



MAINE
VIRTUAL ACADEMY

**CRISIS MANAGEMENT PLAN/
EMERGENCY
RESPONSE GUIDE
SY2025-2026**

Updated MEVA Governing Board Review & Approval Date: 6/17/2025

Notice: This document supersedes any previous versions from the approval date. MEVA has the right to make amendments to the guide when necessary, without prior notice.

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What is an Emergency?

A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or academy/program and require the combined efforts of the State or other political subdivisions. Academy/Program facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

B. Academy/Program emergencies can be small and easily managed, or they can be large and difficult to manage. Every academy/program emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

A. To effectively handle an emergency, a comprehensive Emergency Operations Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our program's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

B. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

C. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

D. A copy of this plan will be filed with the academy/program office.

Overview:

In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to inform you of the most likely steps to take. Some common incidents have been addressed to help you in an emergency. It is critical to evaluate the circumstances and determine the most appropriate course of action.

Health and Safety/Reporting Medical Needs

In the unfortunate circumstance of a medical emergency at a face-to-face event such as (but not limited to) a field trip or state testing, MEVA staff and faculty receive basic first aid training. If your child has any medical needs, it is essential to let Special Services Dept know which medications, where the medications need to be stored, and how to handle those medications for your child. We also strongly suggest that a guardian stays on-site. If there is an emergency, the school will call 911 and alert parents as soon as possible.

Emergency Communication Protocols

When an emergency condition exists, the Head of School (HOS) will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below will be used. Notifications will be given in plain language. Code words shall not be used.

- A. Phone
- B. Runners (*when applicable*)
- C. Email
- D.

Media Relations

The HOS will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings. Unless the HOS gives permission, the HOS should be the point person for all media relations.

Emergency Contact Numbers/ Public Safety Agency Numbers

- A. General Emergency: 911
- B. Police/Fire: 911
- C. Poison Control: 800 222 1222
- D. Maine General Medical Center Emergency Room: 207 626 1000

Evacuation Procedures

1. HOS issues evacuation procedures.
2. HOS determines if students and staff should be evacuated outside of building. Direct students and staff to follow evacuation drill procedures and route of the facility. Follow alternate route if normal route is too dangerous.
3. Close all windows.
4. Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
5. Lock doors.

Lockdown/Shelter-In-Place

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

1. HOS will issue lock-down order by announcing a warning over office phone system.
2. Direct all students, staff, and visitors into secure rooms.
3. Lock office doors and cover windows/lower shades.
4. Move all persons away from windows and doors.
5. Have all persons get down on the floor.
6. Allow no one outside of the secure rooms until the HOS gives the all-clear signal.
7. The HOS will use a announce an all-clear signal through the office phones.

Reverse Evacuation

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and 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 by identifying safe areas in the facility ahead of time.

1. The leader warns students and staff to assemble in safe areas. Bring all persons inside building(s).
2. Teachers take class roster of students on site.
3. Close all exterior doors and windows. Turn off any ventilation leading outdoors.
4. If advised, cover mouth and nose with handkerchief, cloth, paper towels.
5. Teachers must account for all students after arriving in the safe area.
6. Office personnel must contact each teacher/classroom for a headcount using cellular or office phones.
7. All persons must remain in safe areas until notified by an emergency responder.

Fire

Identify fire alarms and exit routes of facility upon entering. In the event a fire or smoke from a fire has been detected:

1. Activate fire alarm.
2. Evacuate students and staff to a safe distance outside of building.
3. Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
4. Teachers take class roster if students are on site.
5. Head of School must report incident to Fire Marshal and call 911
6. No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
7. Head of School notifies students and staff of termination of emergency.
8. Resume normal operations.

Fire Plan/Policy – Ballard Center

1. If you discover a fire:
 - a. Rescue anyone in the fire room if you will not be harmed.

- b. Pull the nearest fire alarm pull station. Fire pulls are always located by any exit door leading out of the building i.e. stairwell doors.
 - c. Call 911 and describe the situation: i.e. location in the building and nature of the fire, if possible
 - d. Contain the fire as much as possible by closing all doors and windows in the fire area. Clear the corridors of obstacles
 - e. Evacuate the building.
 - f. Ballard Center supervisor or designee will meet with the fire department at the Lobby entrance. Once the all clear is given by the ranking member of the Fire Department, they will relay to all building occupants.
2. If the Fire Alarm is sounding in the building:
- a. Maintenance staff will determine the location of the alarm and if it is an actual or a false alarm. This information will be given to the Fire Department when they arrive.
 - b. All other staff will evacuate the building and meet in the lot across the street from the building.

Gas Leak

If gas odor has been detected in the building:

1. Evacuate students and staff to a safe distance outside of building.
2. Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
3. Head of School notifies police and fire department (call 911) and the staff.
4. Teachers take roll after being evacuated.
5. No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
6. Head of School notifies students and staff of termination of emergency.
7. Resume normal operations.

If gas odor has been detected outside the building:

1. Head of School notifies police and fire department (call 911)
2. Head of School must report incident to Fire Marshal.
3. Head of School determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
4. No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
5. Head of School notifies students and staff of termination of emergency.
6. Resume normal operations.

General Emergency

1. Call 911 (if necessary) and the Head of School
2. Notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
3. Seal off high-risk area.
4. Take charge of area until incident is contained or relieved.
5. Preserve Evidence: keep detailed notes of incident.

Weather

If a Severe Weather Watch has been issued in an area near school:

1. Monitor Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel).
2. Bring all persons inside building(s).
3. Close windows and blinds.
4. 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.
5. Review "drop, cover, and hold" procedures.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school:

1. Move students and staff to safe areas.
2. Remind teachers to take class rosters.
3. Ensure that students are in "drop, cover and hold" positions.
4. Account for all students
5. Remain in safe area until warning expires or until emergency personnel have issued an all clear signal.

Bomb Threat - Information from: <https://www.dhs.gov/what-to-do-bomb-threat>

If someone receives a bomb threat: Bomb threats are most commonly received via phone, but are also made in person, via email, written note, or other means. Every bomb threat is unique and should be handled in the context of the facility or environment in which it occurs. Facility supervisors and law enforcement will be in the best position to determine the credibility of the threat. Follow these procedures:

1. Remain calm and Notify authorities immediately: Notify your facility supervisor, such as a manager, operator, or administrator, or follow your facility's standard operating procedure.
2. Call 9-1-1 or your local law enforcement if no facility supervisor is available.
3. Refer to the DHS Bomb Threat Checklist (next page) for guidance, if available. For threats made via phone:
 1. Keep the caller on the line as long as possible. Be polite and show interest to keep them talking.
 2. DO NOT HANG UP, even if the caller does.
 3. If possible, signal or pass a note to other staff to listen and help notify authorities.
 4. Write down as much information as possible—caller ID number, exact wording of threat, type of voice or behavior, etc., that will aid investigators.
 5. Record the call, if possible.
6. For threats made in person, via email, or via written note, refer to the DHS Bomb Threat Checklist and DHS-DOJ Bomb Threat Guidance for more information.
7. Be available for interviews with facility supervisors and/or law enforcement.
8. Follow authorities' instructions. Facility supervisors and/or law enforcement will assess the situation and provide guidance regarding facility lock-down, search, and/or evacuation.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

- Remain calm & do not hang up, keep the caller on the line for as long as possible
- If possible, signal other staff members to listen & notify Site Decision Maker(s)
- If the phone has a display, copy the number and/or letters on the display
- Write down the exact wording of the threat
- Record the call, if possible
- Fill out the Bomb Threat Checklist immediately

If you receive a written threat:

- Handle the document as little as possible
- Note date, time, and location the document was found
- Secure the document and do not alter the item in any way
- Notify the organization Site Decision Maker(s)

If you receive a social media or email threat:

- Do not turn off or log out of the account
- Leave the message open on the device
- Take a screenshot, or copy the message and subject line
- Note the date and time
- Notify the organization Site Decision Maker(s)

*** Refer to your local bomb threat management plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone in close proximity to a suspicious item
- Touch or move a suspicious item

IF A SUSPICIOUS ITEM IS FOUND, CALL 911

For more information about this form contact the CISA Office for Bombing Prevention at: OBP@cisa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

OTHER INFORMATION:



STUDENT CONTINUED ENGAGEMENT PLAN FOR SYSTEM OUTAGES

STUDENT CONTINUED ENGAGEMENT PLAN

A continued engagement plan is a sustained schooling expectation that is distributed to families and staff to be used during times of unexpected outages or interruptions to student learning. Interruptions may be due to systems outages, weather disruptions, or other major disturbances. By adopting these measures, it is hoped that while systems may occasionally be disrupted, access to learning never should be. Having a comprehensive plan that is easy to find and easy to follow will help students, learning coaches, and teachers know how to proceed in the event of an interruption.

Quick Troubleshooting Tips Prior to Contacting the school: Clear browser cookies, cache, download history, then try to log back into the program. Try another browser like edge, Firefox or chrome.

WHAT TO DO WHEN BRIGHTSPACE IS DOWN

Brightspace is our virtual classroom where student coursework and class sessions reside. In the event it is down for maintenance or unexpected outages from time to time. During these times, it is important not to panic and follow this plan!

Be prepared in advance by doing the following things on the first day of school:

1. Download any digital text books, books, or assignment outlines/directions.
2. Save and print a copy of all your teacher's email addresses.
3. Save a copy of any course guides that your teacher provides you with.

When you are unable to log in to Brightspace, your first stop should be to check your school email for any outage announcements. Next you can check MEVA's Facebook page to see if an outage is posted at <https://www.facebook.com/MEVAK12/> and check for updates. You can also reach out to the attendance department attendance@mainevirtualacademy.org or MEVA tech at tech@mainevirtualacademy.org

WHAT TO DO ABOUT LIVE CLASS SESSIONS?

Students will be notified via email that Brightspace, Bongo, or Zoom is down, and sessions will be in alternate program (or canceled if appropriate) until service resumes. Once services are restored, students will be notified via email and sessions will resume as normal. Students will not be penalized for required sessions that were missed during the outage.

WHAT SHOULD STUDENTS WORK ON?

There are many things students can work on outside of Brightspace. Interruptions to the system should not mean interruptions in learning!

- Print or save a copy of your course plan/calendar so you can access to see what can be worked on offline.
- Read books or other activities/assignments in course materials to keep up with Course Plan as much as possible – lesson assignments can be submitted when Brightspace is back up and running.
- Study for upcoming quizzes/assessments, if applicable.
- Find other educational activities to complete:
- Watch educational web videos pertaining to your subjects (History channel, PBS, Khan Academy)

WHAT TO DO WHEN BONGO OR ZOOM FOR LIVE SESSIONS ARE DOWN, BUT BRIGHTSPACE IS WORKING



STUDENT CONTINUED ENGAGEMENT PLAN FOR SYSTEM OUTAGES

If Bongo or Zoom goes down and you miss live sessions, but Brightspace and your courses are still available, the teacher will make a recording of the missed live session for later viewing once Bongo or Zoom is working again. You may send your teacher an email that the live session is not working for you. Then, work in your online course and submit assignments.

As always, check the announcements posted on the Brightspace homepage for outage updates.

HOW TO DETERMINE WHEN SYSTEMS ARE BACK UP AND RUNNING

Check the following places for updates on all systems outages, and keep checking back to login about every 30 minutes to see if the affected system is back up and running again:

- MEVA Technical Support: tech@mainevirtualacademy.org
- MEVA Attendance: attendance@mainevirtualacademy.org
- MEVA Facebook: <https://www.facebook.com/MEVAK12/>
- Brightspace Homepage: Announcements

SUGGESTED ITEMS FOR TEACHER/COURSE-SPECIFIC OUTAGE PAGES

Teacher/Class home pages may contain the following information for students to continue their normally scheduled course work:

- Important links
- Contact Details and Communication Guidelines
- Information regarding alternate meeting platforms
- Live Session Recordings and Schedules (Days/Times)
- Assignments for the week and/or class announcements
- Supplemental activities students can do if multiple systems are down or unavailable
- Asynchronous study sites students can use to brush up on related topics

COMMUNICATION OF PLAN

Outages will be reported by school administration to teachers and parents. Teachers will also contact parents and students via email related to the outage and additional resources families can access until the system is restored.

We understand in the event of a natural disaster or severe weather event, internet, power, and even phone service could be down. As soon as you are able, please reach out to the school attendance office to inform us of your circumstances and level of impact. Please keep us updated on your progress when you are able to. The school may be able to provide alternative options for continuing your student's education until services are restored. Where possible, please follow the above processes.



Notice of First Aid Care

DATE: _____ LOCATION of incident: _____

Dear Parent: _____:

_____ was injured at _____ (site name)

and has been given first aid. If you feel further care is necessary, please consult your family physician.

Transporting Agency: (if not the legal guardian) _____

Time: _____

Notes: _____

Please sign and return one copy to school. Retain a copy for your records.

Note: 1 copy goes home with student & 1 copy stays with teacher/student records

Sample School-Parent Letter

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while meeting is in session, we want you to be aware that the Maine Virtual Academy (MEVA) has made preparations to respond effectively to such situations. Should we have a major disaster during meeting hours, your student(s) will be cared for at this site. MEVA has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the site. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at the site until they are picked up by an identified, responsible adult who has been identified as such on a MEVA emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:

He/she is 18 years of age or older. He/she is usually home during the day. He/she could walk to school, if necessary. He/she is known to your child.

He/she is both aware and able to assume this responsibility.

1. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at site, radio stations will be notified.
3. Impress upon your children the need for them to follow the directions of any MEVA personnel in times of an emergency.

Students will be released only to parents and persons identified on the student's profile page. Parents should become familiar with the Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

Identifying, Documenting & Reporting Live Class Crisis Guidelines and Procedures

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

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

1. Call 911
2. Immediately remove all other students from the online classroom
3. Notify the HOS and applicable Guidance Counselor

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

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

FERPA – Protecting Student Privacy

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

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

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

***Please note, judicial orders and subpoenas must be reviewed by the HOS and school legal counsel prior to complying with them.**

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

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

Directly Related to a Student:

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

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

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

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

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

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

The Crisis Manual is additionally housed within the Board Policies Manual. The Student Engagement Guide is additionally housed within the Parent Student Handbook.

School Main Phone Line: 207-613-8900

School Email: office@mainevirtualacademy.org

Board Approval Date: 4/26/22

Student Crisis Protocols

Guidelines for when **ANY** risk of suicide or self-harm has been raised:

The risk of suicide is raised when any peer, teacher, or other school employee identifies someone as potentially suicidal because he/she has directly or indirectly expressed suicidal thoughts (ideation) or demonstrated other clues or warning signs of possible suicidal risk. This includes any concerns of self-harm.

1. Take any threat of self-harm seriously
2. Immediately report to Heather Tyler (11-12) and/or Dan Pierce (7-10).
 - a. During school hours: Both call and email the student's school counselor and copy Dr. Browne.
 1. Heather Tyler - Grades 11-12 at 207-613-6196
 2. Dan Pierce - Grades 7-10 at 207-613-5667
 - b. Outside of school hours/weekends: When the suicide concern is brought up outside of school hours the staff member who hears of the concern will immediately;
 1. Contact the learning coach and/or parent/guardian and provide the crisis hotline contact information, 1-888-568-1112.
 2. If parents/guardians are unavailable, contact police.
 3. The school staff member will then send an email to the counselor and Dr. Browne.
3. The school counselor will then follow the MEVA Suicide Assessment Protocol.

DHHS Reports

Any employee of MEVA who suspects that a child has been or is likely to be abused or neglected (the "notifying person") must immediately inform a school counselor (Heather Tyler 11-12, Dan Pierce 7-10) and Dr. Browne. Mrs. Tyler or Mr. Pierce will make an assessment of the situation and will make the DHHS referral as necessary.

In the rare event that the notifying staff member ***does not*** receive a response from a school counselor or administrator within 24 hours; it is required for you as a mandated reporter to report to DHHS by calling 1-800-452-1999. Next you will need to complete this document [MEVA DHHS Referral Form](#) and notify the school counselors and Dr. Browne immediately.

Additionally, any communication or request that comes from DHHS; emails, phone messages, calls, faxes, and mail need to be referred to the guidance department.

MEVA will conduct annual training and reviews on crisis management protocols, including internal communication procedures for handling crisis situations.

School Safety Plan – Procedure

Purpose

To establish a structured, collaborative process for developing a safety plan for students who:

- Do not feel safe in school, and/or
- May pose a potential risk to themselves or others, and/or
- Enroll with an existing safety plan or documented safety concerns.

The goal and priority of the school is to support student well-being while ensuring the safety of the broader school community.

Communication Protocols

1. When a concern or pre-existing safety issue has been identified for a student, a team meeting will be called to review the situation and determine if a formal safety plan is needed.
2. The meeting will include the following required individuals:
 - Head of School (HOS)
 - Guidance Counselor(s)
 - Student Engagement Liaison
3. Additional individuals or departments may be included when appropriate, such as:
 - Special Education Administrator (SEA)
 - Operations Manager
 - Academic Administrator
 - Relevant Teachers or Staff
4. Following the review meeting, if the team determines that a safety plan is needed, an implementation meeting will be scheduled with all applicable individuals to finalize and adopt the plan.
 - *(In cases where Special Education is involved and there are no immediate safety risks involved, plans may alternately be held within a manifestation determination and/or IEP meeting)*
5. Updates, concerns, or breaches of the plan must be reported immediately to the HOS, who will determine if the team needs to reconvene for adjustments.

Meeting Guidelines

At the beginning of each meeting, the following points must be read aloud and agreed upon by all participants. Staff involved in the meeting will complete the School Safety Plan form provided.

1. The school and parent(s)/guardian(s) are working together to make sure the student feels safe in school.
2. The purpose of this plan is not to redress the past or assign blame. It is focused on the future and what steps we will take to support the student.
3. The plan outlines specific steps the school will take to help the student feel safe.

4. Enforcement of school policies and discipline will continue as needed, but that is separate from this plan.
5. The school cannot promise to control the behavior of others, but it can commit to following through on the steps outlined in this plan.
6. The plan will be shared with the parents, student and all relevant school staff.
7. The plan will be referenced, revisited, and reviewed regularly.

~ End of Procedure ~

Student Safety Plan – Implementation Meeting Agreement & Form

The purpose of this meeting is to develop a school safety plan for any student who does not feel safe in school and/or may pose a potential risk to others. Additionally, students who enroll at MEVA with an existing safety plan or safety concerns will also have a plan established to support their well-being and ensure the safety of the broader school community. It is important that all parties understand and agree to the following points:

Points below are to be read to everyone within the meeting;

- The school and parent(s)/guardian(s) are working together to make sure the student feels safe in school. This is something we all want. We all agree on this.
- This is not about redressing the past or assessing blame for what did or did not happen. This is about the future and what we are going to do to make sure the student feels safe in school.
- This is about specific steps the school will take to help the student feel safe.
- While it is important that the school enforce its policies and administer appropriate discipline that is something separate from the scope of this plan.
- The school should make no promises about behaviors that it cannot control; however, the school can commit to following through on what is laid out in this safety plan.
- This plan should be shared with the student and relevant adults in the school.
- This plan should be referenced, revisited, and reviewed.

We are working together in good faith so that the affected student can feel safe in school and access an education. This plan will help achieve that.

Student Safety Plan

Student's Name:

Date Drafted:

Date plan takes effect:

Review date:

Did the student enroll with a pre-existing safety plan from another district? Y/N

Individuals present:

To be shared with:

Summary of what has been happening so that the student does not feel safe in school and/or may be a potential risk to others. *(If the student is already on a pre-existing plan, please add brief points from that plan in this section)*

Summary of how it is affecting the student:

Student Safety Plan

What **preventative actions** will the school commit to?

How will the school increase **monitoring and supervision** of the issues/behaviors?

What **systems of reporting** will the school put in place?

How will the school **communicate issues** with parents and staff?

What **support systems** will the school provide for the student?

What **additional steps** are necessary to put this plan into action?

We commit to this plan to help ensure the safety of this student in school:

School Administrator

Date

Parent/Guardian

Date

Family Assistance Protocols

Faculty who are concerned or discover that a family and/or student is experiencing a hardship situation relating to lack of housing, electricity, food, etc.. should refer to the Guidance Counselors. Counselors will be responsible for following up with the individuals affected and provide them with the resources and information needed to assist.

McKinney Vento (MKV)

The Maine Department of Education and Maine schools follow the provisions of the federal [McKinney-Vento Homeless Assistance Act](#). This law helps students whose housing situations are impacting their education. McKinney-Vento protections apply to all public school students, pre-K through grade 12 who “lack a fixed, regular and adequate nighttime residence”, including children and youth:

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate housing
- Living in emergency or transitional housing
- Abandoned in hospitals
- Having a primary night time residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- [Migratory students](#) meeting the descriptions above

MEVA staff should report any **McKinney-Vento** concerns to Heather Tyler.