



STUDENT CRISIS RESPONSE POLICY

Identification, Immediate Response, Escalation, Family Contact, and Follow-Up

School	Sawyer STREAM Academy
Legal Organization	Sawyer Scholastics, LLC
Policy Owner	Executive Director
Crisis Response Lead	Executive Director or designated trained administrator
Approved By	Dr. Robert E. Sawyer
Effective Date	1 August 2026
Review Cycle	At least annually and after any significant student crisis or emergency response

Immediate danger requires immediate local action. Sawyer STREAM Academy is a distance-learning school and is not an emergency service. When a student may be in immediate danger, staff must contact the student's parent or guardian and the emergency services responsible for the student's physical location without delay.



1. Purpose

This policy establishes the procedures Sawyer STREAM Academy uses when a student presents a possible crisis alert, including indications of self-harm or suicide, threats toward others, abuse, exploitation, severe emotional distress, dangerous behavior, verbal abuse, profanity associated with escalation, or other circumstances that may place the student or another person at risk.

The policy is designed for a virtual and internationally distributed school community. It provides a clear chain of action so that staff can respond promptly, preserve student dignity, involve parents or guardians, contact local emergency or protective authorities when necessary, document actions, and coordinate follow-up support.

2. Scope

This policy applies to administrators, teachers, counselors, support personnel, contractors, partner-school personnel acting on behalf of Sawyer STREAM Academy, and approved volunteers who receive or observe information suggesting that a student may be in crisis.

It applies to concerns identified during synchronous classes, asynchronous coursework, email, messaging, video conferences, submitted assignments, online discussions, telephone calls, parent communications, peer reports, social media information brought to the Academy's attention, and other school-related interactions.

3. Guiding Principles

Sawyer STREAM Academy responds to student crises according to the following principles: safety takes priority; concerning statements are taken seriously; staff do not promise secrecy; decisions rely on observable information rather than stereotypes; students are treated with dignity and compassion; only those with a legitimate need receive information; parents or guardians are involved unless doing so may increase danger or conflict with applicable safeguarding duties; and the Academy coordinates with qualified local professionals rather than attempting to provide emergency medical or mental-health treatment.

The Culture of Care requires calm, respectful, nonjudgmental communication. A student in crisis is not treated as a disciplinary problem merely because the student expresses fear, distress, anger, grief, hopelessness, or a need for help. Conduct concerns and safety concerns may overlap, but immediate safety assessment and response come first.

4. Definitions

A student crisis is a situation in which available information suggests a meaningful risk of harm, severe emotional or behavioral instability, abuse or exploitation, serious threat, or another urgent condition requiring action beyond ordinary classroom management.

Immediate danger means there is reason to believe that serious harm may occur now or very soon, including an active suicide attempt, stated intent with access to a method, an imminent threat toward another person, a weapon, a medical emergency, ongoing abuse, or loss of contact during an acute danger situation.

A crisis alert is any statement, behavior, communication, image, assignment, report, or other information that raises a reasonable concern about safety or serious well-being. A threat



assessment is a structured, fact-based process used to understand the seriousness, context, and immediacy of threatening behavior and to identify protective actions.

5. Examples of Crisis Alerts

Possible crisis alerts include direct or indirect statements about suicide or self-harm; descriptions of a plan, method, timing, or access to means; statements that others would be better off without the student; threats to injure another person; fascination with a specific violent act accompanied by planning or intent; severe hopelessness or panic; signs of abuse, exploitation, trafficking, or coercion; dangerous intoxication; abrupt disappearance during a crisis conversation; alarming written or creative work when accompanied by other warning information; and credible reports from peers or family members.

Verbal abuse, profanity, hostile messages, or aggressive online behavior do not automatically establish a crisis. However, they require escalation under this policy when accompanied by threats, self-harm statements, severe dysregulation, targeted harassment, stalking, coercion, or other signs that safety may be at risk.

6. Duty to Report

Any staff member who receives or observes a possible crisis alert must report it immediately to the Executive Director or designated crisis response lead. When immediate danger is suspected, the staff member must begin the emergency steps in this policy while simultaneously notifying leadership. A staff member should not delay action in order to obtain perfect information or wait until the next business day.

Students and families are encouraged to report concerns through an official school communication channel. Anonymous reports may be considered, but the Academy will evaluate the reliability and specificity of the information available.

7. Immediate Response During Live Contact

When a crisis alert occurs during a live class, video meeting, telephone call, or chat, the staff member should remain calm and keep the student engaged when it is safe and practical to do so. The staff member should use clear, direct language to determine whether the student is in immediate danger and should ask for the student's current physical location, the name of an adult nearby, and a reliable contact number.

The staff member must not leave the student alone in a virtual session merely to search for information. Another authorized staff member should be contacted to notify leadership, the parent or guardian, or local emergency services. If the student disconnects during a situation of suspected immediate danger, the Academy will attempt immediate contact and may request an emergency welfare check at the student's known location.

8. Direct Safety Questions

Staff may ask direct, calm questions needed to understand immediate safety. Examples include: "Are you thinking about hurting yourself?" "Are you thinking about suicide?" "Are you thinking about hurting someone else?" "Do you have a plan?" "Do you have access to the item or method you described?" "Where are you right now?" and "Is there a trusted adult with you?"



Asking direct safety questions is not a clinical diagnosis. The purpose is to determine whether emergency action is needed and to communicate accurate information to parents, emergency responders, or qualified professionals.

9. Emergency Escalation

If immediate danger is suspected, the Academy will contact the emergency services responsible for the student's current location and provide the information reasonably necessary to support a rapid response. The parent or guardian will also be contacted unless leadership determines that the parent or guardian may be the source of danger, contact would increase the risk, or safeguarding obligations require another course of action.

For students physically located in the United States, 911 should be used for immediate danger or a medical emergency. The 988 Suicide & Crisis Lifeline may be contacted by call or text for crisis support when appropriate. Students outside the United States should use the emergency and crisis resources applicable to their country and locality. School personnel should not assume that a student's home address is the student's current location.

10. Parent or Guardian Contact

The Academy will make reasonable efforts to reach the parent or guardian promptly. Communication should describe the specific concern, the student's reported or known location, actions already taken, and the need for immediate supervision or professional assistance. Staff should avoid minimizing the concern or presenting conclusions beyond the information available.

When a parent or guardian cannot be reached and the concern is urgent, the Academy may contact another authorized emergency contact and local emergency services. Attempts to make contact must be documented.

11. Threats Toward Others

Threats toward others are evaluated according to their content, context, specificity, access to means, target, timing, behavior, and other available facts. The Academy does not rely solely on whether a student later describes a statement as a joke. Leadership may convene a multidisciplinary threat-assessment review and may consult parents, educators, mental-health professionals, partner-school personnel, law enforcement, or other appropriate authorities.

Protective actions may include immediate emergency contact, notification of an identified target or responsible authority when legally and ethically appropriate, temporary restrictions on school access or communication, increased supervision, safety planning, and conditions for return to regular participation.

12. Suspected Abuse, Exploitation, or Neglect

When information suggests abuse, exploitation, neglect, trafficking, or another safeguarding concern, the Academy will follow applicable reporting duties and its Digital Safeguarding Policy. Staff must not conduct an extensive investigation, confront an alleged offender, or require a student to repeat details unnecessarily. The immediate purpose is to preserve safety, record the student's words accurately, and refer the concern to those authorized to investigate.



Because students may reside in different jurisdictions, leadership will determine the appropriate child-protection, law-enforcement, partner-school, or other authority based on the student's location and the circumstances.

13. Severe Distress Without Immediate Danger

When a student shows significant distress but no immediate danger is identified, staff will notify the parent or guardian, provide supportive communication, and refer the family to appropriate local professional or community resources. The Academy may develop a short-term school support plan addressing workload, communication, attendance, check-ins, and temporary academic adjustments.

The Academy does not diagnose mental-health conditions and does not replace qualified medical, psychological, or crisis services. School support focuses on educational access, communication, referral, monitoring, and reasonable coordination with the family.

14. Conduct, Discipline, and Safety

When a crisis involves threatening, abusive, or disruptive conduct, the Academy may also apply the Student Conduct and Respectful Communication Policy. Disciplinary decisions are made after immediate safety needs are addressed and after available context has been reviewed.

A student will not be punished merely for seeking help, disclosing suicidal thoughts, reporting abuse, or expressing emotional distress. Deliberate threats, targeted harassment, malicious false reports, or misuse of emergency procedures may result in corrective or disciplinary action when supported by the facts.

15. Confidentiality and Information Sharing

Crisis information is shared only with persons who have a legitimate role in protecting the student or others, supporting the response, meeting legal obligations, or maintaining school operations. During a health or safety emergency, the Academy may disclose relevant information to parents, emergency responders, health professionals, law enforcement, child-protection authorities, partner-school leaders, or others whose knowledge is necessary to address the threat.

All disclosures should be limited to information reasonably necessary for the response. Staff must not discuss a crisis casually, post information publicly, or communicate details to students or families who are not directly involved.

16. Documentation

The person receiving the alert and the crisis response lead must document the date, time, communication method, student location if known, exact statements or observable behavior, persons contacted, times of contact, actions taken, information provided, decisions made, and follow-up plan. Whenever possible, relevant messages, screenshots, assignments, or recordings already created through approved systems should be preserved without alteration.

Documentation should distinguish fact, direct quotation, observation, report from another person, and professional or administrative judgment. Crisis records are stored securely with access limited according to role and legitimate need.



17. Reentry and Continued Participation

Following a significant crisis, the Academy may require a reentry or continued-participation meeting before the student resumes ordinary online activity. The purpose is to confirm current safety, clarify supports, identify a responsible adult, establish communication expectations, and determine whether temporary educational adjustments are appropriate.

The Academy may request documentation from a qualified professional when necessary to understand educational restrictions or to support a safe return. The Academy will not require unnecessary disclosure of private clinical details.

18. Post-Crisis Support and Recovery

After an immediate crisis, designated staff will follow up with the student and family according to the seriousness of the event. Follow-up may include scheduled check-ins, academic support, modified deadlines, referral information, coordination with a partner school, and review of any safety or reentry plan.

When a crisis affects other students or staff, leadership will provide age-appropriate communication and support while protecting privacy. Public statements are authorized only by the Executive Director or a designated representative.

19. Student Death or Community Tragedy

When the Academy learns of a student death or major tragedy, leadership will verify information through the family or an appropriate authority before communicating with the school community. Communications will be respectful, factual, and limited to approved information. The Academy will avoid speculation and will protect the privacy and cultural preferences of the family.

Leadership will identify students or staff who may need additional support, provide referral information, coordinate reasonable academic accommodations, and monitor the effect on the school community.

20. Training and Preparedness

Administrators, teachers, and relevant support personnel receive orientation on recognizing crisis alerts, asking direct safety questions, locating a remote student, contacting parents and local emergency services, preserving confidentiality, documenting actions, and escalating concerns. Training is refreshed periodically and after policy changes or significant incidents.

The Academy maintains current emergency contact information for enrolled students and requires families to update changes in address, telephone numbers, emergency contacts, and the student's usual learning location.

21. Review and Continuous Improvement

This policy is reviewed at least annually and following any significant crisis response. The review considers response timeliness, communication, documentation, staff preparedness, availability of emergency contact information, coordination with families and outside authorities, and any need to revise procedures or training.



Policy changes are approved through the Academy's governance process and communicated to staff, students, families, partner schools, and service providers as appropriate.

22. Crisis Response Levels

Level	Typical Indicators	Required Response	Examples of Evidence
Level 1: Concern	Distress, withdrawal, concerning work, conflict, or behavior requiring support but no identified immediate danger.	Notify designated staff and parent or guardian; provide support, referral information, and follow-up.	Concern record, family communication, support plan, follow-up notes.
Level 2: Urgent	Suicidal thoughts without confirmed immediate plan; serious threat requiring assessment; suspected abuse; severe dysregulation; rapidly escalating behavior.	Immediate leadership notification; maintain contact; determine location; contact parent or guardian; consult qualified local professionals or authorities.	Crisis incident record, contact attempts, assessment notes, referrals, safety or reentry plan.
Level 3: Emergency	Active attempt, imminent plan, weapon, immediate threat, medical emergency, ongoing assault or abuse, or loss of contact during acute danger.	Contact local emergency services immediately; keep student engaged if possible; contact parent or guardian; preserve evidence; notify Executive Director.	Emergency call information, timeline, incident report, notifications, after-action review.

23. Immediate Action Sequence

1. Remain calm and take the concern seriously.
2. Ask direct questions needed to determine whether immediate danger exists.
3. Obtain the student's current physical location and identify an adult who can reach the student.
4. Notify the Executive Director or designated crisis response lead immediately.
5. Keep the student connected when safe and practical while another authorized person contacts help.
6. Contact the parent or guardian and local emergency services when required.
7. Preserve relevant evidence and document the response timeline.
8. Arrange follow-up, reentry, and educational support after the immediate danger has passed.



24. Student Crisis Incident Record

This record is completed by the staff member receiving the alert and finalized by the crisis response lead. Attach additional pages or preserved communications when necessary.

Student name	
Grade / Program	
Date and time concern received	
Staff member receiving concern	
Student's current physical location, if known	
Communication method	
Parent / guardian contacted and time	
Emergency service or authority contacted and time	
Crisis response lead	
Immediate outcome	

Exact words, behavior, or information that created concern:

Questions asked and student responses:

Actions taken and sequence of events:

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Persons notified and information provided:

Follow-up, reentry, or support plan:

Additional observations or attachments:

25. After-Action Review

Review date	
Participants	
What worked effectively?	
What barriers or delays occurred?	
Were emergency contact records accurate?	
Were policy and confidentiality procedures followed?	
Required corrective action or training	
Person responsible and completion date	



26. Emergency and Crisis Contact Record

Families are responsible for keeping this information current. The Academy may maintain this information in its student information system rather than on this printed page.

Student's usual learning address	
Student's usual learning city / country	
Primary parent or guardian	
Primary telephone number	
Secondary parent, guardian, or emergency contact	
Secondary telephone number	
Local emergency number	
Local crisis or mental-health resource	
Partner-school emergency contact, if applicable	

27. Policy Acknowledgment

The undersigned acknowledge that they have received or been provided access to the Sawyer STREAM Academy Student Crisis Response Policy and understand the reporting and response responsibilities applicable to their role.

Name	
Role / Relationship to Student	
Signature	
Date	
Student Name, if applicable	

28. Reference Framework

This policy is informed by current school-safety and crisis-response principles published by the U.S. Department of Education, federal student-privacy guidance concerning health and safety emergencies, and the U.S. 988 Suicide & Crisis Lifeline. The Academy applies these principles in a manner appropriate to its virtual, international, and student-centered operating model.