possible.
- ❖ Gain and confirm information. Gain permission to release information.
- ❖ All CIRT members need to receive notification of all incidents. (Need a plan for this.)
Confidentiality applies in all situations, the purpose is preparedness. In a small school and community, few incidents are limited to one school building in their human effect. Consider inter-relationships/connections.
- ❖ Schedule a meeting of appropriate CIRT members  Planning Stage.

CIRP Activation Incident Report

CIRP Activation Checklist

Assessing the Potential Emotional Impact of the Incident: a list of considerations

Planning Stage

Create a plan of specific actions to begin concrete recovery efforts

- ❖ Each Action Plan will be individually prepared based on the situation.
- ❖ Action Plans are best prepared in a face-to-face meeting .
- ❖ It is far better to “over plan” than to “under respond” in a situation.
- ❖ Documentation of plan/actions should begin by CIRT members.
- ❖ Planning for: Information Management, Communication, Intervention.
(See *CIRP ACTION PLAN SUMMARY SHEET*)

CIRP Planning Checklist - IM : Information Management

CIRP Planning Checklist - C: Communication

CIRP Planning Checklist - I: Intervention

**CIRT: Team Roles & Responsibilities lists: Administration (general), Principals, Teachers,
Student Services Staff, Family Liaison, Media Contact**

Planning for successful Adjustment during Implementation

However thoughtful and detailed the planning process, implementation typically requires adjustments to be made as events and emotions unfold.

- ❖ Lead CIRT member in each building has been designated. (IM-6)
- ❖ CIRT coordinator for the district has been designated for this incident.
- ❖ Communication channels and methods have been established and are used during the school day to address emerging conditions.
- ❖ All staff need to know how/when to report relevant information.

Ongoing communication is essential to coordination during implementation.

Implementation Stage: The Recovery Action Plan set in motion

- ❖ **Hold an all staff “Briefing Meeting” as soon as possible.**
- ❖ Planning may continue, depending on the timeline.
- ❖ Balance: maintaining structure & forward, positive movement with acknowledgement, compassion, and sensitivity to affected individuals
- ❖ Refer to written resources (Dudley). Have printed & web resources ready.
- ❖ Be inclusive in communications of basic information.
- ❖ School policy/procedures: attendance, funeral attendance, memorials

Staff Operational Briefing Meeting - Agenda Checklist
Identifying At-Risk Students and Staff - list of considerations
“Gathering Room” : procedures, set up, staffing guides

Adjustment Stage

Communication and decision-making during initial implementation to adjust to evolving circumstances and information

- ❖ Lead CIRT member in each building has been designated. (IM-6)
- ❖ CIRT coordinator for the district has been designated for this incident.
- ❖ Communication channels and methods have been established and are used during the school day to address emerging conditions.
- ❖ All staff need to know how/when to report relevant information.

IM, C, and I Planning Checklists - continue to utilize as needed (second pages)

Assessment Stage

Continued review, reflection, adjustment to the Action Plan & new planning

- ❖ Continued meetings and communication by CIRT members is essential.
- ❖ “Debriefing” meetings do not need to be long but are critical to successful recovery efforts.
- ❖ Utilize new information and feedback, observations from CIRT members, support each other.

Staff Operational Debriefing Meeting - Agenda Checklist
CIRT Member Operational Debriefing Meeting - Agenda Checklist

IM, C, and I Planning Checklists - continue to utilize as needed

Terminology used in the CIRP document

The National Institute for Trauma and Loss in Children (TLC) delineates types of Briefing and Debriefing processes recommended for use in school settings.

- ❖ **Operational Briefing:** Meetings held to provide all staff with uniform information about the incident and specific plans to address resulting needs.
- ❖ **Debriefing Meetings:** Meetings held following initial implementation of plans to gather information about responses to the event/plan, identify and address emerging needs, make further plans, and support affected individuals.
- ❖ **Classroom presentations:** Held for students to provide information regarding the incident, plans, how to seek support. Assess students' reactions and help to normalize their emotional responses.
- ❖ Formal Debriefing and Defusing for students and Formal Debriefing for staff may be needed in severe situations. These processes require trained professionals.

Evaluation Stage

Closure to the effects of the incident has been reached for most individuals and the school community as a whole.

- ❖ A final evaluation meeting of CIRT members should be scheduled.
- ❖ Evaluate effectiveness of the Recovery Plan and actions.
- ❖ Highlight successes, reflect on weaknesses.
- ❖ Collect documentation for future reference.

CIRT Evaluation Meeting - Agenda

CIRP Action Plan Summary form

CIRP: Steps to Get Started

- ❖ **All CIRT members need to be familiar with the entire CIRP document.**
- ❖ **Proactively establish connections/agreements with locally-based mental health providers and school professionals to provide additional support in the event of major impact incidents.**

Trained individuals are needed to staff “Gathering Rooms” for students, may meet with parents, staff, etc.

Substitute teachers may be needed to support classroom teachers and provide additional student supervision.

- ❖ **Staff development: CIRP overview and role of staff members,** particularly regarding adherence to recognized channels of communication within the district and with the public.
- ❖ **Make preliminary plans for implementing Gathering Rooms.** Location and procedures for student utilization should be discussed at each building: level CIRTs, office staff.
- ❖ **Have printed and on-line resources ready.** Student Services Team: *When Grief Visits School*, *The Safe Room*. Sample memos, parent letters, etc.
- ❖ **Continue communication regarding district RESPONSE phase plans.**