A group of people walking in a hallway

Description automatically generated with medium confidence

**2024**

Logo

Description automatically generatedLogo

Description automatically generated

School Crisis, Emergency Management, and Medical Emergency Response Plan Template – Resource Templates

# School Crisis, Emergency Management, and Medical Emergency Response Plan Template – Resource Templates

Table of Contents

[Before Section Resource Templates 1](#_Toc160450120)

[Administrator’s Mobile Toolkit 2](#_Toc160450121)

[Classroom Go-Kit Inventory 3](#_Toc160450122)

[Clinic Go-Kit Inventory 4](#_Toc160450123)

[Drill/Exercise After-Action Report 5](#_Toc160450124)

[Sample Completed AAR 6](#_Toc160450125)

[Drill/Exercise Log 7](#_Toc160450126)

[Hazard Analysis 8](#_Toc160450127)

[Individual Safety Plan 11](#_Toc160450128)

[State Safety Audit Process 12](#_Toc160450129)

[Sample Maps 13](#_Toc160450130)

[School Safety Inspection 16](#_Toc160450131)

[Shelter Kit Inventory 17](#_Toc160450132)

[Staff Badge Access – Sample Timeframes 18](#_Toc160450133)

[Staff Skills Survey 21](#_Toc160450134)

[During Section Resource Templates 22](#_Toc160450135)

[Bomb Threat Report Form 23](#_Toc160450136)

[Incident Command System (ICS): School Assignments 24](#_Toc160450137)

[Memorandum of Understanding (MOU) 25](#_Toc160450138)

[Standard Response Protocol Public Address Announcements 28](#_Toc160450139)

[After Section Resource Templates 29](#_Toc160450140)

[Essential Departments and Functions for Division Level 30](#_Toc160450141)

[Standard Reunification Method (SRM) Information Card 34](#_Toc160450142)

|  |
| --- |
| **Color key for fillable fields:**  School Division  Reunification Site  Other information |

## Resource Templates

The resource templates in this section are designed to provide sample charts, forms, and checklists to assist in carrying out tasks discussed in the School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP). These are samples only and should be modified or adapted to fit the needs of the specific school or division.

### Before Section Resource Templates

The documents listed below relate to tasks discussed in the *Before* section of the CMP Template. These actions support the prevention/mitigation, protection, and preparedness phases of emergency management.

| Document Title | Type of Document |
| --- | --- |
| [Administrator’s Mobile Toolkit](#_Administrator’s_Mobile_Toolkit) | Checklist |
| [Classroom Go-Kit Inventory](#_Classroom_Go-Kit_Inventory) | Checklist |
| [Clinic Go-Kit Inventory](#_Clinic_Go-Kit_Inventory) | Checklist |
| [Drill/Exercise After-Action Report](#_Drill_/_Exercise) | Template, Completed sample |
| [Drill/Exercise Log](#_Drill_/_Exercise_1) | Template |
| [Hazard Analysis](#_Hazard_Analysis) | Template |
| [Individual Safety Plan](#_Individual_Safety_Plan) | Informational, Link to templates |
| [Overview of State Safety Audit process](#_State_Safety_Audit) | Informational |
| [Sample Maps](#_Sample_Maps) | Completed sample |
| [School Safety Inspection](#_School_Safety_Inspection) | Informational, Link to checklist |
| [Shelter Kit Inventory](#_Shelter_Kit_Inventory) | Checklist |
| [Staff Badge Access](#_Staff_Badge_Access) | Completed Sample |
| [Staff Skills Survey](#_Staff_Skills_Survey) | Informational, Link to templates |

The following documents produced by the Virginia Department of Criminal Justice Services (DCJS) should be reviewed for additional considerations when completing the CMP template.

* [*Division Guide for Crisis Management Planning*](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/division-guide-crisis-management-planning.pdf)
* [*The Virginia Educator’s Guide for Planning and Conducting School Emergency Drills*](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/virginia-educators-drill-guide_0.pdf)
* [*Threat Assessment and Management in Virginia Public Schools: Model Policies, Procedures, and Guidelines*](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg-dec2022_mpd.pdf)
* [*Virginia Safety Planning Guide for Individuals with Special Needs*](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/virginia_safety_planning_guide_for_individuals_with_special_needs.pdf)

#### Administrator’s Mobile Toolkit

This toolkit should be kept in a brightly colored portable container and stored in a secure area. An administrator should be assigned to take the kit during any emergency activation.

Printed copy of CMP

School neighborhood map

School campus aerial photos

School floor plans

School map of all staging areas

School utilities system diagram (gas and utility lines)

Evacuation route

On-site gathering location

Staff roster with special skills listed

Map of emergency response equipment

Inventory list for first aid and bleeding control stations

Contact information for:

Division-level administrators

Responding agencies

Utility providers

Keys (should be in a locked container in the kit or in the Knox Box–rapid entry system)

Master key

Keys for rooms the Master does not open

Property gate keys

Procedures for turning off fire alarm system

Procedures for shutting off sprinkler system

Procedures for disarming alarm systems

Staff and student photos (most current available)

Master roster of all classes

Master bus schedules

Bell schedule

Blank notepads

Pens, pencils, other writing devices

Blank copy of ICS Incident log

First aid kit with latex-free surgical gloves

Flashlight (batteries should be refreshed every 6 months)

##### When exiting the building or moving locations:

Student attendance roster for the day

Visitor and substitute teacher log for the day

Extra two-way radios

#### Classroom Go-Kit Inventory

Classroom go-kits should be kept in a highly visible, easily portable bag that is stored near the classroom door. Go-kits should be taken with the class during an emergency that requires relocating from the classroom.

##### Folder containing:

Emergency phone numbers

Buddy Teacher list

Evacuation route map

Assembly areas

Instructions for substitute teacher

General response protocol overview

Hazard-specific responses

Class rosters (update monthly)

List of assigned students with access or functional needs

Blank paper

Brightly colored vest to be worn by teacher

Blank copies of student release forms

Red/Green status cards

##### Additional kit items:

Basic first aid kit

Pressure dressings

Latex-free gloves

Flashlight (batteries should be refreshed every 6 months)

Large garbage bags (1 per student to keep warm or dry)

Whistle

Small garbage bags with ties for sanitation

Tissues (1 box or roll)

Hand sanitizer/wet wipes

Scissors

Small snacks (allergen free) – optional

Small games/activities – *optional*

#### Clinic Go-Kit Inventory

The clinic go-kit should be kept in a secure location and stored in an easily portable container marked as “MEDICAL” or utilizing the ISO 7010 symbol of a green cross on a white background or white cross on a green background. The school nurse should monitor and resupply the kit as needed.

Disposable bottled water

Flashlight (batteries should be refreshed every 6 months)

Radio (battery operated)

Duct tape

Large plastic trash bags

Assorted bandages and sterile pads

Oval eye patches

Matches

Pillow

Tongue depressors

Sterile water (for burns)

Instant ice packs

Hypo-allergenic tape

Scissors

Tweezers

Gauze rolls

Ace bandages

Sewing needle and thread

Safety pins (various sizes)

Waterless antibacterial soap

##### When exiting the building or moving locations:

Student medications (prioritize by medical need and availability)

Mobile AED

Steri-Strips (butterfly closures)

Latex-free disposable gloves

Eye protection masks

Sugar source for diabetic students/staff

Sanitary napkins

Finger splints

Cardboard splints

Folder with needed paperwork:

Student medication disbursement list

Individuals with ISPs

Blank paper

Map of mobility aids

Map of first aid kits

Map of bleeding control kits

Inventory of first aid kits

Inventory of bleeding control kits

#### Drill/Exercise After-Action Report

An after-action report (AAR) should be completed after each drill or exercise is debriefed by the School Safety Team.

##### Drill/Exercise Information

|  |  |  |  |
| --- | --- | --- | --- |
| Drill/Exercise: | Drill/Exercise Date: | Threat or Hazard: | Scenario: |
|  |  |  |  |

##### Drill/Exercise Analysis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objective: | Performed without Challenges (P) | Performed with Some Challenges (S) | Performed with Major Challenges (M) | Unable to Be Performed (U) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| *(Add additional objectives as needed)* |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Objective and Challenge Faced: | Corrective Action: | Person Responsible: | Date Completed: |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

#### Sample Completed AAR

##### Drill/Exercise Information

|  |  |  |  |
| --- | --- | --- | --- |
| Drill/Exercise: | Drill/Exercise Date: | Threat or Hazard: | Scenario: |
| October Fire Drill | October 15, 2023 | Fire | Fire erupted in the kitchen while 7th grade students were exiting the cafeteria between lunch periods |

##### Drill/Exercise Analysis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objective: | Performed without Challenges (P) | Performed with Some Challenges (S) | Performed with Major Challenges (M) | Unable to Be Performed (U) |
| Practice evacuation routes during non-classroom times | P |  |  |  |
| Practice teacher/student recall of secondary evacuation routes |  | S |  |  |
| Practice student recall of gathering locations during an evacuation |  |  | M |  |
| Ensure all students, staff, and visitors leave the building in an orderly and timely fashion | P |  |  |  |
| Practice student, staff, and visitor accountability process |  | S |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Objective and Challenge Faced: | Corrective Action: | Person Responsible: | Date to be Completed: |
| Practice teacher/student recall of secondary evacuation routes. Challenge: Secondary routes were not utilized efficiently. | Review secondary evacuation routes with teachers assigned to classrooms nearest cafeteria | Mrs. Jones, Team Lead | November 1, 2023 |
| Practice student recall of gathering locations during an evacuation. Challenge: 7th grade students did not move to assigned location after exiting the building. | Review gathering locations with 7th grade students; walk to meeting location | 4th period teachers (7th grade only) | November 1, 2023 |
| Practice student, staff, and visitor accountability process. Challenge: Time to account for students who were not with assigned class exceeded acceptable time. | Review documentation and communication process with teachers when students are not assigned to their class | Mr. Smith, AP | November 1, 2023 |

#### Drill/Exercise Log

A drill/exercise log should be completed after the AAR has occurred with the school safety team, no later than five school days after the drill/exercise was conducted. Logs should be stored either digitally or on paper in an easy-to-review manner and produced when requested by division-level staff or fire marshal officials.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| School Name: |  | | | |  | Drill Conducted: |  |
| Date of Drill: |  | | | |  | Drill Led By: |  |
| Date AAR Completed: | |  | | |  | Date Log Completed: |  |
| Members of School Safety Team Present for AAR: | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| # Students Participating: | | |  | |  | # Staff Participating: |  |
| Were visitors present at the time of the drill/exercise? | | | | Yes /  No |  | Did visitors follow all directions given? | Yes /  No |
| Scenario tested during drill/exercise: | | | | | | | |
|  | | | | | | | |
| Special circumstances simulated: | | | | | | | |
| Were first responders present for observation? | | | | Yes /  No |  | Did visitors follow all directions given? | Yes /  No |
| Was feedback solicited from staff members? | | | | Yes /  No |  | Were drill/exercise actions reviewed with students? | Yes /  No |
| Feedback provided by responders, staff, or students: | | | | | | | |
|  | | | | | | | |

Please see [*The Virginia Educator’s Guide for Planning and Conducting School Emergency Drills*](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/virginia-educators-drill-guide_0.pdf) for additional templates and drill recommendations.

#### Hazard Analysis

In addition to using the data sources listed in the CMP Template Before Section, planning teams should also develop a master list of all threats and hazards, assess the likelihood of occurrence, and plan a site-specific mitigation strategy. School safety teams should err on the side of caution in evaluating risks and identifying vulnerabilities so that plans are developed for the worst possible outcome and can be scaled back as needed.

| Hazard | Probability | Magnitude | Warning | Duration | Risk Priority |
| --- | --- | --- | --- | --- | --- |
| Extreme Heat/ Drought | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Flooding/ Flash Flooding | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Hail | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Hurricane/ Reception Support | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Infestation/Disease | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Mold/Air Quality | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Thunderstorm/ Lightning | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Tornado/ Straight-Line Winds | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Tremors/ Earthquake | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Urban Wildland Interface/Fire | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Winter Storm | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Building Collapse | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Energy/Fuel Shortage | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Hazardous Materials | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Major Urban Structure Fire | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Plane Crash | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Pipeline Failure | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Telecommunication Failure | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Bus/Vehicle Wreck | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Water/Wastewater System Failure | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Train Derailment | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Bomb/Terrorist Threat | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Civil Disorder | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Felony Crimes | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Hostage | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Mass Casualty | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Campus Death(s) | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Security Breach/ Trespassing | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Terrorism/ Bio Terrorism | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Weapons Incidents | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |
| Cyber Security Breach | 4. Highly Likely  3. Likely  2. Possible  1. Unlikely | 4. Catastrophic  3. Critical  2. Limited  1. Negligible | 4. Minimal  3. 6–12 hrs.  2. 12–24 hrs.  1. 24+ hrs. | 4.12+ hrs.  3. 6–12 hrs.  2. 3–6 hrs.  1. <3 hrs. | High  Medium  Low |

#### Individual Safety Plan

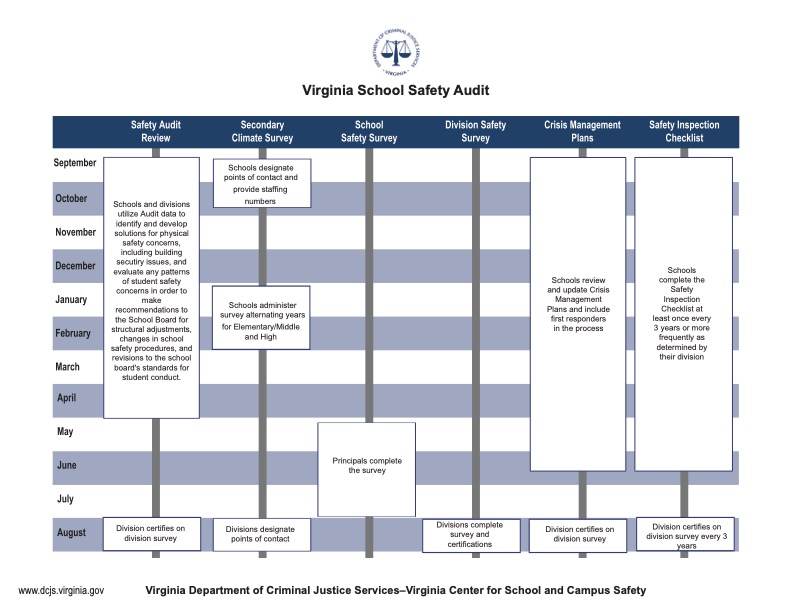
The TEAMS Framework can be used to streamline identification and preparation for the access and functional needs of students, staff, and visitors such as volunteers, parents, delivery personnel, substitutes, and guests. While it is often not possible to know the needs of some individuals ahead of time, the TEAMS Framework can help prepare with inclusivity in mind.

|  |  |  |
| --- | --- | --- |
| **Support Category** | **Definition** | **Examples of Need** |
| T  Transportation & Mobility | Accommodations necessary to support an individual’s movement to safety, alternative location, or protective position during and after a crisis | Individuals in wheelchairs (manual and electric), with crutches, requiring lift and/or stair equipment, medically fragile individuals, pregnant individuals, etc. |
| E  Emotional, Mental & Behavioral Health | Accommodations, personnel, procedures, services, or specialized preparation required to ensure an individual’s emotional well-being and/or behavioral health during a crisis | Individuals with ADHD, sensory disorders, anxiety, trauma history, PTSD, cognitive or intellectual impairment, etc. |
| A  Auxiliary Communication | Accommodations, personnel, equipment, or specialized training required to assist an individual’s ability to receive, understand, and relay information during a crisis | Individuals with speech or cognitive disabilities and impairments, visual impairments/blindness, deaf or hard of hearing, etc., as well as English Language Learners and individuals who speak a language other than English |
| M  Medical | Medicine, medical care, specialized training, equipment, or medical protocols required to ensure an individual’s safety during a crisis | Individuals with medical conditions such as asthma, allergies, diabetes, medical fragility, seizure disorders, traumatic brain injury, physical injury, or impairment, etc. |
| S  Security & Supervision | Additional equipment, training, protocols, and personnel required to maintain accountability and security of an individual during and after a crisis | Individuals for whom traditional lockdown presents a physical, sensory, or emotional challenge, those who cannot remain quiet or stationary, individuals who are known to elope (run away) or initiate self-evacuation in a crisis, etc. |

For planning purposes, the [*Virginia Safety Planning Guide for Individuals with Special Needs*](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/virginia_safety_planning_guide_for_individuals_with_special_needs.pdf)provides templates related to:

* Compiling a list of all individuals who may require an ISP (page 24)
* Completing an ISP per individual (page 25)
* Completing a TEAMS worksheet to identify and arrange necessary supports (page 26)

#### State Safety Audit Process



##### Virginia School Safety Audit (Accessible Content)

###### Safety Audit Review

*September – April:* Schools and divisions utilize Audit data to identify and develop solutions for physical safety concerns, including building security issues, and evaluate any patterns of student safety concerns in order to make recommendations to the School Board for structural adjustments, changes in school safety procedures, and revisions to the school board’s standards for student conduct

*August:* Division certifies on division survey

###### Secondary Climate Survey

*September – October:* *Schools* designate points of contact and provide staffing numbers

*January – February:* Schools *administer* survey alternating years for Elementary/Middle and High

*August:* Divisions designate points of contact

###### School Safety Survey

*May – July:* Principals complete the survey

###### Division Safety Survey

*August:* Divisions complete survey and certifications

###### Crisis Management Plans

*September – June:* Schools *review* and update Crisis Management Plans and include first responders in the process

*August:* Division certifies on division survey

###### Safety Inspection Checklist

*September – June:* Schools *complete* the Safety Inspection Checklist at least once every 3 years or more frequently as determined by their divisions

*August:* Division certifies on division survey every 3 years

#### Sample Maps

Maps should be clearly marked and consistently labeled across schools within the same division. The following maps will need to be developed to complete the CMP Template. Additional maps may be created for site-specific needs and should be added to the applicable response section. Some maps may be combined (e.g., evacuation routes with building entry points or mobility aids with medical supplies), so long as all requirements for each map are included and the map does not become too cluttered for use.

##### Maps Needed for CMP Template:

Building Entry Points: Labeled with assigned door number

Emergency Alert (if installed): Activation buttons, notification lights

Fire Safety: Pull stations, sensor zones, fire extinguishers, fire panel

Medical Supplies: bleeding control kits, first aid kits, AED

Mobility Aids: Wheelchair, backboard, carrying device, evacuation chair

Primary and Secondary Evacuation Routes (Red for primary, Blue for secondary)

Reunification Staging

Shelter Areas: Weather and HazMat

Site Map: Boundaries and entry points, all buildings, utility lines and shut off points

##### Sample Interior MappingSample map of the interior of a school building labeled for use in the School Crisis, Emergency Management and Medical Emergency Response Plan Template.

##### Sample Exterior Mapping

****

#### School Safety Inspection

Regular assessments of the school’s safety features should be conducted to ensure they are functioning as intended. For a detailed checklist and expected standards, download the [School Safety Inspection Checklist for Virginia Public Schools](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/school-safety-inspection-checklist_1.pdf). The checklist covers the following items:

##### Exterior:

Fencing and gates

Lighting

Building, grounds, and landscape maintenance

Surveillance cameras and alarm systems

Signage and property entrance

Building entry points: Doors and windows

Key control

Walkways, covers, ledges, and roof access

Modular, portable, and auxiliary buildings

Traffic and parking lot design and use

Vehicle loading areas

##### Interior:

Exit signs and emergency lighting

Interior lighting

Identification badges (students, staff, and visitors)

Digital records security

Property inventory

Two-way communication

Entryway and hallways

Cafeteria, gyms, auditorium, restrooms, and other common areas

Classrooms, including high risk classrooms such as music rooms and computer labs

Storage closets and mechanical rooms

#### Shelter Kit Inventory

In addition to the classroom go-kit, each shelter location should have a shelter kit that is stocked with enough supplies for the expected number of individuals assigned to that shelter.

5-gallon bucket (to store supplies and use as a toilet if needed)

Toilet supplies

Small plastic bags with ties

Toilet paper

Hand-washing supplies, wet wipes, or hand sanitizer

Duct tape (2 rolls)

Plastic sheeting to cover doors and windows

Drinking water and cups

Space blankets

Tarp or ground cover

Portable radio and batteries (batteries should be refreshed every 6 months)

Flashlight and batteries (batteries should be refreshed every 6 months)

Age-appropriate student activities

Sensory supports (e.g., headphones, visual schedules, fidgets, and other indicated items)

Gum, mints, or hard candy (to help relax students)

Items for earthquake-prone areas (leather gloves, safety goggles, crowbar, etc.)

Folder containing:

Shelter protocol documents

Student and staff roster

Emergency contact information

List of individuals with ISP and needed supports

#### Staff Badge Access – Sample Timeframes

Staff will have access to the facility at pre-determined times based on the scope of their job duties and responsibilities. Standards will be established to restrict access to the building when access is not essential. If staff members should need access outside of the designated times, they must contact their supervisor to request the exception. Below is a sample badge access schedule:

##### School Staff Access to Assigned Building:

###### Administrators

Monday – Sunday 12:00 AM – 11:59 PM All school doors

No access: Kitchen, Technology-secure areas

###### Child Nutrition

Monday – Friday 4:00 AM – 9:00 PM Kitchen doors only

No access: IDF, MDF, Technology-secure areas

###### Custodians

Monday – Sunday 12:00 AM – 11:59 PM All exterior doors

No access: IDF, MDF, Technology-secure areas

###### Faculty

Monday – Friday 6:00 AM – 9:00 PM All exterior doors

Monday – Sunday 12:00 AM – 11:59 PM Main entry

No access: Kitchen, IDF, MDF, Technology-secure areas

###### Faculty (Coach)

Monday – Friday 6:00 AM – 9:00 PM All exterior doors

Monday – Sunday 12:00 AM – 11:59 PM Main entry, Athletic areas

No access: Kitchen, IDF, MDF, Technology-secure areas

###### Faculty (Club Sponsor)

Monday – Friday 6:00 AM – 9:00 PM All exterior doors

Monday – Sunday 12:00 AM – 11:59 PM Main entry, Program area doors

No access: Kitchen, IDF, MDF, Technology-secure areas

##### Division Level Access (by Department):

###### Division Administrator

Monday – Sunday 12:00 AM – 11:59 PM All buildings, All doors

###### Athletics Staff

Monday – Sunday 12:00 AM – 11:59 PM All central office doors

Monday – Sunday 12:00 AM – 11:59 PM Main entry, Athletic area

No access: Kitchen, IDF, MDF, Technology-secure areas

###### School Support (Curriculum, Testing, Health Services)

Monday – Sunday 12:00 AM – 11:59 PM All central office doors

Monday – Sunday 12:00 AM – 11:59 PM All school exterior doors

No access: Kitchen, IDF, MDF, Technology-secure areas, Transportation areas

###### Child Nutrition Staff

Monday – Sunday 12:00 AM – 11:59 PM All central office doors

Monday – Sunday 12:00 AM – 11:59 PM All school kitchens

No access: IDF, MDF, School auxiliary buildings, Technology-secure areas, Transportation areas

###### Custodial Supervisors

Monday – Sunday 12:00 AM – 11:59 PM All buildings, All doors

No access: Kitchens, IDF, MDF, Technology-secure areas

###### First Responders

Monday – Sunday 12:00 AM – 11:59 PM All buildings, All doors

###### Maintenance and Operations

Monday – Sunday 12:00 AM – 11:59 PM All buildings, All doors

No access: IDF, MDF, Technology-secure areas

###### Safety and Security

Monday – Sunday 12:00 AM – 11:59 PM All buildings, All doors

###### Technology Administrators: All Access

Monday – Sunday 12:00 AM – 11:59 PM All buildings, All doors

###### Transportation (Bus Driver)

Monday – Sunday 12:00 AM – 11:59 PM Transportation area doors

Monday – Friday 6:00 AM – 9:00 PM Feeder Pattern school doors

No access: Kitchen, IDF, MDF, Warehouse, Technology-secure areas

###### Transportation Administration

Monday – Sunday 12:00 AM – 11:59 PM Transportation area doors

Monday – Friday 6:00 AM – 9:00 PM All school doors

No access: Kitchen, IDF, MDF, Warehouse, Technology-secure areas

###### Warehouse Staff

Monday – Friday 7:00 AM – 6:00 PM All school delivery doors

Monday – Sunday 12:00 AM – 11:59 PM All central office doors, Warehouse doors

No access: Kitchen, IDF, or MDF

#### Staff Skills Survey

Staff should be surveyed annually to identify any special skills that could be used during an emergency. The[*Division Guide for Crisis Management Planning*](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/division-guide-crisis-management-planning.pdf) provides a Staff Survey template that can be adjusted to collect any additional information needed by the School Safety Team.

Skillsets surveyed include:

First aid training and certification

AED training and certification

CPR training and certification

Other medical training (EMT, triage, EpiPen®, etc.)

Fire safety (firefighting, HazMat, etc.)

Search and rescue

Critical incident stress debriefing

Law enforcement

Emergency planning/management

Shelter management

Bi/multi-lingual

Sign language

Ham radio operator

CB radio

Bus/truck driving

Mechanical abilities

Construction skills (electric, plumbing, carpentry, etc.)

Survival training/techniques

Food preparation

Any special assistance accommodations needed

### During Section Resource Templates

The documents listed below relate to tasks discussed in the During section of the CMP Template. These actions support the response phase of emergency management.

| Document Title | Type of Document |
| --- | --- |
| [Bomb Threat Reporting Form](#_Bomb_Threat_Report) | Template |
| [Incident Command System (ICS) Chart for Schools](#_Bus/Vehicle_Crash) | Template |
| [Memorandum of Understanding (MOU)](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/srp_srm_k12_operational_guidance-vcscs_-_display.pdf) | Template |
| [Standard Response Protocol Public Address Announcements](#_Standard_Response_Protocol) | Informational, Link to resources |

#### Bomb Threat Report Form

Document the exact wording of the threat:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time: |  | | | | | | | | | | |  | | **Questions to Ask:** | | | | |
| Date: |  | | | | | | | | | | |  | | 1. When is the bomb going to explode? | | | | |
| Gender of caller: | | | | | |  | | | | | |  | | 1. Where is it right now? | | | | |
| Culture: | |  | | | | | | | | |  | | 1. What does it look like? | | | | |
| Age of caller: | | | |  | | | | | | |  | | 1. What kind of bomb is it? | | | | |
| Length of call: | | | | |  | | | | | | |  | | 1. What will cause it to explode? | | | | |
| Name or number displayed on your phone: | | | | | | | | | | | |  | | 1. Did you place the bomb? | | | | |
|  | | | | | | | | | | | |  | | 1. Why did you place the bomb? | | | | |
|  | | | | | | | | | | | |  | | 1. What is your address? | | | | |
|  | | | | | | | | | | | |  | | 1. What is your name? | | | | |
|  | | | | | | | | | | | | | | | | | | |
| If voice is familiar, who did it sound like? | | | | | | |  | | | | | | | | | | | |
| Words clearly spoken | | | | | | | | | |  | | | | |  | | | |
| Foul language | | | | | | | | | |  | | | | |  | | | |
| Irrational | | | | | | | | | |  | | | | |  | | | |
| Taped/Recorded | | | | | | | | | |  | | | | |  | | | |
| Incoherent | | | | | | | | | |  | | | | |  | | | |
|  | | | | | | | | | | | | | | | | | | |
| **Background Sounds** | | | | | | | |  | **Caller’s Voice** | | | | | | |  | | |
| Street | | | | | | | |  | Calm | | | | | | | Nasal | | |
| Animal Noises | | | | | | | |  | Angry | | | | | | | Stutter | | |
| Public Announcement System | | | | | | | |  | Slow | | | | | | | Raspy | | |
| Static | | | | | | | |  | Rapid | | | | | | | Deep | | |
| Voices | | | | | | | |  | Soft | | | | | | | Ragged | | |
| Music | | | | | | | |  | Loud | | | | | | | Clearing Throat | | |
| Motor | | | | | | | |  | Laughter | | | | | | | Crying | | |
| House Noises | | | | | | | |  | Normal | | | | | | | Disguised | | |
| Local | | | | | | | |  | Distinct | | | | | | | Accent | | |
| Office Machinery | | | | | | | |  | Slurred | | | | | | | Familiar | | |
| Isolated Location (Phone Booth) | | | | | | | |  | Whispered | | | | | | | Deep Breathing | | |
| Other: | | |  | | | | | | Cracking Voice | | | | | | | Other: |  |

#### Incident Command System (ICS): School Assignments

#### 

#### Memorandum of Understanding (MOU)

An MOU should be completed between the school division and all locations that have been identified for use as a reunification site. This agreement outlines the needs of the school division, the responsibilities of each organization, and the actions that need to be taken to activate the site. Below is a sample MOU that can be customized by the school division’s legal team to fit their needs:

**MEMORANDUM OF UNDERSTANDING**

Between

Click or tap here to enter text. and Click or tap here to enter text.

Regarding:

Use of Facilities for an Off-Site Reunification Site

This Agreement is made and entered into by and between Click or tap here to enter text. and Click or tap here to enter text..

##### ORGANIZATIONS

**Click or tap here to enter text.**

Click or tap here to enter text. is a public school district that serves over (*total enrollment*) Click or tap here to enter text. students in grades pre‑K-12. As part of its commitment to the safety and security of all Click or tap here to enter text. staff, students, and families, the division develops, maintains, and tests a variety of emergency procedures to be prepared for the emergencies the division may encounter. An important aspect of this planning is the identification of off-site (non-division property) evacuation and reunification sites.

Reunification is the critical process that schools use to reunite children with their caregivers in a safe and efficient way. In the instance that Click or tap here to enter text. cannot use the impacted building(s) or other division property to reunite children with their caregivers, the division will look to off-site reunification locations in the immediate area.

**Click or tap here to enter text.**

The Click or tap here to enter text. is located at Click or tap here to enter text.. The Click or tap here to enter text. is committed to supporting the community, including Click or tap here to enter text., in times of need and will make its facility available at the address listed above in line with the assumptions, processes, and terms outlined below.

##### TERMS AND ASSUMPTIONS OF THE AGREEMENT

Click or tap here to enter text. desires to enter into a Memorandum of Understanding with the Click or tap here to enter text. to serve as an off-site reunification location should Click or tap here to enter text. need to relocate students, staff, and visitors following an emergency that greatly impacts the use of its facilities to ensure students are reunited with their families.

Click or tap here to enter text. and the Click or tap here to enter text. desire to enter this Memorandum of Understanding to establish a framework of cooperation and a working relationship that would assist in facilitating the use of this site as a reunification location to ensure that all impacted students are safely reunited with their families following an emergency in one or more of the division’s facilities.

Now, therefore, Click or tap here to enter text. and the Click or tap here to enter text., in consideration of the mutual covenants and agreements herein contained, do mutually agree as follows:

1. Should Click or tap here to enter text. need to act on this MOU, it will require space for upward of approximately Click or tap here to enter text. students.
2. Click or tap here to enter text. staff would be responsible for setting up and facilitating the transport, care, and successful reunification of all Click or tap here to enter text. students.
3. Click or tap here to enter text. has an established reunification procedure that will be followed, including trained staff that will facilitate this process.
4. Click or tap here to enter text. will work with local law enforcement to ensure security during transport and once the students are on the premises.
5. Click or tap here to enter text. will, as soon as possible, notify the designated point of contact for Click or tap here to enter text., should the off-site reunification area be needed for use.
6. Click or tap here to enter text. will continuously coordinate with Click or tap here to enter text. during any use of their facility.
7. Click or tap here to enter text. staff would be responsible for making the facilities on the property accessible and suitable for Click or tap here to enter text.’s use.
8. Click or tap here to enter text. would, at minimum, require a space to securely house all students, as well as a designated area for parents/guardians to check in and an area where students and parents/guardians can be reunited. Additional rooms may be needed depending on the situation.
9. Click or tap here to enter text. should expect that a large volume of vehicle traffic will be likely, given the number of students.
10. Click or tap here to enter text. would make every effort to ensure that the facility is returned to its previous state following any use.

In an ongoing effort to ensure the success of the agreement, both parties agree to the following:

Encourage ongoing liaison with the other.

Work with each other to develop emergency plans, training exercises, and a state of preparedness.

Work with each other in times of disaster or emergency to meet the needs of the division and community.

Work within its own lines of authority and respect the lines of authority of the other.

Strive to distribute copies of and publicize this agreement through channels to its own members and to other organizations, both public and private, which may have an active interest in disaster relief.

Click or tap here to enter text. will not incur nor reimburse any expenses pertaining to this agreement or the parties involved.

Acknowledge that each Party intends that transportation, food, housing, and any expense incurred by either Party shall be the responsibility of the Party that incurs the expense.

Acknowledge that each Party intends to supply the best-that-can-be-applied accommodations and necessities during activation but agree that such may not be the priority during activation and, as such, cannot be assured.

##### IMPLEMENTATION

This memorandum shall take effect upon its signing by authorized representatives of Click or tap here to enter text. and representatives of the Click or tap here to enter text. and be valid for a period of three years.

This memorandum may be amended by mutual agreement of both parties, and it is understood by both parties that at any time, this Memorandum of Understanding may be terminated by written notification from either party to the other. Six months prior to termination, the parties shall meet to review the progress and success of the Memorandum of Understanding and determine whether it shall be extended for an additional three years. In no event shall any single extension of this Memorandum of Understanding be for a term exceeding three years.

##### MISCELLANEOUS

**Powers**: This Memorandum of Understanding does not create a partnership or a joint venture, and neither Party has the authority to bind the other.

**Release**: Click or tap here to enter text. hereby releases, acquits, and forever discharges the Click or tap here to enter text. and all of its affiliates (collectively, the “Released Parties”) of, from, and with respect to any and all liability arising from any and all obligations, causes of action, suits, promises, agreements, losses, damages, charges, expenses, challenges, contests, liabilities, costs, claims, and demands of whatsoever nature, known or unknown, which may ever accrue in the future to Click or tap here to enter text. in connection with their use of the Click or tap here to enter text.. Click or tap here to enter text. further indemnifies the Click or tap here to enter text. for all obligations, causes of action, suits, promises, agreements, losses, damages, charges, expenses, challenges, contests, liabilities, costs, claims, and demands of whatsoever nature, known or unknown, which may arise out of this Memorandum of Understanding.

IN WITNESS WHEREOF, this agreement has been executed on behalf of the Click or tap here to enter text. by a duly authorized representative and on behalf of the Click or tap here to enter text. by an authorized representative.

|  |  |  |  |
| --- | --- | --- | --- |
| **School Division:** |  | **Reunification Site:** |  |
| By: |  | By: |  |
| Print name: |  | Print name: |  |
| Signature: |  | Signature: |  |
| Title: |  | Title: |  |
| Date: |  | Date: |  |

#### Standard Response Protocol Public Address Announcements

Additional SRP materials, including parent handouts, can be found at the   
[*I Love U Guys Foundation* website](https://iloveuguys.org/The-Standard-Response-Protocol.html).

Standard Response Protocol, or SRP, Public Address Poster showing all SRP actions (i.e, Hold, Secure, Lockdown, Evacuate, Shelter), directives, and associated symbols for emergency response.

**IN AN EMERGENCY**

### After Section Resource Templates

The documents listed below relate to tasks discussed in the After section of the CMP Template. These actions support the recovery phase of emergency management.

| Document Title | Type of Document |
| --- | --- |
| [Essential Departments and Functions for Division Level](#_Essential_Departments_and) | Checklist Template |
| [Standard Reunification Method Info Card](#_Standard_Reunification_Method) | Informational, Link to resources |

#### Essential Departments and Functions for Division Level

| Department | Essential Function | Person(s) Responsible  (by Position Title) | 0–24 Hours | 2–3 Days | 1 Week | Week 2–3 | Week 4+ |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Business Office | Ensure payroll operations are functional |  |  |  |  |  |  |
| Business Office | Ensure pending invoices are reconciled and paid |  |  |  |  |  |  |
| Purchasing Department | Halt requisitions if closure is predicted to last longer than **[one week]** |  |  |  |  |  |  |
| Purchasing Department | Halt/reroute deliveries if closure is predicted to last longer than **[one week]** |  |  |  |  |  |  |
| Business Department | Determine Essential Duty Pay for employees required to report to work |  |  |  |  |  |  |
| Curriculum/ Instruction | Review adjustments needed for state testing |  |  |  |  |  |  |
| Curriculum/ Instruction | Prepare for remote learning transition |  |  |  |  |  |  |
| Curriculum/ Instruction | Evaluate impact on Dual Credit/AP courses |  |  |  |  |  |  |
| Curriculum/ Instruction | Evaluate impact on graduation, class rank, GPA |  |  |  |  |  |  |
| Curriculum/ Instruction | Prepare for grading period processes (i.e., report cards, progress reports, etc.) |  |  |  |  |  |  |
| Special Education | Prepare priority list for resuming accommodations |  |  |  |  |  |  |
| Special Education | Ensure remote services implementation |  |  |  |  |  |  |
| Special Education | Evaluate timeline of required services |  |  |  |  |  |  |
| Communications | Prepare initial communication regarding division closure |  |  |  |  |  |  |
| Communications | Distribute emergency communications information to families |  |  |  |  |  |  |
| Communications | Update website and social media channels with closure information |  |  |  |  |  |  |
| Communications | Establish and activate phone bank (as needed) |  |  |  |  |  |  |
| Maintenance/ Facilities | Evaluate all facilities for priority needs |  |  |  |  |  |  |
| Maintenance/ Facilities | Establish modified schedule of routine services (custodial, etc.) |  |  |  |  |  |  |
| Maintenance/ Facilities | Verify inventory of relevant supplies |  |  |  |  |  |  |
| Maintenance/ Facilities | Establish regular check in/reports for all facilities |  |  |  |  |  |  |
| Safety & Security | Verify functionality of all security systems |  |  |  |  |  |  |
| Safety & Security | Establish communication channels with local Emergency Management |  |  |  |  |  |  |
| Safety & Security | Implement standards for building access |  |  |  |  |  |  |
| Student Support/ Counseling | Identify immediate needs to address |  |  |  |  |  |  |
| Student Support/ Counseling | Confirm resources available through community partners |  |  |  |  |  |  |
| Health Services | Distribute medications from schools (as needed) |  |  |  |  |  |  |
| Child Nutrition | Establish plan for food distribution |  |  |  |  |  |  |
| Child Nutrition | Identify staffing needs for distribution sites |  |  |  |  |  |  |
| School Administration | Cancel school events |  |  |  |  |  |  |
| School Administration | Communicate expectations to staff regarding availability |  |  |  |  |  |  |
| School Administration | Monitor remote learning transition |  |  |  |  |  |  |
| Technology | Ensure server systems are functioning |  |  |  |  |  |  |
| Technology | Ensure security camera system is functioning |  |  |  |  |  |  |
| Technology | Establish technology device checkout system (if needed) |  |  |  |  |  |  |
| Office of Superintendent | Establish regular meetings with staff |  |  |  |  |  |  |
| Office of Superintendent | Establish regular internal communication schedule |  |  |  |  |  |  |
| Office of Superintendent | Obtain Board approval for any modified policies/procedures |  |  |  |  |  |  |
| Office of Superintendent | Establish regular external communication schedule |  |  |  |  |  |  |

#### Standard Reunification Method (SRM) Information Card

One card should be available for every student enrolled in the school. Additional SRM materials, including parent handouts in multiple languages, site setup signs, and procedure manuals, can be found on the [*I Love U Guys Foundation* website](https://iloveuguys.org/The-Standard-Reunification-Method.html).

Standard Reunification Method, or SRM, Information Card.

*Fold in half at this line*

Logo, company name

Description automatically generated

Virginia Department of Criminal Justice Services

1100 Bank Street

Richmond, VA 23150

[www.dcjs.virginia.gov](http://www.dcjs.virginia.gov)

*06/13/24*