



Administrative Guidelines

Department: Special Services (DSS)

Policy: N/A

Topic: Intervene Team Procedures

Revised: January 2019

PROCEDURE

Introduction

There are instances in which a school experiences a crisis situation and needs support and guidance to work through a crisis. In some situations, existing school staff can deal effectively with the reactions of students and staff to the crisis; however, there are some instances where additional intervention may be necessary to assist the students in emotionally responding to the situation.

(In the event of a system-wide crisis, procedures should be followed as outlined in the MCS Emergency Procedures Manual.)

- System-Level Personnel
 - Intervene Chairperson (Assistant Superintendent for Special Services)
 - Intervene Team Leader (Designated School Psychologist)
 - School Psychologists
 - School Social Workers
 - School Counselors

- Building-Level Personnel
 - Principal/Assistant Principal
 - **The principal is the official in charge of his/her school; the assistant principal is the designated alternate in the event the principal is unavailable.*
 - School Counselor/s
 - Assigned School Psychologist
 - Assigned School Social Worker

Preplanning

1. The Intervene Team Leader will conduct an in-service for administrative staff at the beginning of each school year to review intervene procedures and identify building-level Intervene Team members. The Intervene Team Leader will redeliver the in-service to

- all system-level intervene team members, including counselors, psychologists, and social workers.
2. The Principal/Assistant Principal will inform all building level staff at the beginning of the school year who to contact in the event of a crisis situation.
 3. An annual contact list will be compiled with all Intervene Team members and administrators at the beginning of each school year. The list will be maintained by the Intervene Team Leader.

Intervene Procedures

The following Intervene Team procedures allow for the immediate response to a school-based crisis, provide a means for communication and direction for school personnel handling the crisis situation and provide emotional support to students to help facilitate the typical school routine.

1. The Superintendent/Designee and the Principal/Assistant Principal involved will discuss the incident and determine whether to initiate Intervene Team procedures. (The MCS Emergency Procedures Manual indicates that incidences at Crisis Level III will require the assistance of the Intervene Team. See Emergency Procedures Manual for specifics.)
2. The Principal/Assistant Principal will notify the building counselor(s) and the Intervene Chairperson, who will notify the Intervene Team Leader. The Intervene Team Leader will initiate contact with needed Intervene Team members through use of the contact list.
3. The Intervene Team Leader and involved Intervene Team members will meet with building level administration to gather/verify facts and determine an appropriate plan of action prior to an announcement to building staff.
4. The Principal /Assistant Principal will inform all staff of the crisis, offering complete and accurate facts: who, what, when, where, and how. This may be done through a faculty meeting or other means determined appropriate by the Principal/Assistant Principal.
5. The Principal/Assistant Principal will inform all staff of the specific times and locations that Intervene Team members will be available to students in need of support following the crisis.
6. The building based Intervene Team members, along with the Intervene Team Leader, will determine the risk level of psychological trauma for students in the school and the possibility of students affected at other schools.

7. Teachers and staff will monitor students' behavior and refer any student who may need additional assistance to the Intervene Team.
8. The Principal/Assistant Principal will determine, with support from Central Office, what written communication should be sent to notify parents and other system personnel, when appropriate.
9. The Principal/Assistant Principal will call a faculty meeting at the end of the first full day following the crisis to evaluate the student and faculty response to the plan of action. They will review and evaluate the effectiveness of the process used to inform students of the crisis; share various issues raised by the students' questions and discussions while seeking concrete ways to address these issues; review and evaluate methods used to ensure vulnerable students' access to Intervene Team members; and plan follow-up.
10. The Superintendent/Designee will determine whether information regarding the crisis needs to be shared with school-system staff or community members and the appropriate mode of communication that should be utilized. (ex. public address system, letters, telephones, media, etc.)
11. The Principal/Assistant Principal and the Intervene Team members will determine if follow-up activities are necessary for students significantly impacted by the crisis. A list of community resources will be available for students and staff who may need additional support following the crisis.
12. The Intervene Team Leader will coordinate a crisis follow-up meeting with Intervene Team members involved in the crisis to discuss the procedures implemented and to evaluate effectiveness of the response.