

# Marsh School

# Crisis Plan

*2019-2020 Crisis Team: Stacey Plane, Peggy Haslar, Cindy Golden, Lori Christensen, Luella Lopez, Shelby Heredia, Tanya Lopez  
Support as needed: Scott Weideman, Superintendent*

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Questions:

Where would we evacuate to if there was a spill on the highway?

# Crisis Preparedness Procedures

## I. Roles and Responsibilities

### ***Counselor:***

- Revise crisis plan and phone tree before students arrive each year.
- Meet with Crisis Team to review procedures and elicit revisions.
- With principal, schedule monthly emergency practice drills.
- Collect staff reflections following each drill and discuss possible plan revisions with Crisis Team.
- Supply teachers with Help Request cards.
- Supply emergency packs with updated staff emergency cell phone lists.
- Post SRP signage

### ***Principal:***

- Review and approve revised crisis plan.
- Schedule monthly emergency practice drills.
- Conduct emergency practice drills.
- Discuss possible revisions according to staff feedback with Crisis Team.

### ***Crisis Team:***

- Attend Crisis Team meetings to review plans and suggest revisions.
- Keep a copy of Crisis Team Phone tree at home.
- Additional duties as assigned.
- **Meet after school following every crisis drill to process and revise plan if needed.**

**Teachers:**

- Maintain emergency backpack with current records and supplies as needed. Check flashlight batteries monthly and replenish as needed.
- Review Standard Response Protocol procedures regularly.
- Ensure that substitutes have easy access to emergency procedures.

**Secretary:**

**Check to ensure that School Reach is updated with new staff and student phone numbers**

- Maintain updated emergency records file.
- Distribute updated contact information for teacher emergency backpacks and remind teachers to check flashlight batteries each month (on the day of the scheduled drill).
- Maintain a visitor sign in sheet, student check-out list and staff "in-out" log in order to ascertain quickly the whereabouts of all students and staff in the event of an emergency.

**All Staff:**

- Report to the office when leaving and returning to the building.

## **II. Emergency Drill Procedures**

Emergency drills will be practiced monthly. The type of drill will vary according to various scenarios for the responses of Lockout, Lockdown, Evacuation and Shelter.

**Teachers:**

- Study the scenario and review Standard Response Protocol procedures in advance of the drill.
- Prepare students to follow the protocol expectations.
- Assume responsibility for taking roll, locking doors and lowering blinds if required by protocol.
- Inform office (Lockout) or hold appropriate card up (Evacuate) to indicate need for assistance in locating a student.
- Following the drill, reflect on issues that may need to be addressed in the safety plan and submit to school counselor for review with crisis team.

**Support Staff:**

- Assist nearest teacher after returning students to appropriate classroom if indicated in the scenario. Assume role designated in the crisis plan. Following the drill, reflect on

issues that may need to be addressed in the safety plan and submit to school counselor for review with crisis team.

**Principal, Secretary, Counselor:**

- Clear designated areas and assist staff members as needed.
- After drill, reflect on possible revisions to safety plan and discuss with Crisis Team.

**Emergency Assignments: Marsh School**

Clear bathrooms, check lights and doors (according to needs of specific scenario), check grade level teachers and account for all students. Call **secretary** to report. Each grade level will constitute a Lockout Zone:

<b>Zone</b>	<b>Primary Responsibility</b>	<b>Secondary Responsibility</b>
Front Office	Principal—Stacey Plane	<i>Non-classroom staff</i>
Playground	Custodian—Greg Castro	<i>(without children) report</i>
PreK	Secretary—Cindy Golden	<i>to office to determine</i>
Library/Music	Librarian—Karyn Futrell	<i>role</i>
Cafeteria (Lunch Hours Only)	Food Service—Tanya Lopez	
Gym	PE—Karyn Futrell	
Kindergarten	Counselor—Peggy Haslar	Shelby Heredia

Assume responsibility for partner teacher’s students during lunch period:

## III. Immediate Response: Standard Response

### Protocol (adapted from SRP Guidance for Schools, Districts, Departments, and Agencies

Version 1.1.3 | 03/10/2009 | Revised: 10/14/2009 )

# Lockout

#### Condition

Lockout is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the security of the physical facility to act as protection.

#### Intercom Announcement

The intercom announcement for Lockout is: **“Lockout! Secure the perimeter”** and is repeated twice each time the public address is performed.

#### Actions

The Lockout Protocol demands bringing students into the main building and locking all outside access points. Where possible, classroom activities continue uninterrupted. Classes that were held outside, must return to the building and if possible continue class inside the building. **[Teachers take roll and call the office to report any students unaccounted for. Staff without children must report to the office so that the whereabouts of students and staff may be ascertained quickly in the event of an emergency.]** There may be occasions where students expect to be able to leave the building - end of classes, job commitment, lunch etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

#### Responsibility

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned “Primary Responsibility” for a “Lockout Zone” should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having **“Lockout Duty.”** There should also be assigned a person with “Secondary Responsibility” for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol. Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office. The front office should field information from the classrooms regarding missing or extra students in the classroom.

#### Reporter

Lockout is typically reported by emergency dispatch to the school secretary. The secretary then informs administration and invokes the intercom announcement. It may also be reported to the school secretary by students, staff or teachers if a threat is directly observed outside of the building.

#### Preparation

Identification and marking of perimeter access points that must be locked in the event of a Lockout defines the **“Lockout Perimeter.”** **Marsh Lockout Perimeters: Playground, East Door (Front), South Door**

(Playground), East Door (K), West Door (Cafeteria/Gym). Logical areas, building wings or other access point groupings define individual “**Lockout Zones**” within the Lockout Perimeter. **Marsh Lockout Zones: Front Office, First Grade, Kindergarten, Cafeteria/Gym, Playground.**

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout. Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty. Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

### **Drills**

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

### **Contingencies**

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular building are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building. If during a Lockout a hazard manifests inside the school -i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

### **Examples of Lockout Conditions**

The following are some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal on school grounds
2. Criminal activity in area
3. Civil disobedience

# **Lockdown**

### **Condition**

Lockdown is called when there is a threat or hazard inside of the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

### **Intercom Announcement**

The public address for Lockdown is: “**Lockdown! Locks, Lights, Out of Sight!**” and is repeated twice each time the public address is performed.

### **Actions**

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence. There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building. Teachers and student training reinforces the practice on **not** opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door. (Principal will inform School Resource Officer of scheduled Lockdown Drills.)

### **Incident Command System**

The School Incident Command System should be initiated. (Principal serves as school Incident Commander until most qualified first responders arrive on scene.)

### **Responsibility**

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight. Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

### **Reporter**

Lockdown is typically reported by students or staff to the school secretary. The secretary then invokes the public address and informs administration. It may also be reported to the school operator by local emergency dispatch.

### **Preparation**

Identification and marking of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it. Teachers will instruct students to turn cell phones off. Students, staff and teachers should be advised that a

Lockdown may persist for several hours and during an incident, silence is essential.

### **Drills**

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years.

### **Contingencies**

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom. In this situation students and staff must be trained to hide or even Evacuate themselves away from the building. If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

### **Examples of Lockdown Conditions**

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal within school building
2. Intruder
3. Angry or violent parent or student
4. Active shooter

### **Red Card/Green Card**

Teachers will use red/green card to indicate need for assistance only during the "all clear."

# **Evacuate**

### **Condition**

Evacuate is called when there is a need to move students from one location to another.

## **Intercom Announcement**

The public address for Evacuate is: “**Evacuate! Type/Location**” and is repeated twice each time the public address is performed. Type is added when special actions need to be taken during evacuation. For instance “ **Evacuate! To the playground fence Evacuate! To the playground fence.**”

## **Actions**

The Evacuate Protocol demands students and staff move in an orderly fashion. In a tactical response, students are instructed to form a single file line and hold hands front and back. A different tactical response may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

## **Incident Command System**

The School Incident Command System should be initiated. (Principal serves as Incident Commander until most qualified first responders arrive.)

## **Responsibility**

The classroom teacher is responsible for initiating an evacuation. In a tactical situation, students may be instructed to establish a single file line and hold hands front and back.

First responders may also ask students and staff to place their hands on their heads or use different evacuation methods, i.e. run, crawl, cover mouth and nose, etc.

## **Reporter**

Evacuate is typically called by the school secretary.

## **Preparation**

Evacuation preparation involves the identification and marking of facility **Evacuation Points** using consistent signage, as well as student, teacher, and administrator training for both normal and tactical evacuations

## **Evacuation Assembly**

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

## **Red Card/Green Card/Med Card**

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes.

1. **Green Card (OK)** - All students accounted for, No immediate help is necessary
2. **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
3. **Red and White Cross (Medical Help)** – Immediate medical attention is needed. Schools may opt to use the SRP single sheet advisory

## **Drills**

Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

## **Contingencies**

**Students are trained that if they are separated from their class during a tactical evacuation, then joining an evacuation line is acceptable.** They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site. Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

**Physical Education Classes:** If Evacuation occurs during preschool PE, instructor takes students out south doors to the playground to join their teacher. If Evacuation occurs during kindergarten PE, instructor takes children through the west doors to meet their teacher on the north side of the building



Preschool: Evacuate to the south side of the playground.

Kindergarten: Evacuate through north doors, except Ms. Fae and Mrs. Casias's classes evacuate through the north door of Ms. Fae's room.

# Shelter

## Condition

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or airborne irritants.

## Intercom Announcement

The intercom announcements for shelter are:

1. **Shelter for Tornado! Drop, Cover and Hold**
2. **Shelter for Bomb! Drop, Cover and Hold**
3. **Shelter for Hazmat! And Seal**
4. **Shelter! In Silence**

The public address is repeated twice each time the public address is performed.

## Types include:

1. For Tornado
2. For Hazmat
3. For Flood
4. For Earthquake

## Methods include:

1. Drop, Cover and Hold
2. And Seal
3. In Silence

## Actions

These are the current Shelter Methods that are currently in the Protocol. Other methods may be situationally appropriate and may be added to the SRP. These methods are sourced from FEMA language available at <http://www.fema.gov/hazard>.

1. **Drop, Cover and Hold** - During an earthquake or when directed the following actions should be performed. DROP, preferably under a desk or table. Stay away from windows, bookcases, file cabinets and other objects that could fall. COVER your head with your hands and stay under cover until the shaking stops. HOLD onto the desk or table; if it moves, move with it. People confined to a wheel chair also need to know the proper actions to take to protect themselves during earthquakes. If you are in a wheel chair, you should immediately lock your wheels, lean forward and cover your neck with your hands. (See FEMA detail on Drop, Cover and Hold.)
2. **And Seal** - Close and lock all outside doors and windows. Locking may provide a tighter seal. If you are told there is danger of explosion, close the window shades, blinds or curtains. Turn off the heating, ventilation or air conditioning system. Turn off all fans, including bathroom fans operated by the light switch. Use duct tape and plastic sheeting, such as heavy-duty plastic garbage bags, to seal all cracks around the door into the room. Tape plastic over any windows. Tape over any vents and seal electrical outlets and other openings. As much as possible, reduce the flow of air into the room.
3. **For Tornado** - Learn emergency shelter plan. If a specific shelter area does not exist, move into interior hallways or small rooms on the building's lowest level. Avoid areas with glass and wide, freestanding

roofs. If you can't get into a basement or designated shelter, move to the center of the lowest level of the building, away from windows, and lie flat.

#### 4. **In Silence** - Maintain Silence

### **Incident Command System**

The School Incident Command System should be initiated. (Principal serves as Incident Commander until most qualified first responders arrive.)

### **Responsibility**

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

### **Reporter**

Shelter is typically called by the school secretary but may be called by students, teachers or first responders.

### **Preparation**

Identification and marking of facility Shelter Points.

### **Drills**

Each Shelter Method should be drilled once a year.

## ***Additional Protocol Details***

### **Lockout Zones**

It is recommended that defining areas, in advance, that comprise a Lockout Zone of a specific number of doors. For instance, a school might have 7 doors on the northwest side of the building. Signage above the doors indicates the zone, the door number, the number of doors and the direction of the next door with an arrow - **NW 3 of 7**→ . The last door in the Lockout Zone would replace the arrow with a stop symbol.

#### **Marsh Lockout Zones:**

**Front Office:** Front Door—FO 1 of 6  
Hall Door—FO 2 of 6  
Counselor—FO 3 of 6  
Boys RR—FO 4 of 6  
Girls RR—FO 5 of 6  
Custodian—FO 6 of 6

**Perimeter Doors:** Main Entrance, Playground

**PreK:** Small Group Room—PK 1 of 6  
Maestas—PK 2 of 6  
Christensen/Avila lg group—PK 3 of 6  
Christensen/Availa centers—PK 4 of 6  
Library—PK 5 of 6  
Gallegos—PK 6 of 6

**Kindergarten:** Sensory Room—K1 of 8  
Small Group Room—K2 of 8  
Restroom—K3 of 8  
Plott—K4 of 8  
Reyes—K 5 of 8  
Lopez—K6 of 8

**Perimeter Door:** North Exit

Naranjo—K 7 of 8  
Casias—K8 of 8

Cafeteria/Gym: 1G Door—CG 1 of 3  
K Door—CG 2 of 3  
Futrell—CG 3 of 3

Perimeter Door: West Exit

### **Signage/Decals**

The “I Love U Guys” Foundation recommends schools use identification signage or decals. The design reflects common icons in use for the associated actions. If these designs are in keeping with school and district aesthetics and or policies, it is encouraged that school adopt this common signage.

### **Lockout Point**

Within a Lockout Zone, the Lockout point reflects the number of doors that must be locked. (For example, NW is the North West wing, door 3 of 7 total lockout points.)

### **Lockdown Point**

Within a classroom or other room Lockdown points are the doors that should be locked during a Lockdown. This is important when a classroom or lab has multiple entries.

### **Evacuation Assembly Point**

These should be placed in areas where evacuation assembly may occur.

### **Lockout Duty**

Staff or teachers may be assigned Lockout Duty. If Lockout Duty is part of a teacher response, signage in the classroom of the teacher assigned Lockout Duty should be installed. When a substitute teacher is in that classroom, provision for notification of Lockout Duty and location of access points should be reviewed.

### **Public Address Protocol**

The public address is repeated twice each time the public address is performed. The following represents the Public Address for The Standard Response Protocol

1. **Lockout! Secure the Perimeter**
2. **Lockdown! Locks, Lights, out of Sight**
3. **Evacuate to a (Location)**
4. **Shelter Type / Method**

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.

## **Emergency Telephone Number List**

*Contact the following resources as needed:*

- \* Monte Vista Police Department .....911 or 852-5111
- \* Rio Grande County Sheriff’s Office.....911 or 657-4000

*Ambulance .....	911
*Monte Vista Fire Department.....	911 or 852-5111
* District Transportation .....	852-2881
* District Maintenance.....	852-4050
* Monte Vista Water.....	852-2692
* Electric.....	1-800-895-1999
* Gas.....	1-800-895-2999
* Poison Control Center .....	1-800-222-1222
* Building Crisis Team .....	See phone tree
* District .....	852-5996
* St. Peter's Lutheran School (Marsh evacuation site) .....	852-5449
* St. Peter's Lutheran School Director- Kathy Lorenz .....	580-4974
*St. Peter's Lutheran School Teacher Kristen Lipke .....	589-6155
* St. Peter's Lutheran Church- Pastor's Home .....	852-5123
* District Food Service.....	852-5986
* St. Joseph Catholic Church (Metz evacuation site) .....	852-2673
* Homelake Veteran's Center (Middle School evacuation site).....	852-5118
* LDS Church, Rio Grande Ward (High school evacuation site).....	852-3727
* SLV BOCES.....	589-5851
* SLV Behavioral Health Services.....	589-3671/852-5186
*Clinician Diamond Mobbly.....	580-0077
* Tu Casa.....	589-2645
* Victim's Advocate.....	657-4000
* Clergy Reverend Wayne Wittner.....	852-5086/850-2198/852-5520

1. **Building Map with Evacuation Route**

· Separate Document

(See “Marsh Fire Exit” PDF--print and place in folder)

## I. Non-emergency Procedures and Crisis Follow-up

### A. Roles and Responsibilities

***Upon hearing about a non-emergency crisis, the principal will:***

- Call the superintendent; determine the impact on other buildings in the district.
- Call an emergency meeting with the crisis team to assess the crisis and discuss specific tasks.
- Verify all facts concerning the incident (location, time and date, description of incident, cause, persons involved).

***With Superintendent and/or appropriate members of Crisis Team:***

- Draft a statement, considering confidentiality issues, for notification purposes, including a letter home to parents, if applicable.
- Decide how phone calls will be screened and responded to.
- Decide where, when, and how to notify the staff of the crisis. An adult should deliver any message, written or oral, to the staff. (Remember to include custodian, food service and bus drivers impacted and take note of staff and students who are absent and may need to be notified.)
- Instruct all staff members to refer all information and questions to principal or building spokesperson.
- Assign member of crisis team to faculty work area to support staff.
- Relieve key or highly-impacted people from normal duties so they can attend to the crisis.

- With Touch Base Team, complete a list of high risk students and have members of crisis team make contact with these students first.
- Decide which of the following resources are needed, who will be the contact person, and when needed.
 

Police.....	852-5111
Sheriff.....	657-4000
SLV Behavioral Health Services.....	589-3671/852-5186
Social Services.....	657-3381
Food Service.....	852-5986
Tu Casa.....	589-5291
Victim's Advocate.....	657-4000
Clergy...Pastor Wayne Wittner, Ministerial Alliance Contact	852-0586, 850-2198
- Assign appropriate staff member to contact student's family to offer assistance.
- Solicit written permission from parents to inform appropriate student body members. Develop a statement with the family to be announced to these students.
- Assign a counselor to assist the student's siblings, classmates, friends and their parents. Notify these students individually before any general announcement.
- Develop a consistent written statement for the press.
- Consider designating a place for students or impacted parents to gather, if appropriate.
- Notify the principals of other buildings:
 

Bill Metz Elementary.....	852-4041
Middle School.....	852-4984
High School.....	852-3586
Delta Center.....	852-2212
- If necessary, assign members of team to several areas of the school for small group meetings for the grieving process for the first day.
- Assign administrator as the contact person for the press (notify secretary of this contact person).
- Disseminate funeral information to staff and students as soon as possible, if necessary.
- Establish time and place to evaluate the day's happenings after school.

***Ongoing follow-up procedures (Principal and Counselor” with support from “Touch Base Team” members):***

- Establish a time and place several days after for the team to process the event. Revise plan for improvement, if necessary, once the process has been complete.
  - If necessary, establish a group or meeting place for staff, friends and high risk students for several weeks after the crisis.
  - Continue to “check in” with students and staff members who are most affected.
  - Make preparations for return of victim or student.
  - Anticipate anniversary reactions and predictable milestones.
  - Social Services must be contacted if the student’s immediate problem originated within a family, or if after a period of time, the student’s well being has deteriorated and the family has taken no action.
- Post links to support literature on website and distribute materials to affected individuals.

## **B. Crisis Team Phone Tree**

**Stacey Plane  
657-2135/850-8650**

**Scott Wiedeman  
588-1398**

**Cindy Golden  
850-0517**

**Peggy Haslar  
849-3226**

**Lori Christensen  
657-4267  
850-9105**

**Kim Luitich  
849-2002**

**Luella Lopez  
588-3104**

**Shelby Heredia  
849-9525**

**Robyn Shawcroft  
588-0189**

**Karyn Futrell  
719-466-1873**

**Lara Gordon  
849-8548**

**David Doudlarian  
612-282-3519**

***Briana Villagomez*  
589-2498**

***MVPD*  
852-5111**

***Maintenance*  
850-1919**



**Crisis Impact Response Checklist**

Flowers \_\_\_\_\_ Card \_\_\_\_\_

Food \_\_\_\_\_ Phone Call \_\_\_\_\_

Home Visit \_\_\_\_\_

Hospital Visit \_\_\_\_\_

Funeral Home \_\_\_\_\_

Church \_\_\_\_\_

Services: Day/Time/Place \_\_\_\_\_

Counseling Referral \_\_\_\_\_ School \_\_\_\_\_ Behavioral Health \_\_\_\_\_ Hospice

\_\_\_\_\_ Private Therapy

Plan \_\_\_\_\_  
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Anniversaries/Milestones to consider for followup \_\_\_\_\_

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**C. Touch Base Team Form**

**Crisis Impact**

**Name** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**Mother** \_\_\_\_\_

**Father** \_\_\_\_\_

**Stepmother** \_\_\_\_\_

**Stepfather** \_\_\_\_\_

**Siblings** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

**Incident Information**

**Time** \_\_\_\_\_ **Date** \_\_\_\_\_

**Location** \_\_\_\_\_

