

ROLES AND RESPONSIBILITIES

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency, disaster and crisis operations and shall remain at the School Command Post to observe and direct all operations. The IC will generally be the school Principal or Assistant Principal. The IC will ensure the safety of the students, staff members and others on school grounds. The IC shall assess the type and scope of the emergency, determine the threat to human life, implement the Crisis Prevention and Response Plan and assign functions and positions as needed.

Preparedness

- Lead school Crisis Planning & Response Teams.
- Review and update Crisis Prevention and Response Plan with Crisis Response Planning Team at least annually.
- Participate regularly as a member of the School Mental Health Crisis Team (SMHCT) and as a liaison between all school crisis and planning response efforts.
- Review the school mental health plan with the school Counselor and assist with updates as needed.
- Assume a co-leadership position with the school Counselor to design and approve protocols for each crisis stage.
- Ensure Crisis Response Team members that are selected annually are adequately trained.
- Provide meeting space and training opportunities for Crisis Response Team members and other school staff.
- Serve as the lead emergency contact in the event of a crisis and assist with developing the plan for chain of communication in contacting first responders, including when and how the school Counselor will be contacted to mobilize MH response team.
- Ensure equipment, food, first aid, and emergency kits in a place that has easy access; inventory and monitor shelf life expirations at least annually.
- Review the reunification process and ensure that faculty, staff, students and parents understand how it works.
- Ensure updates are made to internal and external phone, email or text lists at the beginning of the start of each school year and throughout the year as needed.

Prevention

- Take an active role in promoting the prevention component of crisis management.
- Support the implementation of universal prevention programs (Suicide Prevention, Expanded School Mental Health, School Counseling Program, Bullying and Violence Prevention, PBIS, etc.)
- Work with the SMHCT to develop a school-wide process for identifying and referring at-risk students.
- Promote the established referral process.
- Ensure the SAT team is fully operational and utilizing best practices for connecting students with support services.
- Ensure a process is established and followed for safety evaluations of threats of violence and suicide.
- Ensure all students and staff are trained to fully implement multi-tiered preventions programs that foster early identification and support for at-risk students.

Response

- Assume the lead with the school/community Incident Command Center, meet with external emergency responders IC and form Unified Command (UC).
- Gather facts on the incident and assess the situation based on those facts.
- Develop and implement a plan of action. Have a back-up plan ready.
- Make decision to remain at current status or prepare to Evacuate, Lockdown, Shelter-in-Place, or Run/Hide/Fight.
- Ensure all notifications are made as needed or legally required. (e.g. 911, law enforcement, DHHR, Superintendent/BOE, Crisis Response Team (CRT), SMHCT, teachers and staff, parents/guardians, etc.)
- Know and follow appropriate protocols of crisis response.
- Work with the SMHCT to establish time and locations for briefing and debriefing meetings.
- Ensure legal responsibilities are followed to protect student, staff and family confidentiality and privacy issues.
- Understand facts surrounding the crisis, and regularly update and share with the Crisis Response Team including the school Counselor/SMHCT lead to provide accurate information for planned response and recovery efforts.
- Constantly monitor the situation and get updates from all resources.
- Coordinate parental and media communications, with the help of crisis team co-managers, including the SMHCT manager following established county policies.
- Direct staff and first responders to ensure physical and emotional safety of students and staff during the crisis, especially those that are emotionally vulnerable.
- Debrief and meet with crisis co-manager(s) and team members for follow-up activities, resources, and support.

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SCHOOL COUNSELOR

IMPORTANT NOTE: School counselors play a vital role in promoting positive mental health practices in schools and are required by Policy 2315 to assist with school-wide crisis preparedness, prevention, intervention, and response. They should also take an active role in outlining responsibilities and best practices in the school crisis planning and response. Therefore, a SCHOOL COUNSELOR should be an active member of the School Crisis Response Planning Team and assume the role of the Mental Health Crisis Response Team lead in each school. However, a co-manager should be assigned to assist /act on his/her behalf when the manager is not available to carry out assigned roles and responsibilities. In the case when a counselor is in multiple schools he/she can still assume the lead role, but should clearly designate others who will assist with and carry out the roles and responsibilities to act on his/her behalf if a crisis occurs when he/she is not in the school. When there are multiple school counselors in a school, the school crisis response planning team will discuss and divide appropriate tasks or responsibilities with other counselors. All counselors will assist with prevention, interventions, training, referrals, follow-up, etc. with their own caseload of students.

Preparedness

- Serve as a member of the School Crisis Response Planning Team and take the lead to establish a School Mental Health Crisis Team and annually review membership.
- Maintain a current list of planning and response team members and their current contact information.
- Serve as a liaison for the School Mental Health Crisis Team, sharing information with members that are not common to the Crisis Response and Planning Teams.
- Hold regularly scheduled meetings to develop and update school protocols to address crisis preparedness, prevention, response and recovery.
- Work with the team to establish a communication protocol to engage stakeholders in various crisis situations: phone tree, blog, email list, etc.
- Engage school and community stakeholders to establish protocols and share expectations for roles and responsibilities in crisis preparedness, prevention, response and recovery.
- Work with the School Crisis Response Planning Team to plan appropriate training for students, staff, families and community stakeholders, ensuring appropriate experts are engaged.
- Develop a plan to incorporate mental health considerations into school crisis drills.
- Ensure School Mental Health Crisis Team members are trained on various crisis types and resources are needed to respond appropriately.

Recovery

- Ensure reunification process is working.
- Assess damage to facility.
- Initiate incident report.
- Implement critical incident stress management if needed.
- Debrief the school board, faculty, staff, parents/guardians and students as appropriate.
- Conduct a post-incident critique with CRT, school security, external emergency responders and other key stakeholders.
- Ensure that proper clean-up/decontamination occurs.
- Ensure that the School Nurse connects identified students and staff with external providers to address ongoing health needs.
- Ensure that the School Counselor connect identified students and staff with school-based and external providers to address short and long-term mental health needs.—Prepare school for reopening.
- Continue to provide a safe space for students, faculty and staff to debrief and recover from crisis.
- Consult with SMHCT to ensure they have needed resources to support students, staff and families during recovery.
- Allow students and staff ample time to process grief before returning to building as needed.
- Assist with normalizing the classroom and school routines when students return to the building.
- Debrief with crisis team (what went well, challenges, identified needs, etc.).
- Assist with school assemblies to help process/memorialize event.

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- Ensure Crisis Response Team members are trained on their roles and self-care.
 - Be aware of team members experiencing high levels of stress which might affect their abilities to provide support and ensure they exercise self-care.
 - Annually review and evaluate School Mental Health Crisis Team processes and protocols, including the community/school preparedness partnership, and make necessary revisions to improve crisis response efforts.
- Prevention**
- Conduct an annual needs assessment to determine personal/social needs of students and to guide prevention priorities.
 - Review discipline referrals to identify behavioral needs and students with at-risk behaviors.
 - Ensure a process is in place to annually conduct universal assessments to identify students with mental health issues.
 - Work with the school staff to identify students with special needs (emotional, behavioral, physical).
 - Ensure a referral process is in place for at-risk students.
 - Work with administration to ensure the SAT process is fully functioning and utilized to fully support referred students.
 - Collaborate with school and community mental health professionals to provide individual and small group counseling for at risk students to address social-emotional issues.
 - Work with the school leadership, the School Mental Health Crisis Team and school staff to implement school-wide universal prevention programs to address identified student needs (e.g. Expanded School Mental Health, Positive Behavioral Interventions and Supports, Suicide Prevention Programs, Bullying Prevention Programs).
 - Assist with training students, staff and administration in prevention efforts including best practices to address specific topics (e.g. deescalating anger, violence prevention, suicide prevention, grief).
 - Assist with training of Crisis Team members and other school staff to assist with prevention efforts.
 - Identify and establish liaisons with local resources to assist with staff and student counseling.
- Response**
- Work closely with the Principal/IC to direct the School Mental Health Crisis Team response to anyone involved or impacted by the crisis event.
 - Establish the facts of the crisis as clearly as possible.
 - Determine the groups impacted by the event and what type of response and support is needed.
 - Determine the time and place for School Mental Health Crisis Team to meet and respond.
- Assign responsibility to make necessary contacts if additional resources are needed.
 - Assign a team member to the Command Center to communicate with the SMHCT manager to provide updates and identify mental health needs related to the current crisis.
 - Establish a school location of the SMHCT for:
 - » Member check-in and meeting with School Mental Health Crisis Team members
 - » Disseminating responsibilities related to the crisis
 - » Receiving and making phone calls
 - » Updating crisis information to be disseminated
 - » Debriefing
 - Establish school location(s) where students and staff can seek and give emotional support.
 - 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.
 - Help identify staff members affected by the crisis and special assistance they may need.
 - Monitor and keep the School Mental Health Crisis Team informed through:
 - » Orientation
 - » Updated information
 - » Debriefing before they leave
 - » Follow-up plan and information
 - Be aware of stressors of crisis on caregiver and exercise self-care.
 - Educate crisis response team member regarding self-care tips.
 - Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.
- Recovery**
- Work with School Mental Health Crisis Team to identify and refer students who need further counseling and resources.
 - Work with School Mental Health Crisis Team to provide resources to teachers for classroom interventions in the aftermath of the crisis.
 - Debrief with Crisis Response Team.
 - Ensure that a referral and follow-up process is in place for students and staff who need long-term services.
 - Assist the principals with writing thank you notes, condolence letters, family, hospital/funeral follow-up
 - Assign a community expert to observe crisis responders and provide information about self-care, as needed.
 - Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.
 - Assist with school and community activities to help process and memorialize the crisis (e.g. anniversary dates).

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SCHOOL RESOURCE OFFICER (SRO)

A crime or other situation in or near a school may require the school staff take steps to quickly secure the school from internal or external threats. This will involve developing specific assignments for school personnel during such an emergency and creating a system to make sure the school is secure. The SRO would then act as a liaison with the agency handling the local event.

Preparedness:

- Serve as a member on the school's Crisis Planning and Response Teams.
- Attend Prevention Resource Officer Conference for training and certification annually.
- Assist with reviewing and updating the school's Crisis Prevention and Response Plan annually.
- Assist with drills and tabletop exercises.
- Assist with training school staff in relation to security, safety and other special crisis considerations.
- Ensure Crisis Prevention and Response Plan is current.

Prevention

- Work to establish positive relationships with administration and students.
- Be visible within the school community to build working relationships with faculty, students and community.
- Assist the school counselor in designing the universal prevention program and establishing the roll for School Resource Officer (SRO).
- Work with the School Crisis Response Planning Team to develop a school-wide process/protocols for identifying at-risk students.
- Utilize the Student Assistance Team (SAT) to refer identified students for preventative services.
- Serve on planning groups to assist in the facilitation of a rapid, coordinated, effective emergency response within the framework of the Incident Command System.

Response:

- Under the order of the Incident Commander (IC), secure the entire school and report back to the IC.
- Assist with school searches, evacuations, sheltering-in-place, lockdowns and other protective responses per school crisis protocol.
- Assist with mobilizing community resources, per school crisis protocol.
- Work with school counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies may be necessary.

Recovery:

- Unlock the school and prepare to return the school back to a normal condition.
- File a report with the local law enforcement agency as appropriate.
- Assist with normalizing school routines as soon as possible after the event.
- Refer students experiencing trauma interventions (may be evidenced by acting out behaviors)
- Debrief with the crisis team.
- Participate in the evaluation and revision of the school Crisis Prevention and Response Plan.

NOTE: In the event the school does not have an SRO, the responsibilities will be delegated to the Head Custodian except for filing a report with the local law enforcement agency which will become the responsibility of the IC.

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SCHOOL NURSE

The School Nurse is responsible for the medical care of school occupants. He/she plays a vital role during and emergency by taking control of medical operations, setting up triage and treating those who are injured or who become ill.

Preparedness:

- Serve as a member of the School Crisis Planning Team.
- Have an excellent understanding of the school's Crisis Prevention and Response Plan (CPRP) and the roles and responsibilities of each CRT member.
- Participate regularly on the School Crisis Response Team for drills and tabletop exercises.
- Assist as appropriate in an on-going assessment to identify hazards from all possible sources and to reduce the potential for an emergency to occur (vaccinations, recognition of potential threats, etc.)
- Facilitate the development of a mechanism for ongoing crisis training for school health staff.
- Identify and prepare for the unique emergency preparedness needs for students with special needs.
- Ensure medications and first aid supplies can be taken within a moment's notice.
- Ensure an adequate amount of first-aid supplies are available and shelf life is not expired.
- Ensure current medical records are maintained.
- Identify and establish liaisons with common resources for students and staff related to crisis.

Prevention

- Assist the school counselor in designing the universal prevention program and establishing the role for school nurses.
- Work with the mental health crisis team to develop a school-wide process for identifying at-risk students.
- Work with tam to be familiar with the referral process for services.
- Be knowledgeable about school nurse's role in the Crisis Prevention and Response Plan including triage, coordination of the first aid response team, and direct hands-on care to victims of the emergency.
- Utilize the Student Assistance Team to refer identified students for preventative services.
- Serve on planning groups to assist in the facilitation of a rapid, coordinated, effective emergency response within the framework of the Incident Command System.

Response:

- Report to the Incident Commander (IC) for task assignment
- Provide medical treatment to those who are injured or have become ill.
- Assist with addressing health needs of students as per crisis protocol.
- Assist with mobilizing community resources, per school crisis protocol, as a link to the medical/public health community and to parents.
- Address the unique emergency preparedness needs for students with special needs.

Recovery:

- Assist with students, parents, and school personnel by providing direct support and being the liaison between the community resources and those in need per school crisis protocol.
- Debrief with the crisis team.
- Participate in the evaluation and revision of the school Crisis Prevention and Response Plan.
- Work with local hospitals and healthcare facilities/ professionals or public health agencies to provide vital medical information.
- Participate in the post-incident critique.

NOTE: In the event the school does not have a Nurse, the responsibilities will be delegated to the main office Secretary except those requiring medical knowledge or training which will become the responsibility of EMS/Fire or other first responders.

TRANSPORTATION DIRECTOR

Preparedness

- Ensure there is an emergency folder on each bus that would be available to first responders in the event the driver is incapacitated (rosters, seating chart, medical needs as applicable)
- Plan evacuation routes and safe houses for all bus routes/schools.
- Encourage bus drivers to take NIMS/ICS training online through FEMA Emergency Management Institute.
- Consider coordinating drills with schools that include off-site evacuation involving bus transportation.
- Consider planning drills other than evacuation on school buses, for events such as weather related, earthquake, or active shooter.
- Ensure Principals/schools or County Safety Director promptly notifies the Transportation Director of any incidents at or near the school that would disrupt normal procedures. The Transportation Director will relay necessary information to bus drivers.

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EVACUATION COORDINATOR

The duties of this position focus on organizing the off-site Evacuation location during an emergency situation. This includes planning the movement of the school occupants to the location and assisting with the accounting of the occupants once they are moved. Key aspects of this assignment involve planning for the use of a location and planning the Evacuation route and process to safely move the students. When organizing an Evacuation, consider persons with special needs and plan for how those persons will be moved and what assistance may be required.

Preparedness

- Identify on-site and off-site Evacuation assembly areas and review annually.
- Note Evacuation assembly areas in the school's CRP.
- Identify all routes to off-site Evacuation assembly areas.
- Develop contingency plans to Evacuate persons with special needs to the off-site emergency Evacuation assembly area.

Response

- Assist teachers with the Evacuation of the school.
- Assist teachers with the accounting process at the Evacuation assembly area.
- Assist with the needs of the students at the Evacuation assembly area.
- Check in with the owner/facility manager of the secondary Evacuation assembly area.

Recovery

- Assist teachers with the Reunification process.
- Participate in the post-incident critique.
- Assist IC with incident report.

- Transportation Directors will work with schools to identify appropriate staging areas in the event normal bus loading/unloading procedures cannot be followed.
- Multi-county vocational centers should be included in emergency transportation planning.

Prevention

- Encourage bus drivers to be aware of student's demeanor, behavior or interactions that may identify a child is in need of their immediate attention, or may also need referral to the school Counselor or school Administrator.
- Encourage bus drivers to be attentive regarding possible threats between students or towards the school, staff or others.
- Remind bus drivers to be aware of their surroundings and anything that is not "normal" or appears odd and to report it to the proper authorities.
- Bus drivers should use their best judgment in determining whether it is safe to release/allow entry to/from the bus, as it is always best to err on the side of caution.
- Ask bus drivers to report any road hazards or threats such as rising water (rivers or creeks), black ice, tree limbs/obstructed roadways or other conditions that should be avoided if possible.
- Consider providing training to bus drivers as part of staff development to address student behavior issues and concerns.

Response

- If possible, the Transportation Director or member of the central office staff should participate on-site to support the needs of the Incident Commander and assist with decision making pertaining to the bus fleet and student welfare.
- Ensure there is a method or mode of communications and immediate response between all bus drivers and the transportation director/central office or schools.
- Remind bus drivers to restrict communication during an emergency so that the best response can be taken.
- Do not forget to notify Multi-county vocational centers of any incident that will impact their students.

Recovery

- Participate in any debrief or hot-wash with the other members of the Crisis Response Team following an incident or drill.
- Remind bus drivers to have heightened awareness following an incident of students' demeanor, behavior or interactions that may identify a child is in need of their immediate attention, or may also need referral to the school Counselor or school Administrator.
- Ensure bus drivers receive emotional support or wellness services following any incident.

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REUNIFICATION COORDINATOR

When a critical incident occurs at a school, parental response must be anticipated. Many parents/guardians will likely come to school to pick up their child(ren). A plan must be in place to provide specific directions for parents/guardians that arrive at school. A central location must be established where the parents/guardians can wait to be reunited with their child(ren) and obtain information about the incident. The Reunification Coordinator should be at this location and coordinate the activities at this site. This coordinator should communicate with the Superintendent or designee to obtain information that can be released to the parents/guardians. The Reunification Coordinator should also communicate with the Evacuation Coordinator to facilitate children coming to the reunion location to join their parents/guardians. At least one staff member will be needed to assist in escorting students to reunite with their parents/guardians. The Reunification location has the potential to become very chaotic during an incident, but with proper planning the activities can be established quickly and remain organized.

Preparedness

- Identify on-site and off-site Reunification areas and share with parents/guardians annually.
- List the Reunification areas in the school's Crisis Prevention and Response Plan and keep current.
- Review the school's Crisis Prevention and Response Plan to ensure the Reunification process is easy-to-understand and consistent with county and state standards.

Response

- Assist teachers and staff with student accountability.
- Advise staff of the Reunification process and what time the process will take place.
- Ensure that accountability of each student is the primary goal of the school district.
- Update the IC on the operations of the reunification process.

Recovery

- Assist custodians with the clean-up of the reunification area,
- Participate in the post-incident critique.
- Assist Incident Commander with incident report.

HEAD CUSTODIAN

Beyond the maintenance of the school and grounds, the Head Custodian's role will expand in an emergency situation to include ensuring that crisis protocols work smoothly. The Head Custodian becomes a significant part of the crisis equation by helping to maintain infrastructure integrity. Additionally, she/he becomes a general resource to respond to unforeseen situations that may arise.

Prevention/Preparedness

- Understand the school's Crisis Prevention and Response Plan and his/her roles and responsibilities and those of other CRT members.
- Secure all keys and keep locked doors and windows secured.
- Keep utility supply and maintenance rooms locked and free of debris.
- Keep chemicals and combustibles secured in appropriate storage areas.
- Maintain updated MSDS information in the main office and maintenance area.
- Ensure lighting is kept in good repair.
- Ensure HVAC and utility systems are maintained.
- Ensure signage and perimeter fencing is maintained.
- Check AED batteries and fire extinguishers regularly.
- HVAC and utility systems are maintained.
- Ensure signage and perimeter fencing is maintained.
- Check AED batteries and fire extinguishers regularly.

Response

- Report all occurrences of system failures and abnormal conditions.
- Report to the IC for task assignment.

Recovery

- Participate in the post-incident critique.
- Work with utility providers to restore and maintain order.

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COMMUNITY MENTAL HEALTH PROVIDER

Preparedness

- Identify a lead community mental health agency to assign an individual to serve on each school's crisis team.
- Participate regularly on assigned school team.
- Provide training for crisis team members and other school staff on evidence-based practices related to mental health.
- Provide resources for students, staff and families.
- Provide training for other community mental health providers on school crisis prevention and response protocols.
- Annually review and evaluate community/school preparedness partnership.

Prevention

- Work with the school crisis team/school staff to develop a protocol for referrals and reducing barriers to services.
- Provide individual and group therapy to at-risk individuals.
- Facilitate communication with school as necessary.
- Encourage parents to sign a release-of-information agreement for information sharing.
- Connect students, staff and families with social/community supports to address individual needs.

Response

- At time of crisis, follow school protocol to engage other relevant stakeholders in crisis response to ensure the appropriate resources are available to respond to staff & student needs.
- Provide psychological first aid and mental health supports to individuals and groups as per the school protocol and as directed by the school crisis manager.
- Connect students, staff and families with social/community supports to address individual needs.

Recovery

- Participate in crisis team debrief.
- Provide follow-up services to students, staff and families who need additional help.
- Provide ongoing individual and group therapy as needed.
- Evaluate the social/community supports of students, staff and families and assess the need for additional resources.
- Provide information about employee-assistance programs.
- Provide expertise and assistance with mental health supports during anniversary events.

SCHOOL-BASED MENTAL HEALTH PROVIDER

Preparedness

- Serve as a member of the school crisis team.
- Participate regularly on the school crisis team.
- Help design protocols for each crisis stage.
- Assist with training of crisis team members and other school staff.
- Identify and establish liaisons with common resources for staff and student counseling.

Prevention

- Assist the school counselor in designing the universal prevention program and establishing the role of the school-based provider.
- Work with the mental health crisis team to develop a school-wide process for identifying at-risk students.
- Utilize Student Assistance Team (SAT) to refer identified students for prevention services.
- Provide individual and group counseling to at-risk students.
- Facilitate communication with school as necessary.
- Encourage parents to sign a sharing-of-information agreement.
- Connect students, staff and families with social/community supports to address individual needs.
- Inform students, staff and families about the referral process.
- Make referrals and/or conduct safety evaluations for threats of violence and suicide according to established school protocols.
- Make referrals to community or school-based providers for individual or group counseling as needed.
- Lead school assemblies & provide classroom resources for identification of mental health difficulties and teach coping skills.
- Assist with staff training related to prevention in area of professional expertise.

Response

- Assist with mobilizing community resources as per school crisis protocol.
- Provide psychological first aid and mental health supports to students, staff and families.
- Work with the school crisis team to determine counseling services needed.
- Work with school crisis team to ensure appropriate referrals are made and services are being delivered.

Recovery

- Identify and refers students who need further counseling and resources.
- Provide resources to teachers for classroom interventions in the aftermath of the crisis.
- Debrief with crisis team (what went well, challenges, identified needs, etc.)
- Assist with school assemblies to help process/memorialize event.

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SPECIAL NEEDS COORDINATOR

Preparedness

- Serve as a member of the School Mental Health Crisis Team (SMHCT)
- Participate regularly on the school crisis team
- Help design protocols for each stage of the crisis
- Assist with training of crisis team members and other school staff
- Help develop/identify crisis support resources for students with special needs
- Serve as an emergency contact on response team and help plan your role in contacting first responders
- Communicate with stakeholders about protocols and practices for special needs population

Prevention

- Take an active role in promoting the prevention component of crisis management
- Assist the school counselor in designing the universal prevention program, establishing your role, and training others in your stakeholder group (teacher, community stakeholder, parent, etc.)
- Work with the school counselor to develop a school-wide process for identifying and referring at-risk students
- Inform students, staff and families about the referral process
- Identify and refer at-risk students to the SAT Team for assessment and prevention services
- Make referrals for safety evaluations for threats of violence and suicide according to established school protocols
- Assume your role in implementing multi-tiered prevention programs to foster early identification and support for at-risk student.

Response

- Attend briefing meetings.
- Know all facts surrounding the crisis, including response schedule and planned activities.
- Know location of own assignment
- Work with the SMHCT to determine counseling services needed.
- Know and follow referral procedures and follow-up responsibilities.
- Known and follow appropriate strategies of crisis intervention for your assigned group.
- Align practices with those established by the School Crisis Planning Team to ensure student physical and emotional safety during a crisis.
- Work as a team member to implement school-wide practices established in school crisis protocols.
- Know legal responsibilities that may include confidentiality and privacy issues.
- Refer questions from the media to the appropriate and/or designated person(s)

- Distribute and review any handouts provided by the School Crisis Planning Team
- Help reduce panic by being warm, firm, grounded and reassuring
- Be aware of stressors of crisis on caregiver and exercise self-care
- Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.

Recovery

- Provide a safe and protected environment for students to share personal stories and take next steps to move forward
- Utilize best practices and identified resources for classroom interventions in the aftermath of the crisis
- Identify and refers students who need further counseling and resources
- Assist with normalizing the classroom and school routines as soon as possible after the event
- Debrief with crisis team (what went well, challenges, identified needs, etc.)
- Assist with school assemblies to help process/memorialize event

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OTHER SMHCT MEMBERS

Preparedness

- Serve as a member of the School Mental Health Crisis Team (SMHCT)
- Assist with training of crisis team members and other school staff
- Help develop/identify crisis support resources for students and staff.
- Serve as an emergency contact on response team and help plan your role in contacting first responders
- Communicate with stakeholders in your roll to share protocols and practices for crisis prevention, response and recovery counseling.

Prevention

- Take an active role in promoting the prevention component of crisis management
- Work with the School Crisis Planning Team to develop a school-wide process for identifying and referring at-risk students.
- Inform students, staff and families about the referral process.
- Identify and refer at-risk students to the Student Assistance Team (SAT) for assessment and prevention services.
- Know location of own assignment
- Work with the SMHCT to determine counseling services needed.
- Know and follow referral procedures and follow-up responsibilities.
- Known and follow appropriate strategies of crisis intervention for your assigned group.
- Align practices with those established by the School Crisis Planning Team to ensure student physical and emotional safety during a crisis.
- Work as a team member to implement school-wide practices established in school crisis protocols.
- Know legal responsibilities that may include confidentiality and privacy issues.
- Refer questions from the media to the appropriate and/or designated person(s)
- Distribute and review any handouts provided by the School Crisis Planning Team
- Help reduce panic by being warm, firm, grounded and reassuring
- Be aware of stressors of crisis on caregiver and exercise self-care
- Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care
- Makes referrals for safety evaluations for threats of violence and suicide according to established school protocols.
- Assume your role in implementing multi-tiered prevention programs to foster early identification and support for at-risk students.

Response

- Attend briefing and debriefing meetings.
- Know all facts surrounding the crisis, including response schedule and planned activities.

Recovery

- Provide a safe and protected environment for students to share personal stories and take next steps to move forward
- Utilize best practices and identified resources for classroom interventions in the aftermath of the crisis
- Identify and refers students who need further counseling and resources
- Assist with normalizing the classroom and school routines as soon as possible after the event
- Debrief with crisis team (what went well, challenges, identified needs, etc.)
- Assist with school assemblies to help process/memorialize event