

## **Emergency Assistance Program**

### **I. STATEMENT OF NEED**

The primary and most significant source of crisis intervention exists within the individual staff of each district. It further recognizes that certain crisis situations may occur within a district that could necessitate assistance from pupil services staff outside the district. To meet this goal the following procedure has been developed.

### **II. STATE OF PURPOSE**

District may request that the pupil services staff (counselors, psychologists, social workers) of neighboring Districts be available to give emergency help upon a tragic incident or situation when a school requests support help.

### **III. OBJECTIVES**

#### **A. Support to Requesting District**

1. Participating pupil services staff will lend verbal support and suggestions, via electronic means (phone, e-mail, etc.).
2. Participating pupil services staff who are asked to assist will go to the school which is seeking supportive services.

#### **B. Intervention**

1. Participating pupil services staff will assist the requesting district's classroom teachers in meeting the needs of their students.
2. Participating pupil services staff will be available for individual and group counseling or provide services as needed by the requesting district.
3. Participating pupil services staff will make needed referrals to proper resources within the school.

#### **C. Inservice**

1. All appropriate staff will be in serviced for crisis intervention.

### **IV. PROCEDURES**

A. Upon learning of a crisis/tragedy, an Administrator will be in touch with his/her own staff to assess the needs of students and staff of the school.

B. During this assessment, a decision will be made whether outside assistance will be needed from the pupil services staff support network.

- C. If needed, an Administrator will request assistance of the school pupil services staff support from other Districts.
- D. The following are suggested guidelines for implementing the Intervention of the requesting school:

A brief faculty/staff meeting is called (if possible) prior to the beginning of the school day to inform staff of the planned intervention within the school.

Suggested intervention strategies are as follows:

- a. A brief classroom orientation (typically during the first hour or homeroom) is given by the classroom teacher and Intervention Team member to students informing them of the existence of the Intervention Center. Note: This orientation will follow the reading of the prepared announcement by the principal.

- (1) Purpose of Intervention Center for personal use and/or referral of others.
- (2) Location of Intervention Center (IMC, classroom, etc.)
- (3) Procedure for use of Intervention Center

- b. The Intervention Center

- (1) Attendance taken and submitted to main office at beginning of each period.
- (2) students are integrated into an intake group to assess their individual needs.
- (3) As a result of needs assessment students may be offered one or more of the following alternatives:
  - (a) Continue with existing intake group
  - (b) Small group session
  - (c) Individual counseling
  - (d) Quiet time
  - (e) Return to class

Note: Any student who wishes to leave school and return home must be cleared through the main office with parent/guardian permission.

- (4) Appropriate notes/records should be kept by Intervention Team members reflection clients seen.

- E. By the end of the first day of intervention, a staff meeting will be held for local and intervening pupil services staff members and/or community resource members to discuss the day's intervention. Clients who met with intervening pupil services staff members will be identified to local pupil services staff and a support plan to address client needs will be formulated. This could include both in-school and community resources. If the requesting district determines that continued short term assistance is needed from staff of the other District, this will

be identified and their district administrators or principals will be advised of this request.

1<sup>st</sup> Reading: 11/14/88  
2<sup>nd</sup> Reading: 12/12/88  
Adopted: 12/12/88  
Reviewed: 11/12/97  
Revised: 9/21/20  
Reviewed: 3/7/22