

Carolus Online Academy



Comprehensive Crisis Management Manual 2026-2027

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Introduction

This manual provides a comprehensive framework for responding to crisis situations at Carolus Online Academy (COA). It is designed to be practical, actionable, and aligned to a virtual school environment.

A crisis is defined as a crucial or decisive point or situation, especially a difficult or unstable situation involving an impending change and as an emotionally stressful event or traumatic change in a person's life. crisis. (n.d.) *American Heritage® Dictionary of the English Language, Fifth Edition*. (2011). Within a school setting, a crisis may take on various forms, ranging in intensity of incidents that can directly or indirectly affect an individual student or the entire community. A crisis can take place before, during, and after school, as well as at outings and blended learning locations. Examples of a crisis or an emergency situation include: alleged sexual abuse, suicide, a missing child, severe weather, weapons, fire/explosion, or a threat to student/school, etc.

This plan will serve as a guide/protocol to follow in the case that a crisis occurs. Carolus Online Academy is committed to the safety and well-being of all students and staff while striving for academic excellence and success of each student.

This plan provides a general framework of procedures and administrative structures to be used in the event of a crisis that involves our school. Emergencies are driven by the facts of the situation and as such no two emergencies will be the same in nature, scope, or magnitude therefore it is necessary for the plan to be basic, flexible, and subject to modifications as the needed.

Manual Change Log

Section	Page Number(s)	Edits/Changes	Date Approved by Board

Parental Involvement:

Parents, legal guardians and relatives are essential partners in safety. Their responses during an emergency can either assist or hinder school personnel. For example, during a school lockdown parents should not be allowed to enter the school building under any circumstances. If parents understand this beforehand, they will not rush the school and they will know whom to contact for up-to-date information about their child. Parents are responsible for ensuring that emergency contact information is kept up-to date. In an emergency, students will be released only to parents or designated emergency contacts. Parents are asked to share the responsibility for advising their children what to do in an emergency. Parents should instruct children to follow the directions of school authorities. It is critical that students do not have instructions that are contrary to the District's stated practice on retention at school and authorized release in the event of a serious emergency.

School Profile

COA is a fully virtual school. Students are primarily remote, with limited onsite interaction for testing and administrative purposes.

Crisis Definitions

Please find a list the definitions below of terminology that is used throughout this manual.

- **Assembly Leaders** - The Assembly Leaders are responsible for the employees, students, parents, or visitors in their designated areas.
- **Accident/Serious Injury/Illness Procedures** - Emergency where one or many are sick or injured. Immediate concern is to aid the injured or sick student(s).
- **Campus Intruder** - Individuals who do not receive permission to be on the school defined premises. This could be a non-student or a student on suspension who loiters or creates disturbances on school property.
- **Crisis Intervention Team (CIT)** - Group empowered to act in situations that are physically or psychologically dangerous to students or staff.
- **Crisis Intervention Team Leads (CIL)** - Individuals who lead the Crisis Intervention Team.
 - The objectives of this team are:
 - To provide for the safety, welfare, and care of the students and staff
 - To provide order out of chaos
 - To be prepared and professional
 - To minimize liability by having a plan and following it
- **Postvention** – Refers to the strategies, steps, and best practices taken to support and assist those affected by a crisis to reduce emotional suffering.
- **Safety Leader**- The overall Safety Leader will be the person overseeing the outing, e.g. the teacher, administrator, or a parent volunteer once the parent volunteer has received the proper training.

Annual Review and Evaluation of Plan

The Crisis and Emergency Procedures Manual will be reviewed by the Carolus Online Academy's Crisis Intervention Team (CIT) on an annual basis prior to the start of the upcoming school year. The review and revision of the plan will be based on an evaluation of current state statutes and guidelines, lessons learned from prior emergencies or other schools, as well as feedback collected throughout the year during regular assessments of the following:

1. Physical and environmental risks
2. Social and emotional well-being of students, faculty and staff
3. School culture and climate.

Proposed revisions to the plan will be presented to the school board for approval. Board approved revisions will be documented in the change log and the manual will be date stamped in the introduction section with the date of the most recent board approval.

Also, every year the school will evaluate the emergency procedures and directions that are included in the Parent Student Handbook to make sure what is written is still applicable and meets current state crisis plan requirements.

Note: Some parents will refuse to cooperate with the student/parent reunification process. This situation can be diminished, to some degree, if parents are informed about the school release procedures before the disaster or emergency occurs. They should be reminded that the safety of their child is your utmost priority. It is a good idea to include this material in your student handbook distributed at the beginning of the school year.

Crisis Intervention Team

A **Crisis Intervention Team** (CIT) is a group empowered to act in situations that are physically or psychologically dangerous to students or staff.

Crisis Intervention Team Leads (CIL) are individuals who lead the Crisis Intervention Team.

The objectives of this team are:

1. To provide for the safety, welfare, and care of the students and staff
2. To provide order out of chaos
3. To be prepared and professional
4. To minimize liability by having a plan and following it

Function

The **CIT** may be utilized when the emotional or physical safety of students or staff is threatened. Possible situations may include:

1. Medical emergency or natural emergency
2. Violence directly or indirectly affecting the student (from school outsiders or student/staff)
3. Death of a student or staff member
4. Suicidal ideations or attempts of a student or staff member
5. Any situation where the emotional or physical safety of the students or staff is threatened

The extent of the Crisis Response is determined by the impact the tragedy has had on the school and staff.

Crisis Intervention Team Members

Crisis Intervention Leads-Demi McGloin

- Assesses the situation and engages appropriate crisis response protocol
- Communicates with higher level administrators
- Monitors implementation of the response plan
- Implements team phone tree to assemble the team
- Subscribes to https://service.govdelivery.com/accounts/USDHS/subscriber/new?topic_id=USDHS_164 and disseminates national alert information to the CIT as well as to outing leaders and state testing site leads.

Head of School/Admin-Pam Sieger

- Conducts staff meeting during a crisis
- Serves as liaison with public safety and response agencies to coordinate responses in a unified command
- Serves as main point of contact for staff questions and/or concerns
- Serves as the Safety Leader at the school site (see Onsite, Critical Crisis Intervention Roles)
- Initiates and verifies completion of crisis notification
- Subscribes to https://service.govdelivery.com/accounts/USDHS/subscriber/new?topic_id=USDHS_164 and disseminates national alert information to the CIT as well as to outing leaders and state testing site leads.
- Communicates with Regional Vice President, Board, school district and/or community level team(s)
- Media Liaison
 - Gathers and coordinates with school staff facts for statements to the press, as needed
 - Briefs the media, if necessary
 - Reviews public information releases
 - Produces statement for release via social media sites, if appropriate

Family Resource Coordinator and School Counselors-Niki Kayser and Counselors

- Chairs or co-chairs the school crisis team meetings
- Facilitates or co-facilitates discussions and decision making with team
- Provides expertise in linking team to the appropriate crisis response protocols and guidelines

- Leads the development of the response and intervention plan to include physical and psychological interventions
- Coordinates with planning and logistics coordinator to assure resources are available
- Leads team in debriefing after a crisis occurs
- Documents activities
- After the crisis has passed, reviews the effectiveness of response and interventions

Department Chairs or Lead Teachers-Admin

- Duties as assigned by Crisis Team Leads or Head of School

Crisis Intervention Team Contact Information

School Counselors/School Social Worker Contact List			
School Counselor	School Counselor	School Counselor	School Counselor
Katie Beck	HS Counselor	8035673558	kbeck@k12.com
Amy Holmes	HS Counselor	8035673706	aholmes@k12.com
Amanda Wilson	MS Counselor	3179831470	awilson2@k12.com
TBA	ES Counselor		
Administrator Contact List			
Administrator	Administrator	Administrator	Administrator
Katie Gomersall	HS Admin	8032988128	kgomersall1@k12.com
Brandy Yates	CTE Coordinator	8038161667	byates@k12.com
Brad Scott	MS Admin	8038160831	bscott1@k12.com
Kanisha Morman	ES Admin	8035925560	kmorman@k12.com
Jackie Reed	Special Programs Admin	8038161640	jreed3@k12.com
After Hours Emergency Response Team			
If you are unable to reach your school contact, go down the list			
School Contact	School Contact	School Contact	School Contact
Pam Sieger	Executive Director	8035750053	7176147867
Demi McGloin	Operations Manager	8035673637	5517959233
Tracey Lee	Reading Coach	8032988591	8033875314
Kelsey Linares	Testing Coordinator	8035925561	8649152884
Tamika Cleckley	Operations Support Specialist	8035673523	8035862320

On-site, Critical Crisis Intervention Roles

Safety Leaders-Event Lead

At the Central Office Complex (CO) and at each Face-to-Face (F2F) school outing, there will be a designated Safety Leader and Assembly Leaders. At school outings, the overall Safety Leader will be the person overseeing the outing, e.g. the teacher, administrator, or a parent volunteer once the parent volunteer has received the proper training.

At the CO, if the Head of School is present, then s/he is the Safety Leader for the CO. Other directors and leaders who are on site act as Assembly Leaders as appointed by the CO Safety Leader. If the Head of School is not present and there isn't a designee, then the Safety Leader can be any administrator working at the complex on a given day. If there isn't an administrator present, then the Central Office Assistant/Receptionist or the person filling in for that position will act as the Safety Leader for that day.

All employees, though, whether designated as a Safety Leader or Assembly Leader at the CO or at an event, should feel free to help and to take charge in an emergency, where the lives of students, family members, or other personnel are in danger. Caution and common sense should be used prior to the pulling of any alarm or the making of any announcement over an intercom system or such.

Assembly Leaders-Event Staff

The Assembly Leaders are responsible for the employees, students, parents, or visitors in their designated areas. Each outing will have Assembly Leaders who are designated with the responsibility of accounting for a predetermined number/names of individuals assigned to them at the event.

At the CO, Assembly Leaders are those administrators or teachers in the various suites/offices who are meeting with students and or parents. If teachers are attending a professional development (PD) at the CO, then the administrator in charge of the PD is the Assembly Leader.

Duties of the Assembly Leader: In the event of an emergency, the Assembly Leaders must perform a roll call of the various employees, students, parents, or visitors assigned to them for an event or at the CO. The roll call method is to ensure that these people are safe and have not been trapped inside of the building or can be accounted for at an event. The Assembly Leaders will remain at the designated Assembly Area and be responsible for the continual monitoring of the people there. All information gathered regarding the safety of these individuals will be relayed to the Head of School or the designated Safety Leader to implement the safety plan.

On-Site School Incident/Emergency Plan

Natural disasters and man-made disasters are potential hazards for which we must be prepared. We must also prepare for non-weather related threatening situations—which could include intruders, hostile individuals, weapons, and bomb threats.

Basic Plan for School Site

School Facility Addresses and Uses

- **Main Office:** 101 Westpark Blvd. Suite C, Columbia SC 29210
- **Use:** Administrative operations and occasional student testing
- **Learning Center:** No school building. Students learn from home 100% of the time.

Facility Identification and Partnership

- **Facility Operated:** Carolus Online Academy Main Office
- **Local Fire Code Official:** Michael Byrd – Richland County Fire Marshal | 803-576-3400
- **Additional Support:** State Fire Marshal Office (SC OSFM) | 803-896-4300

Local Emergency Responders and Contact Information

- **Columbia–Richland Fire Department:** HQ 803-545-3700 | Dispatch 803-252-2911
- **Columbia Police Department:** Non-Emergency 803-545-3500 | Emergency 911
- **Richland County EMS:** 803-576-3400 | 1410 Laurens St., Columbia, SC

School Staff Emergency Contact Information

- A list of school staff emergency contact information is stored securely in SharePoint/Teams and is accessible only to authorized personnel.

Stakeholders in Safety and Security Planning

- Stakeholders involved in the planning process include:
- School Administration
- Operations and Administrative Staff

Chain of Incident Command

- Streamlined ICS for Carolus Online Academy:
- Incident Commander: Demi McGloin (Ops Manager)
- Backup Incident Commander: Tamika (Office Manager)
- Safety & Communication Officer: Onsite Ops staff (rotates if Demi/Tamika are out)
- District/Media Liaison: Pam Sieger (Admin/Leadership)

Utility Shutoff Locations

- Located in the back room.

First Aid and Emergency Supply Locations

- Main Office: First aid kit and emergency supplies are located in the back big room ('Testing Room').

Chemical/Hazardous Material Storage Locations

- Main Office: No chemical or hazardous materials stored onsite.

Fire Extinguisher Locations

- Main Office: Located in the kitchenette

Communication Procedures

- Emergency Responders: Direct call from Incident Commander or designee
- Staff: Email, Teams, phone tree
- Students: LMS announcements, mass parent email, robocall if applicable (testing days only)
- Parents/Guardians: Parent portal + email/text blast
- District: Immediate notification via chain of command

- Media: Only District/Media Liaison (Pam Sieger) responds

Accident/Serious Injury/Illness Procedures

Definition: Emergency where one or many are sick or injured. The immediate concern is to aid the injured or sick student(s).

Action Steps:

- Teacher/Assembly Leader should contact the school office and stay with injured/sick person.
- School office should contact police (911) if an individual's injury or sickness is determined to be of a nature that should be treated immediately by a medical doctor. Priority is the safety and well-being of the individual.
- Pam Sieger or designee will fax or send medical emergency information to the hospital with the victim.
- If a qualified individual is available to administer first aid, use him/her as appropriate until emergency personnel arrive on the scene.
- Pam Sieger or designee will contact the individual's parent/guardian to notify him/her of the emergency, to advise of the decision to transport for emergency care and request the parent/guardian to go to the child's location.
- Notify the Head of School or appropriate staff member.
- Teacher/Assembly Leader will complete a [Critical Incident Report Form](#) on pg. 56.

Chemical Exposure

Should someone become exposed to chemicals:

- Notify Pam Sieger or designee.
- Comfort the injured person and administer appropriate first aid. Follow hazardous materials spill plan if necessary.
- If possible, determine what (chemical substance) caused the exposure or injury. Read the label and follow instructions.
- Pam Sieger or designee will call 9-1-1 for Fire Department and Rescue/Ambulance.
- Pam Sieger or designee will call Health District or Poison Control Center for further guidance.
- Pam Sieger or designee will ensure transportation of victim(s) to doctor or hospital for testing and professional evaluation.
- If exposure source(s) cannot be immediately identified and mitigated, the Head of School/Safety Lead or designee will evacuate the building until Fire Department arrives and inspects for toxic conditions.
 - Pam Sieger or designee will contact the Sr. Director and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
 - Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Do not allow anyone to reenter the building until clearance has been given.

Bio-hazardous Materials Incident

Hazardous materials near the school could pose a serious threat to the safety of students and staff. Immediate communication with local emergency preparedness, fire, and police is necessary.

Signals:

- A.** Tell students/staff what is occurring and why; or
- B.** Pam Sieger or designee will notify all staff outlining and explaining the emergency and whether school is to continue as usual or people are to evacuate to another location if necessary

Hazardous Materials: On-site

- Pam Sieger or designee will identify the threat.
- Pam Sieger or designee will contact Emergency Services (9-1-1) to notify them about the incident. Provide appropriate details of the incident and chemical code number, if visible. Chemical codes are listed in the Emergency Response Guidebook available through the Emergency Preparedness Office
- Head of School/Safety Lead or designee will determine whether to maintain activity within the building or evacuate the building.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department.

Follow the directions of the Fire Department and emergency personnel as to appropriate steps in terms of evacuating the building.

In-Building Chemical Hazards:

When hazardous chemical accidents occur in the building, personnel must follow the accident control procedures established in the plan for their school.

Hazardous Materials: Off-Site

- Pam Sieger or designee will identify threat.
- Pam Sieger or designee will contact Emergency Services (9-1-1) to notify them about the incident. Provide appropriate details of the incident and chemical code number, if visible.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - The Head of School/Safety Lead or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Bomb Threat and Explosion Procedure

A person who communicates a threat or conveys false information, knowing the information to be false, concerning an attempt or alleged attempt of an explosive device is guilty of a felony and upon conviction must be imprisoned for not less than one year nor more than ten.

Action Steps:

- PORTABLE RADIOS AND CELLULAR PHONES SHOULD NOT BE USED IN THE IMMEDIATE VICINITY OF A SUSPECTED DEVICE DURING A BOMB THREAT INCIDENT.
- Maintain communications during a bomb threat incident. **DO NOT** transmit in the immediate vicinity of a suspected device. Move away from the area before using cell phones or radios.
- If a phone threat is made, obtain as many details as possible. Use the checklist that follows:
 - COMPLETE THE BOMB THREAT CHECKLIST. USE CALLER ID FUNCTION UPON COMPLETION OF CALL.
 - Call 911 to notify police, fire department, and emergency authorities.
- When Pam Sieger or designee decides to evacuate the building, the communication of a bomb threat must be announced prior to activating the fire alarm system. Normal fire alarm procedures should be followed after the fire alarm sounds.
- The building/site should be left as is. Students are requested to take their back packs/ book bags with them as they exit the building/site.
- Staff should be aware of unusual or suspicious boxes, packages, noises, devices, or disturbances in the vicinity as they evacuate the building/site. **Do NOT touch anything that looks suspicious. Report suspicious items to the Head of School or appropriate staff member.**
- The school/site will be searched by school personnel with assistance from security personnel and law enforcement. The Head of School or appropriate staff member, law enforcement and security personnel will consider the time indicated by the caller to determine when the building/site will be searched.
- Stay in a safe designated area until Pam Sieger or designee indicates it is safe to return to the building/site. Students and staff should be faced away from the building/site and be prepared to drop to the ground in the event of an explosion. Teachers/Assembly Leader should check the assembly area for the possibility of secondary devices.
- If an explosion occurs prior to evacuation, teachers/Assembly Leaders should be prepared to move in a darkened, smoke filled and disruptive environment. Teachers/Assembly Leaders should lead the way and students should physically grasp the student in front of them.
- Upon reaching the assembly area, teachers/Assembly Leaders should immediately account for all students and report any missing to staff and/or emergency personnel.
- Pam Sieger or designee will fill out the Bomb Threat Checklist (below).
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Bomb Threat Checklist

In the event someone communicates a threat of a bomb to you over the phone, try to get answers to the following questions:

- 1. When is the bomb going to explode?*
- 2. Where is the bomb going to explode?*
- 3. What does the bomb look like?*
- 4. What kind of bomb is it?*
- 5. What will cause the bomb to explode?*
- 6. Did you (the caller) place the bomb?*
- 7. Why did you (the caller) place the bomb?*
- 8. Did you (the caller) make the bomb?*
- 9. What is your name?*
- 10. Where do you live?*

Caller information: Male / Female Age: _____ Race: _____ Length of call: _____

Caller's Voice:

Calm Laughing Lisp Angry Crying Rasp Excited
Normal Deep Slow Distinct Ragged Rapid Slurred
Soft Nasal Loud Stutter Disguised Accent Familiar
Clearing Throat Deep Breathing Cracking Voice

If familiar, who did it sound like?

Background Sounds:

Voices Office Booth Static Clear Motor
Local Crockery Street Noise Animal Noises House Noises
Factory Machinery Long Distance Office Machinery PA System Other

Threatening Language:

Well Spoken Foul Incoherent Irrational Taped

Remarks: Report call immediately. Fill form out completely. Note date and time.

Campus Intruder

Definition: Individuals who do not receive permission to be on the school defined premises. This could be a non-student or a student on suspension who loiters or creates disturbances on school property.

General procedures: Staff should stop strangers and inquire as to their business in the building. Use phone, if appropriate, to notify teachers/Assembly Leaders of unwanted intruder in the building.

Action Steps:

- Greet the intruder if you may be of assistance and communicate in a non-threatening manner until help can be sent.
- Identify yourself as a school official.
- Ask intruder for identification.
- If it is determined that the intruder has no rightful reason to be on campus, CHALLENGE HIS/HER PRESENCE.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- Staff should escort intruder off the site if determined to be non-threatening.
- If the intruder is hostile or threatening, call Pam Sieger or designee and 9-1-1.
- If shots are fired, staff escort students to the safest position away from intruder. Otherwise, students should be secured in designated location, to prevent entry by an intruder. Call 9-1-1. Pam Sieger will initiate Lockdown Procedures.
- Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Earthquake Procedures

Signals: Announcement on office phone system to assume duck, cover and hold position.

- This direction should be given at first sign of the ground shaking. Students and staff should drop to the floor under a table or desk and hold on to the leg of the desk or table until the shaking stops.
- If cover is not available, drop by interior of a weight bearing wall.
- Stay away from windows, light fixtures and suspended objects.
- If outside, move away from buildings or overhead objects and Drop, Cover and Hold until the shaking stops.
- Be prepared for aftershocks, Drop, Cover and Hold until the shaking stops.
- Reunite with your assigned group as soon as safely possible in the evacuation area.
- Take roll.
- Report missing or unaccounted for students.
- Calm frightened students.

****Plan for alternate routes to evacuate building during earthquake drills.***

****Do not light any matches or candles if an earthquake occurs.***

Action Steps:

- The Head of School/Safety Lead or designee will decide whether to evacuate. It is always prudent to evacuate if possible and then evaluate the structure.
- An evacuation outdoors should be ordered if the structural integrity of the building is in doubt.
- FEMA does not mandate evacuation until is deemed safe to do so.
- Pam Sieger or designee and teachers/Assembly Leaders will account for all students and visitors.
- If students are to be released, follow reunification plan procedures.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Earthquake Preparedness Checklist

- ☐ Maintain printed copy of current class list. Keep the list in a safe, easily accessible place.
- ☐ Prepare a classroom emergency kit.
- ☐ Keep the classroom emergency kit up to date, watch supply expiration dates. Keep the kit in a safe, easily accessible place, near the door.
- ☐ Participate fully in all earthquake drills.
- ☐ Provide instruction to your students in advance of the earthquake, explaining what to do and why they should Drop, Cover and Hold, and what to do when the ground shaking stops.
- ☐ If you have any special needs students, test any special procedures that will be needed during and after the earthquake. These special procedures should be part of regular scheduled drills.
- ☐ Conduct a routine hazard hunt to ensure items are properly secured, heavy objects are kept low, etc. so they are not a threat during an earthquake.

Evacuation

1. Pam Sieger or designee will determine if students and staff should be evacuated outside of the building/site
2. Pam Sieger or designee will issue evacuation procedures
3. Pam Sieger or designee will direct students and staff to follow evacuation drill procedures and route or to follow an alternate route if the normal route is too dangerous
4. Pam Sieger or designee will direct all staff to close windows
5. Pam Sieger or designee will direct all staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system
6. Pam Sieger or designee will direct staff to lock doors

Evacuation Staging Area for Persons with Disabilities

Individuals with disabilities may need evacuation assistance in an emergency. For example, if the fire alarm is pulled, elevators will likely no longer function. This may hinder the evacuation of individuals that are disabled or use a wheelchair. As a result, it is essential that individuals with disabilities proceed to an emergency Evacuation Staging Area for assistance by emergency responders. This crisis evacuation plan must identify the route the individual will take in an emergency, as well as a buddy who will accompany the person with special needs. This part of the evacuation plan may vary considerably from the evacuation route of other students and staff, or the individual may take the exact route as his/her peers. An Evacuation Staging Area is an area, close to an exit, where disabled individuals may receive further instructions or await evacuation assistance from rescue personnel. The Site Lead, in conjunction with the Fire Department, designates emergency Evacuation Staging Areas for individuals who need evacuation assistance. Site Administrators must identify Evacuation Staging Areas as needed, post signs to mark the locations, and assign a staff member to supervise disabled students needing evacuation assistance.

Pam Sieger Responsibilities

For the evacuation of individuals needing assistance, Pam Siegers must:

- Identify Evacuation Staging Areas on each floor of learning lab or outing location
- Post signs to mark the location of Evacuation Staging Areas
- Designate a staff member to supervise disabled students needing evacuation assistance
- Instruct the staff member buddy to locate the disabled student/staff member in the event of an emergency and ensure they receive evacuation assistance

Fire

In the event a fire or smoke from a fire has been detected:

- The fire alarm will be activated.
- Students and staff will be evacuated to a safe distance outside of building. Assigned staff shall assist physically impaired occupants out of building
- The normal fire drill route will be followed. An alternate route will be followed if the normal route is too dangerous.
- The teachers/Assembly Leaders will take attendance and create a class roster.
- Head of School/ Safety Leader or designee will notify police and fire (call 9-1-1).
- Head of School/ Safety Leader or designee will report incident to Fire Marshal.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel
- Head of School/ Safety Leader or designee will notify students and staff of the termination of the emergency and normal operations will be resumed.
- If students are to be released, follow reunification procedures.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - The Head of School/Safety Lead or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Gas Leak

If gas odor has been detected in the building:

- Students and staff will be evacuated to a safe distance outside of building.
- The normal fire drill route will be followed. An alternate route will be followed if the normal route is too dangerous.
- Pam Sieger or designee will notify police and fire (call 9-1-1).
- The teachers/Assembly Leaders will take attendance and create a class roster.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe
- Head of School/Safety Lead or designee will notify students and staff of the termination of the emergency and normal operations will be resumed.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

If gas odor has been detected outside the building:

- Pam Sieger or designee will notify police and fire department (call 911)
- Pam Sieger or designee will report the incident to the Fire Marshal
- Pam Sieger or designee will determine whether to shelter in place or evacuate. Fire personnel will assist with decision
- No one may re-enter building(s) until fire or police personnel declare the entire building(s) safe
- Head of School/Safety Lead or designee notify students and staff of the termination of the emergency and normal operations will be resumed
- When safe, the Head of School/Safety Lead or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Hostage Situation Procedures

If a situation should arise where one or more persons hold students or staff hostage, the following precautions and procedures should be considered.

Action Steps:

- Pam Sieger or designee will call 9-1-1.
- Pam Sieger or designee will lock down the building immediately.
- Move all people away from the hostage situation as rapidly and quietly as possible. Check any common areas to be sure they have been evacuated.
- Pam Sieger or designee will act as the designated first responder and should meet law enforcement and emergency personnel as they arrive.
- Pam Sieger or designee will work with the district office and law enforcement to determine next steps. Law enforcement has total control of hostage scene.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

***Note: No one, other than law enforcement, should initiate communication with the individual holding one or more hostage. If communication is initiated by the individual, only one person should communicate on behalf of the school until law enforcement arrives.**

Lockdown

Lockdown procedures may be issued in situations involving dangerous intruders, such as active shooters, or other incidents that may result in harm to persons inside the building.

Lockdown Procedures

Action Steps:

- Pam Sieger or designee will issue lock-down order by announcing a warning– “Our school is in lockdown. This is not a drill.”
 - Teachers who have students out on the field gather all the students. A security officer or building administrator will advise students and staff of lockdown and will be instructed of the appropriate procedures to follow.
- Pam Sieger or designee will assess the need for police. If police are needed Pam Sieger or designee will call 9-1-1.
- Pam Sieger or designee will direct all students, staff and visitors into secure rooms/locations
- Pam Sieger or designee will lock office doors and direct staff to lock their doors
- Pam Sieger or designee will direct staff to cover all windows
- Pam Sieger or designee will move all persons away from windows and doors
- Pam Sieger or designee and staff will have all persons get down on the floor
- No one will be allowed outside of offices, meeting rooms, and classrooms until the Head of School gives the all-clear signal
- During lockdown, no one should be in the halls except Pam Sieger or designee and police.
- Staff without students, who are not in their room, should report to the nearest classroom.
- Staff should remain in their room and follow the above procedures.
- Pam Sieger or designee will sweep for loose students.
- An email explanation will be sent to teachers/Assembly Leaders as soon as possible by Pam Sieger or designee
- The lockdown is maintained until an “all clear” code is called.
- Once the “all clear” code (*This is a specific word or phrase that is used prior to giving the all-clear signal that indicates to all staff that the person signaling the all-clear is not being forced to do so by an intruder.*) has been given, school personnel should assess and identify children who were the target of the intruder or were frightened by the lockdown and refer them to the counselor, or appropriate community resource, for support.

After the incident:

- Pam Sieger or designee will keep a written log of the events.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Lockdown Drill Evaluation Checklist

Below is the Lockdown Drill Evaluation Checklist. This checklist is to be used by Pam Sieger during required lockdown drills to evaluate the effectiveness of the lockdown procedures and preparedness of onsite school members (staff and students.)

Steps for Evaluation	Comments
Parents/Guardians and school district were informed about the drill.	
Scenario was reviewed with the staff and students prior to the event.	
Students/staff went inside, closed the doors, and closed/locked all windows.	
Signs were hung on the doors and office to indicate "Lockdown/Shelter-in-Place".	
Roll was taken of students and staff in the lockdown areas.	
Students were quiet, and all communications were turned off.	
Wet towels were placed across the bottom of doors to the outside (simulate during a non-intruder drill).	
All vents and windows were taped up (during non-intruder drill).	
A Visitor's Room was designated for people who came during the drill.	
Signs were posted indicating the location of the visitor's room.	

Alternate restroom facilities were available in each room.	
Alternate source of water was available in rooms with no sinks.	
Provisions for students needing medication during a Shelter-in-Place incident were available.	
There was a method of communicating with the office.	
No one left the room during the drill.	

Reverse Evacuation/Shelter-In-Place

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and any members of the public within buildings during an emergency. Shelters are in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown or shelter-in-place once inside.

Shelter-in-Place

"Shelter-in-Place" means to take immediate shelter where you are—at home, work, school or in between—usually for just a few hours. Local authorities may instruct you to "Shelter-in-Place" if chemical or radiological contaminants are released into the environment.

- Close the school. **Activate the school's emergency plan.** Bring students, faculty and staff indoors.
- Call 9-1-1.
- If visitors are in the building, provide for their safety by asking them to stay.
- Have at least one telephone line under the school's listed telephone number in one of the shelter rooms available for a designated person to answer the calls of concerned parents. If time permits, and if it is not possible for a person to monitor the telephone, activate the school voicemail or an automated attendant. Indicate that the school is closed, and that students and staff are remaining in the building until authorities say it is safe to leave.
- Have all children, staff and visitors take shelter in preselected rooms that have phone access and stored disaster supplies kits and, preferably, access to a bathroom. Shut the doors.
- Have all shelter rooms closed. Lock all windows, exterior doors and any other openings to the outside.
- If told there is danger of explosion, make sure window shades, blinds or curtains are closed.
- Turn off heating, ventilating and air conditioning systems. Systems that automatically provide for exchange of inside air with outside air must be turned off, sealed or disabled.
- If instructed by officials, use duct tape and plastic sheeting to seal all cracks around the door(s), windows and vents into the room. As much as possible, reduce the flow of air into the room.
- One teacher or staff member/Assembly Leader in each room should write down the names of everyone in the room and notify the designated person in the office with a report as to who is in the room.
- Everyone should stay in the room until school officials announce that all is safe to open the doors.
- Once the word has been given that all is safe, everyone should go outside when the building's ventilation systems are turned back on. Follow any special instructions given by emergency authorities to avoid chemical and radiological contaminants outdoors.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
- Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Chemical/Biological/Radiological (CBR) Attacks

In the event of a CBR attack in our area:

- Go into Shelter-In-Place. Secure all doors and windows.
- If interior rooms are available, move to them.
- Air handling systems should be shut down on site.
- Stand by for announcements from the office and civil authorities. There are variables in these types of attacks and it will be best to shelter in place until we have better information. Parents should be advised not to come to the school to pick up their students until an all clear is given.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
 - Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate

Hurricane

Hurricane Watch Procedures- (Weather conditions exist that are conducive to the formation of a hurricane.)

- Pam Sieger or designee will notify staff via email and/or telephone.
- Pam Sieger or designee will make a robo call to families as well as send an email letting them know of the watch and provide them with a list of shelters.
- Pam Sieger or designee will notify the SR. DIRECTOR .
- Pam Sieger or designee will assign school staff and together they will make sure the following precautions have been taken:
 - Close and fasten windows. Close and secure hurricane shutters.
 - Store all portable items in the building (such as garbage cans, signs, banners, etc.).
 - If applicable, take down flags, awnings, wind screens, etc.
 - Store all books, papers, and other equipment as far away as possible from windows or entry areas. If possible, store in plastic to help prevent water damage.
 - Move audio-visual, computer equipment, and other expensive equipment to a secure, central locations without windows. If equipment must be left, cover with plastic to prevent water damage.
 - Turn off all gas and electric appliances.
 - Check battery powered emergency lights for operation.
 - Ensure that the telephone numbers and instructions for contacting appropriate departments are available to personnel for implementation of post-storm procedures.
 - Fill water containers with fresh water.
- Pam Sieger or designee will verify everyone with the school has evacuated the building.

Hurricane Warning Procedures

- Pam Sieger or designee will notify the SR. DIRECTOR .
- Pam Sieger or designee will notify staff via email and/or telephone of the warning and that school will be closed until further notice.
- Pam Sieger or designee will make a robo call to families as well as send an email letting them know that school is closed due to the warning and provide them with a list of shelters.

Post-Storm Procedures

- Pam Sieger or designee will do a damage assessment including assessing:
 - Availability of water, electric and/or gas
 - Functioning sanitation systems, air conditioning systems, and boilers
 - Roof leaks
 - Fallen trees or electric wires
 - Damaged windows, doors, water lines, plumbing fixtures
 - Flooding in general areas, in the building, and on the grounds
 - If rooms are usable
 - Estimate earliest date work can resume
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.
- Pam Sieger or designee will notify appropriate parties so that the repair work can begin.
- Employees not needed for damage assessment should wait for the phone call or email from Pam Sieger or designee.

- Once school resumes, homeroom teachers will reach out to their families to determine if a family has been able to resume school or if alternative plans need to be made including whether the student may now fall under the McKinney Act provisions.

Tornado

Tornado Watch - (No funnel clouds have been sighted but weather conditions exist that are conducive to their formation.)

- Pam Sieger or designee advise teachers and staff/Assembly Leaders that a tornado watch is in effect.
- Advise teachers/Assembly Leaders to review the “drop and tuck” command and designated areas of shelter with students. Teachers/Assembly Leaders:
 - Close windows and blinds.
 - Be prepared to “drop and tuck” under desks if the immediate command is given over the P.A. system or if there is an immediate need to do so.
- Pam Sieger or designee will monitor television broadcasts for additional information.
- Bring students located outside of the building into the main building.
- Pam Sieger or designee will be prepared to shut off the main gas supply valve in the event of a tornado warning.
- Pam Sieger or designee will have an alternate plan of communication ready should there be a loss of power (e.g., bull horn, phone tree, runners, etc.)

If a tornado WARNING is issued for your area:

Do NOT dismiss students until warning has been lifted. Take all persons to an area of greatest safety (lowest level of building; interior area; clear of windows and other glass)

- Pam Sieger or designee will advise teachers and staff/Assembly Leaders of the tornado warning.
- Pam Sieger or designee will advise all teachers/Assembly Leaders to escort classes to their pre-designated areas of shelter.
 - Take a class roster and account for all students.
 - Ensure that students sit quietly against a wall on the floor and that they understand the “drop and tuck” command.
 - Close all fire doors and gates along the corridor to minimize injury from flying debris
- Pam Sieger or designee will notify pre-designated staff to keep a look out to “spot” tornado funnels or hurricane. Depending on their position, these staff may need a means to make immediate contact with Pam Sieger if a funnel cloud is sighted.
- Be prepared to give the “drop and tuck” command if danger is imminent. Occupants may need to “drop and tuck” under desks if they have not yet been moved to areas of shelter in the school.
- Pam Sieger or designee will delay departures.
- Parents picking up students should be advised of the tornado warning and persuaded to stay with their child.
- Distribute flashlights as necessary.

If Tornado occurs:

- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Reunification of Students

In an emergency, students will not be dismissed until the situation is considered safe. Students will be released to an adult whose name appears on the school records, (usually the legal guardian) or dismissed as appropriate. Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed because of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

In an emergency, schools must establish a safe area for parents to go to pick up their children. This area must be away from the both the damage and the students' assembly area. In a typical release the following steps will be followed:

- Parents will report to the assigned area and give the name of their child/children.
- Picture I.D. will be required by the person in charge to ensure the person requesting the child/children is a match to the name on the emergency release information.
- The student will go to the pickup area.
- Parents or approved emergency contact will be asked to sign a form indicating they picked up the child/children. The date and time will also be indicated on the pickup form. DO NOT release students to people not listed on the student emergency list. A well-intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate people, so students' families will know where they are. The lists should also include all pertinent medical information such as allergies, medications, and doctor contact information. These lists will be stored in the office in both hard copy and electronically if possible.
- If the child is in the first aid area the parent will be escorted to that area for reunification with their child/children.
- Counselors, when available, will be located close to the first aid area in the event they are needed.

Caution:

- Some parents will refuse to cooperate with the student/parent reunification process. This situation can be diminished, to some degree, if parents are informed about the school release procedures before the disaster or emergency occurs.
- Parents may be emotional when arriving at the school. Have counselors available to support issues that exceed your area of expertise.
- Shortly after the incident the media may have a presence on your campus. The Head of School will deal with the media. However, it is important that parents be sheltered from media representatives.

Student Disturbance Procedures

Action Steps:

- If the misbehavior is not serious, attempt to have students return to their normal school routine.
- Pam Sieger or designee will determine if it is necessary to call law enforcement and will call law enforcement if the disruption continues or if injury occurs.
- If it wasn't accomplished in the step above, also notify the Head of School.
- If the behavior could result in injury or further disruption, try to get disruptive students or their leaders isolated from the general student body.
- Determine what disciplinary action to take, if any.
- Notify parents at an appropriate time.
- School Crisis Intervention Team members discern the basis for the problem and act to address those concerns.

Weapon Found on Property

Action Steps:

- Don't handle unless necessary. The weapon is evidence.
- If necessary to handle, do so with care. Always wear rubber gloves or use a cloth to touch.
- Have a staff member stay with the weapon.
- Notify Pam Sieger or designee. S/he must call the police (911).
- Pam Sieger or designee will cover the weapon from view of the public (cloth, wastebasket, etc.).
- Pam Sieger or designee will keep everyone from the area of the weapon.
- Pam Sieger or designee will assign someone to meet police to lead to weapon location.
- When safe, Pam Sieger or designee will contact the SR. DIRECTOR and school board.
 - Pam Sieger or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Pam Sieger will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Off-Site Incident/Emergency Plan

Outings

All school sponsored outings are contingent upon the existence of a safe climate for travel at the time of student departure. Pam Sieger will subscribe to the national alert email at https://service.govdelivery.com/accounts/USDHS/subscriber/new?topic_id=USDHS_164. Pam Sieger will notify the leader of the outing of the national security color status. If the national security alert goes to red, no outings will be permitted. During orange (*high alert*), all outings will be reviewed on an individual basis and may not be permitted. With yellow/blue/green status, trips will be reviewed in accordance with the school policy.

If an emergency occurs during the event, the teacher or staff member/Safety Leader leading the event should:

- Determine the nature of the emergency and the number of staff, students and others affected.
- Safety Leader will call 9-1-1 if any personal injury or damage to vehicles has occurred.
- Safety Leader or designated person will render first aid if necessary.
- Advise Head of School of the incident.
- Complete a [Critical Incident Report Form](#) on pg. 56.
- Document all events, noting time, date, severity of injuries, names of injured persons, witnesses and emergency personnel, etc. Provide a complete written report to the Head of School/CIL as soon as possible.
- Head of School or designee will contact the Sr. Director and STRIDE legal department.
- Head of School will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Weapon at School Event

Possession of a weapon on school property is best handled by law enforcement personnel. The safety of students and staff is always first. Apprehension of violators and weapon retrieval is second. When faced with a suspected weapon on a person, school personnel should consider the following circumstances:

- Type of weapon
- Age of suspect
- Mental state of suspect
- Victim risk factor
- History of suspect (if known)
- Suspected location of weapon (on person or elsewhere)

Whenever a student is observed or reported to have a weapon at a school event, the following precautions and procedures should be followed by the school administrators and/or staff:

- Any person found to be in possession of a weapon should be reported to the Head of School
- Pam Sieger or designee will contact will call police (911)
- Don't attempt to stop suspect if flight from building/site is attempted
- Allow non-essential persons to flee from area
- Do not allow access to book bags/backpacks without first checking contents
- Avoid confrontation
- When safe, the Head of School or designee will contact the SR. DIRECTOR and school board.
 - The Head of School or designee will complete a [Critical Incident Report Form](#) on pg. 56
- Head of School will act as media liaison and communicate necessary information that has been vetted

with Sr. Director and STRIDE legal department. Also, make sure to coordinate with SVP, Corporate Communications at press@k12.com.

Incidents that can Happen On-Site or Off-Site

Bullying, Intimidation, and Harassment

Bullying Definition

Bullying, intimidation, and harassment are defined to include any gestures, written or verbal communication, or physical acts by an individual student or group of students that inflicts **physical, verbal, emotional or mental suffering** on another student or group of students. They are any behaviors designed to intimidate, threaten, distress or hurt others.

These include but are not limited to any behaviors that take place in BBC, at a testing site, or at a school-sponsored function that:

- Are motivated by any **actual or perceived characteristic**, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical or sensory disability; or by any other distinguishing characteristic
- A reasonable person should know, will have the effect of intimidating, scaring or harming a student, teacher, staff member, etc. or damaging their property, placing them in reasonable fear or harm to their person or damage their property
- Are sufficiently **severe, persistent or pervasive** to create an intimidating, threatening and or abusive educational environment for an individual
- Have the effect of insulting or demeaning any person or group of persons in a way as to **cause substantial disruption** in, or substantial **interference** with the orderly operation of the school. Acts of bullying, intimidation or harassment may also be a student exercising power and control over another student/individual, in either isolated incidents or patterns of harassing or intimidating behavior.

NOTE: Many states, school districts, etc. have anti-bullying statutes and within the statute define bullying. It is important a school understand these definitions and modify this to be compliant with applicable guidelines.

Reporting

All school employees are required to report alleged violations of the school's Anti-Bullying policy to the HOS. All other members of the school community including students, parents or legal guardians, volunteers and visitors are encouraged to report any act that may be a violation of this policy. Reporting parties should be encouraged as part of the school's Code of Conduct to submit an Incident Report Form to the Head of School.

Reports may be made anonymously, but formal disciplinary action cannot be based solely based on an anonymous report.

A school employee who promptly reports an incident of bullying, intimidation or harassment to the appropriate school official and who makes the report in compliance with the procedures in the policy is not liable for damages arising from any failure to remedy the situation.

Investigation

The HOS or designee is responsible for determining whether an alleged act constitutes a violation of this policy. A prompt, thorough and complete investigation of the alleged incident shall be conducted. A written record of each investigation regarding allegations of bullying, intimidation and harassment will be created. All written documentation shall be maintained by the HOS.

Some acts of bullying, intimidation, or harassment may be isolated incidents requiring the school to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of bullying, intimidation, or harassment to require further action involving law enforcement.

Consequences and appropriate remedial actions for students who commit an act of bullying, intimidation or harassment range from positive behavioral interventions, up to including suspension, expulsion and legal and or law enforcement action. The HOS in conjunction with the school and STRIDE attorneys will consider the nature

and circumstances of the act, the level of harm, the natures of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Reprisal or retaliation against a victim, witness or anyone with reliable information about an act of bullying, intimidation or harassment is prohibited. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the school after consultation with school and STRIDE attorneys, consideration of the nature and circumstance of the act, in accordance with the case law, federal and state statutes and regulations and district policies and procedures.

Bullying Education and Prevention Resources

Bullying:

- <https://www.stopbullying.gov/>
- <http://www.pacer.org/bullying/classroom/>
- <https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit>

Crime Reporting Procedures (Against Person or Property)

These are enforcement procedures which are required by law, to be followed in the instance of suspected criminal conduct.

When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, effect the appropriate disciplinary action, and if appropriate, meet with the alleged offender. If warranted, the administrator should immediately remove the alleged offender student from the school environment. The administrator will notify a parent/guardian as soon as possible.

- When appropriate, school officials should contact law enforcement authorities
- If law enforcement is notified, staff will follow applicable established due process procedures
- The administrator will keep a complete record of the conversations had, events that occurred and procedures followed
- When safe, the Head of School or designee will contact the SR. DIRECTOR and school board.
- The Head of School or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Head of School will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department

attorneys, consideration of the nature and circumstance of the act, in accordance with the case law, federal and state statutes and regulations and district policies and procedures.

Crime Reporting Procedures During a Live Class Session (Against Person)

If a student is in immediate harm or someone in their home is in immediate harm during a live class session, call 911 and clear all of the other students from the virtual class environment immediately.

Staff: The following steps should be followed during a Live Class Crisis Event:

1. Call 911
2. Immediately remove all students from the online classroom
3. Notify the HOS

When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, effect the appropriate disciplinary action, and if appropriate, meet with the alleged offender. If warranted, the administrator should immediately remove the alleged offender student from the school environment. The administrator will notify a parent/guardian or appropriate parties, as soon as possible.

- If law enforcement is notified, staff will follow applicable established due process procedures
- The administrator will keep a complete record of the conversations had, events that occurred and procedures followed
- If a recording captured the event, the recording should not be shared with students and families.
*Reference FERPA information below
- When safe, the Head of School or designee will contact the GM and school board.
- The Head of School or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Head of School will work with Crisis Communications Committee (CCC), which includes Corp Comm, Legal, HR, Public Affairs, and other departments, to quickly develop appropriate statements and talking points, in an effort to act as media liaison.

FERPA – Protecting Student Privacy

FAQs on Photos and Videos under FERPA. (n.d.). Retrieved September 01, 2020, from <https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>

1. Does FERPA permit educational agencies and institutions turn over videos to the police upon request or following an incident that may warrant police involvement?

When videos are education records, educational agencies and institutions may not turn over videos to the police upon request without having first either obtained the written consent of the parent or eligible student or determined that the conditions of an exception to the general requirement of consent have been met, such as if the disclosure is made in connection with a health or safety emergency (20 U.S.C. 1232g(b)(1)(I) and 34 CFR §§ 99.31(a)(10) and 99.36) or the law enforcement officer has presented the educational agency or institution with a judicial order or a lawfully issued subpoena* (20 U.S.C. 1232g(b)(1)(J) and (b)(2) and 34 CFR § 99.31(a)(9)).

*Please note, judicial orders and subpoenas must be reviewed by STRIDE legal prior to complying with them.

2. When is a photo or video of a student an education record under FERPA?

As with any other “education record,” a photo or video of a student is an education record, subject to specific exclusions, when the photo or video is: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 “Education Record”)

Directly Related to a Student:

FERPA regulations do not define what it means for a record to be “directly related” to a student. In the context of photos and videos, determining if a visual representation of a student is directly related to a student (rather than just incidentally related to him or her) is often context-specific, and educational agencies and institutions should examine certain types of photos and videos on a case by case basis to determine if they directly relate to any of the students depicted therein. Among the factors that may help determine if a photo or video should be considered “directly related” to a student are the following:

- The educational agency or institution uses the photo or video for disciplinary action (or other official purposes) involving the student (including the victim of any such disciplinary incident);
- The photo or video contains a depiction of an activity:
 - that resulted in an educational agency or institution’s use of the photo or video for disciplinary action (or other official purposes) involving a student (or, if disciplinary action is pending or has not yet been taken, that would reasonably result in use of the photo or video for disciplinary action involving a student);
 - that shows a student in violation of local, state, or federal law;
 - that shows a student getting injured, attacked, victimized, ill, or having a health emergency;
- The person or entity taking the photo or video intends to make a specific student the focus of the photo or video (e.g., ID photos, or a recording of a student presentation); or
- The audio or visual content of the photo or video otherwise contains personally identifiable information contained in a student’s education record.

2. If a video is an education record for multiple students, can a parent of one of the students or the eligible student view the video?

When a video is an education record of multiple students, in general, FERPA requires the educational agency or institution to allow, within 45 days of a request, an individual parent of a student (or the student if the student is an eligible student) to whom the video directly relates to inspect and review, or "be informed of" the content of the video, consistent with the FERPA statutory provisions in 20 U.S.C. § 1232g(a)(1)(A) and regulatory provisions at 34 CFR § 99.12(a). FERPA generally does not require the educational agency or institution to release copies of the video to the parent or eligible student.

In providing access to the video, the educational agency or institution must provide the parent of the student (or the student if the student is an eligible student) with the opportunity to inspect and review or "be informed of" the content of the video. If the educational agency or institution can reasonably redact or segregate out the portions of the video directly related to other students, without destroying the meaning of the record, then the educational agency or institution would be required to do so prior to providing the parent or eligible student with access. On the other hand, if redaction or segregation of the video cannot reasonably be accomplished, or if doing so would destroy the meaning of the record, then the parents of each student to whom the video directly relates (or the students themselves if they are eligible students) would have a right under FERPA to inspect and review or "be informed of" the entire record even though it also directly relates to other students.

For a fuller legal analysis and explanation of this issue, please see the [2017 Letter to Wachter](#).

Student and Family Crisis Emergencies

Teachers or school staff members are often the first point of contact for many crisis and counseling issues. As a virtual school the crises and emergencies that we encounter are not normally building-based, but are focused more on each individual child and their environment. As a school, we generally gather our information directly from a student, their family, the community, or from the media. Our students are affected by situations happening on a personal level in their own homes and in the community around them. We gather news from the counties we know our students are living in and national stories that could have an impact on their families. We also take into consideration what students write, speak, and allude to. In addition, we are also sometimes called on to investigate situations based on non-confirmed reports of an issue.

The first staff member that is made aware of any safety or emergency will be responsible for documenting an accurate account of the communication and events that precipitated their report and their responsive actions. Support can be given by other qualified staff members as needed, but the initial documentation of the events should come in a **first-person** document and must be made as near to the actual occurrence of the situation as possible so that the reporter's memory is fresh. Any issues involving mandatory reporting of child welfare issues should be handled according to the policy set forth in this manual.

Near Death of Family or Fatal Student Family Crisis

The Head of School or **Crisis Intervention Team Lead**, or designees should implement the following procedures when the school is notified of a near-death of family or fatal crisis, such as loss of housing due to a natural disaster, in a student's family.

1. Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school spokesperson.
2. Notify the **Head of School** of the event.
3. Tell office staff members who are aware of the situation NOT to repeat or give out any information within or outside of the school until specifically instructed to do so. Have them direct all inquiries to the school spokesperson until told otherwise.
4. Convene the **Crisis Intervention Team**.

5. If the affected student was in special education or another special program, notify the appropriate program coordinator.
6. Assign **CIT** members verify the information is true.
7. Determine if additional resources are needed such as counseling, local shelter information, local food-banks, or are needed on a stand-by basis, to effectively manage the crisis.

If the school is notified in the morning, all procedures should be implemented on the same day. If the school is notified after school hours or on the weekend, continue with verification of information and general crisis intervention procedures but postpone staff notification until the following school day.

Injured or Deceased Student Crisis

Once verification of a student family crisis has occurred, the **Crisis Intervention Team Leads** must do the following:

1. Notify the **Head of School** of the event.
2. Convene the **Crisis Intervention Team**.
3. If the affected student was in special education or another special program, notify the appropriate program coordinator.
4. Assign **CIT** members to locate, gather, and inform closest friends of the deceased/injured student.
5. Support the **Head of School** with facilitating the following:
 - a. Preparing a formal statement for the initial announcement to the entire school. Include confirmed factual details and note that additional information will be forthcoming. Also, prepare statements for telephone inquiries from media and others for the designated media representative.
 - b. Deciding on a time for an emergency all hands staff meeting to share the appropriate information. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
6. Identify students, staff, and parents likely to be most affected by the news due to their relationship with the deceased/injured, recent or anticipated family loss, personal history with similar crisis, etc. These persons should be offered additional support.
7. Determine if additional resources are needed, or are needed on a stand-by basis, to effectively manage the crisis, and notify them as appropriate.
8. Assign team members to:
 - a. Provide grief support for students. This can be accomplished in a special assembly via Class Connect sessions and providing breakout rooms for students if they need additional support. Have staff carefully watch students and take attendance of student participants and students they checked in with. Make sure parent/guardians of these students are notified regarding the impact of the events on their children.
 - b. Review and distribute open ended questions to help teachers with classroom discussions.
 - c. Stand in for any staff members unable or unwilling to deal with the situation during the announcement and subsequent discussions.
 - d. Distribute the developed list of community resources to all teachers/students. Employee Assistance Program information can be distributed to employees in need of additional support.
9. Once the information has been shared with staff, students, and families assigned staff members will perform the following:
 - a. Monitor students' chat messages and direct them to support services as needed. Notify a family member expressing the school's concern.
 - b. Provide support to faculty and other staff members via BBC rooms or phone conference.
 - c. Provide additional, private support to staff members closest to the deceased/injured student.
 - d. If a student has deceased, once the crisis has been addressed, as part of the post review of the situation, the deceased student must be removed from the school attendance rolls.
10. When safe, the Head of School or designee will contact the SR. DIRECTOR and school board.
11. The Head of School or designee will complete a [Critical Incident Report Form](#) on pg. 56.
12. Head of School will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department

Advising Staff During a Student Family Crisis: The Staff Meeting

The Head of School, **Crisis Intervention Leads**, and designated staff should do the following at the first staff meeting during the crisis:

1. Review facts of the crisis and dispel rumors.
2. Help staff members process their responses to the situation. Provide guidance on how they may identify signs within themselves of the need to talk with someone.
3. Describe the feelings that students may experience and suggest how teachers might handle specific situations.
4. Provide guidelines for helping students who are upset.
5. Encourage teachers to encourage/allow students to discuss their feelings and express grief, anger, etc., after the announcement in class and throughout the day. Emphasize the acceptability and/or normalcy of a range of expressions. The guiding principle is to return to the normal routine as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
6. Encourage staff to dispel rumors whenever possible and discourage any “glorification” of the event (especially in suicidal death).
7. Require the staff to meet the next school day morning to review procedures and debrief so that an assessment can be made if further counseling etc., needs to be provided.

Student/Staff Memorials

In the event of the death of student or staff member, the following procedures will be permissible, and the appropriate memorials will consist of the following:

- Formal letter sent to staff stating the pertinent information regarding the situation from the Head of School
- Formal letter and/or card sent to the family by administration
- Online groups and classroom meetings offered for student support and discussion
- Head of School or designee will contact the SR. DIRECTOR and school board.
- Head of School will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department

Suicide

Suicidal Threats

The risk of suicide is raised when any peer, teacher, or other school employee identifies someone as potentially suicidal because s/he has directly or indirectly expressed suicidal thoughts (ideation) or demonstrated other clues or warning signs. Take any threat of self-harm **seriously**. Evaluation must be **immediate** to protect the child and/or others from injury or death.

Take immediate action. The authorities should be immediately notified via 911. If the staff member is on the phone with student who is in eminent danger and cannot make a call, and they have Instant Messenger at the school, they should reach out to administration to help make the call or send a text message. The staff member should contact the Family Resource Coordinator and/or School Counselor(s) immediately to report the situation. After this has been reported to 911 and the student's family, the Family Resource Coordinator or School Counselor will contact the Head of School and provide guidance.

Staff Response to Suicidal Concerns

1. **DO NOT LEAVE THE STUDENT UNATTENDED.** Remain in contact with student until help has arrived or the situation has been resolved.
 - If physically with the student, take immediate action to isolate the individual posing a threat and prevent access to potential weapons (if known)
 - If the student is on the phone or in BBC with staff and they believe the individual is in eminent danger, staff should keep them on the line until a parent/LG or police officer arrives
2. **Notify Parent/Legal Guardian.** (Verify that Learning Coach is legal guardian before contacting)
3. Call the **(911)** when:
 - The student expresses the wish to die or kill themselves.
 - The student is in **possession of lethal means**. Lethal means include a gun, knife, etc. If staff is physically with the student, secure the area and prevent other students from entering, if appropriate. Immediately notify 911, as officers have special training to de-escalate a situation that can very quickly become dangerous
 - The situation requires transportation to a **hospital emergency** department or crisis services
 - Attempts to contact parent or legal guardian are unsuccessful
4. Contact via instant messenger, text message, or email <<insert school's name>>'s **Family Resource Coordinator/Social Worker or School Counselor(s)** to conduct a **suicide risk assessment** and determine the status of the student. If the FRC or Counselor is unavailable, continue to talk and be an active listener. Ask student if it is ok to get them assistance and dial the National Suicide Hotline: **1-800-273-8255**. Have the student speak with a trained professional to assess the student's status.
 - Conduct basic assessment with student as needed. The assessment should include:
 - Ask the student if they have a plan and what it is
 - Ask the student if they have a method to carry out their plan (gun, knife, pills etc. on their person or accessible elsewhere)
 - If not on site, ask if there is any adult present and if you can speak with them

Suicide/ Attempted Suicide

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt; the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. Any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

Actions

1. Call 9-1-1, **immediately**.
2. Notify the principal and Head of School.
3. Alert the Crisis Response Team.
4. Emergency staff meeting will be called. As much information as possible will be presented to disconnect the rumor mill and to provide consistent data to share with students when school convenes. The Principal and the Crisis Response Team will tell staff about strategy for the day.
5. An intervention area will be available for counseling for staff and students.
6. Head of School or designee will contact the SR. DIRECTOR and school board.
7. The Head of School or designee will complete a [Critical Incident Report Form](#) on pg. 56.
8. Head of School will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department

Suicide Attempt Conditions and Implementation Steps

A suicide attempt becomes a crisis to be managed by the school staff when one or more of the outlines conditions below exist.

1. Rumors and myths are widespread and damaging.
 - Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
 - If a school office staff member heard the report, tell them not to repeat or give out any information within or outside the school unless they are specifically told to do so.
2. Students witness police action or emergency response services.
 - Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
 - If a school office staff member heard the report, tell them not to repeat or give out any information within or outside the school unless they are specifically told to do so.
3. A group of the attempted survivor's friends are profoundly affected by the suicide attempt and request support.
 - Designate a Crisis Intervention Team member(s) to talk to the most profoundly affected friends and determine the type of support needed.
 - Provide a BBC room for the identified peers to receive support services.
 - Provide the necessary passes to release these students from class to receive services.

School Reentry for a Student Who Has Attempted Suicide

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has tried if they know the school has a helpful, nonthreatening manner of dealing with suicide. Because a student who attempted suicide often is at greater risk for suicide in the months following the crisis, it is extremely important to closely monitor his or her reentry into the school and to maintain close contact with legal guardians and mental health professionals working with that student.

The student may be absent from one to four weeks after a suicide attempt and possibly longer as s/he is hospitalized in a treatment facility. In this situation, the following steps will be followed by the FRC, School Counselor, or HOS appointed designee:

1. Obtain a written **release of information** form signed by the parents. This makes it possible for confidential information to be shared between the school personnel and the treatment providers.
2. Inform the student's teachers regarding the number of probable days of absence.
3. Instruct teachers to provide the student with assignments to be completed if the circumstances are appropriate.
4. Maintain contact with the student to keep him/her informed of the latest developments in the school, if appropriate.
5. Seek recommendations for aftercare from the student's therapist.
6. Relevant non-confidential information should be conveyed to appropriate school staff regarding after care.
7. Once the student returns, the appropriate CIT member (most likely school counselor) should maintain regular contact with the student.
8. The school should maintain contact with the parents, provide progress reports and other appropriate information, and be kept informed of any changes in the aftercare plan.

Suicide Resources

Websites:

- <http://www.thefyi.org/toolkits/suicide-prevention-toolkit/>
- <https://www.cmhnetwork.org/news/preventing-suicide-a-toolkit-for-high-schools>

Why do people commit suicide?

The suicidal person feels a tremendous sense of loneliness, isolation, helplessness, and hopelessness. They feel that they can no longer cope with their problems and that suicide may be the only way out. Most people **think** about suicide at some point in their life. Most people find that these thoughts are temporary and that things do get better. Suicide is a needless and permanent solution to short-term problems.

Teen suicide is the 3rd leading cause of death among young adults and adolescents 15 to 24 years of age, following unintentional injuries and homicide.

Warning Signs:

One sign alone does not mean that a person is suicidal. Several signs at one time, however, may mean that the person is seeking help. A few of these signs are:

- Depressed mood, pervasive sadness
- Previous suicide attempts or gestures
- Sudden withdrawal from social contacts, interest, and/or activities
- Recent loss of a loved one or pet
- Sense of failure, feelings of shame or guilt
- Significant decline in, or neglect of, school work and/or personal appearance, frequently coupled with expressions of helplessness and apathy
- Frequent references to death and dying; listening to mournful records; decline in fear of death
- Purchase of the means of suicide; e.g., pills, rope, weapons
- Changes in eating and sleeping patterns (*e.g. insomnia, increased sleeping, loss of appetite, or over eating*)
- Sudden mood changes or significant behavioral changes
- Family disruptions such as divorce or other changes
- Marked self-abuse through alcohol and/or other drug use
- Giving away one's personal possessions; packing one's belongings

- Self-mutilation or attempts to hurt oneself physically
- Themes of death, depression, and suicide in art work and writing
- Rebelliousness, reckless behavior

What to Do:

When you suspect that a student may be suicidal, you may become nervous and anxious. This is a normal feeling. It may help if you remember the following:

- **Observe** the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.
- **Listen** to what the student is saying and take her/his suicidal threat seriously. Many times, a student may be looking for just that assurance.
- **Believe or trust** your suspicions that the student may be self-destructive. Communicate your concern for the well-being of the student to the counselor, FRC and/or school psychologist.
- **Be direct.** Talk openly and freely and ask direct questions about the student's intentions. Try to determine if the student has a plan for suicide (how, where, when). The more detailed the plan, the greater the risk.
- **Get professional help.** Encourage the student to seek help from a school counselor, school psychologist, FRC/school social worker, spiritual advisor, or someone who can help solve the problems. If you believe that the student is in imminent danger of hurting themselves or others, you must notify the FRC or School Counselor. If the FRC/School Counselor is unavailable, call the police (911).

What Not to Do:

- **Do not** allow yourself to be sworn to secrecy by the suicidal student. You may lose the confidence of the student for a while, but you may save a life.
- **Do not** leave the student alone if you believe the risk for suicide is immediate.
- **Do not** act shocked at what the student tells you.
- **Do not** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type") or try to shock or challenge the student ("Go ahead. Do it."). The student may already feel rejected and unnoticed and you should not add to that burden.
- **Do not** attempt to handle a potential suicide by yourself. Your responsibility to the student in a crisis is limited to listening, being supportive, and getting him/her to a trained professional. Under no circumstances should you attempt to counsel the student.
- **Do not** let the student convince you that the crisis is over. The most dangerous time is when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should stay in communication with the student until help arrives.

Myths and Facts about Suicide:

Myth: Talking to someone about their suicidal feelings will cause them to commit suicide.

Fact: Asking someone about their suicidal feelings may make the person feel relieved that someone finally recognized their emotional pain.

Myth: All suicidal people want to die and there is nothing that can be done about it.

Fact: Most suicidal people are ambivalent, that is, part of them is saying, "I want to die," but part of them is saying, "I want to live."

Myth: There is a "typical" type of person who commits suicide.

Fact: The potential for suicide exists in all of us. There is no "typical" type of suicidal person.

Myth: Suicide occurs without warning.

Fact: Many people, including adolescents, give warnings of their suicidal intent.

Suspected Child Abuse

Mandatory Reporting:

Per the Child Welfare Information Gateway website, Child Abuse is defined by the Federal Child Abuse Prevention and Treatment Act (CAPTA) as at minimum:

- “Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation”;
- “An act or failure to act which presents an imminent risk of serious harm.” Per CAPTA, this definition of child abuse and neglect refers specifically to parents and other caregivers. A “child” under this definition generally means a person who is younger than age 18 who is not an emancipated minor.

While federal law sets minimum standards, each state is responsible for defining maltreatment. For more information on specific state statutes, see <https://www.childwelfare.gov/topics/systemwide/laws-policies/state/?hasBeenRedirected=1>.

And, per a Child Welfare Information Gateway Publication entitled “What is Child Abuse and Neglect? Recognizing Signs and Symptoms”, there are civil definitions that determine the grounds for intervention by State child protective services agencies.

- Physical Abuse
- Neglect
- Sexual Abuse
- Emotional Abuse
- Abandonment
- Substance Abuse

Teachers, counselors, administrators, and school staff are responsible to report suspected child abuse by law. All school staff are considered mandated reporters and required to make reports if abuse is suspected. School staff must follow up with the student’s school counselor/social worker and direct administrator.

Note if you have cause to believe a student is in immediate danger dial 911.

If someone reports abuse to you, there are four questions to ask the alleged victim that will provide crucial information. Any questions must only be broached after consideration of the alleged victim’s emotional demeanor. Allow the alleged victim to lead the conversation. Do not suggest information or make any assumptions. But it’s alright to restate the questions or say tell me more about that.

- *What happened?*
- *Who did it?*
- *When did it happen?*
- *Where did it happen?*

Steps for Reporting (if student is NOT in immediate danger):

If you have concerns, questions, or need support, please contact the Family Resource Coordinator (FRC) and School Counselor assigned to the student. If the Family Resource Coordinator and School Counselor(s) are not available, please contact your HOS to make them aware of the situation and for further assistance.

1. Call your state appropriate Department of Human Services office according to the county the student resides.
2. Have student information in PowerSchool accessible.
3. Keep your notes of the report in a secure location and password protected.
4. Notify appropriate Family Resource Coordinator/social worker or School Counselor(s) and Head of School.
5. **IMPORTANT:** Document in PowerSchool or designated SIS exactly as stated below.

Subject line: Referral to FRC/Counselor

Body of note:

- Employee name who initiated referral.
- Date and time of referral.
- Name of administrator and FRC/Counselor notified.

Student Runaway or Abduction

Definition: Student runs away from the school-operated function during school hours, or student is abducted by a stranger or family member.

- The teacher or staff member/Assembly Leaders should notify the school office and provide a description of the student(s) and abductor(s) and as much information as possible about the incident.
- The school office personnel should call the police (9-1-1) for an abduction or for a runaway. Provide a description of the persons involved and as much information as possible about the incident.
- For a runaway, follow student if it seems appropriate.
- School office personnel should contact the parent/legal guardian.
- Pam Sieger or designee conduct immediate search of school building and grounds.
- Pam Sieger or designee will gather the following information for the officer:
 - Description of the clothing the student wore when last seen
 - Picture, if available
 - Time last seen – where and with whom?
 - Playmates, friends' names, addresses and phone numbers
 - Students normal mode of transportation
- Pam Sieger or designee will provide CIT and counselor's information regarding those who may be distraught over the situation.
- When child is found, Pam Sieger or designee, will notify staff.
- Call emergency staff meeting to debrief staff.
- Arrange for counseling for staff and students distraught by the situation.
 - Head of School or designee will contact the SR. DIRECTOR and school board.
 - The Head of School or designee will complete a [Critical Incident Report Form](#) on pg. 56.
 - Head of School will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department

Kidnapping incidents:

- Upon report of kidnapping, call 9-1-1. Relay whatever available information to the dispatcher.
- Notify Head of School or designated staff member.
- Call student's parent/guardian.
- Head of School or designee will keep school procedures as normal as possible.
- Pam Sieger or designee will conduct immediate search of school buildings and grounds.
- Pam Sieger or designee will gather witnesses in private area to meet with law enforcement officer.
- Pam Sieger or designee will obtain description of suspect(s) and vehicle, if possible.
- **Suspect:** Height, weight, hair color, race, facial hair, clothing.
- **Vehicle:** Color, make, year, license plate number, noticeable damage.

- Pam Sieger or designee will clarify "type" of kidnapping, custodial or other.
- If kidnapping is reported to result from custodial dispute problem, obtain information from reporting individual and relay to 9-1-1 dispatcher.
- If suspect is other than parent/guardian:
 - Obtain name of kidnapped victim's friends who may have helpful information of the person kidnapped. Information including contact information should be available for law enforcement
 - Obtain photograph of victim yearbook, personal files or parent/guardian.
- Head of School or designee will contact the SR. DIRECTOR and school board.
- The Head of School or designee will complete a [Critical Incident Report Form](#) on pg. 56.
- Head of School will act as media liaison and communicate necessary information that has been vetted with Sr. Director and STRIDE legal department

Incidents that Occur During Summer or School Breaks

If a school administrator or CIT team member is notified of a crisis during the summer (or when affected students are on break), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- Institute the phone tree to disseminate information to CIT members and request a meeting of all available members.
- Identify close friends/staff most likely to be affected by the crisis. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students and recommend community resources for support.
- Notify general faculty/staff by letter or telephone with appropriate information.
- Schedule faculty meeting for an update the week before students return to school.
- Be alert for repercussions among students and staff. When school reconvenes, recheck the core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Crisis Prevention

What is Prevention?

The goal of mitigation and prevention is to decrease the need for response as opposed to simply increasing response capability. Identifying local hazards and determining major problems in your school can help reduce or eliminate risk.

Types of Crises to Prepare for:

- Bullying
- Suicide
- Violence
- Loss for job
- Unexpected homelessness
- Terminal Illness
- Natural Disaster
- Loss of loved ones (death in family or among friends)

The Benefits of Prevention

- Safety
- Reduce impact of traumatic events
- Ensure safety and security is attained in their environment

The School's Role in Prevention

Protection

Staff assesses and responds to the level of risk for crisis situations and provides the appropriate preventive resources and services.

Who is Involved?

Counselors and a Family Resource Coordinator (FRC)/social worker will be available to assist in explaining what prevention is and how it can be implemented.

Teachers review prevention procedures so that students are constantly exposed to prevention resources. They ensure that students are aware of the support and resources available for those experiencing crisis (directly and indirectly).

Students can help and assist other students who may need guidance in some of the prevention tactics if an event occurs.

The school's local **community** is always willing to provide outreach services to our students and to assist schools when needed.

How Prevention Affects the School

Being adequately prepared to prevent or address a crisis creates security and stability among students and staff. Students who understand how to address bullying, threats, harassment, suicide, and how to be prepared during natural disasters, etc. have a more positive outlook in life.

What is Intervention?

Intervention is when staff intervenes when a crisis occurs using reasonable measures including support, safety, and education.

Guidelines for Intervening

Support

- Communicating the availability of support services
- Providing support in an organized manner

Safety

- Ensuring the safety of individuals involved in a crisis
- Reporting, when necessary, to parents/guardians, local police, and/or the Department of Human Services

Education

- Educating students and staff on warning signs of a crisis
- Educating students and staff on prevention techniques
- Providing coping skills training to student and staff

Postvention

What is Postvention?

Postvention refers to the strategies, steps, and best practices taken to support and assist those affected by a crisis to reduce emotional suffering. This type of emotional suffering can include, but is not limited to, traumatic reactions such as Post Traumatic Stress Disorder (PTSD) as well as suicide contagion.

Purpose

The purpose of the postvention work group is to define and outline the best practices, steps, and strategies to use for helping staff, students, and families after a crisis situation has occurred. This would include messaging/communicating, providing counseling and support as needed, identifying resources, following up to try and prevent long-term damage and effects from the crisis.

Under the direction of the **Crisis Intervention Team Leads**, the designated **CIT** members assist in classrooms, provide small group counseling, large scale debriefings, and assists in other crisis response duties such as:

- Meet with administrators and key staff to formulate an action plan
- Assist in the facilitation of staff meetings to provide information related to the crisis
- Support school staff
- Help teachers process information with students
- Work with students individually or in groups
- Be available for parents/community
- Provide factual information and resources to parents

Debrief/After Support with Staff

Questions to Consider/Discuss:

- *How did the situation play out?*

- *Do the students understand what has happened through facts and not rumors?*
- *What went well?*
- *What did not go well?*
- *How can we better the approach?*
- *How can we improve from this situation?*
- *Are we all on the same page in understanding what has happened?*
- *Was everyone who was involved notified of extra help even after postvention/debriefing?*
- *Hold an end of day staff and team debriefing and determine if staff needs additional support*
- *Discuss specific issues around event and on-going attention or action needed*
- *Crisis team members should keep a log of students and staff contacts, including such items as if the contact was self-initiated or requested by a staff member, a brief overview of the discussion, parent/guardian contacts made, and which individuals need further contact/follow-up by a crisis team member or school mental health provider*

Training Model

School Administration Level Training for Crisis

Training is a critical element in establishing workable approaches to handling all crisis situations. Much of this training will be developed and provided by the Carolus Online Academy's Crisis Intervention Team. This does not preclude the use of training provided by other school personnel and/or training provided outside professionals.

Components of Faculty/Staff Training

Faculty/Staff training on the Crisis Management Plan should occur at the beginning of every school year as well as upon hire of new faculty and staff by the CIT. The Crisis Management Plan will also be reviewed with the staff by the CIT prior to state testing. Trainings must include the following:

1. School crisis response policies and procedures
2. Identification of crisis team members and their crisis team functions
3. Identification of at-risk students
4. Suicide prevention
5. Child abuse mandated reporting
6. How to handle crisis contacts made by students after school hours
7. How to lead constructive dialogue with students following a crisis situation
8. How to handle communications during a crisis with school staff, students, media, etc.
9. What to do during face-to-face events
10. What to do during state testing

Review and Practice of On-Site Procedures

To be effective, even the best emergency plans must be practiced. It is essential that Pam Sieger periodically review the school emergency plan with staff. Staff and students should periodically practice three key drills.

Evacuation, Lockdown, and Shelter in Place

Each physical location, such as the school office or blended learning center, will have a Site Lead. The duties of the Site Leads are outlined below.

- Pam Sieger must routinely practice **evacuation drills** as required by Fire Department directives
- Pam Sieger is also expected to perform one **Lockdown drill** (typically used to secure a building) at the beginning of each semester
- Pam Sieger is also expected to perform one **Shelter-in-Place** drill (typically used for weather emergencies) at the beginning of each semester

Components of Family/Student Training

Family/Student training will occur throughout the school year and will be led by a member of the CIT. Trainings provided to families/students include:

1. Suicide prevention/intervention
2. Violence prevention (bullying, harassment, abuse)
3. Conflict resolution
4. Substance abuse prevention/intervention
5. Crisis counseling services
6. State testing protocol
7. Face-to-face events protocol

Forms

Critical Incident Report Form

Please copy and paste the following template into an email and send the completed information to your direct administrator and counselor/social worker. Please do not paste this form into Total View or designated SIS notes. The sending of the form can be noted in your documentation however the specific and sensitive details cannot be included.

Last Name:		First Name:	
Student ID:		Grade:	
Address:			
Phone:			
Date of Incident:		Time of Incident:	

Describe the specific details of the situation:

Form filled out by:

Administrator notified:

Counselor/Social Worker notified:

Suspected Child Abuse/Neglect Report Form

While this form will help you make a mandatory report and predicts what you will be asked, remember that we are never the investigator of child abuse. Please do not veer from the questions on this form; Who? What? When? Are you safe now?

Today's Date: Day of Week:

CHILD INFORMATION						
Last Name	First Name		Middle Name		AKA	
Social Security No. (if available)	Ethnicity	Date of Birth	Age	Grade	Height (if known)	Weight (if known)
Home Address		City		Zip	Home Phone	
COMPOSITION OF FAMILY (WHO LIVE IN HOUSEHOLD based on our Records)						
Last Name	First Name	Gender	Relation to Student	Work Phone	Cell Phone / Pager No.	☒ If Alleged Perpetrator
						☐
						☐
						☐
						☐
ALLEGED PERPETRATOR(S) AND/OR WITNESS(ES) (IF NOT LISTED ABOVE)						
Last Name	First Name	Gender	Relation to Student	Address/Phone No.		☒ If Alleged Perpetrator
						☐
						☐
						☐

Nature of suspected abuse or neglect: Check all that apply

☐ Physical Abuse ☐ Sexual Abuse ☐ Neglect ☐ Other:

How and when did school/agency become aware of the situation (include name of personnel who first learned of abuse).

What were the child's responses to the following four questions (use exact quotes and verbatim language)?

1. What happened? _____
2. Who did it? _____
3. When did it happen? _____
4. Where did it happen? _____

1. Did you contact the Department of Human Services (DHS)/Child Protective Services (CPS) ☐ Yes ☐ No

If yes, fill in section below

CPS Intake Worker _____ CPS Office Assigned _____

2. OPTIONAL Did you contact the Police Agency: (List ☒ Agency Contacted)? ☐ Yes ☐ No

If yes, fill in section below

Contact made with:

☐ _____ Police Department
Phone # _____
Officer _____ Badge# _____
DR # _____

Other agency, if any, notified:

☐ _____ Agency
Phone # _____
Officer _____ Badge# _____
DR # _____

3. Upon completing report which should occur within 12 hours of becoming aware of alleged abuse, email this as a **password protected** document to your **Head of School** and the **Family Resource Coordinator, Social Worker, School Counselor, and other personnel as defined by school policy and procedure**. When you name the document, save as, and add a date to the beginning of the name existing: (e.g. 02022016 Suspected Child or Neglect form). Do not send the password in the same email as the document. Do not send PW in an email marked PW for report form. Provide PW in a phone conversation or a VM to appropriate parties.

School/Agency Name:

Reporter:

Address:

Administrator:

Phone:

Signature (s) of person (s) completing this form:

Name/ Signature	Position/Title	Date

If you saw the student:

Check ☒ those that apply and record child's physical injury(ies) including shape, size, type (letter), and color (number) as appropriate, on the diagrams of the child to show location of the injury(ies).

☐ A= Burn

☐ B= Burn

☐ C= Laceration

☐ D = Fracture

☐ E = Other

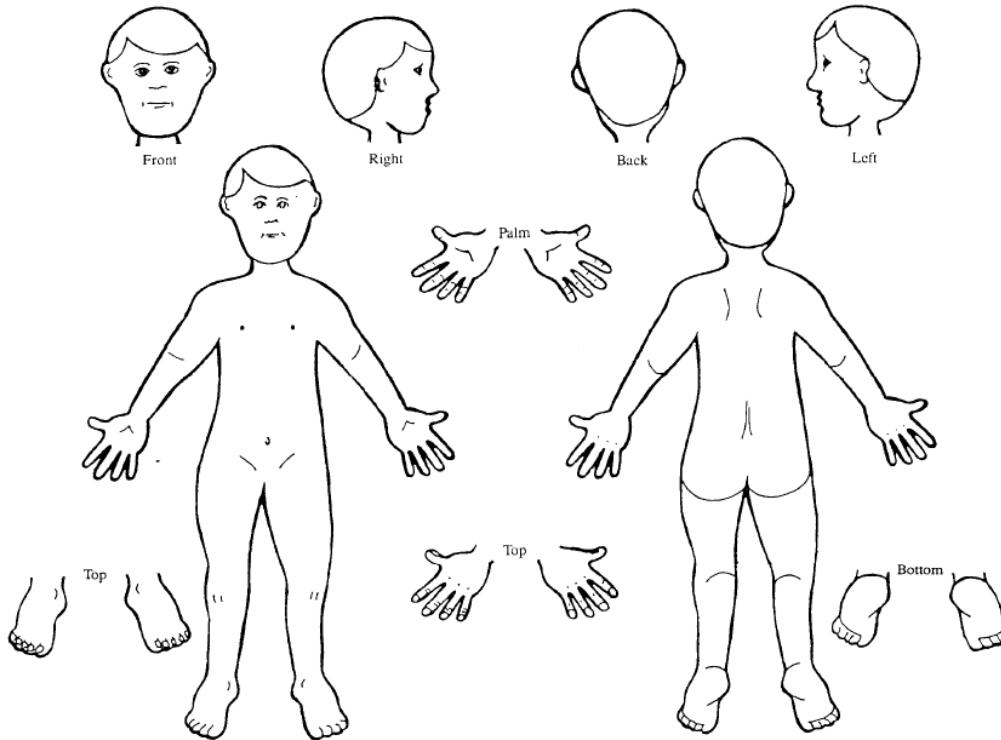
☐ 1 = Bright Red

☐ 2= Purple

☐ 3= Blue

☐ 4 =Green

☐ 5 = Yellow



Crisis Planning Resources

1. Department of Homeland Security: <https://www.dhs.gov/>
2. United States Department Of Education: <https://www2.ed.gov/admins/lead/safety/crisisplanning.html>
3. Readiness and Emergency Management for Schools: <https://rems.ed.gov/>
4. Practical Information on Crisis Planning:
<https://rems.ed.gov/docs/practicalinformationoncrisisplanning.pdf>