

# MVMS School

# Crisis Plan

***2019/2020 Crisis Team Members:***

Tom Tichy, Robyn Shawcroft, Darlene Sanchez

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# 1. Preparedness

## A. Roles and Responsibilities

### ***Counselor:***

- Have access to emergency notification software. Walkthrough building with principal for appropriate window covers and SRP signage before students arrive each year.
- Meet with Crisis Team to review procedures and elicit revisions.

### ***Principal:***

- Review and approve revised crisis plan. Walkthrough building with counselor for appropriate window covers and SRP signage before students arrive each year.
- Schedule and conduct monthly 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.
- Assist principal in scheduling monthly emergency procedures practices.
- Supply teachers with emergency buckets and Help Request cards. Provide new staff with copy of crisis plan and emergency bucket.
- Have access to staff emergency notification software.
- Additional assigned duties.

### ***Teachers:***

- Maintain emergency bucket with current records and supplies as needed.
- Check flashlight batteries and make sure roster is updated in emergency bucket after each drill.
- Review Standard Response Protocol procedures regularly.
- Ensure substitutes have easy access to emergency procedures and buckets.
- Practice attention signal with students regularly to secure attention in the event of emergency.
- Have students program Safe2Tell number in phones (1-877-542-7233)

### ***Secretary:***

- Maintain updated emergency records file and enter updated contact information in Infinite Campus.
- Send reminder to staff to check batteries on day of drill. Maintain supply of batteries.
- Maintain visitor sign-in sheet, student check-out list, and staff in/out log to quickly ascertain the whereabouts of students and staff in emergency. Assure all agency support, visitors and parents receive name tags.

### ***All Staff:***

- Report to office to sign out/in when leaving and returning to the building.
- Introduce yourself to unknown people in the building and ask if they need help. Direct them to office to sign in and obtain a nametag. Report suspicious behaviors to the office.

***Parent Volunteers:***

- Help plan parent gathering area. Know who to obtain script from to share information with other parents.

## **B. 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

### **Ø Staff Roles and Responsibilities:**

***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 (If in Lockout) or hold appropriate card up (If in Evacuate or Shelter) 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 discuss in staff debrief meeting or 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 discuss in staff debrief meeting or submit to school counselor for review with crisis team.

***Principal, Secretary, Janitor, Counselor:***

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

## Ø Emergency Assignments at MVMS

I. Each staff member must be familiar with and practice their specific role in specific crisis situations in section II. B. (Immediate Response- Emergency assignments.)

# II. 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.

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. Additional information such as “please stay inside and continue the school day as normal” will also be announced.

### 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. 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.**”

Logical areas, building wings or other access point groupings define individual “**Lockout Zones**” within the Lockout Perimeter. **MVMS Lockout Zones are detailed in emergency assignments.**

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. **MVMS perimeters are detailed in emergency assignments.** 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 buildings 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**

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

# Lockdown

## Ø Lunch:

- Cafeteria personnel or custodian turn off lights and lock doors after all students are moved to the floor out of site of the cafeteria window.

## Ø Outside:

- **Fitness:**
- Go to the far NW corner of recess area or site called. \*\*Teachers who are on lunch, come help lunch supervisor with your classes.  
Students outside are brought to the Veterans center cafeteria by the teachers on duty.

## Ø Passing Period:

- Let any student in your door to clear the hallway as fast as possible. Silently take roll.

## Ø Bathroom:

- Either get into the nearest classroom, or hide in stall. If safe to evacuate, it is a personal choice.

## 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. NO cellphone usage is allowed.**

### **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 secretary 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 two 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 outside during a lockdown, students and staff should immediately go to the cafeteria area within the Homelake Veterans Center.** If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, and 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 after the all clear at evacuation site. Do not place them under the door until the all clear is sounded.**

# Evacuate/ Fire (no drill)

## Condition

Evacuate is called when there is a need to move students from one location to another. In the case of a fire alarm, teachers need to shelter in place, gathering all students in the halls and shut the door. Wait for the Intercom Announcement below.

## 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 fire drill locations. Evacuate! To Fire Drill locations.**”

In the case of a drill, this drill will be announced to the staff and most often the students ahead of time. The alarm will sound, teachers and students should shelter in place (no need to “hide” as in a lockdown). The secretary, principal or counselor will come onto the intercom and announce the evacuation directions.

## 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. Use Red/Green cards.



## **Evacuation Points:**

### **On campus:**

- South end of building evacuates to football field. (Band, Art, Library, BOCES)
- 6<sup>th</sup> grade wing (gym, art, library, 6<sup>th</sup> grade) go to Baseball field
- North end of building evacuates to north fence with exception of rooms 100, 104 and office.

### **Off campus primary:**

Ø Cafeteria at Vet Center. Students will be bused to the High School for reunification.

### **Off campus secondary:**

Ø Far southeast school property beyond football field. Students will be bused to High School for reunification.

## **Red Card/Green Card**

After taking roll the Red/Green 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)** - Medical help needed, or vital information must be exchanged
3. **Yellow Card (Alert)**- Extra or missing students

## **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.)

## **School Closing**

In the event of electrical, water, or heat utility outage for more than two hours, the school will be closed unless outside conditions are unsafe for student dismissal.

## **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.

# **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 -**

**8<sup>th</sup> grade hall:** line up against the wall on either side of the hall or across from each other in the hall lining the walls. Be in a squatting position close to the floor and stay away from any windows.

**6<sup>th</sup> grade hall:** Hallway between the classrooms and the gym. (Stay out of the gym.) Stay low to the floor and either sit all on one side or across from each other in as small of space as possible. Stay away from the windows.

**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.

# **1. Emergency Assignments**

## **Lockout**

<b>Duty</b>	<b>Primary Responsibility</b>	<b>Secondary Responsibility</b>
Announce: "Lockout! Secure the Perimeter!" 2X	Secretary- Sanchez	Secretary Archuleta
Call staff who have signed out to assure they do not return to the premise before all clear	Secretary- Sanchez	Secretary Archuleta
Secure lockout points: N Door 1 point (1. North Hall)	Glidewell	Mestas/McNair

Secure lockout points: E Doors 5 points (1. Front Office 2. Band 3. Cafeteria 4. Room 117 5. Extended Services)	Custodians	Principal- Tichy
Secure lockout points: S Doors 2 points (1. Library 2. Art)	Art teacher	Gosar
Secure lockout points: S Doors 4 points (1. W Hall by gym 2. S In Gym 3. W In Gym 4. N Central hall door)	Naranjo Mascarenas	McNair
Check perimeter W & N	Naranjo	Mascarenas
Check perimeter S & E	Principal- Tichy	Oringdulph
Communicate with law enforcement	Principal- Tichy	Counselor- Shawcroft
Handling parent calls/picking up	Counselor- Shawcroft	Secretary- Teresa /Darlene
Lock windows	All staff	

### **Lockdown**

<b>Duty</b>	<b>Primary Responsibility</b>	<b>Secondary Responsibility</b>
Announce: "Lockdown! Locks, Lights, Out of Sight!" 2X	Secretary- Sanchez	Secretary Archuleta
Unlock front door so help can come in	Secretary- Sanchez	Secretary Archuleta
Call staff who have signed out to assure they do not return to the premise before all clear	Secretary- Sanchez	Secretary Archuleta

Secure Lockdown points: Doors to 7/8 <sup>th</sup> grade hall Doors to 6 <sup>th</sup> grade hall & to Library Cafeteria	Law Enforcement/Principal- Tichy	Law Enforcement/Counselor- Shawcroft
Communicate with law enforcement	Principal- Tichy	Counselor- Shawcroft
Handling parent calls/getting Script	Counselor- Shawcroft	Secretary- Archuleta/ Sanchez
Responder Opening Doors to release	Law Enforcement/Principal	Law Enforcement/Counselor

**Evacuate**

<b>Duty</b>	<b>Primary Responsibility</b>	<b>Secondary Responsibility</b>
Announce: "Evacuate! Type/Locations" 2X	Secretary- Sanchez	Secretary Archuleta
Assign evacuation points for certain emergencies (fighter jet at Vet Center, Football Field, Baseball Field)	Principal- Tichy /Law Enforcement	Secretary- Sanchez
Check staff and student bathrooms in west wing	Chris/Johnny	Brad
Check bathrooms in North Wing	Principal- Tichy	Counselor- Shawcroft
Communicate with emergency response personnel	Principal- Tichy	Counselor- Shacroft
Red/Green card status checks Zone: Football Field	M.Ginther	Tichy

Red/Green card status checks Zone: Playground or Fighter Jet at Vet Center	Tichy	Shawcroft
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**Shelter**

<b>Duty</b>	<b>Primary Responsibility</b>	<b>Secondary Responsibility</b>
Announce: "Shelter for __, method" 2X	Secretary- Sanchez	Secretary Archuleta
Assign shelter points for each emergency <b>Tornado-</b> <b>8<sup>th</sup> grade hall:</b> line up against the wall on either side of the hall or across from each other in the hall lining the walls. Be in a squatting position close to the floor and stay away from any windows. <b>6<sup>th</sup> grade hall:</b> Hallway between the classrooms and the gym. (Stay out of the gym.) Stay low to the floor and either sit all on one side or across from each other in as small of space as possible. Stay away from the windows.	Principal- Tichy /Law Enforcement	Shawcroft/ Tuoti
Communicate with emergency response personnel	Principal- Tichy	Counselor- Shawcroft
Red/Green card status checks:	Fire/Police/Admin	

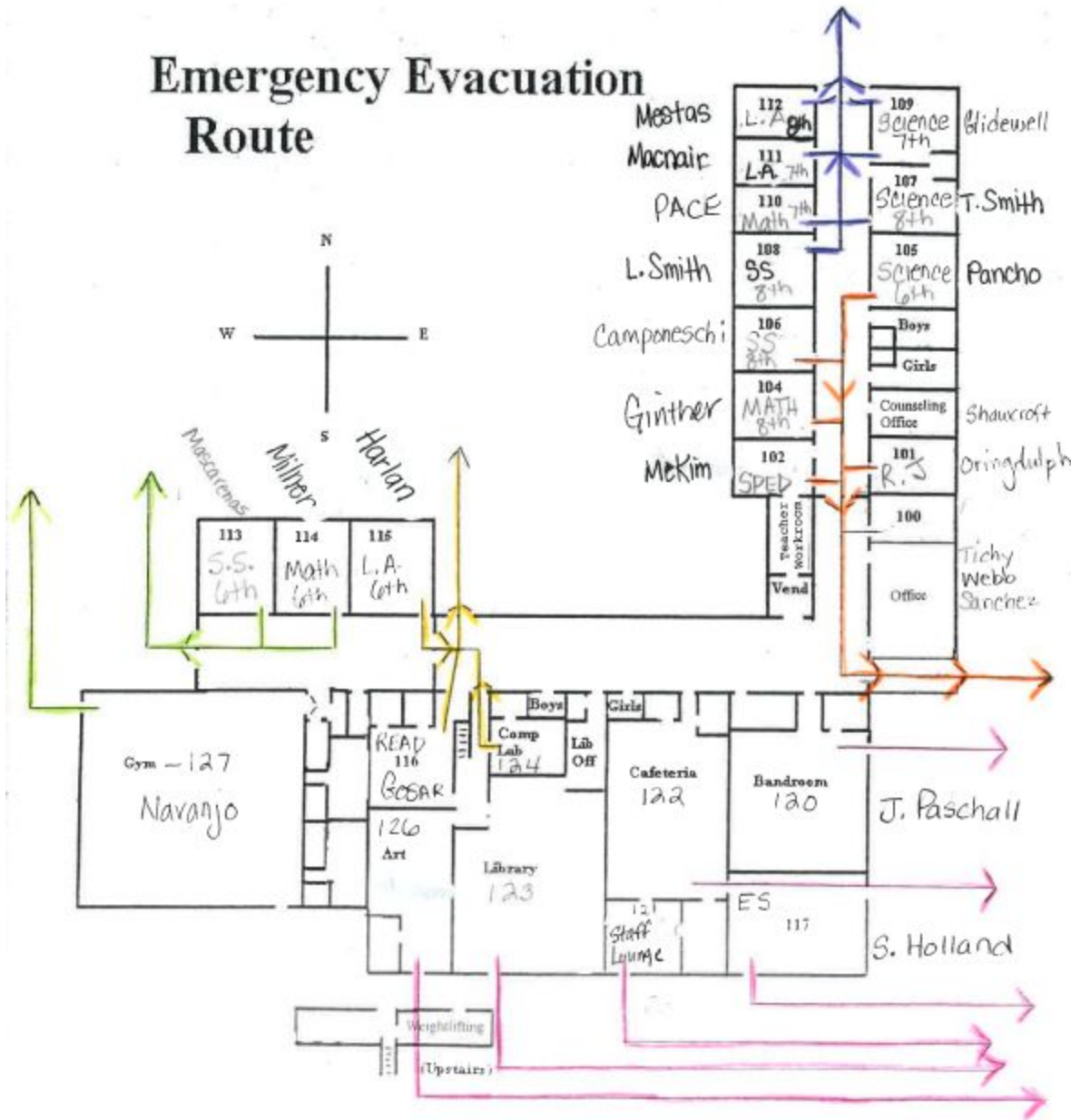
**C. Emergency Telephone Number List**

*Contact the following resources as needed:*

Ø Monte Vista Police Department .....	911 or 852-5111
Ø Rio Grande County Sheriff's Office .....	911 or 657-4000
Ø Ambulance .....	911
Ø Monte Vista Fire Department .....	911 or 852-5111
Ø District Transportation .....	852-2881
Ø District Maintenance .....	852-4050
Ø Monte Vista Water & Sewer .....	852-2692
Ø Electric.....	1-800-895-1999
Ø Gas .....	1-800-895-2999
Ø Poison Control Center .....	1-800-222-1222
Ø Building Crisis Team .....	See phone tree
Ø District Office .....	852-5996
Ø St. Peter's Lutheran Church (school) .....	852-5449
Ø St. Peter's Lutheran School Director- Linda Navo (home) .....	852-3485
Ø St. Peter's Lutheran Church- Pastor's Home .....	852-5123
Ø District Food Service .....	852-5986
Ø St. Joseph's Catholic Church (Metz evacuation site) .....	852-2673
Ø Homelake Veteran's Center.....	852-5118
Ø LDS Church, Rio Grande Ward (High school evacuation site).....	852-3727
Ø SLV BOCES.....	589-5851
Ø SLV Mental Health.....	589-3671/852-5186
Ø Tu Casa.....	589-2645
Ø Victims Advocate.....	657-4000
Ø Clergy Reverend Wayne Wittner.....	852-5086/850-2198/852-5520

## D. Building Map with Evacuation Route

# Emergency Evacuation Route





# III. 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
Mental Health.....	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:

Marsh.....	852-3231
Bill Metz Elementary.....	852-4041
Middle	
School.....	852-5984
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 day's happenings at end of day.

***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. Anticipate anniversary reactions and predictable milestones.
- Make preparations for return of victim or student.
- 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**

Tom Tichy work 719-852-5984 home 719-849-1942  
 Scott Wiedeman 719-588-1398 cell

Thrillshare all call to MVMS staff

Robyn Shawcroft 719-588-3868 (If internet down, text all staff)

John Naranjo 719-599-9470 (If internet down, text all staff)

Darlene Snachez- 719-849-3330

Peggy Hasler 852-4346, 849-3226  
 Lara Gordon 849-858