

2024-2025 Crisis Manual

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The information in this handbook is as complete as possible at the time of distribution; however, RSSAA reserves the right to edit policies, procedures and content as necessary throughout the school year. Please refer to www.SteinerSchool.org for the most up-to-date versions of all documents.

Crisis Manual

Emergency Telephone Numbers

Emergency 911 (POLICE, FIRE, AMBULANCE)

If 911 does not respond immediately, call:

Ann Arbor Police Dept. 734-794-6920

Ann Arbor Fire Dept. 734-794-6961

Washtenaw County Emergency Management

734-973-4900

HELLOMED Walk-In Medical Clinic

2731 Plymouth Road 734-210-1122

UM Children's Hospital 734-936-4000

UM Emergency Service 734-936-6020

Child Abuse and Neglect 855-444-3911

Poison Control Center 800-222-1222

Emergency Procedures

In the event of a crisis, the school personnel must respond in a timely and effective manner to ensure safety, provide personal and emotional support to individuals, and communicate the appropriate messages to parents, students, alumni, the community, and the media.

Priorities will vary depending on the nature of the crisis. These general guidelines—to help those in need, to gain control of the incident and to minimize any adverse results—should apply to any crisis.

The procedures set forth in this plan are meant to serve as a guide and a checklist. They may require modification in order to meet specific needs or an unpredictable succession of events.

Initiating the Plan

The Rudolf Steiner School Crisis Management Plan contains detailed instructions for handling different emergencies. Determine the type of emergency you are confronting and follow the instructions in that section closely. In all emergencies the School Administrator and the HS, LS and EC Coordinators should all be notified immediately.

Crisis Response Team and Check List

Crisis Team Members

This team is comprised of HUB members: School Administrator, EC Coordinators, LS Coordinators, HS Coordinators, Faculty Chairs (EC, LS, and HS), College Chair.

When a tragedy or crisis occurs, the HUB group serves as the Crisis Response team. The team's first priority is to secure the safety of the students, faculty, and staff. Although all HUB members are part of the Crisis Response Team, and the engagement of a larger group can provide strong support and ample resources, all may not be available during a crisis, action can be taken by any two members if no one else can support, and any one in a true emergency. Crisis Team members are first expected to respond to any emergency situation as it occurs, and then to manage the follow-up. They will follow the guidelines as listed and disseminate information as outlined below to manage the follow-up to an emergency.

The Crisis Response Team will:

1. Get factual data. Information will be gathered from an authoritative source (for example, police).
2. Determine which students and/or staff members are likely to be most affected and what is immediately necessary to take care of them. This may involve developmental issues, determining who to tell what, what level of intervention is required, who needs to be available to handle the crisis.
3. Issue a written statement to teachers and staff with up-to-date information. This is the official information until a new statement is received. Office staff members will also receive a written statement to read to parents or community members who call in with questions. Trustees, parents, and staff should all receive the same information. They should also be aware of what information is being "officially" released.
4. Provide a written statement for teachers to read to the students, if appropriate. In some cases, teachers may be instructed on how to respond to students if the issue comes up in class. This is a crucial decision that is made in Step 3.
5. Assign a person to deal with the media if necessary. Assign someone from the team to deal with legal questions and keep the trustees informed of possible legal ramifications. All media questions are to be directed to this individual, and all written statements are to be reviewed and

approved. This individual must remain accessible to the media for questions and updates. No one else is to speak to the media.

6. Exercise rumor control. Rumor control is a crucial task. All rumors should be reported to the team immediately.
7. Determine what and when information needs to be given to parents and/or other constituencies. Which parents need to be called? Which can receive the information through ParentSquare? When is it not necessary to contact parents immediately? *Note: children who ride the bus may need special attention.
8. Have staff available to talk with students (or teachers and staff) who need individual attention. According to the situation, a decision will be made about the need to call in outside resources.
9. Provide a debriefing meeting or opportunity for staff at the end of the first day. We can never totally accurately predict what kinds of reactions we will see in students, staff, parents or even ourselves.
10. Keep the faculty and community aware of what is happening (funeral, memorial service, meal help) in the ensuing days. If the crisis is a death, we may want to provide staff at the funeral home especially if students are likely to be there.

Fire

During the School Day

- In case of fire, any staff member or teacher should activate the nearest fire alarm. Students should notify the nearest adult.
- During a drill or actual emergency only Designated Fire Marshals give instructions; teachers are responsible for their students.

HS Fire Marshals	LS Fire Marshals
Administrative Coordinator	LS Coordinators
Pedagogical Coordinator	EC Coordinators
Faculty Chair	LS Operations Coordinator
Front Office Staff	Front Office Staff

Exiting the Building

- At the first sound of the alarm, everyone (students, employees, visitors) should leave immediately, do not stop for coats, backpacks, etc. Walk, do not run, stay calm.
- All adults are to take their car keys and cell phones.
- Fire Marshals will check all classrooms, office areas and bathrooms. Students found in these areas will be turned over to their class after exiting the building.
- Exit to designated areas (see diagrams posted in classrooms). The Front Office staff will take the red emergency bag.

- Teachers not in a class should follow procedures for the proper exit of the building. After the emergency is assessed, they can help with the students in other areas.
- Teachers must take class attendance sheets with them. Attendance must be taken, and all students accounted for.

Re-entering the Building

Students are not to re-enter the building until the “all-clear” is given by one of the Fire Marshals.

After Hours

In case of fire during after-school hours, any staff member or teacher in the building should activate the nearest fire alarm. Students should notify the nearest adult.

Exiting the Building

- At the first sound of the alarm, everyone (students, employees, visitors) should leave immediately. All adults are to take their car keys and cell phones.
- Exit to the designated area (maps are posted by the door to each classroom in the school). ALL ADULTS NEED TO ACCOUNT FOR ALL STUDENTS ASSIGNED TO THEIR CARE.
- **HS:** The staff designated for after-school lock up will act as the Fire Marshal and be responsible for taking the red emergency bag from the office and accounting for all students in the building.
LS: The Aftercare Director will act as the Fire Marshal and be responsible for taking the CIC Binder. Any staff member in the front office will take the After-School Sign-Up sheet and red emergency bag with CIC forms from the office when exiting the building.

Evacuation

During the School Day

- If the building must be evacuated, one of the Fire Marshals will direct all students and staff.
LS: to the West parking lot area (behind the school, not near Newport Road).
HS: to the exit driveway (as for fire drills)
- A detailed evacuation plan will be kept in the red emergency bag in the office.

High School	Lower School
The red emergency bag in the office includes a master attendance sheet so that students with their own cars who are dismissed can be checked off.	The Coordinators will take all attendance sheets
All adults will be asked to assist with the evacuation. Students with cars will be dismissed after contacting parents, other students and staff members will walk to the Arrowwood Clubhouse.	Students will walk or ride to Skyline HS (2552 N. Maple). All adults with cars will be asked to assist. A member of the staff will also accompany the first group of students to organize as students arrive at Skyline. The staff member will bring the emergency cards.

Attendance will be taken at the Arrowwood Clubhouse and all students accounted for.	The Coordinators will assign students to cars or walking groups. Students will be evacuated by class with the class teacher accompanying the last group of students in his/her class. Adults not assigned to a particular class will assist with transport and accompany groups of students as assigned.
Parents will be called and asked to pick up students from the Arrowwood Clubhouse.	Attendance will be taken at Skyline and all students accounted for.
	Parents will be called and asked to pick students up from Skyline High School.

After hours

If the building must be evacuated, the Fire Marshal (staff assigned to after-school lock up) will direct all students and staff to the parking lot area.

High School	Lower School
Students with cars will be dismissed; other students will be directed to Arrowwood Clubhouse.	The Aftercare Director will exit the building with the CIC Binder with CIC forms and contact the LS Coordinator.
Parents will be contacted and arrangements made for getting the students home.	All adults on the premises will be asked to assist with transport and accompanying students. If time and safety allow, all children will be walked to Skyline High School.
	Students will be assigned to cars by the Aftercare Director and transported to Skyline High School (2552 N. Maple)
	Parents will be contacted and arrangements made for getting the students home.

Building Emergencies

Air Quality Policies

These policies are designed to guide responses on both campuses to EPA issued Air Quality Alerts.

Levels of EPA Air Quality Alerts:

- Green – Air quality is good, and pollution poses little concern for all individuals.
- Yellow – Air quality is moderate, most individuals can continue normal activities, but those with breathing issues or a particular sensitivity to pollution may need to limit their activity.
- Orange – Air quality is unhealthy for sensitive groups and people with breathing issues.

- Red – Air quality is unhealthy for the general public.
- Purple – Air quality is very unhealthy and there is a risk of health effects for everyone.
- Maroon – Air quality is hazardous, and everyone is likely to be negatively affected.

When there is an Air Quality Alert, RSSAA will respond in the following way:

Yellow Alert:

- We will continue normal outdoor activities, including recess, games classes, outdoor classes, sporting events and field trips.
- We will monitor the health of any children who have existing breathing or lung issues, including asthma, and follow parental guidance about their level of activity.
- Fans will be used continuously to circulate air throughout all buildings (using the filters on the air handling system).
- Windows and doors will be kept closed.

Orange Alert:

- We will continue with normal recess periods, outdoor classes, and field trips.
- Games classes will be held indoors.
- Outdoor sports practices will be brought inside.
- Outdoor sport competitions will be rescheduled.
- We will monitor the health of any children who have existing breathing or lung issues, including asthma, and follow parental guidance about their level of activity.
- Fans will be used continuously to circulate air throughout all buildings (using the filters on the air handling system).
- Windows and doors will be kept closed.

Red or Purple Alert:

- Outdoor activities will be limited to 20-minute periods, with at least 20 minutes spent inside before going back outside.
- Field trips will be evaluated individually, with attention to what level of outdoor activity is included.
- Game classes will not include rigorous activities.
- Indoor and outdoor sport practices and competitions will be rescheduled.
- We will monitor the health of any children who have existing breathing or lung issues, including asthma, and follow parental guidance about their level of activity.
- Fans will be used continuously to circulate air throughout all buildings (using the filters on the air handling system).
- Windows and doors will be kept closed.

Maroon Alert

- Students will stay inside all day.
- Fieldtrips will be rescheduled.
- We will monitor the health of any children who have existing breathing or lung issues, including asthma, and follow parental guidance about their level of activity.
- Fans will be used continuously to circulate air throughout all buildings (using the filters on the air handling system).

- Windows and doors will be kept closed.

For situations in which a class or group is away from campus on a field trip or club activity, the chaperones present on the trip, with the input of any trip organizers or guides, will make appropriate decisions about how to respond based on these guidelines.

Power Outages Policies

These policies are designed to guide responses on both campuses to power outages. When power is out on campus, we face challenges in the following ways:

- Providing adequate lighting in all areas of the buildings.
- Providing heating and cooling in the classrooms and administrative spaces.
- Accessing parents, emergency services and other support through the internet and/or cell phones, as cell towers have recently gone down with power, and phones die over a day.

We will respond to a power outage in the following ways:

When a power outage occurs during the school day:

1. Battery lanterns will be used to provide light in all rooms without windows, especially bathrooms. Candles will not be used in any space at any time.
2. Parents will be informed as soon as possible, with the caveat that without power access to ParentSquare will be slower from the school, as we will need to reach out to someone with power to send messages.
3. If conditions within the building are good (warm or cool enough depending on the season) all school activities will continue through the normal end of the day.
 - a. Afterschool activities will be cancelled including clubs and sports (unless team is competing off campus at a location with power).
 - b. Aftercare on both campuses will continue until the normal time – students who were expecting to go to clubs or sports and cannot be picked up will go to aftercare.
4. Evening events and activities will be cancelled.
5. If the power outage continues into the next day, we will follow the policies for a power outage that occurs outside of regular school hours.

When a power outage occurs outside of regular school hours:

1. If power is out at one or both campuses at 10 pm the following policy will be followed:
 - a. If one campus has power, school will continue on that campus as normal.
 - b. A ParentSquare message will be sent to parents as soon as possible after a power outage is identified to warn them of a possible day without school.
 - c. A ParentSquare message will be sent to parents at 10 pm alerting them to the power status on campus:
 - i. If there is no power on campus, parents will be alerted that school will be closed the following day.
 - ii. If there is power on campus, parents will be alerted that power has returned and that there will be school as usual.
 - d. If power returns during the night or early in the morning, after an announcement of no school, we will still have a day without school as there are always challenges with the security system, heating/cooling, internet, and phones after a significant power outage.

2. If power goes out overnight (between 10 pm and the start of school) there will be no school on that campus for that day.
 - a. Parents will be informed through Parent Square as soon as possible, which could mean an announcement as late as 7:30 am when school staff arrive on campus.
 - b. After 8 am we will treat this as a power outage during the school day.

Broken Pipes/Water Emergencies

Only designated personnel should shut off water. The Building Manager/Maintenance Supervisor will advise administrative staff as to the extent of the emergency. A decision will be made by the EC, LS, or HS Coordinator about sending students home or continuing with classes until the end of the school day. A decision will also be made about continuing with evening or after-school activities.

Shutting off the Lower School Boiler

There are two red boiler emergency shut-off switches located inside the school:

- In the Boiler Room, at the back door near the light switch.
- In the hallway at the Maintenance Room door.

Shutting off the Lower School Electricity

The main electrical box to shut off electricity to the entire building is located in the Mechanical closet off the Grade 5 room. The electrical panel is gray and is on the left of the wall directly in front of you when you open the Mechanical closet door. There are three arms on gray panels that need to be rotated to the off position.

Shutting off the High School Electricity

The main electrical panel to shut off electricity to the entire building is located in the Mechanical Room off the Assembly Hall. The electrical panel is gray and is on the far back wall of the Mechanical Room. To the left side of the panel, there is a RED button labeled "OFF" under the Main Switch, that needs to be pushed. Also, there are three large, RED arms on the panel to the right side, that need to be rotated to the off position.

Shutting off the Lower School Main Water Supply

The main water supply comes in through pipes that are located in the boiler room along the far west wall in the back right corner of the room. There is one yellow shut-off lever.

Shutting off the High School Main Water Supply

The main water supply comes in through pipes that are located in the Utility Closet at the back of the Chemistry Lab, near the outside door. In the left corner of the room, there is a large, yellow shut off lever, labeled "MAIN WATER SHUT OFF". This needs to be rotated to the right to stop the flow of water.

Shutting off the Lower School Gas Supply

The main gas supply comes in through a pipe that is located in the boiler room on far west side on the left side. There is a red wrench that needs to be rotated in the clockwise position to shut off the gas supply.

Shutting off the High School Gas Supply

The main gas supply comes in through the wall, located in the Utility Closet at the back of the Chemistry Lab, near the outside door. The pipe comes through the outside wall, on the right side of the room. There is a large, yellow shut off lever, labeled "MAIN GAS SHUT OFF", just above the pipe joint. This needs to be rotated to the right to stop the flow of gas.

Medical Emergencies

Medical and First Aid Emergencies On Campus

Only trained personnel should provide first aid treatment.

- In case of an injury or illness, immediately notify the Front Office. Give your name and location in the building and describe the nature and severity of the medical problem.
- Non-medical personnel trained in CPR who administer emergency care are protected by the school's liability policy and will not be held liable for any damages caused as a result thereby unless the person was grossly negligent. All full-time faculty and staff are CPR certified.
- When dealing with blood and any other bodily fluids, always wear gloves. They are in the OSHA kits that are kept in the HS office, HS art room, and the LS office and the LS Aftercare Room. First aid supplies including gloves are kept in the Front Office and in each classroom.
- DO NOT MOVE ANYONE WITH A HEAD, NECK, OR BACK INJURY.
- If the injury or illness is serious, call 911 for an ambulance. ONLY ADMINISTER MEDICINE OR TREATMENT AS INSTRUCTED BY 911 RESPONSE UNIT.
- In the case of student injury or illness, complete an Incident Report located in the Front Office or in the wooden box near each EC classroom door, and return to EC, LS, HS Coordinator.
- If a student requires treatment at a medical facility, a staff member is to accompany him/her unless a parent has arrived at the school in time to go with the student.
- If a staff member is ill or injured, it should be reported to the Front Office and EC, LS, or HS Coordinator as soon as possible.
- Incident Report Forms are in the Front Office and should be completed by the Coordinators as soon after the incident as possible. All accidents, whether student or adult, require a completed report.

Medical and First Aid Emergencies Off Campus

- In case of an injury to a student, try to determine the nature and degree of seriousness and render first aid. Cuts, bruises, and sprains can be treated on site. If the injury is serious, call 911 for an ambulance.
- Inform the Front Office staff as well as the appropriate faculty and the School Administrator or EC, LS, or HS Coordinator of the injury at the first opportunity. (Use your cell phone if necessary).
- DO NOT MOVE ANYONE WITH A HEAD, NECK, OR BACK INJURY.
- Do not leave the injured person unattended.
- Keep him or her comfortable, apply your knowledge of first aid and wait until trained medical personnel arrive.
- One adult should remain with the injured student while another escorts the remaining students back to campus or on to the scheduled activities.
- In the event of a serious injury, the office personnel should call the parent(s). Calmly inform them of the situation and tell them where to meet the teacher at the hospital or doctor's office.
- If the parent(s) cannot be reached, call the emergency number indicated on the student's Emergency Form.
- If the student needs to go to the doctor or hospital and a parent or emergency contact is not available, a teacher or Coordinator must stay with the student and accompany them to the hospital or doctor's office.
- Continue to make calls until a contact is reached.

Cardiac Emergency Response Plan

Use and regular maintenance of AED

Maintenance Guidelines

- The AED should be checked to see that it is physically in the proper location.
- The AED pads should be checked. The package should be sealed until ready for use and it should be within its expiration date. If the pad package is open or the expiration date has passed, it should be replaced immediately.
- The battery should be checked. For most AEDs, there is an indicator light or symbol that indicates if the battery is o.k. or if it needs service. Know the battery check mechanism for your AED. If the battery is low, you should receive both visual and audible warnings (many generate a “beep” like a smoke detector with a low battery).
- Most AEDs have a small pouch or packet of supplies you might need when using the AED. This pouch may include a face mask for rescue breathing, a small towel, scissors, protective gloves, and a razor. Be sure this kit is ready for action.
- The AED owner’s manual contains valuable information specific to checking and maintaining your AED—be sure to read and follow the instructions. AEDs are very reliable devices and problems are very rare, but they can happen. The Administrative Assistant is responsible for ensuring that the maintenance of this equipment is kept current.

Cardiac Response Team:

High School Campus	Lower School Campus
High School Coordinators	Early Childhood & Lower School Coordinators
High School Faculty Chair	Early Childhood & Lower School Faculty Chairs
Athletic Director	Athletic Director

Plan for effective and efficient communication throughout the school campus.

In the event of a cardiac emergency:

- Call 911 or send someone to the office to call 911.
- Any teacher or administrative staff present that is trained in CPR should respond immediately.
- If you are not trained, DO NOT ATTEMPT First Aid or CPR.
- Send someone for the AED, located outside the front office.
- Only trained personnel may use the AED.
- Use the AED to respond to the cardiac emergency – administering CPR as directed by the machine.
- Notify the EC, LS, or HS Coordinator and Faculty Chair as soon as possible. Give the name of the victim and location in the building.
- Continue AED and CPR until emergency response team (ambulance or fire) arrives.
- Fill out Incident Report Forms. Forms are located in the office.

Non-medical personnel trained in CPR to administer emergency care are protected by the school's liability policy and will not be held liable for any damages caused as a result thereby unless the person was grossly negligent. All full-time faculty and staff are CPR certified.

CPR and AED training is provided to all employees (full and part-time) every two years.

Anaphylaxis (Allergic Reaction) Response Plan

In the event of severe allergic reactions, EpiPens are stored on site at both campuses. Our school has also met the requirement to have first responders and key staff and faculty receive EpiPen administration training by a certified, registered nurse.

Signs of Allergic Reaction

MILD: Rash, Itching, Hives

MODERATE: Breathing Difficulty, Wheezing

SEVERE: Swelling of tissues of the neck, Rapid, weak pulse

All the above symptoms can potentially progress to a life-threatening situation! The severity can quickly change.

IF THIS OCCURS DO THE FOLLOWING:

1. CALL 911
2. Locate EpiPen and prepare to administer if condition becomes severe
3. Inject EpiPen into outer thigh
4. Notify School Administrator/Health Coordinator
5. Notify parents
6. Fill out Emergency Forms

DIRECTIONS FOR USING EPIPEN AUTO-INJECTOR

1. Check for color, do **not** inject if fluid is brown
2. Pull off safety cap
3. Place tip on thigh at right angle to leg - if allergy is from bee sting use leg on opposite side of sting
4. Press hard into thigh
5. Hold in place for a FULL 10 SECOND COUNT
6. Remove pen and massage area for 10 seconds

Security Emergencies

Suspicious/Violent Persons

- All visitors to the school must check in at the Front Office.
- Any staff member who sees a person in the building that he/she does not recognize should ask the individual if he/she needs help with anything and ascertain if they have legitimate business on campus.
- If anyone on the premises is acting suspicious or is unwilling to provide information about their purpose in the building, notify the Front office immediately. Office staff will call the police and call a Lock-Down or Shelter-in-Place as appropriate.

Violence/Potential Violence

- Notify the Front Office immediately or call 911.
- If there is an immediate threat in the building, the EC, LS, or HS Coordinator and/or administrative staff will quickly determine if the building should be locked-down and, if appropriate, initiate the lock-down.

Psychological Crisis

- A psychological crisis exists when an individual is threatening harm to him or herself or to others or is out of touch with reality due to severe drug reactions or psychosis. Psychosis is characterized by such symptoms as hallucinations and/or delusions.
- Call either the EC, LS, or HS Coordinator or the School Administrator.
- Do not try to manage a dangerous situation by yourself.

Suicidal Student

- A peer, teacher or other staff member identifies a student as possibly suicidal either by something the student says or writes or by demonstrating a suicidal gesture (e.g., taking several aspirin and then telling someone about the incident later or exhibiting self-abusive gestures such as cuts at wrists).
- The EC, LS, or HS Coordinator should be informed immediately and any written work that is of concern should be shared. The teacher or staff member may want to express his/her concern to the student first and tell him/her that she/he has or will be informing the EC, LS, or HS Coordinator. The teacher/staff member should not attempt to counsel or advise the student, but rather empathize with him/her and assure the student that the teacher/staff member will get the student to someone who can help.
- If the teacher or staff member feels that the student is in any immediate danger of inflicting harm on him/herself, the teacher/staff member should, without alarming other students, keep the student in concern under continuous adult supervision until the EC, LS, or HS Coordinator can be contacted.
- The EC, LS, or HS Coordinator will meet with the student immediately to assess the degree of risk.
- Parents will be called in for a conference to discuss outside resources and appropriate referrals. The student will remain under adult supervision until released to the parents.
- The EC, LS, or HS Coordinator will inform the Class Teacher, the School Administrator, and the appropriate Faculty Chair about the situation.
- The family is required to sign a release giving permission for the treating therapist to talk to the EC, LS, or HS Coordinator. In addition, the family must agree to remain in treatment until the therapist notifies the Coordinator that therapy is no longer necessary.
- The student cannot continue at school until the school receives approval from the treating therapist and the Coordinator.
- When the treating therapist has notified the Coordinator that the student is no longer suicidal and informs the school about the support the family is providing for him/her, the student may then return to school with the permission of the Coordinator and the faculty.
- If after the initial risk assessment with the Level Coordinator, Class Teacher, and parents, the Coordinator determines that the student is not in immediate danger, a meeting will still be required with the student's parents to discuss outside resources and supportive therapy.
- The Coordinator and staff will work with the family to support the student.
- The school may require appropriate outside support for the student in order for him or her to remain in the school.
- Any treatment plan will need to be approved by the Coordinator and the faculty.
- Appropriate communication with the outside therapist and the parents may be required.

- Appropriate follow up will happen with students in the same class or exposed to the suicidal student.

Suspected Student Alcohol or Drug Use

Drug and alcohol use can occur in adolescence and always merits a serious and active response. At RSSAA we take this behavior seriously with a goal to ensure that the individual student receives the counseling support they need and that the wider class is not negatively impacted by the behavior.

At the High School, either HS Coordinator can be the point person for a response to suspected drug and/or alcohol use in a student and they are responsible for implementing this protocol. At the Lower School, the Class Teacher and LS Coordinator act together as the point person for a response to suspected drug and/or alcohol use in a student and they are responsible for implementing this protocol.

- Concerns: If any staff or faculty member is concerned that a student may be regularly using drugs or alcohol, the staff or faculty member should contact the Level Coordinator and share his or her concerns.
- Reporting: Upon concerns being shared, the Coordinator will meet with the individual student and assess the student for the level of use of drugs and/or alcohol. In this meeting, the student will be asked to self-disclose about their behavior, but no promise of confidentiality or “don’t tell my parents” will be offered or honored.
- Intervention: If concerns are in any way substantiated, then the following steps will be taken.
- If student is using drugs or alcohol while attending school:
 - The student will not be allowed to return to class.
 - The Coordinator will contact the parent(s)/guardian(s) of the student and request that the parent immediately come to school and take the student home.
 - A meeting will be scheduled for the next day to discuss the student’s behavior. The student, parent(s)/guardian(s), Coordinator and Faculty Chair will be present.
 - At the meeting, the Coordinator will stress the unacceptability of this behavior and then a plan for addressing the needs of the student will be developed.
 - The student will be allowed back into class while the plan is implemented.
 - A second incident of drug or alcohol use while in school will result in the immediate dismissal of the student from school.
- If student is regularly using drugs or alcohol outside of the school environment:
 - The student will be allowed to return to class.
 - The Coordinator will contact the parent(s)/guardian(s) of the student and request a meeting within four days.
 - During this meeting, the Coordinator will suggest that the parent(s)/guardian(s) seek outside psychological support for the student. The Faculty Chair will also attend this meeting.
 - Even though the behavior is happening outside of school, the school will actively work with families who wish to address this behavior in their student. However, the school will not step beyond the limits of the school day and insist that parents who are not interested in addressing this behavior take action.
- Classroom Support: As always, student confidentiality policy requires that individual student’s behavior is held confidential. However, if the class has been witness to the behavior or it is known within the class, or a subgroup of the class, it is important that students be talked with individually and provided context and support. The Coordinator will work with class parents when necessary to provide this support for classmates.

Note: Education about drug and alcohol use is included in our Health curriculum.

Suspected Student Non-Suicidal Self-Injury

Non-suicidal self-injury is an increasingly common behavior among school-aged youth and occurs with regularity in secondary school and college settings. At Rudolf Steiner School of Ann Arbor, we take this behavior seriously, with a goal to ensure that the individual student receives the counseling support they need and that the wider class is not negatively impacted by the behavior.

Non-suicidal self-injury (NSSI), commonly known as cutting, is defined as the deliberate, self-inflicted destruction of body tissue without suicidal intent and for purposes not socially sanctioned.

The Level Coordinator is the point person for a response to suspected NSSI in a student. They are responsible for implementing this protocol.

- **Concerns:** If any staff or faculty member is concerned that a student may be engaged in NSSI (either through a student disclosure, or through observing wounds), that employee should contact the Coordinator and share his or her concerns.
- **Reporting:** Upon concerns being shared, the Coordinator will meet with the individual student and assess the student for NSSI using the questions and format advised by the Cornell Research Program on Self-Injurious Behavior in Adolescents and Young Adults. This assessment will include a request to the student to self-disclose about NSSI, but not any required physical examination.
- **Intervention:** If concerns are in any way substantiated, then the following steps will be taken depending on the level of NSSI.
 - **Superficial NSSI** – The student will be allowed to return to class. The Coordinator will contact the parent(s) of the student and request a meeting within two to three days. During this meeting, the Coordinator will request that the parents explore the option of outside psychological support for the student and offer resources. The Faculty Chair will also attend this meeting. There will not be a school requirement of outside counseling. The Coordinator will observe the student regularly for two to three months for signs of continued NSSI.
 - **Battery/Light Tissue Damage** – The student will be allowed to return to class. The Coordinator will contact the parent(s)/guardian(s) of the student and request a meeting within 24 hours. During this meeting, the Coordinator will request that the parent(s)/guardian(s) seek outside psychological support for the student and offer resources. The Faculty Chair will also attend this meeting. Depending on the severity of this level of the NSSI, the school may require an initial psychological support meeting with an outside counselor (with documentation provided to the school proving attendance) within seven days. The student will be asked to not share details of their behavior with classmates and will be asked to ensure that all wounds are covered while at school.
 - **Chronic/High Severity** – The student will not be allowed to return to class. The Coordinator will contact the parent(s)/guardian(s) of the student and request an immediate meeting. The Faculty Chair will also attend this meeting. During this meeting, the Coordinator will insist that the parent(s)/guardian(s) seek outside psychological support for the student. The student will be asked to take a few days off school and not return until a letter has been received by the school stating that, after a psychological assessment, the counselor feels that the student is not a danger to him/herself or others. Once the student returns to school, the Coordinator will work with the parents to ensure that ongoing mental health support is provided for the student and will monitor the student to ensure that the behavior has stopped. The student will be asked to not share details of their behavior with classmates and will be asked to ensure that all wounds are covered while at school.
- **Classroom Support:** Due to the nature of NSSI, it is not advisable to directly address self-injury behavior with adolescents. As always, student confidentiality policy requires that individual student's behavior is held confidential. However, if the class has been witness to the behavior, or it

is known within the class or a subgroup of the class, it is important that students be talked with individually and provided context and support. The Coordinator will work with class parents when necessary to provide this outside support for classmates. At no time will a teacher/administration-directed group response or class conversation be held in response to an incident of NSSI.

Note: Education about NSSI will be included in our Health curriculum, but as part of general education about what to do if a student notices distress or concerning behavior in another. Details of NSSI, including what people do, will not be included in the curriculum.

Definition of levels of NSSI – From Cornell Research Program on Self-Injurious Behavior in Adolescents and Young Adults.

Superficial

- Low lifetime frequency (fewer than 11 episodes of self-injury)
- Use forms capable of resulting in largely superficial tissue damage (e.g., scratching or wound interference)
- Tend to use relatively few forms of self-injury behaviors
- This is the least severe level of lethality; however, people falling in this class might be at an increased risk for suicidal ideation compared to students who do not self-injure

Battery/light tissue damage

- Low lifetime frequency of self-injury (fewer than 11 episodes of self-injury)
- Use forms capable of resulting in light tissue damage (e.g., small punctures and bruising)
- Tend to use several forms over time (most serious form used results in light tissue damage)
- Members of this class are at a higher risk for suicidality, a history of trauma, and disordered eating in comparison to the superficial class and those who do not self-injure

Chronic/High severity

- High lifetime frequency of self-injury (greater than 11 incidents)
- Use forms capable of resulting in high tissue damage (e.g., cutting, ingesting caustic substances, bone breaking, etc.)
- Tend to use several forms over time (most serious form used results in high tissue damage)
- Members of this class are at the highest risk for suicidality, a history of trauma, and disordered eating in comparison to other self-injury classes and non-self-injurers
- Members of this group are most likely to fulfill the classic “cutter” stereotype (e.g., they have self-injury routines, report some degree of perceived dependence on self-injury, report hurting themselves more than intended, and report life interference because of their self-injury)

Physical/Aggressive Behavior

If a student is physically or verbally aggressive toward a staff member or another student:

- Isolate the student from others to establish safety for the student and others.
- Gather information about the incident.
- Contact the EC, LS, or HS Coordinator.
- Keep the student under adult supervision until a meeting can be arranged with the parents and the Coordinator.
- If a meeting cannot be arranged immediately, the student may be sent home until it can be scheduled.
- Appropriate follow-up measures may involve suspension, dismissal, requirement for outside counseling, probation, or written guidelines for acceptable behavior.

Child Abuse/Maltreatment and Neglect

What is reportable in suspected cases of abuse?

Regulations provide that a child is considered to be “abused” when there is harm or threatened harm to a child’s health or welfare that occurs through non-accidental physical or mental injury, sexual abuse, sexual exploitation, or maltreatment by a parent, a legal guardian, or any other person responsible for the child’s health or welfare.

Child neglect means harm or threatened harm to a child’s health or welfare by a parent, legal guardian, or any other person responsible for the child’s health or welfare that occurs through either of the following:

- Negligent treatment, including the failure to provide adequate food, clothing, shelter, or medical care.
- Placing a child at an unreasonable risk to the child’s health or welfare by failure of the parent, legal guardian, or other person responsible for the child’s health or welfare to intervene to eliminate the risk when that person is able to do so and has, or should have, knowledge of the risk.

Who is obligated to report?

The following school personnel are legally required to report suspected child abuse or maltreatment: Teachers, Administrators, School Coordinators, Child Day Care Providers.

Although no one else is required to report suspected child abuse or maltreatment, any person, whether under a duty to report or not, may make such a report. In fact, such a report may even be anonymous.

If a teacher or staff member suspects that a student is being maltreated or neglected, he/she should contact the school Administrator and the EC, LS, or HS Coordinator for a precise legal definition of maltreatment.

When to report

A teacher may have a suspicion that a student has been abused if he/she has been told directly by the student or by another student that an abuse has occurred.

Physical Abuse-Physical Indicators

- Unexplained bruises (in various stages of healing), welts, loop marks
- Adult/human bite marks
- Bald spots or missing clumps of hair
- Unexplained burns/scalds
- Unexplained fractures, skin lacerations, punctures, or abrasions

Physical Abuse-Behavioral Indicators

- Self-destructive/self-mutilation
- Withdrawn and/or aggressive behavior extremes
- Uncomfortable/skittish with physical contact
- Arrives at school late or stays late as if afraid to be at home
- Chronic runaway (adolescents)
- Complains of soreness or moves uncomfortably
- Wears clothing inappropriate to weather, to cover body
- Lack of impulse control (e.g., inappropriate outbursts)

Physical Neglect-Physical Indicators

- Unattended medical needs
- Consistent lack of supervision
- Consistent hunger, inappropriate dress, poor hygiene
- Distended stomach, emaciated

Physical Neglect-Behavioral Indicators

- Regularly displays fatigue or listlessness, falls asleep in class
- Steals/hoards food, begs from classmates
- Reports that no caretaker is at home
- Frequently absent or tardy
- School dropout (adolescents)

Sexual Abuse-Physical Indicators

- Pain or itching in genital area
- Bruises or bleeding in genital area
- Venereal disease
- Frequent urinary or yeast infections
- Massive weight change

Sexual Abuse-Behavioral Indicators

- Withdrawal, chronic depression
- Sexual behaviors or references that are unusual for the child's age
- Seductive or promiscuous behavior
- Poor self-esteem, self-devaluation, lack of confidence
- Suicide attempts (especially adolescents)
- Hysteria, lack of emotional control
- Habit disorders (sucking, rocking)

How to report

The teacher or assistant informs the School Administrator and EC, LS, or HS Coordinator as soon as possible. In the event that the student tells the teacher directly that she has been abused, it is recommended that the teacher tell the student that he/she believes him/her, that he/she did the right thing to tell his/her teacher and that the first step in getting him/her help is to inform the EC, LS, or HS Coordinator.

The EC, LS, or HS Coordinator or the School Administrator and the teacher will meet with the student to assess the situation. The goal is to quickly assess whether a referral is appropriate. The bias is to report if there is a concern.

If there is a question about whether or not the situation should be reported, a call to the Family Independence Agency should be made describing the concern. The School Administrator will determine if the school attorney should be informed.

Bomb Threat

When receiving a bomb threat, try to elicit as much information as possible by keeping the caller on the line.

- USE DATA SHEET TO HELP YOU KNOW WHAT TO ASK.
- Immediately report the incident to the EC, LS, or HS Coordinator. A decision to evacuate the building will be made by the Coordinator. Coordinator will alert the School Administrator
- Call 911 and provide the attached form to the police.

Bomb Threat Data Sheet

QUESTIONS TO ASK:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your address?
- What is your name?

Phone number on display: _____

Phone number (line) call was received on: _____

Time Received: _____ Date: _____

Received by: _____ Position/Title: _____

CALLER'S VOICE

Calm	Excited	Rapid	Accent
Loud	Crying	Distinct	Clearing Throat
Nasal	Lisp	Deep	Familiar
Angry	Slow	Soft	Deep Breath
Laughter	Normal	Slurred	Disguised
Stutter	Raspy	Ragged	Cracking Voice

If voice was familiar, who did it sound like? _____

Sex of caller: Male Female Age: _____

BACKGROUND SOUNDS

Street Noise	Voices	Music	Motor
Animal Sounds	Clear	Long Distance	Booth
Factory Machines	PA System	House Noise	Office Machinery
Kitchen Noises	Static	Local	Other

THREAT LANGUAGE

Well Spoken/Educated	Irrational
Taped	Message Being Read
Incoherent	Foul Language

REMARKS: _____

Severe Weather and Natural Disasters

Tornado, Severe Thunderstorm

- Move to windowless or interior areas of the school (see diagram on wall by classroom door) and await further instruction.
- Shut off all non-essential appliances and lights.
- If outside when the city siren sounds, immediately return to the building and proceed to designated areas.

Earthquake

If you are indoors:

- Stay inside. Move away from windows, shelving, heavy objects, and furniture that may fall.
- Take cover under a desk, counter, in a corner or a strong doorway.
- Leave doors open.
- In laboratories, extinguish all flames and stay clear of hazardous chemicals that may spill.

In hallways, stairs or other areas where no cover is available:

- Move to an interior wall.
- Kneel with your back to the wall.
- Place your head close to your knees.
- Cover the sides of your head with your elbows and clasp your hands firmly behind your neck.

If you are outdoors:

- Move to an open space away from buildings and overhead power lines.
- Lie down or crouch to the ground because your legs will not be steady.

During and after the earthquake DO NOT smoke or ignite any matches or torches.

Death in the Community

If a faculty or staff member learns of a death in the community (student, parent, faculty, alumni), inform the School Administrator, the EC, LS, or HS Coordinator or a member of the Crisis Management Team.

The Crisis Management Team will meet and assign members to take care of the following:

- Decide how best to inform the community
- Express condolences and offer support to the family
- Get information for any calling hours/funeral/service
- Determine what information the family wants shared
- School Administrator (or other designated member of the Crisis Management Team) will contact the police re: special circumstances: shooting or suicide.
- Follow up with funeral visitation, home visits, food/flowers, etc.

The Crisis Management Team will also be responsible for the follow-up needs of both the community and the family.

The Team will keep the following in mind in the short term:

- Deciding how to announce the loss to the school, especially if the death occurred after-school hours or over the weekend. A ParentSquare alert to notify faculty before arrival back to school or information

placed in mailboxes at beginning of the day with resource person stationed nearby to answer questions may be appropriate.

- If possible, gather faculty together before school in a special meeting. Prepare recommendations for dealing with a loss in the classroom.
- The School Administrator in consultation with the appropriate other faculty and staff will determine who will announce the loss to the division of school so that facts can be provided that will reduce rumors.
- The Crisis Team may determine that visits to selected classes need to be made to speak to the students directly.
- A short follow-up meeting with faculty to review facts of the incident and the role of the faculty in assisting with the loss might be arranged. Faculty may need an opportunity to share their experiences and suggestions.
- A team member will need to contact the family/student involved and determine their plan for returning to school.
- If appropriate, the team may arrange for psychological assistance for the day of the return.
- If appropriate, meet with the class or the group most connected to discuss how to communicate with the student/faculty upon his/her return.

At a later date, the team may want to consider:

- Organizing a parent meeting.
- Making arrangements for a memorial service.
- Helping to arrange for the students and faculty to attend the service.
- Sending a letter to the parent body.
- Arranging for psychological support for staff.
- Identifying a volunteer coordinator to work with the team to make additional arrangements.
- Assess needs for support groups in or out of school.
- Check on students considered “at risk”.
- Consider how to acknowledge anniversary of death/birthday of deceased.
- Stop any disciplinary, scholarship, testing or placement notifications that may inadvertently be sent to the family.
- Remove personal items of deceased from lockers, desks, etc.
- Rearrange seating in the classroom.

Missing Student from the School Building

- If a student is missing from class, immediately notify the office staff.
- Office staff will immediately inform campus administration.
- The office staff will organize a search of the building.
- If the child is not found in a reasonable amount of time, the parents and the police will be notified by the EC, LS, or HS Coordinator or School Administrator.

Kidnapping

If you observe what appears to be a kidnapping, notify:

- Police: call 911
- EC, LS, HS Coordinator and School Administrator

If you receive a kidnapping threat for a student:

- Write down the exact words of the threat to the best of your ability.
- Immediately inform Front Office staff and Coordinator
- Notify the School Administrator

- Do not dismiss the child to anyone but the parent(s) or other persons designated by parent(s).

The kidnapper may be the non-custodial parent. The school cannot refuse to dismiss a child to a parent, including a non-custodial parent, unless there is legal documentation detailing a court order in the Business Office.

The Administrator or the Coordinator will alert the police and school lawyer.

Lost Student on Field Trip or Other School Event

- Establish a search party and check all areas where the student was seen last.
- Notify authorities at the trip site and local police.
- Notify the EC, LS, or HS Coordinator/School Administrator and the class teacher/advisor.
- Keep other students together with a calm supervisor and assure their safety while you search for the lost student. Ensure that they stay adequately informed and reassured.
- The Coordinator will notify parent(s) when and if a student is not found in a reasonable amount of time (one hour).
- The Coordinator will advise the School Administrator about the situation.

Incident Report

Incident Report (to be completed by an adult/employee in INK)

Rudolf Steiner School of Ann Arbor

For anyone injured while on our property or on a school-sponsored field trip.

Complete this form and fax or scan/email it to Finance Manager at financeoffice@steinerschool.org.

Time is of the essence. Do not delay reporting the claim because you do not have all the information. Additional information can be provided at a later date.

Name of Injured Person: _____ **Age:** _____

Injured Person's Position with School: (Circle One)

Student in Grade: _____ Employee Visitor Parent Volunteer Contractor

Date Incident Occurred: ____/____/____ **Time Incident Occurred:** _____ AM or PM
(provide specific time of incident)

Date Reported to School: ____/____/____

School Site/Campus: (circle one)

Lower School Middle School High School Stone House Frame House Garage

Ratio of EC Students to Staff: **# of EC Students:** _____ **# of EC Staff:** _____

Location of Incident: (Be specific - classroom, field trip, lunchroom, playground, etc.)

If Location is Offsite, Provide Address: _____

Nature of Injury: (specify part of body, left or right, etc.)

Detailed Description of the Incident: (how was the injury sustained?)

(As accurately as possible, record what each person did and said, add additional pages if needed.)

Was 911 Called? YES or NO

What Treatment was Provided and By Whom? (be specific)

Were Medical Personnel Involved on Site? (give details)

Were Parents/Spouse Notified? YES or NO **Date:** ____/____/____ **Time:** _____

Name(s) of Parent/Spouse Notified: _____

By Whom? _____

Name(s) of All Students, Parents, Volunteers, Personnel or Other Individuals Involved: (If an entire grade, then reference grade and attach roster, attach additional pages if necessary to provide a complete list.)

List School Staff/Faculty Witnesses to the Incident: (provide name and phone number)

Describe the Actions Taken by the School to Report This Event:

☐ Scan/Send Report to Business Office ☐ Iled Parent(s)/Emergency Contact

☐ Other: _____

Was the Student Evaluated by a Mental Health or Healthcare Practitioner? YES or NO or N/A

(If yes, please list institution, name of practitioner and contact information if possible)

Did We Receive a Note from a Certified Healthcare Practitioner Confirming that the Student/Employee is Able to Return to School? (If yes, attach a copy of the note to this form) YES or NO or N/A

Is There a Follow Up Plan for the School to Support the Student/Employee? If Yes, Please Describe.

Is There a Need to Provide Support to Other Students/Employees Who Came Into Contact with This Incident? If Yes, Please Describe.

Are There Any Other Actions the School Took that Need to be Documented? Additional Relevant Comments/Information/Follow-up:

Were Photographs Taken? YES or NO

If YES, Who is in Possession of the Photographs? _____

Name of Person Completing Report: _____

Daytime Phone Number: _____

Position of Person Completing Report: _____

Signed: _____ **Date:** ____/____/____

Submit Original Report to the Business Office as Soon as Possible.

Note: RSSAA has a Student Accident Insurance policy that can provide benefits when there is no other family insurance applicable or when there is a deductible or other out-of-pocket expense related to an injury sustained at school or during a school-sponsored activity. A deductible, which may be satisfied by other valid collectible insurance or plan payments, is applied to each claim. The insurance company establishes a maximum benefit amount annually. Contact the Business Office for more information on this insurance.

Business Office Use Only

Report Incident To: Liability Insurance Administrator

Personnel Committee Worker's Compensation Insurance Student Insurance

Date Reported: ____/____/____ **Policy Number:** _____

Reported By: _____

Claim Number: _____

Company Name: _____

Adjuster's Name: _____

Contact Number: _____

Fax Number: _____

Employee SSN: _____ **DOB:** ____/____/____

Home Address: _____

Home Phone: _____

Date of Hire: _____ **Wage:** _____

Notes:
