



NASP SCHOOL SAFETY AND CRISIS RESPONSE AWARD

The Excellence in School Safety and Crisis Response Recognition Award is part of NASP's School Safety and Crisis Response Committee's (SSCRC) ongoing effort to help school psychologists promote the balance of physical and psychological safety, respond to crises to reduce psychological harm, and assist with the return to adaptive coping in schools following school-associated crises. At some point all schools will be required to respond to a crisis event. School safety and crisis response teams strive to establish comprehensive plans and approaches to prevent crises from occurring in the first place; and, for those events that are not prevented, to minimize harm and maintain a safe and supportive school environment. Teams of school-employed mental health professionals, administrators, and educators all come together to support schools during such times. Using PREPaRE as the foundation of school safety and crisis response, teams strive to prevent crises from occurring, prepare for those they cannot prevent, and support a school community's recovery after an event.

Who is Eligible?

This recognition is for those school safety and crisis teams or individuals who demonstrate the following qualities:

- Dedication to promoting, maintaining, and adapting to the ever changing needs of school safety and crisis response preparedness.
- Effectiveness when assessing the impact of a crisis and responding using evidence-informed interventions and supports.
- Commitment to collaboration within schools and with outside agencies and partners.
- Dedication to the advocacy of the balance between physical and psychological safety.
- Sensitivity to the diverse cultural, ethnic, and religious differences of students, staff, and the community when impacted by a crisis.

Key Concepts

School safety and crisis response teams promote the balance between physical and psychological safety by being grounded in these key concepts:

- A safe and supportive school environment is essential for an effective learning environment.
- School safety is the responsibility of all school staff members.
- Comprehensive school safety plans include ongoing efforts along a continuum of preparedness that includes prevention, mitigation, protection, response, and recovery.
- Comprehensive school safety involves multiple phases, multiple hazards, multiple agencies, and multiple tiers.
- Assessment and data driven decisions are necessarily to maintain comprehensive school safety.
- When preparing to deliver intervention, there is no one size fits all approach. Interventions are delivered only with demonstrated need through the proper evaluation of trauma.
- Psychological triage is a dynamic and ongoing process that can occur days, weeks, months, and even years after the incident.

Suggested Selection Qualities

The individuals or groups nominated for this recognition embody positive leadership, a spirit of collaboration, and one or more of the examples below. The qualities listed below are provided to guide your thoughts in relation to your nomination. This by no means is an exhaustive list of qualities and accomplishments, or meant to be a checklist. It is recognized that there may be other qualities or factors that would warrant a nomination.

Possible Area of Focus	Example Areas of Focus
P – Prevent & prepare	Has been involved with a variety of prevention activities. Is an active member of a threat assessment team, suicide prevention team. Assists with vulnerability and needs assessments. Provides training and professional development. Initiates and/or enhances collaboration between various stakeholder groups.
R – Reaffirm physical safety & perceptions of security and safety	Has been engaged in activities that prevented further harm by promoting activities aimed at reducing the risk of trauma. Fostered social supports and caregiver training. Initiates and/or enhances collaboration between various stakeholder groups.
E – Evaluate psychological Trauma Risk	Collaboratively works with crisis team members and schools to assess the variables and factors that may impact students and staff at each level of triage, and adjusts level of risk given new data.
P – Provide interventions a – and R – Respond to psychological needs	Recognizes that recovery is the norm. Has delivered interventions only with demonstrated need. Uses triage information to deliver the appropriate interventions. Recognizes cultural and religious aspects to crisis and grief reactions.
E – Examine the effectiveness of crisis prevention and intervention	Actively participates in evaluating effectiveness of crisis plans. Develops and distributes lessons learned. Adapts plans, activities, and approaches based on data.

Process

NASP’s SSCRC will review submissions and award recognitions to all who qualify. **Submissions may be made at any time but for consideration to be presented at the NASP Convention in February, submissions must be made by January 15 of that year.** For people who cannot be in attendance at the convention, we will send the award to the nominator to present to the recipient.

Please complete the following form and send to SSCRC Chair, Ben Fernandez at bsfern@outlook.com.

Submission Form

Nominator: _____

Contact Information: _____

Nominee(s): _____

Contact Information: _____

Title(s): _____

School District: _____

Brief Description of Work (e.g., developing a team, implementing prevention strategies, a specific crisis response, etc. Include time span (dates) of work):

Possible Area of Focus	Nominee's Specific Efforts
P – Prevent & prepare	
R – Reaffirm physical safety & perceptions of security and safety	
E – Evaluate psychological Trauma Risk	

P – Provide interventions a – and R – Respond to psychological needs	
E – Examine the effectiveness of crisis prevention and intervention	
Other qualities that your feel warrant a nomination	

Please use the space below to provide any other information you feel pertinent.