

SAMPLE SCHOOL TIERED SUPPORTS CRISIS PLAN

This is a sample of a Tiered Supports Crisis Plan using the Turnaround
for Children Crisis Tools

PURPOSE: This sample Tiered Supports Crisis Plan is meant to serve as a model for schools who are creating or refining their Tiered System of Supports structure. This is one way in which a school could share its Tiered Supports Crisis Plan with its staff.

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NOTE TO STAFF: All documents related to the Tiered Supports Crisis Plan can be found on our Teams Tiered Supports page inside the **Crisis Component** folder.

Purpose of Tiered Supports Crisis Team

The Tiered Supports Crisis Team has been created to provide an avenue of immediate support for students who are in need of crisis level supports at the Tier I universal level. By creating this team and venue of support, we are acknowledging the urgent needs some of our students may be facing.

Roles and Responsibilities of Tiered Supports Crisis Team Members

Below are the [roles](#) we will implement during every Crisis Team meeting. The school psychologist will be the facilitator. In the event the school psychologist is not available, our assistant principal will facilitate the meeting. The facilitator will ensure that the other roles are assigned at the start of each meeting and ensure that those serving in those roles know exactly what is expected of them.



Crisis Plan: Crisis Team Meeting Roles

PURPOSE

This form provides guidance and clarity about the roles and responsibilities needed to support the functioning and productivity of the meeting. Team meeting roles can remain the same or change.

DIRECTIONS:

Use this tool to assign roles at the start of each Crisis Team meeting. Ensure those who are assigned roles understand what they are to do before, during and after the Crisis Team meeting.

CRISIS TEAM MEETING ROLES		
Meeting Role	Suggested Responsibilities	Examples of Team Members
Facilitator	Person who leads and facilitates the discussion and planning and is responsible for creating (and following) the meeting agenda: <ul style="list-style-type: none"> Shares the agenda with the team members at the start of the meeting Ensures all other roles are assigned at the start of the meeting Reviews team norms at the beginning of the meeting and ensures adherence to them during the meeting Maintains the flow/focus of the discussion 	<i>School psychologist</i> <i>School social worker</i> <i>School leader</i>
Note Taker	Person who is responsible for taking notes during the meeting: <ul style="list-style-type: none"> Documents new students of concern Records data discussed during the meeting according to the Student Support Response Plan (on <i>Direct Referral Form</i>), which includes the response taken, detailed response to the crisis, next steps, and outcome of meeting Records next steps and inputs student information into data tracker Provides verbal summary of the information recorded on the Student Support Response Plan Sends out the notes to all members within 24 hours of the meeting 	<i>Any team member</i>
Timekeeper	Person who ensures the meeting is running according to its allotted time: <ul style="list-style-type: none"> Alerts the team as to the passage of time and adherence to agenda time frames Monitors the flow of the meeting to ensure that all items on the agenda are discussed within outlined time frames States out loud at designated intervals the amount of time left for any given section of the agenda, as well as the amount of time left in the overall meeting 	<i>Any team member</i>

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Norms for Tiered Supports Crisis Team Meeting

Here are the norms the Tiered Supports Crisis Team has established:


- Begin and end on time
- Respect all opinions
- Remain on topic
- Maintain confidentiality
- Highlight student/family strengths

These norms will be reviewed at the start of each meeting. While the facilitator is responsible for ensuring the norms are adhered to, any team member is welcome to acknowledge when a norm is not being respected.

Criteria for Making a Tiered Supports Crisis Team Referral

Any staff member or caregiver may make a referral for a student to receive support from the Tiered Supports Crisis Team. **Only students whose needs require immediate support** should be referred to the Tiered Supports Crisis Team. Please use the [School Crisis Plan: Direct Referral Criteria \(Tier 3\)](#) guidance document to inform your decision. A screenshot of page 1 is below.

Referrals must be submitted to our Tiered Supports Crisis Team Lead (school psychologist; our assistant principal will serve as the backup to receive referrals).



School Crisis Plan: Direct Referral Criteria (Tier 3)

PURPOSE

This form provides guidance and clarity to teachers and staff about making a direct referral to Tier 3, bypassing Tier 2 processes.

DIRECTIONS:

Use these criteria to determine whether a student's needs require immediate support. Please refer to your school or district mandated reporter guidelines as well.

Important Guidelines:

- Tier 3 provides intensive supports for individual students with more significant needs. Students who are demonstrating crisis-level indicators of need at Tier 1 should be referred directly to Tier 3.
- All staff members in schools are mandated reporters; please follow school and district mandates.
- The following indicators require an immediate response and are not subject to the standard referral process for tiered supports. While the referral form must be completed for documentation purposes, it can be completed after the student is placed in safe custody; it is not needed to receive support.
- All students receiving outside services for any of the following indicators should automatically be placed on the list of students receiving Tier 3 supports for close monitoring.

STUDENT CONCERNS	
Crisis Level Indicators	Looks like or sounds like...
School Functioning	<p>A student who...</p> <ul style="list-style-type: none"> • Does not consistently log in to virtual classroom lessons or has not participated in any virtual classroom lessons • Struggles with regular attendance and/or tardiness • Misses three days in a row without a doctor's note • Does not turn in any academic work/homework • Refuses to participate in class, either verbally or in completion of assignments • Has changes in academic functioning, such as a sudden dip in grades, sudden lack of work completion, etc.
Mental Health Needs	<p>A student who...</p> <ul style="list-style-type: none"> • Appears to be or reveals they are sad most of the time • Appears to be nervous or fearful, reveals feeling worried or anxious most of the time • Communicates or demonstrates irrational phobias • Demonstrates severe mood swings • Has sudden issues with inconsistent thoughts, limited memory, or confusion • Shares information that is not real or is imagined • Demonstrates other unusual behavior • Caregiver reveals will not get out of bed or refuses to attend sessions

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Process for Making a Referral to the Tiered Supports Crisis Team

If the student about whom you have concerns is demonstrating any of the crisis indicators as evidenced by visual observation, a report from the student or caregiver, and/or other demonstrated behaviors:

- Talk briefly with the student about what you are noticing and offer to refer the student for additional support.
- If unsure whether a student's needs prompt a referral, consultation with student support staff is recommended.
- Complete the [School Crisis Plan: Direct Referral Form \(Tier 3\)](#) and submit it to the school psychologist (or the assistant principal if school psychologist is unavailable).
 - If the student is in immediate danger, follow our school's mandated reporter protocol
 - Once the child is safe, complete the referral form and submit to the school psychologist.

A student support staff member or someone on the Student Support Crisis Team (if student support staff is not available) will make contact with the student as soon as possible to ensure they are not in any immediate danger. This person will then reach out to the caregiver to develop a better understanding of the crisis the student is undergoing. They will use the [Caregiver Interview Tool](#) to capture information during their contact.

The Crisis Team convenes to develop a Student Support Response Plan (pp. 2-3 of the [Crisis Plan Direct Referral](#)); the plan is shared with the caregiver and any relevant school staff.

The Crisis Team will [track supports](#) provided to students.

Possible Outcomes from a Referral for Crisis Supports

There are a few outcomes from referring a student for crisis supports:

- The student receives support directly provided by a student support staff member.
- The student is discussed at the next Tier 3 meeting; the student receives support from student support staff in the interim.
- The student is referred to an outside agency for mental health, educational and/or family support services.

Additionally:

- Teachers are given some strategies or recommendations for supporting the student to maintain cohesion and collaboration.
- All referred students are kept track of by student support staff or the Tier 3 team.
- Leadership receives ongoing updates on referred students.

Next Steps Following the Development of the Student Support Response Plan

If a Tier 3 meeting is deemed necessary as an outcome of the Crisis Team meeting, teachers of the student will be informed and asked to provide additional data as needed.

If a Tier 3 meeting is deemed insufficient (the child requires more than the school team can provide), the student support staff member will make the necessary referral, and the student will be supported by either a student support staff member, or an outside agency as needed.

In other cases, a Tier 3 meeting is not necessary, and a student can be provided Tier 2 supports.

The student continues to receive supports and is monitored by either student support staff or Tier 3 team members. A review meeting date is determined during the Crisis Team meeting.

- Given the significance of the concern, the student should be monitored more closely at the onset, and then, over time, monitoring and support can be adjusted as deemed appropriate.