

Educators' Checklist for Coordinating School Response to Crisis-related Stress

This checklist can help you effectively guide schools' crisis Stress response efforts to:

- Obtain easily accessible and accurate information about stress that families, students, and staff may experience
- Increase school staff understanding of how to recognize the warning signs of stress and methods for dealing with stress – appropriate for children of all ages
- Offer actions to help children/youth cope with stress
- Provide tools to assist schools' organized efforts to support mental health and resilience of children/youth and families

- _____ 1. **Ensure that administrative leadership receives information** about the crisis situation and resources to help people cope, and considers the school's role supporting students.
(See "[Educators Important Role in Supporting Students Experiencing Stress](#)")
- _____ 2. **Designate a school leader to coordinate the response** and review the [Crisis Preparedness, Response, and Recovery Web site's](#) resources to select relevant resources to use.
- _____ 3. **Share information with staff responsible for coordination of referral and response** for educational and mental health issues.
- _____ 4. **Coordinate planning with existing school support systems** (e.g. Student Assistance or Student Intervention Team; Resource Management Team; Crisis Response/Recovery Team) and using existing school policies and procedures (e.g. Emergency/Crisis Plan including recovery protocols and Referral Process for Student Support and Mental Health Services).
- _____ 5. **Identify and coordinate resources that support students and families**, including referral process, providers, etc. Use the [Mental Health Services Infrastructure Assessment](#) to review the current school infrastructure for providing information to staff and parents and the process for student referral to mental health and behavioral services. Work with school and community-based mental health providers to map the resources in the chart provided on the last page of the assessment.
- _____ 6. **Develop a plan of response to support students** experiencing stress, referring to the current infrastructure in place and identifying additional components needed to ensure referral and triage to appropriate services. Integrate and coordinate existing school-based and community agency mental and behavioral health supports and services for students and families.

- _____ 7. **Conduct an informational school personnel meeting** to raise awareness among educators about the resources available to support children, families and others (e.g. the important role educators can play; how to recognize the warning signs of stress and methods for dealing with stress appropriate for children of all ages; and referral and service protocols they may use). See a [suggested agenda](#) for the staff meeting.

- _____ 8. **Share information with parents/families** about coping with stress and resources available, including typical and atypical responses of children of all ages, and tips to help themselves and their children. Consider the best ways to reach families to disseminate the information (e.g. meetings, newsletters, school website, etc.), and ensure that materials are culturally sensitive and linguistically appropriate.

- _____ 9. **Develop a yearlong plan to complete activities** related to the crisis or disaster response to reinforce awareness and information sharing and outreach efforts, and to support the process for referral and triage to services.

- _____ 10. **Monitor and track activities** related to the crisis or disaster response that reinforce awareness, information sharing, and outreach efforts (e.g. informational meetings and written communications such as newsletters and web posts, referrals and services provided, and data of interest to schools) and monitor continuing areas of support needed.