

Safe Room Supplies Checklist

There is no specific mix of supplies for the Safe Room. The goal is to provide a variety of ways for students to process their grief and anguish. Activities depend on available supplies, and activities provide the structure for learning and for managing behavior. A sampling of some possible Safe Room items follows.

SIGNS AND IDENTIFICATION

- A sign listing Safe Room rules
- Signs for the hallway directing students to the location of the Safe Room
- Sign-in and sign-out sheet
- Nametags for staff (the people running the Safe Room might not be known to students)
- Nametags for students (optional)

INFORMATION

- A copy of the announcement read in class
- Fact sheet with information about the tragedy
- Newspaper coverage, if appropriate (screen carefully)
- List of community resources
- Handouts on self-care for students, staff, and Safe Room staff
- Confidential folder (Place this folder in a location inaccessible to students and include in it information on the crisis event that would be helpful to staff, such as the nondisclosure statement, a list of students who might be particularly at risk, newspaper clippings that contain graphic or explicit detail, information about staff meetings, and so on.)

ENVIRONMENT AND ITEMS FOR THE SAFE ROOM

- Private, individual space for students who want to be alone
- Telephone
- Chairs and tables
- Paper, pens, tape, scissors, and items for writing and drawing and creating signs
- Facial tissue
- Books and other grief-related resource materials that are ageappropriate and carefully selected
- Tape or CD player and a selection of relaxing music
- Stuffed animals, big pillows, blankets, “comfy” things
- Activities and supplies

REFRESHMENTS AND ACCESSORY ITEMS

Avoid any items with high sugar content and low nutritional value, such as cookies and carbonated drinks.

- Food (fruit, cheese, crackers, or cinnamon toast supplies—even though it has a small amount of sugar sprinkled on top, cinnamon toast has a great welcoming aroma)
- Drinks (fruit juices, water, unsweetened tea, and so on)
- Paper plates, napkins, any utensils needed
- Toaster
- Cooler or mini-fridge

Safe Room Coordinator Checklist

The number and kinds of Safe Rooms that are needed will depend on each unique situation and are best determined on a case-by-case basis. The Safe Room coordinator has the following responsibilities:

- Attend all Flight Team meetings.
- Set up Safe Rooms.
- Monitor supplies and the staff-to-student or adult-to-student ratio in each Safe Room.
- Keep lines of communication open with administrators.
- Keep track of the Safe Room staff.
- Coordinate requests for supplies and information, and make sure they are filled.
- Keep the paper trail for the Flight Team verification of formal written referrals.
- Keep records and create the paper trail for the school or district.
- Explain and uphold the policy of not admitting parents to those who want to enter the student Safe Room.
- Lead debriefings or locate a Flight Team member who can lead them.
- Ensure that all Safe Room staff members attend debriefings.
- Refer Safe Room staff for professional help as needed.
- Collect information on how the Safe Room operated, and summarize and distribute any findings that could be helpful for the next Safe Room.

Safe Room Team Supplies Checklist

Each team member should receive a three-ring tabbed binder containing:

- A single map clearly showing the location of each school in the county (in case team members need to travel between schools—for large counties, these maps can just show location from the nearest highway or well-known street)
- A mini-floor plan of each building (8 1/2 x 11 sheet of paper) that identifies:
 - The location of the Safe Room
 - The locations of the restrooms, staff lounge, front office, and other important locations
- A schedule of the bells that indicate lunch, recess, and break times
- Phone extension numbers for key individuals at each building, particularly the administrators, counselors, nurses, and the person whose room is designated to be used as the Safe Room
- Clear directions on how to use the phones
- Legal policies and school policies that are relevant to crises
- CMI Information on working with trauma
- Resource material
 - Flight Team Nondisclosure Statement
 - Signs That a Student May Need Professional Help
 - Safe Room Evaluation

Flight Team Nondisclosure Statement

The members of the Flight Team affirm their belief in the worth and dignity of the individual and believe that it is their professional responsibility to fully respect the right to privacy of staff and students involved in Flight Team responses. What occurs in the Safe Room is confidential.

CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION INCLUDES, BUT IS NOT LIMITED TO:

- Student and staff names
- Names of the student and staff members' family
- Any information that would reveal the student or staff member's identity, such as addresses and Social Security numbers

CONFIDENTIALITY WILL NOT BE ABRIDGED BY THE FLIGHT TEAM MEMBER EXCEPT:

- Where there is a clear and present danger to the student, staff or other persons
- When it is in the interest of the student or staff member to consult with others (such as the school principal, designated team leader, Flight Team coordinator, ESD supervisor, mental health supervisor).
- When the student or staff member waives this right in writing (This could happen if the coroner asks if some students have information that could clarify something about the death. This would definitely be the exception, not the rule. Flight Team members work hard to focus their efforts on helping the students, not on assisting outside people or agencies.)
- During confidential Flight Team debriefings

When Flight Team members respond to a school's crisis call, they are acting in a volunteer role and are therefore required to follow that school's policies and procedures and defer to the decisions of the building administrator.

Flight Team members are mandated reporters and have the professional responsibility to ensure that all child abuse or other situations are referred immediately to the Flight Team Leader and the person from the building who is assigned to make such referrals to the appropriate agency. The team member who is first aware of the situation should also send an email or follow the Flight Team Leader's recommendation on making sure there is some written communication with administration at the building confirming that they received and acted on the report by taking appropriate action. (The action taken may not be communicated back to the Flight Team member, but a reply confirming the school's receipt of the information is necessary should this be needed in the future.)

Professional ethics and confidentiality are most important. Flight Team volunteers are expected to comply with all of the district's rules and regulations.

My signature below certifies that I have read, fully understand, and agree with the information above and agree to abide by these procedures. My signature also indicates that I understand that the good will of the Flight Team depends upon, among other things, keeping information confidential.

Flight Team Member

Date

Flight Team Member

Date

Flight Team Member

Date

Flight Team Member

Date

Flight Team Member

Date

Flight Team Member

Date

Debriefing Questions for Safe Room Staff

Safe Room staff and other adults who give all of their energy to supporting students during a crisis will find that they may need considerable support themselves by the end of each day that they serve in a school.

Not everyone needs to respond to every question listed here. Everyone does, however, need the opportunity to put words to the experience, to have others bear witness to their process, to be reminded of the importance of confidentiality, and to shift toward a more relaxed state before leaving the school.

SOME KEY QUESTIONS ARE:

- What happened as you provided the Safe Room response today?
- What were some of your reactions during the day?
- What are you feeling right now?
- Are there parts that are lingering for you?
- Were there things that students said or asked that were particularly difficult?
- Are there students who may require further counseling or who appear to be at risk for suicide or trauma or for other reasons?
- What worked well?
- What could be improved?
- How could you have felt more supported during the day?
- How could you be supported right now?
- What changes could we make in the crisis response plan based on your experience?
- What are you going to do to take really good care of yourself tonight?

Sample Agenda for Follow-Up Debriefing

All Safe Room staff must have a chance to find closure to the crisis through a follow-up meeting. This meeting will allow staff and other Flight Team members who participated in the process to address any unresolved issues, evaluate and improve the process, and identify those students who need additional support.

1. Begin by stating your appreciation for the staff's efforts and reminding all of the purpose—to give those who participated in the response one more time to diffuse the lingering energy they hold, to find support from the larger group, and to identify lessons learned and improvements to be made to the plan.
2. Briefly describe the event and circumstances.
3. Ask each Safe Room staff member to describe his or her participation and experience:
 - o What he or she did
 - o How the day(s) went
 - o Anything about his or her experience that is still lingering
4. Invite Flight Team members to discuss what could have been handled better and suggestions for improving the response plan or protocols. Some questions to address:
 - o What worked well?
 - o What could be improved?
 - o How could you have felt more supported during the day?
 - o What changes could we make in the Safe Room plan or crisis response plan based on your experience?
5. Open it up for any team members to comment.
6. Be sure to express appreciation for those who provided services to the school in need. Mention strengths or unexpected challenges that were managed particularly well, etc.
7. Collect all suggestions and distribute a written list of them to everyone associated with the team.
8. End with informal social time.

Safe Room Evaluation

SCHOOL:

DATE:

(To be filled out by Flight Team members who staff the Safe Room or who respond to a school site.)

NAME:

SCHOOL:

YOUR ASSIGNMENT OR ROLL:

What worked well?

What could be improved?

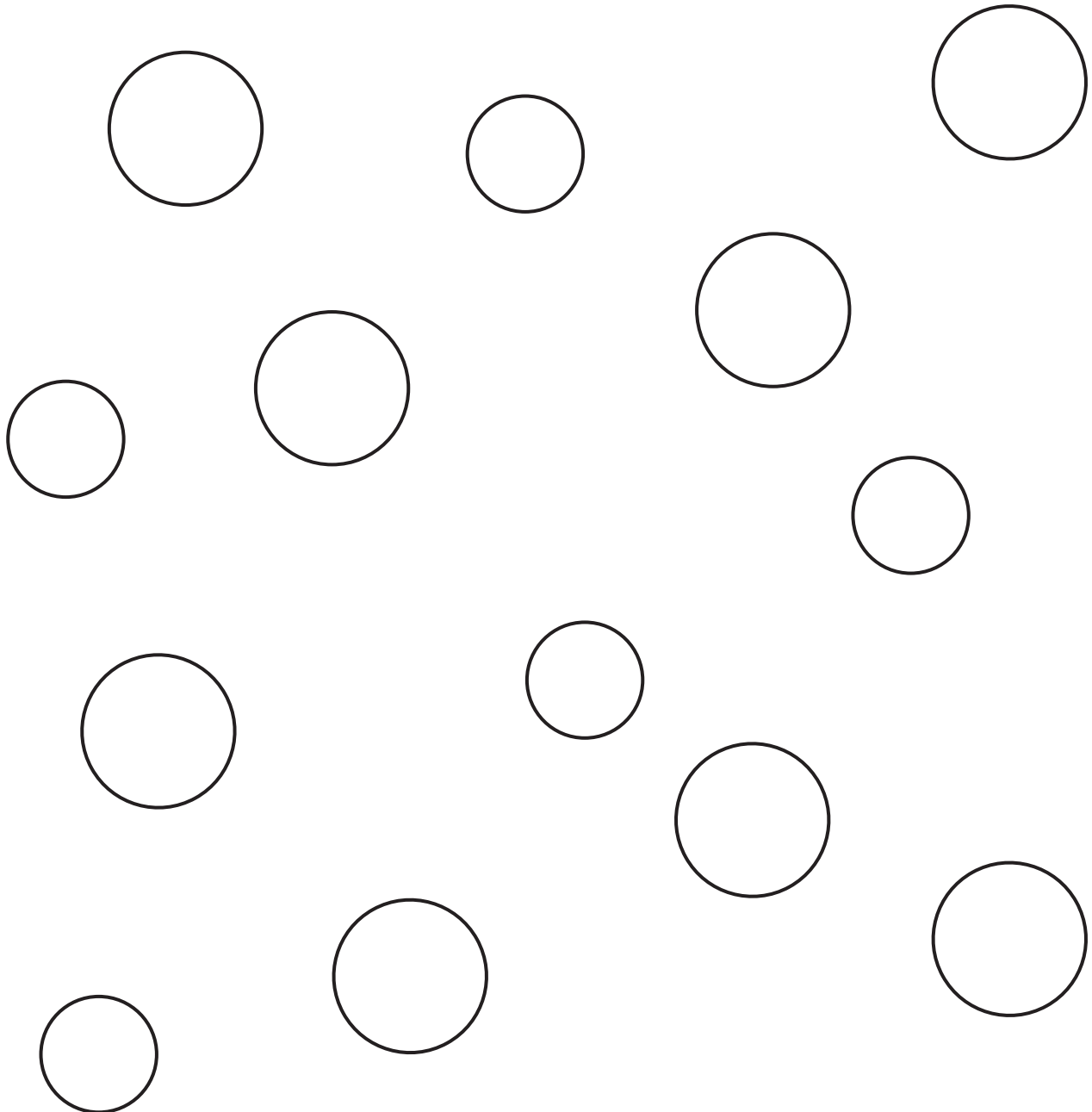
What about the room arrangement or environment was particularly helpful or could have been better structured another time?

What was done for the staff person who gave up his or her space for the Safe Room? Did you provide extra debriefing, leave a special note behind, or send a card of appreciation?

What suggestions do you have for future Safe Rooms? Do you have other comments?

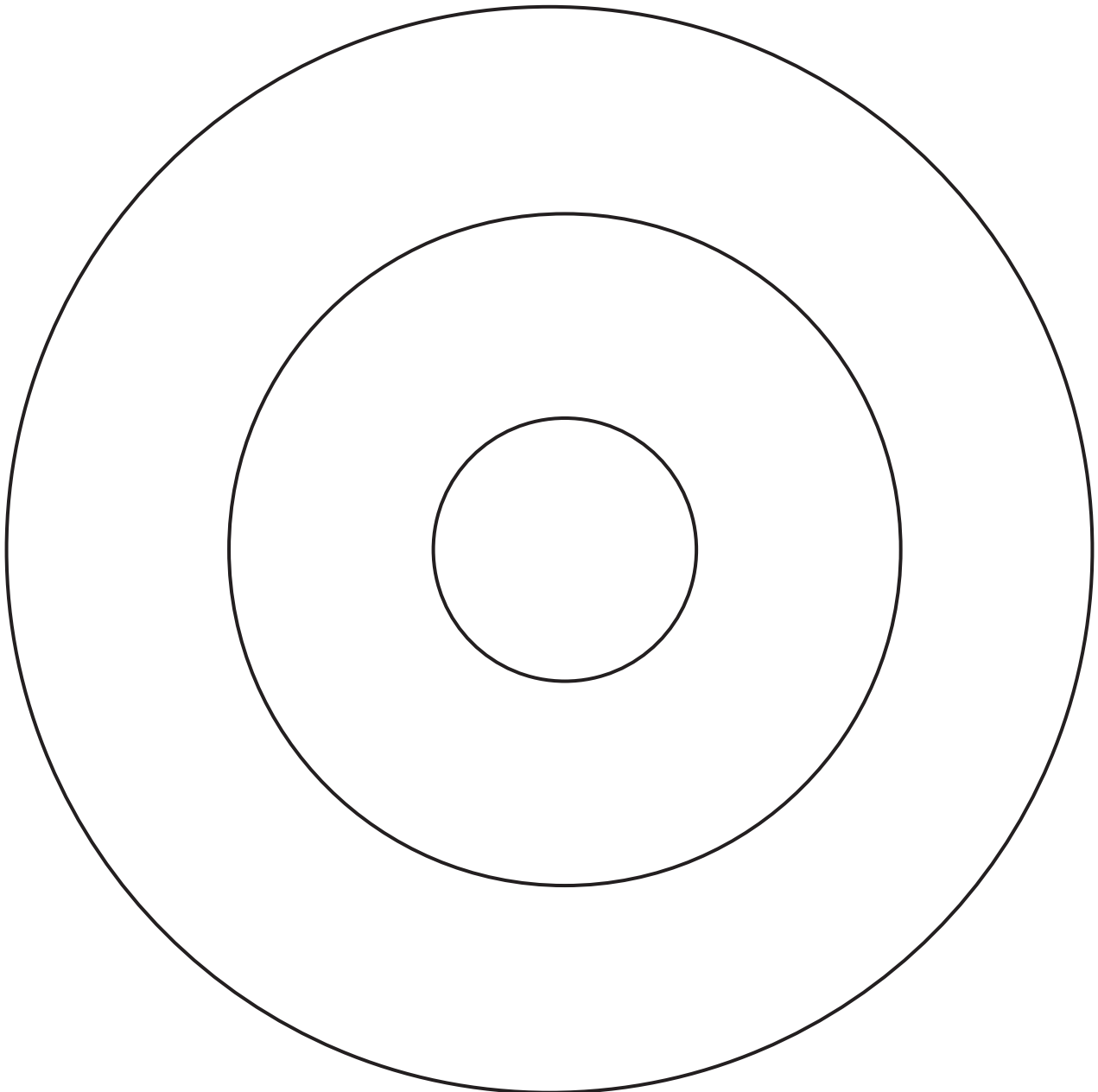
Circles of Connection

Name each circle to represent people in your life. Don't forget to add yourself to a circle. Add as many additional circles as you need. Choose a color and draw lines to connect the people who know each other. See how many people you have in your world! Now with a different color, connect the people who know one another from one place (school, place of worship, neighborhood, family). We're all connected in so many ways. Color all the kids in one color. Color all adults in another color.



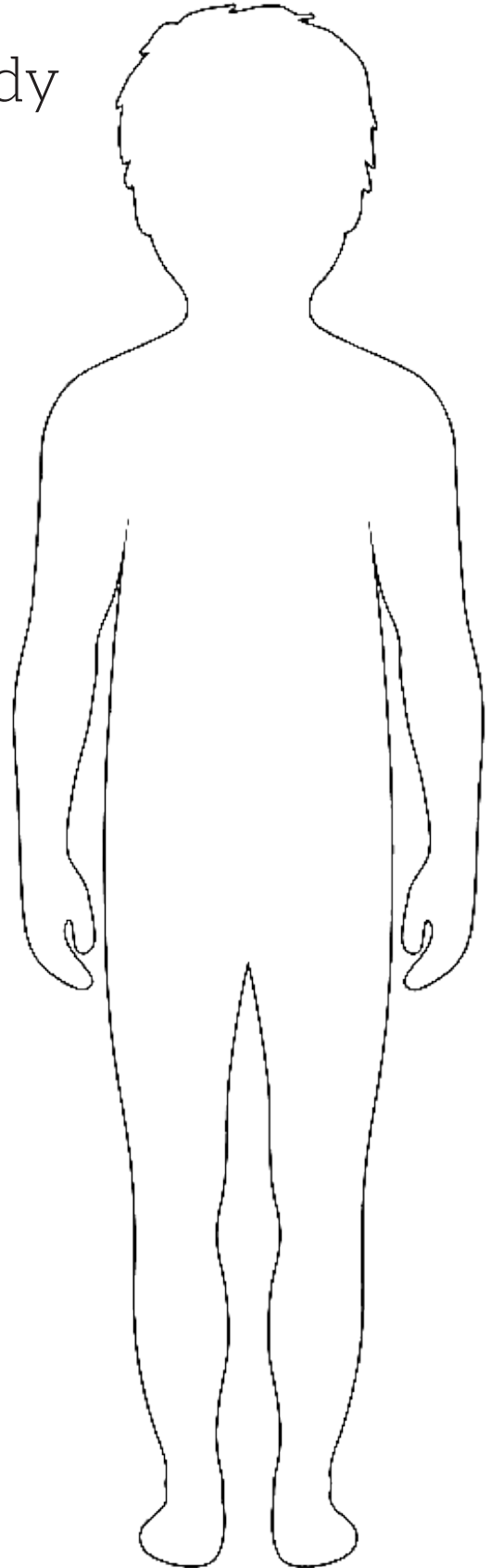
Target of Trust

In the very center circle, write the names of people you trust with your feelings the very most. Who can you tell almost anything? In the middle ring, write the names of people you trust a lot and with whom you can share a lot, but just not the very most. Finally, in the outside ring, list those who you enjoy being with, like to be around, laugh with and play or hang out with, but haven't known them very long or your relationships aren't very deep.



Holding Feelings in My Body

I HAVE THESE FEELINGS



I HOLD THESE FEELING IN THESE PLACES

- Draw your feelings on the body.
- Choose the color that feels right for each feeling.
- Draw a line to match the feelings you wrote to the drawings on the body.