

District Wide Crisis Team Procedure

Administrative procedure for staff and student safety

This procedure establishes a consistent response when student behavior presents an immediate safety risk or exceeds the safe response capacity of assigned staff. It applies district-wide, including classrooms, specialized programs, common areas, transportation and district-sponsored activities.

1 Purpose and authority

Protect students and employees, obtain prompt assistance, stabilize the situation, and arrange follow-up supports. This procedure supplements the district Emergency Operations Plan, individual student plans and employee injury procedures. Building-wide emergencies follow the Emergency Operations Plan. This procedure does not independently authorize exclusion, discipline or a change in placement, and does not alter collective bargaining agreement rights.

2 Responsibility for implementation

Responsible role	Required implementation duties
Superintendent	Accountable for district-wide implementation, staffing and resources; approves the procedure; designates a district Crisis Team Coordinator and backup; verifies distribution and corrective action.
District Crisis Team Coordinator Superintendent designee	Maintains building rosters, backups, activation methods, training records and incident trends; coordinates assistance across buildings. The Superintendent performs these duties until a designee is named.
Building principal Assistant principal or designated administrator as backup	Responsible for daily building implementation; confirms responder coverage, directs the response, arranges supervision, ensures notification and documentation, and completes follow-up.
Special Education Administrator Or designated special education supervisor	Ensures alignment with IEPs and behavior plans; coordinates IEP team review and required restraint reporting and follow-up.
Trained crisis responders and support staff	Carry out assigned response duties within training and authorization. Nurses direct health assessment; counselors, psychologists and other designated staff support stabilization and recovery.
School Resource Officers Both assigned officers	Standing Crisis Team members; support prevention, immediate safety, evacuation and emergency coordination; participate in training and reviews. The primary SRO responds; the second provides backup or maintains coverage.
All employees	Request assistance promptly, protect and supervise students, follow assigned safety steps, report injuries and document firsthand observations.

3 Team readiness and coverage

Each principal will maintain a building Crisis Team with a lead administrator, trained crisis responders, a nurse or medical-response contact, counseling or psychological support, and both district SROs. SRO response is based on the safety need and assigned coverage. Membership is based on training, role and availability.

- Identify primary and backup responders, the activation method, alternate communication method, student relocation areas and supervision coverage.
- Verify coverage at the start of each school day and when absences or assignments change. If coverage is inadequate, notify the Coordinator immediately and arrange an interim safety response.
- Provide activation and evacuation orientation to all staff. Verify current training and authorization before assigning physical intervention duties. Review student-specific safety information with assigned staff who have a legitimate educational need to know.

4 When and how to activate the team

Any employee may request immediate Crisis Team assistance without prior administrative approval. Activate when there is actual or imminent risk of injury, dangerous object use, unsafe elopement, self-injury, or escalation that assigned staff cannot safely manage. Staff do not need to wait for an injury. Routine noncompliance alone does not justify physical intervention.

Use the designated radio channel or phone contact. State: "Crisis Team assistance needed at [building and exact location]. [Describe observable safety risk]. [State injuries or medical needs]." Use only the student information necessary on an open radio channel.

- The office will acknowledge the request, dispatch responders and alerts the principal and nurse as needed. A responding staff member confirms that help is on the way.
- If responders are unavailable or the risk exceeds district capacity, activate the Emergency Operations Plan and emergency services as needed. Do not wait for a return call in an immediate emergency.
- Call 911 immediately for a life-threatening injury, weapon-related emergency or other imminent danger requiring emergency responders. Any employee may call 911; notify administration as soon as safely possible. A district response request must not delay emergency assistance.

5 Immediate staff and team response

While help is coming, maintain safe distance, use brief calm directions, reduce demands and stimulation, and follow known student safety strategies. Move other students away from the hazard with adult supervision when safe. Do not leave students unattended or direct peers to intervene. Remove accessible hazards only when safe to do so.

On arrival, the lead administrator or designated trained lead assigns one person to communicate with the student, others to supervise peers and secure the area, and a person to document times and actions. Use the least intrusive effective response. The principal coordinates outside responders and arranges emergency classroom coverage so affected employees can obtain care.

6 Physical intervention and student protections

Only authorized personnel with current district-approved training may perform planned physical interventions under this procedure. For students covered by 22 Pa. Code § 14.133, restraint is a last resort for clear and present danger when less restrictive measures are ineffective. Staff must follow applicable law, district policy and approved training, end restraint when the danger ends, and monitor the student's condition. Also refer to board policy 113.2 – Behavior Support. Stop and obtain emergency medical assistance for signs of distress.

Prone restraint is prohibited. Restraint may not be used as punishment, for convenience or merely to obtain compliance. Do not lock a student in a room or use a space the student cannot readily exit. A supervised calming area must comply with district policy and the student's plan.

The Special Education Administrator ensures parent notification, required restraint records and PDE reporting. When § 14.133 applies, arrange an IEP meeting within 10 school days of the behavior resulting in restraint unless the parent waives the meeting in writing after written notice. The team considers assessment and plan revisions. For a student with a positive behavior support plan, ensure an updated functional behavior assessment and positive behavior support plan after a law-enforcement referral, as required by that section.

Emergency stabilization does not replace IEP or Section 504 processes. The responsible administrator must review continuing supports, instruction and any proposed removal or placement action through applicable procedures. Do not use routine parent pickup or a shortened day as a substitute for that review.

7 Care communication and documentation

- The nurse or emergency medical personnel assess injuries and direct care. Promptly provide substitute supervision so an injured employee can seek evaluation. The principal initiates employee injury reporting and routes leave and pay questions through the district injury procedure and applicable agreement.
- The principal or designee contacts the involved student's parent or guardian promptly and, ordinarily, the same school day. Communicate an injury or urgent medical concern immediately. Contact other affected families individually as appropriate, protecting the privacy of other students. Record all notification attempts.
- Employees submit factual reports by the end of the workday when practicable, or by the next workday if care or emergency duties prevent completion. Record the antecedent, observable behavior, staff response, activation and arrival times, duration, injuries, witnesses and notifications. Describe actions specifically rather than using labels or assumptions about intent.
- The principal secures reports, preserves relevant evidence through authorized staff and completes any mandatory reporting. Internal notification does not replace an employee's independent mandated reporting duty. Share records only through approved confidential channels.

8 Review corrective action and accountability

The principal conducts an initial review with involved staff by the next school day when practicable. Review response time, coverage, injury needs, communication and what reduced or increased risk. Identify interim safeguards before the next comparable activity. The Special Education Administrator convenes the appropriate student team when plan changes or evaluation are needed.

Record each corrective action, its assigned owner and due date; the principal verifies completion. Refer recurring or unresolved risks to the Coordinator and Superintendent. Coordinate outside behavioral health, county crisis or CASSP support as appropriate; those referrals do not replace immediate district action. The Coordinator reviews incident trends monthly and the Superintendent reviews this procedure annually and after significant incidents.

9 School Resource Officer responsibilities

Both SROs are standing members of the District Crisis Team. The Superintendent and building principals will align these duties with district policy and applicable law. The principal remains responsible for school operations and educational decisions; each officer retains independent law-enforcement authority. Administrators do not direct charging, arrest or police use-of-force decisions.

Coverage and activation

The principal identifies the primary responding SRO by building assignment or availability each day. The second officer provides backup, helps coordinate emergency responders or maintains coverage elsewhere, according to the incident. Neither officer's absence may delay a 911 call.

Staff activate trained Crisis Team support for behavioral escalation. Request SRO assistance promptly when an immediate safety risk exceeds staff capacity, including dangerous object use, unsafe elopement or aggression requiring additional protection. Call 911 for weapons, life-threatening injuries or other imminent emergencies requiring emergency responders. Routine noncompliance remains an administrative and educational matter. Mandatory police reporting requirements remain in effect.

Response and authority

The responding officer coordinates with the principal and trained crisis lead, assists with securing the area and safe evacuation, and determines whether additional police or EMS support is needed. The principal arranges student supervision, medical access and family communication. Use a clear verbal handoff when the response shifts to police emergency operations; the principal continues coordinating school responsibilities.

Police credentials alone do not qualify an SRO to perform planned educational restraints under this procedure. School-directed interventions remain subject to Section 6. Police actions are governed by applicable law and agency policy.

10 Distribution training and verification

The Superintendent's office distributes the procedure to all bargaining-unit members. Principals verify receipt and provide building orientation

Provide the procedure before assignment to new employees and substitutes; promptly distribute revisions. Orient agency and contractor staff through their supervisors. Include both SROs and their supervising agency in distribution and relevant training.