

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT 2024-2025 MENTAL HEALTH CRISIS RESPONSE & RECOVERY PROCEDURES

If a critical incident/emergency, call 911 and refer to your Comprehensive School Safety Plan.

Definitions

- **Mental health crisis:** a sudden, generally unanticipated event that profoundly and negatively impacts the social and emotional well-being of a significant segment of the school community. A crisis event can be a discriminatory act of hate, staff/student death or serious injury/illness, or community violence.
- **Response Phase:** a reaction to the occurrence of an acute event or emergency with measures taken for life/property/environmental safety. This includes immediate coordination and management of resources utilizing the Comprehensive School Safety Plan.
- **Recovery Phase:** consists of activities that continue beyond the emergency period to restore critical community functions and begin to manage stabilization efforts. The recovery phase begins immediately after the threat to human life has subsided. The goal of the recovery phase is to bring the impacted community back to some degree of normalcy.

Summary

The Mental Health Crisis Response (MHCR) Team is a vital component of the school and district safety protocols. Authorized by school district policies and Comprehensive School Safety Plans (CSSPs), the MHCR Team supports the transition from the Response phase to the Recovery phase by providing coordinated emotional/mental health support following a crisis. The MHCR team provides visible support to address the psychological well being of students, staff, and caregivers.

The focus of the mental health crisis response support is to :

1. restore immediate emotional regulation, and
2. stabilize overall functioning so that staff and students can return to teaching and learning.

If additional ongoing support is needed, MHCR team members will help the student/family connect to these resources as well as coordinate with other district departments and community partners to develop a coordinated response in addressing the ongoing impact of the crisis event.

- **Mental Health Crisis Response (MHCR) Team:** Most schools have support staff who are trained as part of the Mental Health Crisis Response team (School Social Worker, Psychologist, Counselor, Student Support Coordinator). If it is assessed that additional MHCR team members are needed, the MHCR District Coordinator (Jacqueline Garner) or designee will identify additional MHCR team members to respond.
- **District Crisis Support Team (DCST):** consists of the IAS for the impacted school, as well as a designated lead from the following departments: Communications Office, Safe Schools, Student Support & Health Services (SSHS). If it is assessed that additional DCS team members are needed, the IAS or designee will inform additional departments such as Youth Development, Human Resources, and Risk Management.

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Procedures

DISTRICT STAFF RESPONSIBILITIES

The Instructional Area Superintendent (IAS) will serve as the district liaison to the Site Administrator.

The IAS will interface with the Superintendent and other members at the district level while the Site Administrator will interface with the site-based support team.

Once the IAS becomes aware of the occurrence of a crisis event (either from site admin and/or Safe School Director), follow the procedures below:

1. Activate the District Crisis Support (DCS) team. In addition, contact the following if the crisis involves:
 - **Emergency service, crime-related, discriminatory act of hate, and/or community violence (as a reminder, if a critical incident/emergency, call 911), contact:**
 - Raymond Lozada, Director, Safe Schools, (916)549-6899
 - Danny Rolleri, Director, Professional Learning, Culture & Climate, (916)281-1493
 - **Death/serious injury/illness/c or similar type of event, contact one of the staff below:**
 - Jacqueline Garner, Executive Director, SSHS, (916)752-3353
 - Liz Sterba, Director, Student Support Services, (916)826-3050
 - **Communication Office staff** notified for support with messaging
 - Alexander Goldberg, Communication Manager, (916)891-8340
 - **Youth Development Department** staff to inform any impacted Expanded Learning programs
 - Manpreet Kaur, Director, Youth Development, (916)753-9430
2. The IAS will keep the district and the site administrator informed of new information gathered.
3. MHCR District Coordinator will assign a MHCRT Lead to develop and implement a post crisis (MHCR) plan.
 - MHCRT Lead will work in collaboration with the site administrator to develop and implement the post crisis (MHCR) response plan as well as site-assigned support staff.
 - Site-assigned support staff (i.e. SSC Coordinator, School Social worker, Psychologist) will be the default MHCRT Lead.

SITE LEVEL RESPONSIBILITIES

Once the Site Administrator becomes aware of the occurrence of a crisis event (either from site-staff and/or Safe School Director), follow the procedures below:

Response Phase (Active Crisis)

For any active crisis, *refer to your Comprehensive School Safety Plan and consider the following, as well as inform*

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your IAS:

- **If life-threatening emergency or crime in progress; call 911**
- **Possibly Crime-Related:** If the crisis involves a possible crime, an ongoing safety concern or threat, contact:
 - Safe Schools Director, Ray Lozada, 916-549-6899.
- **Mandated Reporting:** As a mandated reporter, employees must report concerns to authorities: Child Protective Services at 916-875-KIDS and/or the police department.

Recovery Phase (Post Crisis)

The initial Recovery Phase is gathering information to determine appropriateness of activating the MHCR support based on severity and impact of the crisis on the school community. Follow the steps below for the Recovery Phase:

1. CONSULT WITH RELEVANT PARTIES TO DETERMINING THE LEVEL OF MHCR SUPPORT

- **IAS:** Consult and if needed, IAS will activate the District Crisis Support (DCS) team.
- **Site-based support staff:** (Student Support Center staff and/or school counselors) to assess what level of support is needed (individual support or larger post crisis response) the impact of the event and what are the immediate needs
- **Family:** to verify facts and obtain additional information when event involves a student or staff
 - Check in with how the family is coping and what support, if any, is needed.
 - Ask the family what information they give permission to share with the community.
- **Other considerations** for determining response level:
 - Nature of incident (violent or non-violent or crisis response)
 - Approximate number of staff and students impacted
 - Any recent crisis events in the school or community
 - Safety concerns (perceived threat to students and staff)
 - Other schools that may be affected (i.e. siblings that attend other schools)
 - Notify Title IX Coordinator if appropriate
 - Any other notable information that would assist in planning an appropriate response

2. PLAN CRISIS RESPONSE WITH MENTAL HEALTH CRISIS (MHCR) TEAM LEAD

- **Logistics and Planning**
 - **Plan Staff Information Session:** Refer to [MHCR Information Staff Meeting Agenda template](#). *This is a critical step for centering community, humanity and transparency as part of the post-crisis recovery process.*
 - **List of Attendees-** Include all staff (classified, cafeteria, temporary, yard duty, Student Support Center staff, Expanded Learning School Program, other community partners/volunteers, etc.).
 - **Notification of Meeting-** Inform staff about the meeting, using the most effective means to

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reach staff (i.e texting, email, classroom visits, memo)

- **Gather Supplies**-Assign staff to assist MHCR Team in locating supplies (paper, markers, water/food, etc.) and places to store personal items.
- **Rosters and Maps**- Prepare copies of staff roster with emergency numbers, school map and school schedule for MHCR Team members.
- **Create Pathway to Resources**- Determine location of Wellness Center/Crisis Counseling spaces and referral procedures.
- **Facilitate Staff Information Session**
 - **Develop Talking Points:**
 - Work with MHCRT Lead to prepare script for teachers and staff to use in informing students. Do not lead any type of memorialization activities at this time. If a spontaneous memorial begins, consult with MHCR Team lead on how to respond. Memorials are best planned several weeks following the crisis event.
 - Provide guidance on what information the school has permission to share and not share. Please note we cannot share any staff/student personal information without direct permission from family.
 - Direct staff not to comment on any social media speculation, including not posting information.
 - **Identify At-Risk Needs**- Identify teachers who may be at risk and determine how to support them. It is recommended that substitute teachers are available to support teachers who may need to leave, may need some time, or may need to support students and/or families.
 - **Plan for follow-up:** Announce time and location of Debrief staff session.
 - **Reminders when conducting the Staff Information Session:**
 - Provide staff with a prepared guide to use with students.
 - Reinforce what information the school has permission to share and confirm. Direct staff not to comment on any social media speculation, including not posting information.
 - Identify classroom teachers who need support with informing/sharing information with classroom/students.
 - Provide guidelines/resources for helping students who are in need of support. Emphasize the acceptability/normalcy of a range of expressions.
 - Announce time and location of follow-up staff meeting.

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3. INFORM CAREGIVER/COMMUNITY

- Work with MHCR Team Lead and Communications Dept. to prepare any verbal/written communication that will be shared with parents/caregivers.
 - Include in communication any known facts that you have permission to share, crisis response/supports provided, school/community resources, and any future plans.

4. FACILITATE CRISIS RESPONSE DEBRIEF STAFF SESSION WITH MHCR & SAFE SCHOOLS

Crisis Response Debrief Staff session is an important part of a post-crisis response, to continue to assess need for any additional supports.

- **Plan Agenda/Talking Points**
 - Discuss what went well and what could be improved
 - Assess for next steps including what other immediate and long-term supports are needed
 - Allow time for staff to share reactions and feelings, provide resources, and emphasize self-care.
 - Share with staff variety of emotional reactions and provide resources and other useful information.
- **List of Attendees-** Include all staff (classified, cafeteria, temporary, yard duty, Student Support Center staff, Expanded Learning School Program, other community partners/volunteers, etc.).
- **Notification of Meeting-** Inform staff about the meeting, using the most effective means to reach staff (i.e texting, email, classroom visits, memo)
- **Facilitate meeting**