

Crisis Team by ICS Role Checklist

PRINCIPAL OR SUPERINTENDENT

WHO	WHAT	INITIAL WHEN COMPLETE
	Notify school superintendent and function as liaison.	
	<p>Determine who will be the incident commander.</p> <p>This could be the first person on scene, the most senior official, the most experienced/trained person in a crisis, an outside party, or someone else determined by school and district leaders.</p>	
	Notify building staff that they will need to come to an emergency meeting before school.	
	Notify individual teachers of student's current schedule before the emergency staff meeting.	
	<p>Hold emergency staff meeting to announce death to staff.</p> <p>- <i>Sample Crisis Script: Staff Death Notification</i></p> <p>Go over plans for reading the Crisis Script: Read to Students, and who will be in the building to help.</p> <p>Let them know where a care station will be located and what to do with students who are upset.</p> <p>Advise faculty and staff to avoid interviews with the media.</p> <p>Encourage substitutes for those staff who need cover.</p>	
	<p>Along with the school counselor, reach out to the family of deceased.</p> <p>Determine who is best to contact the family. Inquire about funeral arrangements.</p> <p>Ask if the funeral will be private or if students are allowed to attend.</p>	
	Update faculty/staff on postvention activities.	

INCIDENT COMMANDER

WHO	WHAT	Initial When Complete
	<p>Determine these key factors in the crisis to determine impact on the school community: Predictability, Duration, Consequences, and Intensity</p>	
	<p>Set up incident command.</p> <p>The Incident Impact will determine the crisis response and which positions Incident Command System are filled.</p> <p>These positions may include Public Information Officer, Safety Officer, Liaison Officer, and Mental Health Officer.</p>	
	<p>Determine which Crisis Annexes are necessary for the crisis response.</p> <p>These may include: Evacuation Annex, Accounting for All Persons Annex, Reunification Annex, Communication and Warnings Annex, Lockdown Annex, Shelter-in-Place Annex, Public Health/ Medical/ Mental Health Annex, Security Annex, Continuity of Operations Annex, Recovery Annex, Memorials Annex, and Threat- and Hazard-Specific Annex</p>	
	<p>Call an immediate meeting of the Building Crisis Team at the school site to begin distributing responsibilities.</p>	
	<p>Distributes scripts for phone responses and provide support and direction to staff who answer phones.</p>	
	<p>Work with school officials to consider special populations of students.</p> <p>This may include students with disabilities, family members of the person who died, close friends of the person who died, students in clubs/ sports teams/ other activities with the student who died, or any other special population deeply affected by the crisis.</p>	

INCIDENT COMMANDER

WHO	WHAT	Initial When Complete
	<p>Determine how to notify students in person.</p> <p>This should be done in small groups such as homeroom/ advisory/ first hour.</p> <p><i>It should never be done by overhead announcement or in a large assembly.</i></p>	
	<p>Work with all staff to simultaneously have faculty members read the <u>Crisis Script: Read to Students</u>.</p> <p>This is best done at the start of the day if possible.</p> <p>If a staff member cannot read the script, other school or district officials should step in and read the script.</p>	
	<p>Work with all staff members to coordinate activity for following the reading of the script.</p> <p>-This may be a class discussion, writing cards to the family, or even moving on with the day's work at an appropriate time.</p>	
	<p>Continually monitor progress of crisis team and help where needed.</p>	
	<p>Work with school officials to assess school in returning to regular routine and what additional supports may be needed.</p>	
	<p>Work with school officials to update faculty/staff on postvention activities.</p>	
	<p>Continue to monitor which Annexes might need to be used in the hours, days, and weeks following the crisis.</p>	
	<p>Evaluate the use of annexes and make improvement plans for the future.</p>	

INCIDENT COMMANDER

Incident Commander (IC) - The Incident Commander is the person in charge during a crisis. They establish objective, planning strategies, and implement tactics. This position is the only position that is always staffed in an ICS. Even small emergencies (such as a student injured on the playground) require an Incident Commander. The Incident Commander manages all functions on an ICS unless they delegate responsibilities to the Command Team. Sometimes the IC is the person with the most seniority, the first responder, the most training, or the highest rank in the crisis. The IC is responsible for ensuring safety in an incident and managing a crisis response. The IC should have the authority to commit school resources, have past experience as incident responder, have ability to take command, balance response initiatives with safety concerns, motivate responders, communicate clear directions, size up the situation and make rapid decisions, assess the effectiveness of tactics or strategies, and be flexible and modify plans as necessary.

PUBLIC INFORMATION OFFICER

WHO	WHAT	INITIAL WHEN COMPLETE
	<p>Draft and disseminate a <u><i>Crisis Script: Letter to Parents</i></u> via email.</p> <p>Include NASP resource, "<u><i>OSDE Addressing Grief and Loss</i></u>," and any other appropriate resource.</p>	
	Communicate policy for releasing students during school hours to attend funeral to staff and families.	
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	Assists in setting up parent information meetings if necessary	
	Develops parent material for email and for the school web page to include NASP resource noted at end of this document and Mobile Crisis Response Team Contact information.	
	Provide staff with guidance and talking points for students and staff. How to answer questions, rumors. Ensure staff knows how to refer students for help.	
	Monitor web-based student tributes on social media sites, student comments on Facebook accounts, funeral home condolences pages or other social media channels for up to 72 hours.	
	Alerts the team to all media coverage and keeps media files	

Public Information Officer (PIO) - Serves as the conduit for information to internal and external stakeholders, including the media or caregivers, according to the National Association of School Psychologists PREPaRE Model. This person should have media relations training or experience, has the authority as designated spokesperson, and has the ability to maintain grace under fire.

SAFETY OFFICER (SRO)

WHO	WHAT	INITIAL WHEN COMPLETE
	<p>Ensure the scene is safe for staff and students.</p> <p>Safety is both in the form of physical safety and psychological safety.</p>	
	<p>Verify death and contact school principals involved. May depend on where death occurred.</p>	

Safety Officer - Monitors safety conditions and develops measures for ensuring the safety of all response personnel. , according to the National Association of School Psychologists PREPaRE Model. The Safety Officer should be experienced in worker safety and hazmat training or experience, and have the ability to assess risk and develop safety measures.

LIAISON OFFICER

WHO	WHAT	INITIAL WHEN COMPLETE
	Set up waiting for parents/families that arrive unannounced on the scene to get questions answered and more information.	
	Contact and update appropriate community services.	

Liaison Officer - Serves as the primary contact for supporting agencies assisting with incident response, according to the National Association of School Psychologists PREPaRE Model. The Liaison Officer should have the ability to represent the concerns and needs of all parties involved in a response.

MENTAL HEALTH OFFICER

WHO	WHAT	INITIAL WHEN COMPLETE
	Work with Crisis Team and school staff to begin identification of potentially vulnerable students (friends, enemies, siblings, and family).	
	Arrange for counselor/ team member to follow class schedule of the deceased student or to stay in the classroom of a deceased teacher.	
	<p>Work with the Logistics Team to set up Care Station for students to come to as a central location for counseling services.</p> <p>Have multiple copies of the <u><i>Crisis Triage Summary Sheet</i></u> available at the Care Station and in the counselors offices or any other place students are receiving mental health supports.</p> <p>Stock the Care Station with bottled water, tissues, coloring pages, markers/crayons, drawing paper, fidgets, etc.</p>	
	<p>Work with Crisis Team and counselors to perform a crisis assessment of vulnerable students in person or virtually.</p> <p>Meet with all students needing assistance in the Care Station or other private location.</p>	
	<p>Hold end-of-day debrief for all mental health professionals, principals, school counselors, and other key individuals.</p> <p>Review what went well, what could have gone better, and what the needs are for the next day.</p>	
	Review the <u><i>Crisis Triage Summary Sheets</i></u> and divide up who will check on students who need to be checked on and when it will happen	
	<p>Work with school officials to continue to monitor the most affected staff.</p> <p>Provide support and resources.</p>	

MENTAL HEALTH OFFICER

Mental Health Officer - Has training as a school-employed mental health professional (e.g., school psychologist, counselor, social worker), and coordinates mental health support services for responders. This officer is given authority to determine that a given responder is unable to fulfill his or her responsibilities as a consequence of the responder's traumatic stress, according to the National Association of School Psychologists PREPaRE Model. The Mental Health Officer should be licensed or certified as a school-employed mental health professional, and have the ability to assess the mental health status of incident responders.

OPERATIONS TEAM

WHO	WHAT	INITIAL WHEN COMPLETE
	<p>Check to see if items need to be collected from student locker / athletic locker facilities.</p> <p>Also, in an elementary classroom, remove the student's desk and rearrange the other desks.</p> <p>In a secondary classroom, have new seating chart for each class the student was in.</p>	
	<p>Anyone who answers the phone should be prepared to field calls from parents and media and know where to refer as necessary.</p> <p>The <i>Crisis Script: Answering Phones</i> will be provided.</p>	
	<p>Work with school officials to manage early dismissal of students to parents</p>	
	<p>Be knowledgeable about where and how to send students to care stations.</p>	
	<p>Be knowledgeable with guidance and talking points for students and staff.</p> <p>How to answer questions, rumors.</p>	
	<p>Know to direct all media calls to the District Public Relations Office.</p>	
	<p>Be knowledgeable about where and how to send students to care stations.</p>	

Operations Team - This team should be led by the person with the greatest technical and tactical expertise in dealing with the problem at hand. In a Unified Command, only one Operations Section Chief is selected by the responding agencies, according to the National Association of School Psychologists PREPaRE Model. The Operations Team Leader should develop and implement a strategy and tactics to achieve incident objectives, organize, assign, and supervise response resources, manage staging areas and special organizations, and organize mental health and medical support for crisis victims.

PLANNING TEAM

WHO	WHAT	INITIAL WHEN COMPLETE
	Implement procedure for responding to impromptu student memorials.	
	Plan for recovery from the crisis.	
	Identify long-term needs of the school or district, which may include a Continuity of Operations Plan and a Recovery Plan.	

Planning Team - This team should collect, evaluate, and display incident intelligence and information; prepare and document Incident Action Plans; track resources assigned to the incident, and maintain incident documentation, develop plans for demobilization, according to the National Association of School Psychologists PREPaRE Model.

LOGISTICS TEAM

WHO	WHAT	INITIAL WHEN COMPLETE
	Set up Hospitality room with bottle water, tissues, snacks, etc. <i>This could be in the teacher's lounge or in an empty classroom or other appropriate space.</i>	
	Manages logistics of locations, staffing, protocol for dismissing students to care stations	

Logistics Team - This team should order, obtain, maintain, and account for essential personnel, equipment, and supplies; provide communication planning and resources; set up food services; set up and maintain incident facilities; provide support transportation; and provide medical services to incident personnel/responders (not injured students), according to the National Association of School Psychologists PREPaRE Model.

FINANCE AND ADMINISTRATION TEAM

WHO	WHAT	INITIAL WHEN COMPLETE
	Notify district administrators and principals if siblings are in another school. Notify past schools attended.	
	Remove student from school rosters.	

Finance and Administration Team - This team should negotiate contracts and monitor performance, perform timekeeping, conduct cost analysis, oversee compensation for injury or damage to property, and hold a critical position if the crisis incident qualifies as a federal or state emergency, according to the National Association of School Psychologists PREPaRE Model.

ALL

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	Be knowledgeable about where and how to send students to care stations.	
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	Know to direct all media calls to the District Public Relations Office.	
	Be knowledgeable about where and how to send students to care stations.	