

SAFE SCHOOLS HEALTHY STUDENTS PROJECT DIRECTORS  
CONSORTIA MEETING

***CRISIS MANAGEMENT***

*Consider the following questions, circling current status for the schools and community you serve.*

	<b>School district(s) has a completed plan</b>	<b>Plan is implemented with documentation</b>	<b>Item fits within your SS/HS scope</b>
<b><u>Crisis Planning and Preparation:</u></b>			
<b>1. Multiple levels of crisis teams are established</b> (school, district, community):	Yes No DK	Yes No DK	Yes No DK
<b>a.</b> clear roles and responsibilities identified for school administrators, school staff, community mental health, & community emergency responders (fire, police, EMS)	Yes No DK	Yes No DK	Yes No DK
<b>b.</b> with a collaborative and unified structure delineated according to the Incident Command System (ICS).	Yes No DK	Yes No DK	Yes No DK
<b>2. Crisis planning and preparation involves clearly delineated activities that address the 4 phases of crisis planning:</b>	Yes No DK	Yes No DK	Yes No DK
<b>a.</b> prevention b) preparedness c) response d) recovery.			
<b>3. Schools have both a comprehensive <i>and</i> a condensed safety plan in place with role and responsibilities (including administrator responsibilities) clearly delineated according to the ICS, and</b>	Yes No DK	Yes No DK	Yes No DK
<b>a.</b> A clearly established communications plan with procedures for any communications with school staff, community agencies and responders, parents, media, etc.	Yes No DK	Yes No DK	Yes No DK
<b>b.</b> Routine crisis team meetings are held to review plan and practice roles.	Yes No DK	Yes No DK	Yes No DK
<b>c.</b> Evaluation procedures are in place to assess crisis response, and revise plans as appropriate.	Yes No DK	Yes No DK	Yes No DK

	<b>School district(s) has a completed plan</b>	<b>Plan is implemented with documentation</b>	<b>Item fits within your SS/HS scope</b>
<b>4.</b> Collaborative relationships have already been established with key response agencies and community agencies, utilizing a unified command structure.	Yes No DK	Yes No DK	Yes No DK
<b>5.</b> <i>Physical Safety</i> : includes activities that are focused on the physical structures of the school environment.			
<b>a.</b> Safety Assessments and interventions have been conducted utilizing a Crime Prevention through Environmental Design approach (CPTED)	Yes No DK	Yes No DK	Yes No DK
<b>6.</b> <i>Psychological Safety</i> : includes activities that are focused on the emotional and behavioral well-being of students and staff.			
<b>a.</b> Schools have good prevention programs in place that address safe schools/positive school climate and building student resilience.	Yes No DK	Yes No DK	Yes No DK
<b>b.</b> In the event of a crisis, school personnel have the training and are prepared to deliver psychological first aid to students and staff.	Yes No DK	Yes No DK	Yes No DK
<b>c.</b> Schools are prepared for interventions that need to be delivered in the recovery phase.	Yes No DK	Yes No DK	Yes No DK

	<b>School district(s) has a completed plan</b>	<b>Plan is implemented with documentation</b>	<b>Item fits within your SS/HS scope</b>
--	--	---	--

**Crisis Response & Recovery**

<b>1.</b> School personnel (especially mental health professionals) are trained in how to conduct psychological triage (primary, secondary, and tertiary assessment).	Yes No DK	Yes No DK	Yes No DK
---	-----------	-----------	-----------

	<b>School district(s) has a completed plan</b>	<b>Plan is implemented with documentation</b>	<b>Item fits within your SS/HS scope</b>
<b>2.</b> School personnel have a clear process, approved by school administrators, for connecting to community mental health resources and providers assisting response & recovery efforts.	Yes No DK	Yes No DK	Yes No DK
<b>3.</b> Effective and accurate psychological triage is linked to appropriate levels of psychological first aid/interventions according to low, medium, and high risk.	Yes No DK	Yes No DK	Yes No DK
<b>4.</b> School staff have the skills/training to deliver psychological response interventions to include psycho-educational groups, individual psychological first aid, and group psychological first aid.	Yes No DK	Yes No DK	Yes No DK
<b>a.</b> School staff understand the difference between crisis response interventions and “counseling/therapy.”	Yes No DK	Yes No DK	Yes No DK
<b>5.</b> The effectiveness of psychological crisis response interventions is evaluated.	Yes No DK	Yes No DK	Yes No DK
<b>6.</b> Schools have resources in place to provide support regarding “Caring for the Caregiver.”	Yes No DK	Yes No DK	Yes No DK
<b>7.</b> Schools have resources and interventions in place for the recovery phase and realize recovery is a process, not a discrete intervention.	Yes No DK	Yes No DK	Yes No DK