

CRISIS AND EMERGENCY PROCEDURES

SY 2023-2024



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Crisis Intervention Team: Definition and Function

Definition: A Crisis Intervention Team (CIT) is a group empowered to act in situations that are physically or psychologically dangerous to students or staff. The objectives of this team are:

- To provide for the safety, welfare, and care of the students and staff
- To provide during times of crisis and chaos
- To be prepared and professional
- 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:

- Medical emergency or natural emergency
- Violence directly or indirectly affecting a student or staff member
- Homicidal ideations or attempts of a student or staff member
- Death of a student or staff member
- Suicidal ideations or attempts of a student or staff member

Crisis Intervention Training

Training is a critical element in establishing workable approaches to handling all crisis situations. Much of this training will be provided by the designated Online Oregon Schools Crisis Intervention Team. This does not exclude the use of other trained school personnel and/or outside professionals. The CIT will:

- Identify and interpret school policies and procedures regarding crisis response.
- Identify and familiarize participants with the crisis team members and their functions.
- Train faculty to identify at-risk students.
- Prepare faculty to appropriately handle crisis contacts made by students after school hours.
- Train teachers to lead constructive dialogue with their students following a crisis.
- Train administrative staff and any other appropriate staff member in communication, crisis response, district policies, etc.

Crisis Prevention, Intervention, and Postvention

Prevention

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

- Bullying
- Suicide/non-suicidal self-harm
- Violence
- Natural Disasters
- Loss of Loved Ones (death in family or among friends)

The staff assesses and responds to the level of risk for crisis situations and provides the appropriate preventive resources and services. The people involved in prevention response include:

- **Counselors** and the **Student Resource Coordinator** 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.

- Trained **Students** can help and assist other students who may need guidance in some of the prevention tactics if an event occurs.
- Our local **communities** are always willing to provide outreach services to our students and to assist schools when needed.

Prevention creates a stronger sense of security and stability among our students and staff. Students who understand how to prevent incidents including bullying, threats, harassment, suicide, and unpreparedness during natural disasters, etc. have lower levels of stress/anxiety and are able to have a more positive outlook in life.

Intervention

Intervention is when staff uses reasonable measures to help when a crisis occurs. These measures center around support, safety, and education and may include:

- Communicating the availability of support services
- Providing support in an organized manner
- Ensuring the safety of individuals involved in a crisis
- Reporting, when necessary, to parents/guardians, local police, and/or the Department of Human Services
- 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

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 schooling environment. Also as a virtual 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 seek information for stories from the counties we know our students are living in and national stories that could have an impact on their families. In any crisis or mandatory reporting situation, you will be responsible for contacting the Student Resource Coordinator or School Counselor (if Student Resource Coordinator is unavailable) and your direct school administrator as stated.

Upon notification of a crisis, the staff member should follow the steps below:

- Call 911 if student/staff member is in immediate danger
- Do not hang up on the student to call 911. Message another staff member to assist you or use a 3-way call to alert 911.
- Inform grade level administrator, Student Resource Coordinator, and/or counselor. Please ensure direct contact is made. Voicemails and emails are insufficient.
- Complete the [Incident Report Form](#).
- Make a mandatory report to DHS if necessary.

Utilize the Crisis and Emergency Procedures Quick Reference Guide (QRG) for contact information.

The first staff member that is made aware of any safety or emergency situation will be responsible for documenting an accurate account of events and their follow-up 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. Any issues involving mandatory reporting of child welfare issues should be handled according to the policy set forth in this manual. Brief documentation should also go in TVS and an SRC [Referral](#) when appropriate as outlined in the sections to come.

The CIT members will have the following responsibilities during and after a crisis:

Assesses the situation and engages appropriate crisis response protocol

CIT Lead

- Communicates with higher level administrators

- Monitors implementation of the response plan
- Implements crisis team meetings

Executive Director or Designee

- Conducts staff meeting during 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
- Works as the media contact for the district and/or school
- Coordinates with the principals or site administrator for statements to the press, as needed
- Conducts informational communication with the media, if necessary
- Reviews public information releases
- Produces statement for release via social media sites, if appropriate

Student Resource Coordinator and/or School 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
- Leads or provides the functions in the Operations section
- Reviews effectiveness of response and interventions
- Coordinates with planning and logistics coordinator to assure resources are available
- Communicates with district and/or community level team(s)
- Leads team in debriefing after a crisis occurs
- Documents activities

Department Leads

- Duties as assigned by Executive Director

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. 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 has occurred. This would include messaging/communicating debriefing information, providing counseling and support as needed, and identifying necessary and appropriate resources. Postvention also focuses on following up to prevent long term damage and effects from the crisis.

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

- Meeting with administrators and key staff to formulate an action plan
- Assisting in the facilitation of staff meetings to provide information related to the crisis
- Supporting school staff
- Helping teachers process information with students
- Working with students individually or in groups
- Being available for legal guardians/community
- Providing factual information to families

Additionally, following a crisis, the CIT members will meet to discuss the following questions:

- 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 approach this better in the future?

- 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

Suicide and Youth

Why do people commit suicide?

The person with thoughts of suicide 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 may 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 or long-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. However, several signs at one time may indicate 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, schoolwork 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
- Recent changes in eating and sleeping patterns
- 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 artwork and writing
- Rebelliousness, reckless behavior

Risk Factors

- Death of a family member or loved one
- The adolescent's own pregnancy or illness
- Stress due to new situations, college, or relocating to a new community
- Breaking up with one's significant other
- Loss of family social or financial status
- Rejection by peers
- Failure to achieve
- Problems with school or the law
- A stressful family life
 - o Divorce or separation of parents

- o Parents with substance or mental health concerns
- o Abuse and/or neglect
- o Family history of suicide
- Loss of security...fear of authority, peers, group or gang members
- Seriously injuring another person or causing another person's death

Warning signs are important, but it is very important to include the risk factors. Coupling warning signs and risk factors provides a clearer profile of risk.

Myths and Facts about Suicide

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

Helpful Tips

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 if able. 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 their 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, SRC and administrator.
- 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, SRC, trusted adult, or someone who can help solve the problems and offer to connect them directly to assistance. If you believe that the student is in imminent danger of hurting themselves or others, you must immediately call 911 and then notify the SRC or School Counselor to assist as needed. If the SRC/School Counselor is unavailable, contact your administrator for assistance.
- 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.

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. School staff needs to take any threat of self-harm seriously. An evaluation must be immediate to protect the child and/or others from injury or death.

Take immediate action. Any staff member should contact the Student Resource Coordinator and/or School Counselor(s) without delay to report the situation after trying to gain contact with student or legal guardian of the student to ensure safety. The Student Resource Coordinator or School Counselor will contact the Program Administrator and/or Executive Director to provide guidance.

Staff Response to Suicidal Concerns

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. Any staff member should contact the Student Resource Coordinator (or School Counselor, if applicable) and/or administrator immediately by phone to report the situation while remaining in contact with student if possible.

Step 1: Remain in contact with student until help has arrived or the situation has been resolved. Do not leave the student unattended.

- If not on site, ask if there is an adult present and if you can speak with them.
- 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 Zoom/New Row 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.
- If you receive an email or text message stating suicidal intent, reach out via phone to the student immediately. If you cannot reach them, call 911.
- In the event that a student with a disability is in imminent danger (a plan to harm themselves with the intent to end their life) and you are calling 911 to ask for specialized support from a local officer/agency, use the following statement:

“My name is _____. I am a teacher who works with a child who experiences a disability*. I need an officer who is trained in crisis intervention for people with disabilities to come to their location right away. This child has indicated that they intend to harm themselves with the intent of ending their life.”

*If the student has a cognitive impairment or experiences autism, please state that information.

- Call 911 when:
 - The student is in possession of lethal means. Lethal means include a gun, knife, etc.
 - The situation requires transportation to a hospital emergency department or crisis services. Law enforcement should be contacted to assess the situation and expedite the transition to the hospital.

Step 2: Notify Parent/Legal Guardian. (Verify that Learning Coach is legal guardian before contacting). Call 911 when attempts to contact parent or legal guardian are unsuccessful.

Step 3: Contact Student Resource Coordinator, Kinsey Owen at 541-460-8364 first by phone, then by text or Teams, to determine the status of the student.

- If Kinsey is unavailable, contact the designated School Counselor or grade level administrator.
- If you do not receive an answer from the SRC or counselor, continue to remain in contact with the student and engage until contact can be made for further support.
- If you are unable to make contact with the SRC, school counselor, or grade level administration, tell student you will get them assistance and conference dial the National Suicide Hotline: 988 (you can also

text this number). Once on the line with the National Suicide Hotline, be sure to state the student's name, phone number, address, or location before disconnecting from the call.

Step 4: Document by using the [Incident Report Form](#)

- If necessary, submit an [SRC referral](#)
- Document in TVS use the following template to document referral:

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator and Student Resource Coordinator or Counselor notified

School Response to Suicide Attempts

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. In the event that a parent or other family member notify the school of a student 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. A suicide attempt becomes a crisis to be managed by the school staff only when one or more of the following conditions exist:

- Rumors and myths are widespread and damaging.
- Students witness police action or emergency response services.
- A group of the attempted survivor's friends are profoundly affected by the suicide attempt and request support.

When one or more of the above conditions exists, the following should be implemented:

- Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school or to peers.
- 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.
- Designate a Crisis Intervention Team member(s) to talk to the most profoundly affected friends and determine the type of support needed.
- Provide a New Row or other approved virtual meeting space for the identified peers to receive support services.
- Provide the necessary passes to release these students from class to receive services.

Non-Suicidal Self Injury

Definition

Non-suicidal self-injury (NSSI) is defined as the deliberate, self-inflicted destruction of body tissue without suicidal intent and for purposes not socially sanctioned. Self-injury is often thought to occur as it provides the individual with a sense of emotional relief when dealing with personal problems. When a student lacks healthy outlets for stress or positive coping strategies many stressors may contribute to the habit of self-injury. Self-injury is a destructive behavior that troubled individuals use to cope with extreme and painful emotions. Behaviors include but are not limited to cutting, burning, scratching, picking primarily at skin, biting, hitting, poking, hair pulling and head banging. Individuals who self-injure do not usually mean to end their own lives but are at higher risk for attempting suicide if they do not get help.

While this is non-emergent/crisis behavior, it is still important for faculty and staff to refer all suspected or confirmed self-injury cases directly to the Student Resource Coordinator, School Counselor, or grade level administrator if the Student Resource Coordinator is unavailable. Do not send an email or leave a voice message – make direct contact with someone from the crisis team.

Staff Response to Non-Suicidal Self Injury

Step 1: Reach out to student by phone and if in immediate danger or has injured themselves to the degree that they need medical attention, call 911.

If a student with a disability is in imminent danger (a plan to harm themselves with the intent to end their life) and you are calling 911 to ask for specialized support from a local officer/agency using the following statement:

“My name is _____. I am a teacher who works with a child who experiences a disability*. I need an officer who is trained in crisis intervention for people with disabilities to come to their location right away. This child has indicated that they intend to harm themselves with the intent of ending their life.”

*If the student has a cognitive impairment or experiences autism, please state that information.

Step 2: Contact Legal Guardian (LG) listed in TVS or local law enforcement for Wellness Check (unless student safety is an issue with LG contact, then contact SRC or Administrator immediately)

Step 3: Conference call with student and Student Resource coordinator or School Counselor and notify Admin.

Step 4: If unable to reach Student Resource Coordinator, reach out to a school counselor or grade level administrator until contact or hand off has been made with a school counselor or administrator.

Step 5: Document by using the [Incident Report Form](#)

- If necessary, submit an [SRC referral](#)
- Document in TVS use the following template to document referral:

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator and Student Resource Coordinator or Counselor notified

A Positive Note

People have a will to live, a will that can once again become dominant. With proper guidance and treatment, hopelessness can subside, and the potential suicide victim can be restored to a full, active and happy life. Help is available. You may be a vital first link in assuring that professional assistance is obtained.

Other Crisis Situations

There may be other situations that are critical and need to be escalated to the SRC, School Counselor(s) and administrators as soon as staff members are aware of these situations. Our goal is to support our families in a timely manner. Maintaining confidentiality and using discretion when discussing these situations is essential. These include, but are not limited to:

- Death of immediate family member
- Loss of housing or change in living arrangement due to fire, flood, violence, financial difficulties etc.
- Natural Disaster
- Violence
- Runaway or Missing Students
- Suspected Abuse or Neglect
- Non-emergent mental health concern

Death/Loss of Housing/Natural Disaster/Violence:

If any of these occur, verify the information, if possible. Send a [referral](#) to the Student Resource Coordinator as soon as you are made aware of the situation.

Runaway or Missing Students

If one of our students is reported by their learning coach as a runaway or missing, verify that a police report was made. Send a [referral](#) to the Student Resource Coordinator as soon as you are made aware of the situation.

Non-Emergent Mental Health Concern

Please complete an [SRC Referral](#) form for a non-life threatening mental health concern.

Mandatory Reporting

Teachers, counselors, administrators, and all other school staff are responsible to report suspected child abuse or neglect by law. All school staff are considered mandated reporters and required to make reports if abuse is suspected. The report MUST be made by the person who was notified of the situation as first-hand reports are necessary. School staff must follow up with the Student Resource Coordinator, the school counselor, and the grade level administrator.

*Please note if the student is in immediate danger dial 911.

These are the only questions we are permitted to ask a student, 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?

Staff Response for Child Abuse or Neglect Concerns

- If the student is in immediate danger, call 911.
- If the student is not in immediate danger, call 1-855-503-SAFE (7233) or appropriate DHS office according to the county where the student resides.
- Have student information in Total View accessible.
- Fill out and document an [Incident Report](#).
- If needed, fill out the [SRC Referral](#) form.
- Notify appropriate Student Resource Coordinator or School Counselor(s) if Student Resource Coordinator is unavailable and your administrator if necessary.
- Document in TVS use the following template to document referral:
 - Subject Line: Referral to SRC/Counselor
 - Body of note:
 - Employee name who initiated the referral
 - Date and time of referral
 - Name of Administrator and Student Resource Coordinator or Counselor notified

Bullying, Harassment, and Intimidation

All students have the right to learn in a safe, supportive school environment that is free from bullying, intimidation and harassment. Bullying, intimidation, or harassment disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. We are committed to providing a safe environment for all students. All school employees are required to report alleged violations of this policy to the appropriate school administrator. 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 are encouraged to submit an [Incident Report Form](#) to the SRC.

Bullying, intimidation, and harassment include any gestures, written, verbal, 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 which use improper power to intimidate, threaten, distress or hurt others. These include any behaviors that take place in New Row, over email, at a testing site, or at a school-sponsored function:

- 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, under the circumstances, that the act will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear or harm to his/her person or damage his/her property
- Are sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening and or abusive educational environment for a student
- Have the effect of insulting or demeaning any student or group of students in a way as to cause substantial disruption in, or substantial interference with the orderly operation of the schools
- Acts of bullying, intimidation or harassment may also be a student exercising power and control over another student, in either isolated incidents or patterns of harassing or intimidating behavior

Staff Response for Bullying, Intimidation, or Harassment Concerns

- Contact the grade level Administrator and follow up with SRC as needed
- Have student information in Total View accessible.
- Fill out an [Incident Report](#).
- Follow up with Student(s) Legal Guardians if directed by your administrator to provide support
- IMPORTANT: Document in Total View exactly as stated below.

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator, Student Resource Coordinator, or Counselor notified

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.

The administrator or their 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 record of each investigation regarding allegations of bullying, intimidation and harassment will be kept.

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. The 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 or expulsion. The administrator will consider the nature and circumstances of the act, the level of harm, the nature 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 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.

Incident Report and SRC Referral Forms

[SY23-24 Incident Report Form](#)

[SY23-24 SRC Referral Form](#)

Crisis Management Plan for On-Site Crises

Natural disasters and man-made disasters are potential hazards for which we must be prepared. We must also prepare for crisis situations—which could include intruders, hostile individuals, weapons, and bomb threats. The objective of a School Crisis Management Plan is to provide a framework by which decisions can be made during such disasters or crises with the goal of safeguarding students, families, and school personnel. To meet this objective, students, families, and staff will be instructed and prepared in the appropriate and safe procedures to follow in the event of a crisis through staff in-service and drills. The occurrence of a crisis will require prompt response from all personnel as they perform their specific assignments from this plan.

This plan is offered to provide a general framework of procedures and administrative structures to be used in the event of a crisis that involves our school. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school's plans to be basic, flexible, and subject to modifications as they are needed.

In discussing possible rental or lease of facilities for use in delivering State assessments and social outings, requests for their evacuation plans and presence of emergency plans will be solicited. This request will allow us to ensure that our facility partners have devised and developed plans that we can follow in accordance with their already established protocol.

Accessibility of Phone Lines

Legal guardians are encouraged not to call the school in emergency situations to facilitate the phone lines remaining accessible for handling a crisis/emergency.

Basic Plan

Site Information

- The building is located at: 603 NW 3rd St. Prineville, OR 97754
- The Executive Director or designee has the primary responsibility for developing and implementing the site Emergency Operations Plan. The Executive Director or designee has the responsibility of executing the policies developed by the program.
- Site personnel and/or local fire and law enforcement agencies will handle most emergencies on site.

Assumptions

- During an emergency, centralized direction and control is the most effective approach to management of emergency operations.
- In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

Emergency Communications

When an emergency condition exists, the Executive Director and/or on-site Administrator or designee will notify the necessary personnel to respond to their pre-assigned area. Radio, phone, and runners will be used to communicate. Notifications will be given in plain language. Code words shall not be used.

Media Relations

The Executive Director or designee will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings.

Emergency Contact Information

General Emergency 911*
Police/Sheriff/Fire 911*
Poison Control 1-800-222-1222

Call Code Definitions

CODE RED: Evacuate building to assigned evacuation site. Take book bags and purses. Do not use walkie-talkies or cell phones in the immediate vicinity of a suspected device. Check evacuation site for secondary devices, face students away from the building, be prepared to drop and cover in the event of an explosion, take roll and hold up appropriate color card. Do not return until all clear is given.

CODE BLUE: Lock all doors and remain in room until all clear is given

CODE WHITE: Announce: "ERT please report to

CODE GREY: Listen for announcement and follow instructions

CODE BLACK: Students will assume duck and cover positions. Listen for further instructions

CODE ORANGE: Listen for announcement

General Emergency

- Executive Director, designee or appropriate staff will notify the police (if necessary)
- Executive Director, designee or appropriate staff will notify CPR/first aid certified persons on site of medical emergencies, if necessary
- Executive Director, designee, or appropriate staff will seal off the high-risk area
- Executive Director, designee, or appropriate staff will take charge of area until incident is contained or relieved
- Executive Director, designee, or staff will assemble the school Crisis Intervention Team as needed
- Executive Director or designee, or staff involved will preserve evidence and keep detailed notes of the incident

Evacuation Procedures

- Executive Director or designee will issue evacuation procedures
- Executive Director or designee will determine if students and staff should be evacuated outside of the building/site
- Executive Director 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
- Executive Director or designee will direct all staff to close windows
- Executive Director or designee will direct all staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system
- Executive Director or designee will direct staff to lock doors

Lockdown/Shelter in Place Procedures

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the building.

- Executive Director or designee will issue lock-down order by announcing a warning over the office phone system
- Executive Director or designee will direct all students, staff and visitors into secure rooms/locations
- Executive Director or designee will lock office doors and direct staff to lock their doors
- Executive Director or designee will direct staff to cover all windows
- Executive Director or designee and staff will move all persons away from windows and doors
- Executive Director 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 Executive Director or designee gives the all-clear signal
- Executive Director will use a duress code to authenticate any all-clear signal. (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).

Reverse Evacuation Procedures

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

- Executive Director or designee will identify safe areas in each building
- Executive Director or designee warns students and staff to assemble in safe areas and bring all persons inside building(s)
- Executive Director or designee and/or staff create a roster of all persons gathered
- Executive Director or designee directs staff to close all exterior doors and windows
- Executive Director or directed staff will turn off any ventilation leading outdoors
- If advised, Executive Director or designee and/or staff will ask all persons to cover mouth and nose with handkerchief, cloth, paper towels or tissues
- Staff should account for all students after arriving in the safe area
- All persons must remain in safe areas until notified by Executive Director, designee, Incident Commander or emergency responders

Outings or Social Events

All school sponsored outings are contingent upon the existence of a safe climate for travel at the time of student departure. 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 Online Oregon Schools' policy.

Serious Injury on Campus, While on Outing, or Field Trip Procedures

- Whenever a student, staff member, or visitor is at the school administrative office or at a school sponsored event is seriously injured, the following procedures should be followed:
- Determine injuries and provide first aid
- If appropriate, restore calm and move students away from the scene
- If at a school sponsored event, complete the necessary paperwork for that facility for an on-site injury
- Assess extent of the situation by determining who was involved or committed the act. Identify witnesses and remove them to a secure area
- If appropriate, keep witnesses separated. Keep the scene a secure area. Do not disturb possible evidence or remove the victim if determined to be dead
- Notify the Executive Director or designee and appropriate Administrator
- Follow emergency procedures for communication of information to staff and students, evacuate (if necessary)
- Follow crisis response follow-up plan for necessary counseling or other trauma reduction activities

Accident/Serious Injury/Illness Procedures

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

- Staff member should contact school office and stay with injured/sick person
- School office should contact police (911) if individual's injury or sickness is determined to be of a nature that should be treated immediately by a medical doctor. First priority is the safety and well-being of the individual
- Fax or send medical emergency information to the hospital with victim
- If a qualified individual is available to administer first aid, use them as appropriate until emergency

- personnel arrive on the scene
- Contact the individual's legal guardian to notify them 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 Executive Director or designee and appropriate Administrator

Student Behavioral Disturbance Procedures

- If the misbehavior is not serious, attempt to have students return to their normal school routine
- Call for law enforcement if the disruption continues or if injury occurs
- If law enforcement is notified, also notify the Executive Director and appropriate Administrator
- 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 legal guardian at an appropriate time
- School Crisis Intervention Team members discern the basis for the problem and take action to address those concerns

Student Walkout Procedures

- Assign administrative security
- Advise Law Enforcement
- Activate the School Crisis Intervention Team to discuss the problem and take action to address the situation

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 or staff 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 student. If warranted, the administrator should immediately remove the student from the school environment. The administrator will notify a legal guardian as soon as possible.

- When appropriate, school officials should contact law enforcement authorities
- If law enforcement is notified
- Staff will follow established due process procedures when applicable
- The administrator will keep a complete record of the procedures

Possession of Weapon at School Event Procedures

Possession of a weapon on school property is a crime and 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
- Past 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 Executive Director or Administrator.
- Executive Director or designee will call police (911)- If immediate threat, 911 should be called instantly by individual who witnessed the weapon to prevent possible harm

- 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
- Follow-Up: Executive Director or designee will complete an incident report

Weapon Found on Property Procedures

- 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 Executive Director or designee.
- Executive Director or designee should call the police (911).
- Cover the weapon from view of the public (cloth, wastebasket, etc.).
- Close off human traffic from the area of the weapon.
- Executive Director or designee should assign someone to meet police to lead to weapon location.
- If there is a need to handle the media, contact K12's Executive Director or designee to complete an incident report.

Fire Procedures

- The fire alarm will be activated
- 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
- The staff will take attendance and create a class roster
- Executive Director or designee will notify police and fire (call 911)
- Executive Director 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
- Executive Director or designee will notify students and staff of the termination of the emergency and normal operations will be resumed

Severe Weather Watch Near School Operated Function Procedures

Monitor Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel)

Bring all persons inside building(s)

Close windows and blinds

Review severe weather drill procedures and location of safe areas (severe weather safe areas are under desks and in hallways away from windows and large rooms)

Review "drop, cover and hold" procedures with students

Severe Weather Warning Near School Operated Function Procedures

- Executive Director or directed staff will shut off gas
- Executive Director or directed staff will move students and staff to safe areas
- Executive Director or designee will remind staff to take attendance and note the class roster
- Executive Director or designee and directed staff will ensure that students are in "drop, cover and hold" position
- Executive Director or designee and directed staff will account for all students
- Executive Director or designee will direct staff and students to remain in a safe area until the warning expires or until emergency personnel have issued an all-clear signal

Earthquake Procedures

- Protect face and head from flying debris with arms, books, coats, etc. Duck, cover, and hold procedures

should be used

- Stay in this position until building tremors and/or flying debris ceases
- If directed to evacuate the building, you should move to an area that is not located near gas and electrical lines that could pose a hazard if broken
- Contact police (911) and provide details of building damage and emergency needs
- Plan for alternate routes to evacuate building during earthquake drills (to be provided by building/location of event).
- Do not light any matches or candles if an earthquake occurs.

Tornado Procedures

- Take all persons to an area of greatest safety (lowest level of building; interior area; clear of windows and other glass)
- Do NOT dismiss students until warning has been lifted and until you have confirmed with Emergency Management and Central Office

Campus Intruder Procedures

Definition: Individuals who do not have permission to be on school defined premises

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

Action Steps:

- Ask intruder if you may be of assistance and communicate in a non-threatening manner until help can be sent
- Ask intruder to report to designated school official. If the intruder refuses to, the staff member should contact the designated school official or Executive Director or building supervisor and advise them of the situation and give a description of the intruder
- Staff should escort intruder off the site if determined to be non-threatening
- If the intruder is hostile or threatening, call the Executive Director, on site building supervisor, or local law enforcement for assistance
- If there is immediate threat, staff escort students to the safest position away from intruder and call 911. Otherwise, students should be secured in designated location, to prevent entry by an intruder

Active Shooter Procedures

- Door to the Online Oregon Schools' office suite, state testing room, and/or event site will be locked
- The administrative team will be alerted to enact student shield
- Law enforcement, through 911, will be alerted (Executive Director or Operations Manager or designee).
- A secondary call and/or email will be sent to the proprietors of the leased space
- The administrative team will shepherd any present students into offices that can be locked and blinds to the windows will be closed (Academic Administrators, Executive Director, CIT)
- All adults will move into locked offices, turn off the lights, and remain silent
- If all is well in that office, a green card will be placed behind the blinds indicating the room is safe. No cards will be slipped under the door into the hallway
- Everyone will stay in the secured position until notified by law enforcement officials
- Incident will be filed by appropriate Administrator

Reminders:

- Schools have the right to search all individuals on a school designated site
- All visitors on the school campus must report to the designated school official to sign in
- All visitors must be provided a visitor's identification

Student Runaway or Abduction Procedures

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

Action Steps:

- The teacher or staff member should call 911 and then notify the school office and provide a description of the student(s) and abductor(s) and as much information as possible about the incident
- When the school personnel calls the police (911) for an abduction or for a runaway, they should 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 or Administrator personnel should contact the legal guardian
- Have a description of the student's clothing worn that day and a picture of the student available for law enforcement personnel if able. Check with teachers to obtain clothing description and surveillance systems. Pictures may be available from files or yearbooks, but a picture of every student must be available or obtained as needed.
- Incident Report will be filed by reporting staff member

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:

- Call 911
- 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
- Notify the Executive Director
- Gather all the facts regarding the situation for the police. Keep notes on times, any communications from the person holding the hostage, and other witness information
- Designated first responder should meet law enforcement and emergency personnel as they arrive
- Work with the district office and law enforcement to determine the next steps. Law enforcement has total control of hostage scene

*Note: No one, other than law enforcement, should initiate communication with the subject. If communication is initiated by the subject, only one person should communicate with the subject.

Bomb Threat and Explosion Procedures

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.

- In a bomb threat and explosion situation, immediately call 911.
- Portable radios and cellular phones should not be used in the immediate vicinity of a suspected device during a bomb threat incident.
- If a phone threat is made, obtain as many details as possible. Use the checklist that follows:
 - Complete the phone checklist. Use caller ID function upon completion of the call.
 - Call 911 to notify police, fire department, and emergency preparedness.
- When the Executive Director or designee decides to evacuate the building, the special code for 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 backpacks/ 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 Executive Director.
- The school/site will be searched by school personnel with assistance from security personnel and law enforcement according to a plan developed by the school. The Executive Director, or designee 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 the Executive Director/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. Staff should check the assembly area for the possibility of secondary devices.
- If an explosion occurs prior to evacuation, staff should be prepared to move in a darkened, smoke-filled and disruptive environment. Staff should lead the way and students should physically grasp the student in front of them.
- Upon reaching the assembly area, Staff should immediately account for all students and report any missing to staff and/or emergency personnel.

Bomb Threat Call Checklist (if threat given over the phone)

- When is the bomb going to explode?
- Where is the bomb going to explode?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode?
- Did you (the caller) place the bomb?
- Why did you (the caller) place the bomb?
- Did you (the caller) make the bomb?
- What is your name?
- 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	Street	Noise	Animal	Noises	House
Factory	Machinery		Long	Distance	Office
					Machinery
					PA System
					Other
- Threatening Language:

Well Spoken	Foul	Incoherent	Irrational	Taped
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- Remarks: Report call immediately. Fill form out completely. Note date and time.

Hazardous Materials Incident Procedures

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

Signals:

Tell students/staff what is occurring and why; or
Notify to 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

Action Steps:

- Identify threat
- Contact Emergency Services (911) 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
- Determine whether to maintain activity within the building or evacuate building
- Follow the directions of the Fire Department and emergency personnel as to appropriate steps in terms of evacuating the building.

In-Building Chemical Hazards Procedures

When hazardous chemical accidents occur in the building, personnel must follow the accident control procedures established in the plan for their school. These plans should be housed in each school's office and be readily available.

Utility Emergency Procedures

If the building/site needs to be evacuated, follow fire drill procedures to include manually tripping the fire alarm. A visual check of all school areas will be conducted by the Executive Director and other designated staff.

If gas odor has been detected inside 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
- Executive Director or designee will notify police and fire (call 911)
- The Staff 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
- Executive Director /designee will notify students and staff of the termination of the emergency and normal operations will be resumed

If gas odor has been detected outside the building:

- Executive Director /designee will notify police and fire department (call 911)
- Executive Director /designee will report the incident to the Fire Marshal
- Executive Director /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
- Executive Director or designee will notify students and staff of the termination of the emergency and normal operations will be resumed

Chemical/Biological/Radiological Attack Procedures

- Go to lock down. Secure all doors and windows
- If interior rooms are available, move to the
- Air handling systems should be shut down on site or remotely by Support Services
- Stand by for announcements from the District 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. Legal Guardians should be advised not to come to the school to pick up their students until an all clear is given

Guideline for the Release of Students Following an Emergency

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 school records or dismissed as appropriate.

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 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 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 students needing evacuation assistance.

For the evacuation of individuals needing assistance, Site Leads 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 in the event of an emergency and ensure they receive evacuation assistance

Parent, Legal Guardian, and Family Involvement

Parents, legal guardians, and family members are essential partners in safety. Their responses during an emergency can either assist or hinder school personnel. For example, during a school lockdown parents, legal guardians and family should not be allowed to enter the school building under any circumstances. If all individuals understand this beforehand, they will not rush the school and they will know whom to contact for up-to-date information about their child. Legal Guardians are responsible for ensuring that emergency contact information is kept up-to date. In an emergency, students will be released only to legal guardians or designated emergency contacts. Legal Guardians are asked to share the responsibility for advising their children what to do in an emergency. Legal Guardians 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.

Crises Requiring Limited School Involvement

In certain crisis situations, a schoolwide response would be excessive and unnecessarily impact students. In other instances, police involvement may limit the school's ability to respond to the incident.

When suicide risk is present, or when attempted suicide has occurred, a limited response by trained school staff and/or the CIT should be all that is necessary to contain potential panic and reduce further risks. While these situations do not, by themselves, constitute schoolwide crisis, inappropriate responses to these events can lead to chaos. In the case of a homicide, an immediate school-based response may be limited due to law enforcement intervention. However, a general crisis response should follow due to the emotional trauma and stress such an event would cause.

Crises Occurring 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 phone calls 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 identified in #2 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.

Review and Practice

To be effective, even the best emergency plans must be practiced. It is essential that Site Administrators periodically review the school emergency plan with staff. Staff and students should periodically practice three key drills. (These are applicable to State Testing, social events, and other school outings and should be directed or followed according to Executive Director or designee direction)

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

Appendix

Quick Reference Guide

Contact Information

Student in Immediate Danger: 911

National Crisis Line (Suicide and Mental Health Crises): 988 or 1-800-273-8255

Mandatory Reporting (Abuse, Neglect, Child Welfare): 1-855-503-SAFE (7233)

School Counselors/Student Resource Coordinator Contact List			
Contact	Title	Office Phone	Email
Maurice Monteiro	9 th Grade Counselor	541-823-5010 x1173	mmonteiro@onlineoregon.org
Maurice Monteiro	10 th Grade Counselor	541-823-5010 x1173	mmonteiro@onlineoregon.org
Eileen Armstrong	11 th Grade Counselor	541-823-5010 x2116	earmstrong@onlineoregon.org
Amanda Sloan	12 th Grade Counselor	541-903-2286 541-823-5010 x1165	asloan@onlineoregon.org
Kinsey Owen	Student Resource Coordinator	541-460-8364 541-823-5010 x1166	kowen@onlineoregon.org
Administrator Contact List			
Administrator	Title	Office Phone	Email
Melissa Hausmann	Executive Director	541-460-8927 541-823-5010 x1006	mhausmann@k12.com
Chelsea Gill	K-8 Principal	541-460-1366 541-823-5010 x1013	cgill@k12.com
Carrie Quinn	9-12 Principal	541-903-2058 541-823-5010 x2133	cquinn@k12.com
Mary Blazer	Special Programs Administrator	541-903-0180 541-823-5010 x1009	mblazer@k12.com

Incident Report Form

SRC Referral Form

Staff Response to Suicidal Concerns

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. Any staff member should contact the Student Resource Coordinator (or School Counselor, if applicable) and/or administrator immediately by phone to report the situation while remaining in contact with student if possible.

Step 1: Remain in contact with student until help has arrived or the situation has been resolved. Do not leave the student unattended.

- If not on site, ask if there is an adult present and if you can speak with them.
- 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 Zoom/New Row 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.
- If you receive an email or text message stating suicidal intent, reach out via phone to the student immediately. If you cannot reach them, call 911.
- In the event that a student with a disability is in imminent danger (a plan to harm themselves with the intent to end their life) and you are calling 911 to ask for specialized support from a local officer/agency, use the following statement:

“My name is _____. I am a teacher who works with a child who experiences a disability*. I need an officer who is trained in crisis intervention for people with disabilities to come to their location right away. This child has indicated that they intend to harm themselves with the intent of ending their life.”

*If the student has a cognitive impairment or experiences autism, please state that information.

- Call 911 when:
 - The student is in possession of lethal means. Lethal means include a gun, knife, etc.
 - The situation requires transportation to a hospital emergency department or crisis services. Law enforcement should be contacted to assess the situation and expedite the transition to the hospital.

Step 2: Notify Parent/Legal Guardian. (Verify that Learning Coach is legal guardian before contacting). Call 911 when attempts to contact parent or legal guardian are unsuccessful.

Step 3: Contact Student Resource Coordinator, Kinsey Owen at 541-460-8364 first by phone, then by text or Teams, to determine the status of the student.

- If Kinsey is unavailable, contact the designated School Counselor or grade level administrator.
- If you do not receive an answer from the SRC or counselor, continue to remain in contact with the student and engage until contact can be made for further support.
- If you are unable to make contact with the SRC, school counselor, or grade level administration, tell student you will get them assistance and conference dial the National Suicide Hotline: 988 (you can also text this number). Once on the line with the National Suicide Hotline, be sure to state the student’s name, phone number, address, or location before disconnecting from the call.

Step 4: Document by using the [Incident Report Form](#)

- If necessary, submit an [SRC referral](#)
- Document in TVS use the following template to document referral:

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator and Student Resource Coordinator or Counselor notified

Staff Response to Non-Suicidal Self Injury

Step 1: Reach out to student by phone and if the student is in immediate danger or has injured themselves to the degree that they need medical attention, call 911.

If a student with a disability is in imminent danger (a plan to harm themselves with the intent to end their life) and you are calling 911 to ask for specialized support from a local officer/agency using the following statement:

“My name is _____. I am a teacher who works with a child who experiences a disability*. I need an officer who is trained in crisis intervention for people with disabilities to come to their location right away. This child has indicated that they intend to harm themselves with the intent of ending their life.”

*If the student has a cognitive impairment or experiences autism, please state that information.

Step 2: Contact Legal Guardian (LG) listed in TVS or local law enforcement for Wellness Check (unless student safety is an issue with LG contact, then contact SRC or Administrator immediately)

Step 3: Conference call with student and Student Resource coordinator or School Counselor and notify Admin.

- If unable to reach Student Resource Coordinator, reach out to a school counselor or grade level administrator until contact or hand off has been made with a school counselor or administrator.

Step 4: Document by using the [Incident Report Form](#)

- If necessary, submit an [SRC referral](#)
- Document in TVS use the following template to document referral:

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator and Student Resource Coordinator or Counselor notified

Staff Response for Child Abuse or Neglect Concerns

- If the student is in immediate danger, call 911.
- If the student is not in immediate danger, call 1-855-503-SAFE (7233) or appropriate DHS office according to the county where the student resides.
- Have student information in Total View accessible.
- Fill out and document an [Incident Report](#).
- If needed, fill out the [SRC Referral form](#).
- Notify appropriate Student Resource Coordinator or School Counselor(s) if Student Resource Coordinator is unavailable and your administrator if necessary.
- Document in TVS use the following template to document referral:

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator and Student Resource Coordinator or Counselor notified

Staff Response for Bullying, Intimidation, or Harassment Concerns

- Contact the grade level Administrator and follow up with SRC as needed
- Have student information in Total View accessible.
- Fill out an [Incident Report](#).
- Follow up with Student(s) Legal Guardians if directed by your administrator to provide support
- Document in Total View exactly as stated below.

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator, Student Resource Coordinator, or Counselor notified

Staff Response for Other Concerns

These include, but are not limited to: Death of immediate family member, loss of housing or change in living arrangement due to fire, flood, violence, financial difficulties etc., natural disaster, violence, non-imminent mental health concern

- If student is in immediate harm, call 911.
- If student is not in immediate harm, Fill out Student Resource Coordinator [Referral Form](#)
- Document in Total View exactly as stated below.

Subject Line: Referral to SRC/Counselor

Body of note:

Employee name who initiated the referral

Date and time of referral

Name of Administrator, Student Resource Coordinator, or Counselor notified

Example Documentation in TVS

SRC Referral

Add Tag:

Type:

Template:

* Subject:

Attachment: + Attach files

* Content:

Referral to SRC placed using the designated SRC Referral Form and/or Incident Report Form

Name: Mary Blazer

Date/Time: 7/24/23 at 5:25 PM

Notified Kinsey Owen and Melissa Hausmann

Incident Report

Add Tag:

Type:

Template:

* Subject:

Attachment: + Attach files

* Content:

Referral to SRC placed using the designated SRC Referral Form and/or Incident Report Form

Name: Mary Blazer

Date/Time: 7/24/23 at 5:25 PM

Notified Kinsey Owen and Melissa Hausmann

Sample Letters and Memos

These are examples of information that can be distributed to staff only. It is not to be sent to parents/legal guardians, given to the students, or the media.

Sample Memo to All Staff - Suicide Aftermath Guidelines

To: All Staff

From:

Date:

Re: Guidelines in the Aftermath of a Suicide - Memorials/Counseling

The suicide of _____ has profoundly affected many of our students. It is important to offer students as much support as possible during this difficult time. However, we need to help students to refrain from romanticizing and glorifying the event. We are particularly concerned about the possibility of imitation attempts.

Memorials:

Should students wish to do something in honor of the student, all proposed activities must be approved by the administration. Otherwise, memorials are not advised.

Counseling Services:

If you feel that a student in your class needs assistance, continue to send them to the crisis support room located in _____ (virtual meeting room) where trained personnel can help them.

Also, any faculty or staff member who would like counseling in the aftermath of this tragic event, please feel free to contact the main office or Student Resource Coordinator or Administrator. If needed, class coverage can be provided. A member of the Crisis Team will be available in (virtual support class) to assist adults. After school assistance will also be available.

There will be a brief faculty meeting after school today at (time) in (virtual meeting room) .

If you have any questions concerning the above information, please consult your local crisis team.

Sample Memo to All Staff - Gravely Ill Student

To: All Staff

From:

Date:

Re: Gravely Ill Student

It is with great sadness that we inform you that we have an Online Oregon Schools' student who is gravely ill. As his/her medical status has worsened, it has become important to inform his/her teachers and establish a plan in the event of a medical crisis. In addition, we wish to provide emotional support for both staff and students.

As we are uncertain how students and staff may be impacted, we are providing some information on dealing with illness and loss that you may wish to read. There are also some suggestions on how to discuss the issues with students, should you be in the position to do so. We understand that this information will affect each of you in an individual way, depending on your own life experiences, recent losses and stress level.

Please know that we are available to talk with you and support you in any way that we can.

We understand that this has been a difficult and stressful year for many and that this is another difficult issue to deal with. Should you become aware of any student or staff member who may need support, please notify administration and/or counseling/SRC. We will also schedule a group support meeting if that is requested.

Sample Memo to All Staff - Crisis Event Follow Up

To: All Staff

From:

Date:

RE: Crisis Event

Organizational procedures for today:

All students will report directly to their first class.

Read the attached script as close to the start of your school day as possible. Be prepared for just about as many different emotions as possible. Bring the focus back to the situation. If you feel you cannot handle this situation, one of the administrators, SRC, or counselors will assist you.

Tell the students it is normal to feel bad or feel nothing at all. It is normal to show tears or not show tears. We all handle our emotions differently.

Tell the students that we have counselors and trained staff available to meet with them if they would like to talk about the situation. Make a list of those students and send it to the office during first hour.

IMPORTANT NOTE: Make an assessment of the students' reactions. Even if students do not volunteer to see a counselor, but you feel they may need to see one, put their name on the list and circle it to denote that they did not volunteer, but you are recommending them.

Please take note of student reactions. Be conscious of remarks that may indicate that students feel guilty or responsible for the situation.

Group counseling will begin as soon as we have enough students to begin. We will have the following people available in the designated crisis rooms today for help.

Sample Memo to All Staff – Death of a Staff Member

To: All Staff

From:

Date:

RE: Loss of a Beloved School Staff Member

Dear School Staff,

It is with a heavy heart that I write to inform you of the passing of our esteemed school staff member, [Staff Member's Name]. As you may already be aware, [his/her] sudden demise occurred [date of passing].

During [his/her] time at [School Name], [Staff Member's Name] made an immeasurable impact on the lives of countless students and colleagues alike. [His/Her] dedication to our school's mission, unwavering commitment to excellence, and contagious enthusiasm for supporting our students created a nurturing environment that inspired us all.

In light of this profound loss, I ask that we come together as a school community to support each other during this difficult time. Grieving is a personal process, and everyone copes differently. Let us be understanding and compassionate towards one another as we process our emotions and memories of [Staff Member's Name].

A memorial service will be held [Date, Time, Location] to honor [his/her] memory and celebrate the legacy [he/she] leaves behind. All staff members are encouraged to attend as we pay tribute to a cherished colleague and friend.

Additionally, we will make counseling services available for those who may require emotional support in dealing with this loss. Please feel free to reach out to [Counselor's Name] if you or any of your colleagues need someone to talk to.

In this challenging time, let us remember [Staff Member's Name]'s dedication and the positive impact [he/she] had on our school. We will forever cherish [his/her] contributions and the memories we shared.

If you have any questions or concerns, please do not hesitate to reach out to me.

Sample Memo to All Staff – Active Shooter Incident

To: All Staff

From:

Date:

Memo: Addressing the Recent Incident at the Face-to-Face Event

Dear School Staff,

I hope this memo finds you all safe and in good health. I am writing to address the unfortunate and alarming incident that occurred during our recent face-to-face event. As you are aware, we experienced an active shooter situation that put the safety and well-being of our entire school community at risk.

First and foremost, I want to express my deepest condolences to those who were directly affected by this terrifying event and to everyone who experienced fear and distress. The emotional toll of such an incident is substantial, and we want to ensure that support is available to all staff members during this difficult time.

I want to commend the swift and decisive actions taken by our staff to protect our students and each other during the crisis. Your bravery and dedication in the face of danger are commendable, and it is a testament to the strength of our school community.

In the aftermath of this incident, we will be conducting a thorough review of our safety protocols and procedures to identify areas of improvement. We will work closely with law enforcement and safety experts to ensure that our response plans are comprehensive and effective.

Additionally, we recognize the importance of addressing the emotional impact this event may have on our staff. We will be providing counseling services for all staff members who may need support in processing their feelings and experiences. Please do not hesitate to reach out to [Counselor's Name] if you require assistance.

Moving forward, we will schedule a staff meeting to discuss the incident, review safety protocols, and provide a platform for sharing concerns and suggestions. Your feedback and input are invaluable as we strive to create a safer environment for our school community.

Let us stand together as a strong and resilient team, supporting one another through this difficult time. Please remember that your well-being is a top priority, and we are here to help in any way we can.

Thank you for your ongoing dedication to our school and the safety of our students. If you have any immediate concerns or questions, please do not hesitate to contact me directly.

Sample Memo to All Staff – Serious Injury Incident

To: All Staff

From:

Date:

Memo: Addressing a Serious Injury at the Face-to-Face Event

Dear School Staff,

I am writing to inform you about a recent unfortunate incident that occurred during our face-to-face event. One of our staff members, [Staff Member's Name], sustained a serious injury during the event. I understand that this news has left many of us deeply concerned, and our thoughts are with [Staff Member's Name] as they receive medical care and support.

In light of this incident, our immediate priority is ensuring the well-being of our injured colleague. We have taken the necessary steps to provide [Staff Member's Name] with medical attention and support, and we will continue to monitor their progress closely. Please refrain from reaching out directly to [Staff Member's Name] during this time to allow them and their family the space they need to focus on recovery.

As a school community, it is important that we come together to support one another during this difficult time. If you are feeling affected or need someone to talk to, please do not hesitate to reach out to [Counselor's Name] or any member of the school administration. We are here to listen and provide assistance as needed.

We will also be conducting a thorough review of the incident to understand what occurred and identify any measures that can be implemented to prevent similar accidents in the future. Safety is of paramount importance, and we are committed to maintaining a secure environment for all staff and students.

Please take a moment to remind yourself of the safety protocols and procedures we have in place. If you have any concerns or suggestions regarding safety, please share them with us so that we may continue to improve and strengthen our protocols.

At times like this, our unity and support for one another are crucial. Together, we will navigate through this challenging period and remain steadfast in our commitment to providing a safe and nurturing environment for everyone in our school community.

Thank you for your understanding, compassion, and dedication to our school.