

2024

# School Crisis, Emergency Management, and Medical Emergency Response Plan Template – School-Level Plan





# School Crisis, Emergency Management, and Medical Emergency Response Plan Template – School-Level Plan

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#### Color Key for Fillable Fields

School

School Division

Locality/Regional

School Division/School

School Division Security and Communications Department

Other Information



# Information Needed for Completion

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*Before completing the CMP Template, please review the content in its entirety and ensure the following items have been gathered to complete the plan. Each title is hyperlinked to the section of the CMP where the information lives for more context on what is needed.*

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[School Name, Address, Phone Number](#)

[Number of Staff/Students for Evacuation](#)

[Contact Information for Key Staff Members](#)

[Contact Information for First Responders](#)

[Contact Information for Utility Providers](#)

[Members of School Crisis Management Team](#)

[School Division Policy/Regulation for Plan Approval](#)

[List of CMP Copy Recipients](#)

[List of School Safety Team](#)

[Completed Hazard Analysis](#)

[List of Behavioral Threat Assessment Team Members](#)

[Access Control Measures Implemented](#)

[Facility Monitoring Measures Implemented](#)

[Inventory list for Class Go-Kits](#)

[Inventory List for Administrator Mobile Toolkit](#)

[Map with Mobility Equipment Marked](#)

[Map with Fire Safety Equipment Marked](#)

[Map with Emergency Alert System Marked](#)

[Map with Medical Emergency Equipment Marked](#)

[Location of Eye Wash/Shower Pulls](#)

[List of Completed Staff Trainings for Medical Emergencies](#)

[Staff Required Training Records](#)

[Individuals Requiring Additional Assistance in Emergencies](#)

[Identified Members of School ICS Chart](#)

[Identified Staging Areas for Transportation](#)

[Media Staging Area](#)





[Individuals in Order of Succession](#)

[Exterior Door Assignments for Secure](#)

[Map Identifying Exterior Doors](#)

[Staff Responsibilities for Secure](#)

[Identified Challenging Areas During Lockdown](#)

[List of Individuals who Hold Master Keys](#)

[Identified Self-Evacuation Locations](#)

[Staff Responsibilities for Lockdown](#)

[Map of Primary and Secondary Evacuation Routes](#)

[Identified Gathering Locations During Evacuation](#)

[On-Site Assembly Areas After Evacuation](#)

[Teacher Buddy System List](#)

[Staff Responsibilities for Evacuation](#)

[Map of Identified Shelter Areas for Weather](#)

[Map of Identified Shelter Areas for HazMat](#)

[Staff Assigned to Shut Down HVAC system](#)

[Staff Responsibilities for Shelter](#)

[Staff Responsibilities for Hold](#)

[Identified School Locations for Reunification](#)

[Staff Assigned to Reunification Team](#)



# Section 1: Context and Background

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# Introduction

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*Through its school-based safety emergency management program, the school strives to provide students and staff a safe environment in which to learn and work.*

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## Purpose

The purpose of the School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP) is to establish a framework for emergency preparedness and response by specifying actions to be taken by school officials during certain times:

- Before an emergency: to prevent, protect from, prepare for, and mitigate the impact on life or property;
- During an emergency: to respond to the emergency and minimize its impact on life or property; and
- After an emergency: to recover from its impact on life or property.

The objective of the CMP is to ensure the safety of all members of the school community through a rapid, coordinated, and effective response to, and recovery from, emergencies and disasters.

While national agencies may follow a four- or five-phase approach to emergency management (prevention/mitigation, protection, preparedness, response, and recovery), the CMP template is divided into three sections (Before, During, and After) for the purpose of workflow, preparation, and consistency across the state. The CMP Template covers all phases of emergency management in the Before, During, and After sections.

## Goal

The CMP embraces a strong emphasis on strategies that focus on preventing and preparing for emergencies of all kinds that could affect the school. Importance is also placed on the significance of ensuring an effective and efficient response to, and recovery from, any crisis that may occur.

At all times, accountability remains the foremost concern for the school community and its stakeholders. Because no two schools or school division facilities are the same, no generic plan or manual will provide all the necessary information to mitigate the effects of every situation. This plan identifies relationships, responsibilities, and protocols so that school administration and staff can implement school-centered emergency management strategies tailored to their own needs, while still being in line with the Division plan. All plans are reviewed and updated annually.





## Authority for Plan

Virginia law requires that every school develop a written “school crisis, emergency management, and medical emergency response plan.” Specifically, the *Code of Virginia* § 22.1-279.8 sets forth the following:

### Definition of Plan

“School crisis, emergency management, and medical emergency response plan” means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life-threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities. (*Code of Virginia* § 22.1-279.8.A)

### School Board Responsibilities

Each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical emergency response plan, consistent with the definition provided in this section, and shall include the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the relevant regional emergency medical services council, and the emergency management official of the locality, or their designees, in the development of such plans. Each school division shall designate an emergency manager. (*Code of Virginia* § 22.1-279.8.D)

### School Superintendent Responsibilities

The local school division superintendent shall certify this review in writing to the Virginia Center for School and Campus Safety no later than August 31 of each year. (*Code of Virginia* § 22.1-279.8.D)

### Other Related Laws and Regulations

Virginia laws require schools to conduct fire drills, tornado drills, lock-down drills, and school bus emergency drills. (*Code of Virginia* § 22.1-137, § 22.1-137.1, § 22.1-137.2, § 22.1-184)

Reports are required to be made to the school superintendent and building principal related to certain violations of law and of student codes of conduct. (*Code of Virginia* § 22.1-279.3:1)

Virginia Board of Education Regulations address the safety of school facilities, specifying multiple health and safety practices. (8VAC20-131-260, *Code of Virginia, Administrative Code*)



The School Crisis, Emergency Management, and Medical Emergency Plan was developed in accordance with the *Code of Virginia* § 22.1-279.8. The CMP also conforms with requirements for fire drills, tornado drills, lock-down drills, bus emergency drills, and proper reporting of violations of law and the student code of conduct.

## Scope

The CMP focuses specifically on actions that occur before, during, and after a school crisis or emergency. The CMP complements and is best understood in conjunction with other school division plans and procedures related to school safety, school security, threat assessment, suicide prevention/intervention, bus safety, and general procedures for medical treatment of students. While the CMP does not duplicate information contained within the other plans and procedures, there are cross-references between them.

Numerous prevention, mitigation, and preparedness measures being implemented by the school are set forth in the following related Plans and Procedures (these plans may or may not exist in each school division/school – the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety can provide technical assistance and training for developing these plans for educational jurisdictions).

**School Safety Plan:** Contains information on safe practices on and off school property; transportation/bus safety; and required safety training for students and staff. It was developed in collaboration with public safety and public health officials and risk management consultants.

**School Security Plan:** Contains information on building access, visitor control, and ID badges. It was developed in collaboration with public safety officials and risk management consultants and is available upon request from the Superintendent's Office.

**Violence Prevention Program:** Contains information on violence education, prevention activities, and intervention services provided by the school division or community-based resources. Programs are provided in collaboration with community mental health organizations and additional information is available from the School Division Office of Student Services.

**Suicide Prevention/Intervention Guidelines:** Contains information to support and enhance the well-being of all Virginia students through procedures to effectively prevent, assess the risk of, intervene with, and respond to suicide.

**Behavioral Threat Assessment Procedures:** Contains information on policies and procedures related to threat assessment teams and required training, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students.

## Planning Assumptions

- Proper prevention and mitigation, such as fire and safety inspections, health protocols, risk management, and school security programs, can prevent or reduce the effects of critical incidents and related losses.



- Emergency planning includes training of key faculty, staff, volunteers, parents, substitutes, and students at all division facilities and conducting regular emergency drills and exercises improves readiness.
- Schools continue to be exposed and subject to the hazards described in this plan as well as to other hazards inherent in school settings. With each of these, the division bears a unique accountability responsibility, whether school is in session or not. This level of accountability is less common in most other emergency management settings.
- While there is no reason to believe that any school facility is in imminent danger from natural, accidental, or malicious hazards, all stakeholders should be aware of what to do and how to protect themselves and students in the event of an emergency. It also is important for parents, caregivers, and the community at large to understand the division's expectations in ensuring the safety and well-being of students, staff, and the community.
- In many cases, dissemination of warning to the school community and the implementation of increased readiness measures may be possible.
- Some emergencies occur with little or no warning and could take place when school is in session or when division facilities are used for other school or community functions.
- Students, staff, and visitors with disabilities and others with access and functional needs have the right to be included in all phases of the division emergency management program and supported in the response and recovery operations.
- Parents and other members of the community are assured that the school division has established procedures and that schools are prepared to respond to crises.

## Concept of Operations

The School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP) has been developed in collaboration with and is coordinated with all appropriate public health and safety agencies and with state and federal emergency operations plans. The planning process has been informed by appropriate hazard analyses and risk assessments and addresses actions taken before an emergency to prevent, protect from, and mitigate the impact on life or property, actions to be taken during an emergency to respond to the emergency and minimize its impact on life or property, and actions taken after an emergency to recover from its impact on life or property.

School-based CMPs are designed to vertically integrate with school division, local, regional, state, and federal plans. The school plan is specific to and accounts for the needs of staff and students at a designated school and ensures that specific concerns of population segments, including individuals with access and functional needs, are addressed. It is imperative to involve the whole school community in planning, training, and drills/exercises and to integrate the resources necessary to allow for people with access and functional needs to maintain their safety, independence, and dignity during a critical incident or medical emergency.



# Before

*The strategies described below highlight the primary focus of the School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP). Actions taken within this section cover the nationally recognized emergency management phases: prevention/mitigation, protection, and preparedness.*

The school takes a comprehensive approach to school safety and security that is rooted in prevention, mitigation, and preparedness but also ensures that the school is ready to respond to and recover from any emergencies that impact our staff, students, or facilities.

The “Before” phase of the CMP is designed to assess and address the safety, security, and integrity of school buildings and learning environments, as well as ensure that students and staff are ready to respond in a rapid, coordinated, and effective manner to an emergency.

## Definition of Prevention/Mitigation, Protection, and Preparedness

**Prevention:** Actions taken to avoid an incident or to intervene to stop an incident from occurring, including those actions designed to ensure the school can deliver essential educational and support services to its constituents.

**Mitigation:** Sustained activities aimed at reducing the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of an unavoidable disaster.

**Protection:** Actions taken to safeguard all students, staff, assets, and critical infrastructure elements against threats and hazards.

**Preparedness:** Undertake actions to ensure that all stakeholders can respond in a rapid, coordinated, and effective manner to help save lives and minimize damage. Preparedness is a cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during incident response. It also helps ensure that the school can support local, regional, and statewide emergency preparedness and response.

## Safety Team

School-specific CMPs align with the division plan but provide greater functional details on how a specific school will achieve the various strategies outlined in the school division plan. Safety committees or teams, led by a school administrator, are tasked with overseeing safety for the school, monitoring and implementing the school CMP, and providing regular feedback to the Division Emergency Manager on issues facing the school. The division and DCJS provide various resources for forming and training the school safety team.

The school principal or designee leads the safety team and is responsible for the following:

- Serving as Incident Commander or designate IC, depending on the incident
- Ensuring readiness of the school for operational preparedness, response, and recovery
- Maintaining and implementing the school CMP



- Supporting implementation of the policies relating to emergency management
- During emergency situations, ensuring that 911 has been called and that appropriate division officials are notified
- Following division protocols for communicating information with parents and community members
- Determining and implementing protective actions when needed
- Identifying school safety team members and their roles within the Incident Command System
- Establishing a system for immediately accounting for students, faculty, and staff in an emergency through readily available faculty, staff, and student assignment lists, including absence reports, visitor logs, and school access lists for division-level staff
- Maintaining emergency resource lists, including updated floor and site plans
- Ensuring distribution and maintenance of go-kits, charts, and other job aids

Schools might consider using a Staff skills survey (sample located in the Resource Templates) to identify the ideal role for committee members given their skills and abilities.

## Hazard Analysis and Risk Assessment

A list of threats and hazards is continually updated and maintained as part of the CMP. Hazards are conditions or situations that have the potential for causing harm to people, property, or the environment. Hazards can be classified into six categories: natural, technological, biological, adversarial, incidental and human-caused, and school-specific hazards. The school safety team has conducted a hazard vulnerability and risk assessment to determine the strengths and weaknesses of their individual building and grounds; the school's social, emotional, and cultural climate; community and staff resources; and the unique concerns of individuals with access and functional needs.

To evaluate each hazard and threat, schools should consider them in terms of the risk criteria: magnitude, duration, probability, or frequency of occurrence; warning time; and the potential cascading effects of a threat or hazard. Additionally, schools should consider the many ways an incident could unfold, how different variables could affect the different risk criteria, and the individuals or groups that may be at greater risk or vulnerability during a crisis (e.g., pre-school population, hearing and visually impaired classrooms, etc.). The school safety team can draw upon a wealth of existing information to identify the range of threats and hazards that may be faced by the school. First, the school safety team members should share their own knowledge of threats and hazards the school and surrounding community have faced in the past or may face in the future. A sample hazard analysis template and School Safety Inspection Checklist are available in the Resource Templates for use in conducting a hazard analysis.

The *Code of Virginia* § 9.1-184 enables DCJS to collect, analyze, and disseminate various school safety data to include school safety audit information through the School Safety Audit Program, designed to guide School Safety Audit Committees through periodic collection, review, and reporting of critical safety information. There are five components for the school safety audit program:



1. Virginia School Safety Survey (annually)
2. Division Safety Survey (annually)
3. Virginia School Crisis Management Plan Review and Certification (annually)
4. Virginia School Survey of Climate and Working Conditions (administered each spring)
5. School Safety Inspection Checklist (due every three years)

School safety teams are encouraged to review these elements from the division, along with any other relevant data unique to the division, as they embark on this journey to protect all members of our school community from all threats and hazards.

## Risk Identification

### Behavioral Threat Assessment and Management

Section A of the *Code of Virginia* § 22.1-79.4 outlines the duties of school boards for implementing policies regarding threat assessment teams as well as the scope, authority, and responsibility of such teams.

Threat assessment and management is a fact-based, systemic process, emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent situations, to assess them, and to manage/address them. This process helps determine if an individual poses a threat to self, or others, or both. By investigating, gathering facts, and assessing threats, the threat assessment team can do four important tasks:

- **Identify persons of concern:** Individuals at risk for violence against themselves or others. Who should we be concerned about? Keep in mind that these individuals may be any type of school stakeholder, a student, staff member, parent, spouse/partner of current employee, or community member.
- **Gather information/investigate:** Avoid focus on a single factor; consider interactions between the individual, the situation, and the setting using multiple data sources.
- **Assess the individual and situation:** How concerned should we be about this individual? Be mindful of where the individual falls on the pathway to violence: ideation, engaging in specific planning or preparation activities, or ready to implement or attack.
- **Manage the individual/situation:** What are we going to do about it? How are the school or other agencies providing appropriate support and interventions? Are we taking necessary steps to deter the individual from engaging in violence?

It is recommended that all schools complete a threat assessment and management form to guide the documentation across the different threat assessment tasks. All schools will follow division-level protocols in relation to conducting a threat assessment.

All members of the threat assessment team (core and backup members) will complete basic School Threat Assessment Training through DCJS or the equivalent. Team members should complete refresher training at least every three years and continuing education in threat





assessment-related topics through DCJS or their professional disciplines as resources allow. This includes a review of the process as well as forms and documents to support the process.

Note that the *Code of Virginia* § 22.1-79.4 requires that each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement and, in the case of any school in which a school resource officer is employed, at least one such school resource officer.

### **Anonymous Reporting**

The school acknowledges that safety and security are shared responsibilities among the entire community. To facilitate active involvement in safety and security from all stakeholders, especially staff and students, the school encourages the Department of Homeland Security [“If You See Something, Say Something”](#) mindset by delivering messaging and posters around all schools that encourage the reporting of anything that does not look, feel, or sound right. The school also acknowledges that some individuals may wish to report suspicious, criminal, or bullying behavior without identifying themselves, so anonymous reporting options are made available.

### **Daily Safety and Security**

Safety and security operations include daily implementation of prevention, preparedness, and mitigation activities according to incident management procedures. Many of the daily safety and security strategies are incorporated into the ongoing processes and procedures of conducting school business.

### **Access Control and Visitor Management**

In an effort to maintain the safety and security of all school buildings, the division provides uniform procedures to both control access to buildings and manage visitors to all facilities in accordance with § 8VAC20-671-370.M *Code of Virginia, Administrative Code*.

Access control is the idea and processes used by the school to only allow those authorized by the school or division to enter facilities. Visitor Management is defined as the procedures to identify, determine appropriate access, and track a visitor’s access in a specific facility. Our philosophy is to limit access to our facilities where possible and ensure that our systems and procedures allow for the accurate identification of a potential visitor to determine their need to enter the facility.

### **Staff Access to Facility**

Staff will have access to the facility at pre-determined times based on the scope of their job duties and responsibilities. In a continuous effort to ensure the safety of all staff and students, as well as the security of the facility, a procedure for weekend access will be implemented for the school. Weekend access is at the sole discretion of the building administrator, including designation of the individual responsible for allowing access and securing the building. A sample Staff Access Schedule can be found in the Resource Templates.



## **Training on Access Control and Visitor Management Procedures**

Appropriate staff and school administrators must be familiar with and annually trained on the access control and visitor management procedures, as well as the specific details of implementation in their assigned school. These procedures should be reviewed regularly throughout the year.

## **Access for Substitute Teachers**

Substitute teachers are required to complete an orientation that includes information related to emergency response protocols, communication methods, traumatic injury response, and access control. All division-level procedures must be followed by substitute teachers, including checking in at the main office upon arrival for room assignment, and any materials needed to carry out the job duties of school employee in the event of an emergency or scheduled drill. If the substitute teacher fails to return their access badge or key at the end of the day, the building administrator must be notified immediately so they can start the process to de-activate the badge or account for the lost key.

## **Auxiliary/Portable Buildings**

At times, the school may use portable buildings to accommodate the needs of our students. Standards have been developed to ensure that staff and students in those locations have a safe and secure learning environment. Portable safety and security standards are in alignment with main school buildings and allow for efficient communication via telephone and public address system, consistent monitoring by cameras and staff, and physical barriers to limit visibility and access.

At all times, planning for portable buildings will take into consideration school-specific features such as the site and layout as well as any other unique needs that might impact the use of portables and the safety of staff and students.

## **Emergency Drills**

Conducting critical incident drills and emergency exercises involving the safety team, teachers, support staff (including food service, custodial, transportation, and health workers), and students are essential for the successful implementation of crisis plans. These drills and exercises offer opportunities for everyone to evaluate what works, what needs to be improved, and how well students and staff respond and cooperate during the drills and potential emergencies. By participating in different types of exercises, schools can identify the appropriate methods for preventing, preparing for, responding to, and recovering from crises.

All training and drills are conducted in accordance with requirements and best practice recommendations from the [\*Virginia Educator's Guide for Planning and Conducting School Emergency Drills\*](#), developed by the DCJS Virginia Center for School and Campus Safety and the Virginia Department of Education.



In accordance with Virginia law at the time of publication:

- **Fire drills** must comply with the *Code of Virginia*, the *Virginia Statewide Fire Prevention Code (SFPC)*, and the *Code of Virginia, Administrative Code*. *Code of Virginia* and SFPC are aligned; however, the Administrative Code has different requirements. To comply with all three requirements the first drill shall be held within the first 10 days of the school session, a second fire drill within the first 20 days of the school session, and one fire drill per month while school is in session for the remainder of the term (*Code of Virginia* § 22.1-137; SFPC 403.5.1, 404.2.1, 404.2.2, 405.1, and 405.2; *Code of Virginia, Administrative Code* 8VAC20-131-260.B);
- **Lockdown drills** will be held at least twice during the first 20 school days of school with at least two additional drills being conducted after the first 60 days of the school session. Pre-kindergarten and kindergarten students are exempt from mandatory participation in a lockdown drill within the first 60 days of the school session if the board has developed a policy stating such exemption. Parents shall be notified at least 24 hours prior to any lockdown drill being conducted; however, the exact date and time of the drill are not required to be provided (*Code of Virginia* § 22.1-137.2; *Code of Virginia, Administrative Code* 8VAC20-131-260.B);
- **Tornado drills** are held at least once every school year (*Code of Virginia* § 22.1-137.1);
- **Bus emergency drills** shall be held to practice leaving a school bus under emergency circumstances at least once during the first 30 calendar days of each school session. Drills can be held more often if necessary. At the pre-K through 1<sup>st</sup> grade levels, initial bus safety training shall occur during the first week of school with additional training on a periodic basis during the year. (*Code of Virginia* § 22.1-184; *Code of Virginia, Administrative Code* 8VAC20-70-110); and
- **Other drills** that schools are recommended to conduct at least once per school year include an earthquake drill, a secure drill, and a shelter drill in accordance with best practice recommendations contained in the [\*Virginia Educator's Guide for Planning and Conducting School Emergency Drills\*](#).

Drill priorities should be based on division and school hazards identified in the CMP. The protocols tested in each drill should be based on feedback from previous drills and after-action reviews conducted by the school safety team.

Drills should consider the needs of the whole community, including procedures for students and staff who may require additional assistance or support to perform needed tasks efficiently and effectively. All drills and exercises should consider a real-world response for all students and staff, including those with access and functional needs. In addition, provisions are made to ensure that substitute teachers are properly trained on all response protocols and have access to the supplies and equipment needed to effectively respond during drills and emergencies.

Drills require advanced planning to determine the appropriate scenario and evaluation methods. Each drill should solicit feedback during an after-action review with the school safety team; encouraging feedback from participants ensures lessons learned can be incorporated into policies and procedures.



Records of required emergency evacuation drills shall be maintained and include the following information:

1. Name of the person conducting the drill;
2. Date and time of the drill;
3. Notification method used;
4. Employees on duty and participating;
5. Number of occupants evacuated;
6. Special conditions simulated;
7. Problems encountered;
8. Weather conditions when occupants were evacuated; and
9. Time required to accomplish complete evacuation.

## Emergency Supplies and Equipment

The school has prepared and will maintain the emergency supplies and equipment listed below. Sample checklists for classroom go-kits, shelter kits, an administrator's mobile toolkit, and clinic go-kits can be found in the Resource Templates.

**Classrooms:** Each classroom is equipped with:

- Teacher's Emergency Response Flip Chart, which includes evacuation routes, emergency phone numbers, and emergency action steps;
- Classroom go-kit to be taken by the teacher during an evacuation with his/her class;
- Shelter kit; and
- Cleaning supplies in the event of student accidents during lockdown or shelter operations.

All classrooms have access to basic emergency supplies that will assist them in an emergency until first responders or school division safety staff can arrive. Providing teachers with critical emergency supplies that are readily accessible is a vital part of being prepared.

**School Office:** The school office will be equipped with:

- Administrator's mobile toolkit, maintained in a secure area and taken by office administrator during evacuation;
- Communications equipment, maintained in a secure area;
- Lifesaving items, maintained in common areas; and
- Utility equipment, maintained in a secure area (one set in school office; one set in custodian's office).

**School Clinic:** The school nurse's office is equipped with a medical emergency go-kit for use in school emergencies when buildings are evacuated, or the school health office is displaced. Student health records and emergency medications should be stored in such a fashion that they can be quickly removed during an evacuation. The school nurse should maintain a list of students and staff who require lifesaving medications or have unique medical needs that may require medication to be administered during an emergency (e.g., asthma, diabetes, seizures, etc.).



**Common Areas:** Common areas are equipped with first aid kits (maintained by the school nurse) and fire extinguishers (maintained by the chief custodian).

## Emergency Equipment Location

### Evacuation Equipment Locations

All schools should be equipped with tools and mobility aides to be used in the event of an evacuation, including wheelchairs, backboards or other carrying devices, evacuation chairs, and others.

### Fire Safety Equipment

All schools are equipped with a fire protection system, including sensors, pull stations, sprinklers, and control panels. These systems allow for smoke to be detected in the event of a fire, notification of those in/around the building(s), and suppression of the fire.

### Emergency Alert System

Schools that are equipped with an Emergency Alert System should provide annual training on the use of the system to staff, students, and volunteers. Training should detail how to activate the system, what agencies are automatically notified, any additional notifications that should be made, response protocols to follow when activated, and where activation buttons are located.

## Emergency Supply Locations

### Bleeding Control Stations/First Aid Kits/Automated External Defibrillators (AEDs)

In an effort to be proactive, all facilities have bleeding control stations that can be used in the event of trauma that causes a bleeding injury. These kits are regularly checked for supplies and updated. All staff are provided training on the use of the materials in the kits in the event that a bleeding emergency occurs, and they need to be used. In addition, first aid kits have been placed throughout the school in common areas for ease of access in a medical emergency.

All schools have at least one automated external defibrillator (AED). An AED is a lightweight, portable device that delivers an electric shock through the chest to the heart. The shock can correct an irregular heartbeat (arrhythmia) and allow a normal rhythm to resume following sudden cardiac arrest.

### Eye Wash Stations/Shower Pulls

Certain classrooms or areas of the school may be fitted with eye wash stations or hazardous material shower pulls. Locations should be noted and tested regularly to ensure they are operable.



## Planning and Training for Medical Emergencies

Planning for medical emergencies involves assessing needs, equipping schools, establishing protocols, training staff, and documenting the appropriate response. Training and exercises conducted are done so in a manner that supports a specific individual's role and function in the plan; therefore, training is not uniform but rather has varying levels of degree and depth depending on what is expected in the plan. Additional training may occur and should be documented separately.

School staff also bring with them various skills and abilities that may be useful in an emergency. The following outlines these staff skills and abilities. You may or may not have any staff members with some of the skills listed. The survey and summary serve as a tool for your staff to know, prior to an emergency, which individuals might best perform specific emergency functions. A sample School Staff Survey can be found in the Resource Templates.

## Individuals with Additional Needs

The school is committed to meeting the needs of all individuals in the event of an emergency, including those with access and functional needs. Children and adolescents with special health care needs, including those with chronic physical, developmental, behavioral, or emotional conditions or at risk for developing those conditions, typically require an Individualized Education Program (IEP), an Individual Health Care Plan (IHCP), and/or an Individual Safety Plan (ISP) to meet their health needs. ISPs are prepared for students with health conditions, physical disabilities, or communication challenges who have been identified as requiring special assistance during emergencies. In addition, certain staff members or visitors may require additional functional or access needs during an emergency situation.

A comprehensive school safety team takes into consideration the needs of these students by consulting with disability specialists to identify students' needs; build on appropriate accommodations, modifications, and services; teach students crisis response strategies; and ensure that adults, including first responders, are trained to follow established protocols. The [\*Virginia Safety Planning Guide for Individuals with Special Needs\*](#) should be consulted when planning Individual Safety Plans.





# During

*The strategies described below highlight actions that will be taken by the school during the time of a crisis or emergency. Actions taken within this section cover the nationally recognized emergency management phase: Response.*

When emergencies arise, schools must act quickly to implement the policies and procedures outlined in the *Before* section of the CMP to effectively manage the crisis and protect the school community. This section of the CMP focuses on responding to the emergency, with a focus on de-escalating the situation and taking steps toward recovery.

## Definition of Response

**Response** activities address the short-term, direct effects of the incident. These efforts are designed to reduce the likelihood of secondary loss or damage and to expedite recovery, including the swift resumption of educational services. The school will implement the Standard Response Protocol (SRP) for tactical planning as it pertains to emergency incidents as well as the Standard Reunification Method (SRM) during the recovery phase.

## Basic Documentation

An incident of any kind requires documentation. The extent of documentation is based on the size and scope of the incident. It is the responsibility of each school, facility, or division department to compile, maintain, and submit documentation and reports in a timely fashion, to assist with preparation of reports, damage assessment, student accountability, after-action reports, and related documentation needed to ensure compliance with records management and open record requirements. All original notes and records are legal documents that should be preserved. During any major incident, the division will maintain an incident log and documentation. Individual departments, facilities, and schools will maintain logs of major decisions, timelines, logistical deployment, and other actions related to their areas of responsibility and accountability. If an incident results in victims, as specified by the *Code of Virginia* § 19.2-11.01, a report must be made to the Virginia Department of Criminal Justice Services using [the online reporting form](#) as soon as is safe to do so.

## Incident Command System

The Incident Command System (ICS) is a component of the National Incident Management System. The school has adopted the National Incident Management System (NIMS) for planning and responding to emergency situations and uses ICS to address critical incidents and/or crises when multiagency response is required. All schools are required to use NIMS and ICS for incident management.

ICS ensures efficient and effective incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications to organize on-scene



operations for an incident no matter the size or cause. Depending upon the magnitude and scope of the incident, the ICS structure can expand and contract. Functions can be combined or dispersed as the situation dictates. Additionally, ICS can be implemented for both emergency and non-emergency events.

## Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to a member of the division response team or a first responder agency. Since it takes time for external assistance to arrive, it is essential that the school carry out the initial response independently. In the event local resources are overwhelmed by a major disaster, the school, in conjunction with the division, must be prepared to continue its response and support activities for at least 24 hours.

At the onset of an incident, the school safety team will use ICS to delegate authority. The Incident Commander (IC) is delegated the authority to direct on-scene operations until a coordinated incident management framework can be established with division personnel and local authorities. To ensure a smooth transfer of authority, schools should always involve local first responders in the school's emergency management plan development.

The following descriptions outline the school incident command structure:

- **Incident Commander:** Oversees and is responsible for managing all aspects of a school response until division staff or first responders arrive. The principal or their designee will serve as the IC or Incident Supervisor until relieved by first responders. During fire or hazmat situations, command will be passed to fire department officials and in the event of criminal acts, command will transfer to law enforcement.
- **Operations:** Responsible for all response actions the school may take (evacuation, lockdown, etc.)
- **Medical:** Responsible for overseeing any medical care that may need to be delivered until first responders arrive.
- **Logistics:** Responsible for coordinating with division staff on resources needed.
- **Site Safety and Security:** Responsible for ensuring safety at the school during an emergency by assessing safety concerns, initiating protective measures, and assisting staff to maintain safety and order of students.
- **Finance/Documentation:** Responsible for tracking and documenting school expenditures and actions during an emergency.
- **Information/Media:** Responsible for coordinating with division Public Information Officer to ensure appropriate and timely information is delivered to school staff, parents, and students.

In addition to the traditionally recognized ICS positions listed above, school settings require staff members to fill the roles of:

- **Care/Recovery:** Responsible for overseeing any psychological or mental care that may need to be delivered for staff, students, or visitors until first responders arrive.



- **Accounting:** Ensures an accurate accounting of students, staff, and visitors. Coordinates efforts in accounting for missing and extra students.
- **Student Supervisor(s):** Responsible for management and direction of all students at school during an emergency. This role will primarily be assigned to teachers with students in their class when the event occurred. Teachers not assigned to classes at the time of the incident will be assigned as needed by the IC.
- **Student/Parent Reunification:** Responsible for coordinating with division staff by providing data and information needed for the potential reunification process. This position will also coordinate with the Off-Site Reunification Organizer to provide information needed related to transportation of students, estimated arrivals, and timing of communication to parents about the reunification process.
- **Facilities:** Responsible for coordinating with division staff on facility issues or needs.
- **Transportation:** Responsible for coordinating with division staff on transportation issues or needs.
- **Food:** Responsible for coordinating with division staff on food service issues or needs.

### Incident Command Post

While response actions should be coordinated through the Emergency Operation Center, an Incident Command Post (ICP) will be established near the incident or emergency scene. The Incident Commander and/or on-site Liaison is responsible for identifying the command post location and directing the emergency response and resource management from there.

### Staging Areas

Staging areas have been identified for key response functions including transportation loading and unloading, family reunification, and media.

Extreme caution must be exercised by everyone at or near the emergency bus staging areas particularly because of the unfamiliarity of using these areas. The following should be taken into consideration:

- Always walk around buses.
- Do not pass between two buses that are parked end to end.
- At least one staff member without students will supervise the loading and unloading of buses.
- Students will not load or unload buses unless instructed to do so by a staff member.
- Students will remain in the groups they are assigned to when loading and unloading.
- Teachers will maintain control of their assigned students at all times.
- All staff and students will maintain visual contact with the bus driver when in the bus staging area and during loading and unloading procedures.



## **Reunification**

Each school should identify multiple off-site reunification sites, in the event that students must be moved off-campus due to safety concerns. Information about the reunification process and location will be sent to parents in accordance with procedures outlined in the Reunification section. When possible, it is recommended to select one site that is within walking distance, in case transportation is not available, and one site that is farther away, to minimize traffic on the roadways around the impacted area.

Once at the reunification location, students will be released to their parents/guardians according to division reunification procedures, following Standard Reunification Method (SRM) as best practice. The alternate location information should not be released prior to an incident, as this information is based on the situation and circumstances and may change as the incident progresses. The division should also have a Memorandum of Understanding (MOU) in place with several non-school off-site locations (e.g., community centers, churches, etc.) to ensure the safety and security of students, faculty, and staff. In the event students are evacuated and transported to a reunification site, parents/guardians will be notified. A sample MOU can be found in the Resource Templates.

## **Media**

A media staging area should be identified. The school should assign staff to direct media personnel and vehicles to that location until barrier tape is placed and local police arrive to secure the area. Staff directing the media will defer all media questions to the school information/media representative who will then greet the media as soon as possible after their arrival to provide an initial summary of events.

## **Continuity of Operations Planning**

A Continuity of Operations Plan, or "COOP," is an effort to ensure that essential functions continue to be performed during a wide range of disruptions to routine operations, including localized infrastructure outages and natural, technological, or human-caused disasters.

The Continuity of Operations Plan may also include continuity guidance for each division-level department, facility, and/or school. The school is committed to maintaining and rapidly restoring essential services to students, faculty, and staff in the event of an emergency or disaster.

## **Emergency Delegation of Authority**

Initial Continuity of Operations Plan (COOP) delegation of authority will follow school-specific guidelines utilizing the described orders of succession. Lines of succession mirror those of day-to-day operations of the school.

A predetermined Order of Succession is designed to allow for an orderly, and predefined, transition of leadership. Successors will serve only until the Superintendent designates a replacement. In some circumstances, the division may choose to delegate specific authorities in a manner other than the order of succession to ensure the requirements for competency related



to essential functions are met. Additionally, specific limitations may be implemented during continuity or emergency situations.

## Emergency Response Protocols

The State of Virginia has adopted the *I Love U Guys Foundation's* Standard Response Protocol (SRP) to provide guidance for general response to any incident. The SRP is action-based and covers all hazards in nature. It does not focus on the variety of scenarios schools might face but rather a set of actions schools can implement to protect staff and students. SRP demands a specific vocabulary but also allows for great flexibility and use of situational awareness to determine the level of implementation.

In addition to the SRP actions listed below, there are hazard-specific threats that must be planned for in accordance with the *Code of Virginia* § 22.1-279.8.A. These threats may utilize the SRP action they are listed under as a primary response with additional actions assigned to crisis management team members.

### Secure

**SECURE** is used to secure school buildings and grounds during incidents that pose a threat or hazard outside of the school building. This may include an emergency in the area, law enforcement activity near the building, an unauthorized person on site, or a dangerous animal in the area. **SECURE** uses the security of the physical facility to act as protection.

Where possible, classroom activities may continue inside the building. Classes that are being held outside should return to the nearest building and, if possible, continue classes inside the building. Staff members should make a quick check of areas directly outside exterior doors to ensure all students and staff have returned inside. Secure and lock all doors; stay away from windows; if blinds or curtains are available on exterior windows, close them. No person may enter or exit the building without proper authorization.

A critical component of a **SECURE** is ensuring that all exterior doors are locked and signage is posted to let those arriving to the school know of the action. **SECURE** signs should be provided by the school at the beginning of the school year.

### Act of Terrorism

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives. Depending on the extent and location of the act of terrorism, the building administrator should activate the school safety team and/or ICS-assigned staff members to assist in monitoring the situation, preparing for any necessary protective actions, and providing communication to staff and students. The team may consider placing the school on **SECURE** as a preventative action.

### Lockdown

**LOCKDOWN** is an action schools take to secure school buildings and grounds during incidents that pose an immediate threat of violence inside the school building. The primary objective is to



ensure all students, staff, and visitors are secured away from immediate danger. Consideration will be given to safe locations for students and staff with functional or access needs. Incidents might include an altercation in the building, an intruder, or any other active threat.

Accounting for students and staff is critical in all emergencies, but never trumps ensuring the safety of all individuals. During a **LOCKDOWN**, getting to safety and securing the door(s) are the priority. The person making notification to response agencies should remain on the line with 911 as long as it is safe to do so, while taking protective measures of their own.

### Challenging Areas

All schools have locations that are challenging to the **LOCKDOWN** response, including gyms, cafeterias, and outdoor spaces. For these areas, specific response considerations and procedures must be developed. This can include self-evacuation to an off-site location or going into another nearby area that can be secured.

### Access to Building

An important piece of the **LOCKDOWN** response procedure is that the door(s) must remain locked after entering a **LOCKDOWN** until it is opened by a first responder or administrator.

### Self-Evacuation

In some cases, and in some locations, self-evacuating the building may be the best option during a **LOCKDOWN**. Self-evacuation is when individuals (as opposed to a building-level response) decide it is best to leave the building rather than Lockdown in a secure location. This may be because there is no location that can be secured, or because getting to a secured place may put them in more danger. In all instances, as soon as possible, those who self-evacuate should call 911 or alert a first responder of their location for the purposes of accountability.

### Active Attack

If a person displays a weapon, begins threatening students or staff with the weapon, or attempting to harm others with the weapon, school staff should initiate **LOCKDOWN** procedures immediately. Individuals in the area of the active attack should move away from the area as quickly as possible to a safe location or self-evacuate if possible.

If a report is made of a weapon being on school property, but has not yet been verified, place the school on **HOLD** until the report can be investigated, and a thorough search completed within the bounds of school policy. If the weapon is reported to be in a locker, backpack, or vehicle, prevent access to those areas. Do not allow the suspected individual to pick up or carry their own belongings. Contact law enforcement immediately when a report of a weapon on campus is received.

### Evacuate

**EVACUATE** is used to move students and staff to safer locations outside of the building when a fire or other emergency requires that they leave the building. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the





threat. Consideration will be given to establishing primary and secondary evacuation routes as well as evacuation meeting locations for staff and students with access and functional needs.

Student, staff, and volunteer accountability is essential to ensure the building is clear during the evacuation process. Do not re-enter any building until directed by the Incident Commander or first responders. If relocation to a pre-established assembly area is necessary, account for all students before leaving the evacuation location and again at the new location; report this status to Incident Command. All two-story buildings should be equipped with one or more evacuation chairs.

### **School Gathering Locations**

Once safely outside the building, on-site locations are identified for where students and staff will gather until directed otherwise by first responders or school division personnel.

### **On-Site Assembly Area**

In some instances, primary evacuation gathering locations may not be accessible due to safety concerns. In such events, students and staff will be moved to an on-site assembly area until division and school reunification plans can be activated to safely relocate students.

### **Teacher Buddy System**

The school has established a teacher buddy system that allows teachers to take over for one another if necessary. Buddy teachers should be in adjacent or nearby rooms. During emergencies, buddy teachers should check to determine each other's health or the need to remain with injured students. If necessary, one buddy teacher should evacuate both classrooms. In addition, teachers should be aware when a substitute teacher is on duty for their buddy teacher to assist in the event of an emergency.

### **Bomb Threats/Suspicious Package**

All bomb threats must be taken seriously until they can be assessed. The principal/CMT is primarily responsible for assessing the threat and taking into account all available information before protective actions are initiated. Any decision to evacuate rests with the principal/CMT; first responders will only offer guidance. If a device is located, police or fire personnel will take command of the incident.

**WARNING: Because there is a slight risk that detonating devices may be activated by radio waves, use of two-way radios and cell phones should be avoided within 300 feet of the building or suspected location of any explosive device, unless absolutely necessary to facilitate urgent communications.**

Based on the information gathered, assessment of the situation, and advice from local responders, the building principal will determine whether to follow **EVACUATE** procedures.



## Flood

Flooding can be caused by multiple sources, whether a sudden heavy rain, the failure of a dam, tropical storms or hurricanes, or broken water pipes within the building. If flooding occurs within the building, the affected site will follow the **EVACUATE** instructions listed above.

## Utility Failure

Utility failures are common occurrences and may happen at any time. An unexpected gas line leak may require only a spark to set off an explosion. Flooding from a broken pipe may cause extensive damage to buildings and property. Electrical power failure will cause disruption of heating, ventilation, and air conditioning.

Should any of these occur, the building administrator will determine the course of action needed. If there is a gas leak indoors or the danger of fire during electrical power failure, **EVACUATE** the building immediately.

## Shelter

**SHELTER** can be used to quickly move students, staff, and visitors indoors in the event of a severe weather incident or if hazardous materials are released in the area. For severe weather, depending on the threat level (**watch** – conditions are ideal for a weather event to occur vs. **warning** – weather event is imminent or beginning), individuals may be required to move to rooms without windows or into the main building if they are assigned to an auxiliary or portable classroom.

If a hazardous materials incident is reported by first responders or school administrators, follow **SECURE** procedures to bring students, faculty, and staff indoors. Once indoors, begin **SHELTER** procedures by moving to identified shelter locations and taking any necessary precautions such as sealing doors, windows, air vents, etc. Individuals with access or functional needs will move to shelter locations in accessible areas and be given adequate time to access safe locations.

## Weather Shelter Areas

Depending on the severity of the weather, it may not always be enough just to bring everyone into the building. Weather may get too severe and dangerous, requiring staff and students to move to designated safe areas at the school. Interior rooms without windows are ideal for shelter locations. If hallways are the space where individuals will be moved to for cover, be sure to stay at least 30 feet from exterior doors and large panes of glass. In some cases, the safest place may be the classroom, and students may remain in place.

## Severe Lightning

Severe thunderstorms are categorized by the presence of heavy rain, lightning, thunder, and damaging straight-line winds of 58 mph or stronger, and/or hail at least  $\frac{3}{4}$  inches in diameter. To prepare for lightning strikes, appropriate school staff should be trained in CPR, First Aid, and the use of AEDs. In the event of a lightning threat, move all students and staff from outside, auxiliary, and portable buildings to the main building and follow **SHELTER** instructions listed



above. All outdoor classes, movement between buildings, and recess should be cancelled until the weather has passed.

### **Tornado**

Tornados are a violently rotating column of air, in contact with the ground, visible as a funnel cloud. Thunder, lightning, heavy rain, hail, and strong winds often precede a tornado. Most tornadoes have winds of less than 110 mph and last less than 10 minutes.

A storm **watch** may be issued by the National Weather Service (NWS) when the risk of hazardous weather has increased significantly, but its occurrence, location, and/or timing is still uncertain. If a watch is called, move all students and staff from outside, auxiliary, and portable buildings to the main building and follow **SHELTER** instructions listed above. All outdoor classes, movement between buildings and recess should be cancelled until the watch has been cancelled.

A storm **warning** may be issued by the NWS when hazardous weather is occurring, is imminent, or has a very high probability of occurring. A warning is used for conditions posing a threat to life or property. If enough time is present, move all students and staff from outside, auxiliary, and portable buildings to the main building and follow **SHELTER** instructions listed above. If the weather situation is imminent and there is not sufficient time to move all staff and students into the main building, shelter will need to be taken in auxiliary or portable buildings as best as possible.

### **HazMat Shelter Areas**

In the case of a **Shelter** for a hazmat or chemical release outside the building, it may be necessary to seal exterior windows and doors. All classrooms in the school should be equipped with emergency go-kits containing supplies needed to seal windows and doors. In some cases, relocating staff and students to a room with less exterior exposure may be needed, but sealing the doors/windows is still needed to isolate the hazard.

### **HVAC Shutdown**

In the case of a **Shelter** for a hazmat or chemical release outside the building, it may also be necessary to shut down the HVAC system to limit the spread of the hazard. A procedure and individual(s) responsible for implementing that procedure should be assigned and trained in shutting down the HVAC system.

### **Hold**

**HOLD** is utilized when hallways need to be cleared. Movement throughout the building is stopped and subsequent bells and any/all scheduled class changes are disregarded until all-clear is given. A **HOLD** could be used for a medical emergency in the hall that occurs just before a class transition bell. Once all individuals are cleared from the hallway, all students and staff should be accounted for and reported to school administration.



## Medical Emergencies

Medical emergencies can vary greatly in nature, scope, and needed response. Never leave an ill or injured individual unattended. Have someone else call 911, notify school administration and/or contact the school nurse for instructions. When in doubt of the severity of the situation, 911 should be called. Do not move an injured individual or allow them to walk. School staff should be enlisted to clear the area of any additional students who may congregate around the situation. The school may be placed on **HOLD** to allow for emergency services to access the individual quickly upon their arrival.

## Missing/Abducted Students

A student is considered missing any time they are unaccounted for at school, on school property, at a school activity, or while travelling to and from school. Abducting or kidnapping is the unauthorized or forceful removal of a student from school property, a school activity, or from a school bus without consent from school officials and/or parent(s)/guardian(s).

If a student is reported missing, the school should be placed on **HOLD** until a thorough search of the building has been completed. Parents should be contacted to notify them of the student's missing status. If it is suspected that the student was abducted or kidnapped, law enforcement should be contacted immediately, and all actions taken to locate the student documented to assist their investigation.

If the missing student has known functional or cognitive disabilities, information should be prepared and provided to law enforcement as to the nature of their disability, known risks or behavioral triggers, known favorite locations or hiding spots, and expected response if approached by an unknown individual. Photos of the student should be provided to aid in identification.

## Trespasser/Unauthorized Persons

An unauthorized person who enters school property and does not report to the office to follow visitor check-in processes is considered an intruder or trespasser. If the intruder does not have legitimate business to be on property, ask them to leave. Immediately notify the police if the intruder refuses to leave. Additional safety measures may be initiated by the building principal such as placing the building on **HOLD** until the situation is resolved or in **SECURE** status if needed.

## Additional Response Planning

### Bus/Vehicle Crash

The building principal or designee should respond to the scene of a local bus and/or vehicle collision involving injured students or staff members travelling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc. If it is not feasible to travel to the site of the crash, communication should be maintained with staff members onsite or through the Transportation department reports from the driver.



## **Death or Serious Injury**

The death or serious injury of a student or staff member by accident or illness has the potential to disrupt the school environment. The response to these events should be time-limited, problem-focused interventions designed to determine the facts, disseminate accurate information, restore equilibrium, and support productive and appropriate responses.

A common reaction to such situations is to generate rumors or stories to fill in information that is not available. School staff should provide clear and frequent communication about known factual information about the situation to control rumors from spreading.

The school's general response to an attempted or completed suicide does not differ much from a response to any sudden death crisis, however additional issues related to a student suicide may require specific response. School administrators must allow students to grieve the loss of their peer without glorifying the method of death. To prevent additional or "copycat" suicide attempts, individuals considered especially susceptible to depression or suicidal attempts should be carefully monitored and appropriate actions taken as needed.

## **Emergency Communications**

In times of a weather event or other types of emergencies impacting school or division operations, including delayed starts and school closures, the division will contact parents and staff via multiple sources. During emergencies or crisis situations, the division will also work closely with local news media to provide clear and direct information about the situation at hand and corrective or emergency actions underway. Contact information for all responding agencies should be updated frequently to ensure accuracy.



# After

*The strategies described below highlight actions that will be taken after the initial crisis or emergency has ended. Actions taken within this section cover the nationally recognized emergency management phase: Recovery.*

In the aftermath of a crisis or emergency, it is crucial that processes be employed to return daily operations to a state of normalcy as quickly as possible. All division and school departments have a role in recovery as students, staff, and their families are guided through the healing process and education operations are restored.

## Definition of Recovery

**Recovery** is an ongoing process that includes not only the mental, emotional, and physical healing process of students, faculty, and staff but also a school's physical (buildings and grounds), fiscal (daily business operations), and academic (return to classroom learning) recuperation.

## Reunification

If the building must be evacuated, and it is determined the building may not be re-entered, students and staff members will be safely transported by bus to a designated parent-student reunification location. The Standard Reunification Method (SRM) as put forth by the *I Love U Guys Foundation* is considered best practice and schools are encouraged to follow that process as closely as possible, given the situation.

Parents/guardians will be informed of the reunification location through the school's regular notification systems. Upon arrival at the reunification location, students will be released to their parents/guardians according to SRM procedures.

The objectives of the Reunification Plan are as follows:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every visitor has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

Immediately contact the [Virginia Victims Fund](http://www.victimsva.org) at telephone: (800) 552-4007 or email address: [cicfmail@vwc.state.va.us](mailto:cicfmail@vwc.state.va.us) and the [Virginia Department of Criminal Justice Services](http://www.dcj.state.va.us) at telephone: (804) 840-4276 pursuant to the *Code of Virginia* § 22.1-279.8, to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined by the *Code of Virginia* § 19.2-11.01.

In the event of an evacuation to an off-site location (relocation site), an information point will be established for parents who arrive at the school looking for their children. A staff member will be at the main entry point to the school, or the closest safe location, handing out information flyers





to parents related to the Reunification process. Information will also be available on the school's website. Parents will be informed of the reunification location through the division's notification systems.

### **Reunification Roles and Responsibilities**

In almost all cases, the reunification process should be driven by a division-level team that will coordinate site selection, transportation, and traffic control assistance; provide staff to assist at the reunification site; and facilitate messaging and parent/guardian communication. The school-level staff will support reunification by providing team members to serve as:

#### **Checkers:**

- Verify ID and custody at Parent/Guardian Staging area.

#### **Class Leaders:**

- Responsible for monitoring and supervision of students in the Student Assembly area.
- This role should be filled by the teacher of record for each class or their buddy teacher if the teacher of record is assigned another role or is not at the reunification site.

#### **Reunifier(s):**

- Locates the student using the information provided by the parent/guardian, delivers the student to their parent/guardian, and ensures information is provided to the Student Accountants to document on master student roster.

#### **Accountants:**

- There are two accountants, one at the Parent/Guardian Check-In area (Accountant 1) and one at the Student Assembly area (Accountant 2). At both locations, the accountants are verifying information against master student rosters. The master roster in the Student Assembly area should be the copy previously used by the impacted school to account for students prior to transport.

#### **Greeters:**

- Greeters are members of the division-level team. This role can be assigned to any available staff members to assist in directing parents/guardians to the Parent/Guardian Check-In area and explaining the reunification process.

### **Reunification Process**

The reunification process will follow processes outlined in the division-level CMP, which are in alignment with SRM. To ensure proper student accounting, students should only be released from the reunification site rather than from evacuation locations.



## Section 2: Worksheet

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# School Information

School name:

School address:

School main phone number:

Approximate number staff/students to be evacuated:

Number of buses needed (# individuals ÷ 45):

Number of students/staff who require wheelchair/lift assistance:

Number of students/staff who require other specialized transportation:

## Administration/Key Staff

Name	Position	Non-Emergency Number
	Principal	
	Assistant Principal	
	SRO	
	Counselor	

## First Responders

Agency Name	Contact Person	Non-Emergency Number
Police Department		
Sheriff's Office		
Fire Department		
Medical Services		
Other		

## Utility Providers/Outside Services

Agency Name	Contact Person	Non-Emergency Number
Electric		
Water		
Waste Management		
Natural Gas		
Other		



# Plan Development and Maintenance

*This section describes the process by which the [Click or tap here to enter text.](#) School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP) document will be maintained and updated.*

## Development

This plan was developed through a collaborative process involving the following members of the [Click or tap here to enter text.](#) crisis management team:

Name	Title	Organization	Signature



## Record of Plan Approval

References:

*Code of Virginia* § 22.1-279.8

[Click or tap here to enter text.](#) policy/regulation: [Click or tap here to enter text.](#)

[Click or tap here to enter text.](#) School Crisis, Emergency Management, and Medical Emergency Response Plan.

The [Click or tap here to enter text.](#) School Crisis, Emergency Management, and Medical Emergency Response Plan is consistent with applicable Virginia laws and regulations.

The [Click or tap here to enter text.](#) School Crisis, Emergency Management, and Medical Emergency Response was reviewed by the School Board on [Click or tap here to enter text.](#)

The principal is authorized to approve minor changes to this plan. Such changes may include those that improve plan readability, those that correct information errors or changes in personnel or their contact information, etc. Changes will be documented in the Record of Updates sheet. Changes will be distributed, as needed, by the principal as an update to the current plan to all parties on the controlled distribution list. Plan holders are to be instructed to permanently destroy (by shredding, burning or otherwise assuring destruction beyond recognition) outdated portions of the plan in accordance with school division policies relating to FOR OFFICIAL USE ONLY (FOUO) information. FOUO indicates that the materials are sensitive but not classified and should be kept secure at all times.

As best practice, any significant changes should be made as part of the annual plan review and update process. Significant changes are defined as those that require coordination with external resources such as the local fire or police department, require notification of parents/guardians, or that impact plan standard operating procedures or established school division policy. Schools are to complete updates and proposed revisions and submit to the school division Emergency Manager listed below by June 30 of each year for School Board review prior to the beginning of the school year.

Once the reviewed version is certified by the superintendent, revised plans will be distributed to all parties on the controlled distribution list. Plan holders are to be instructed to permanently destroy (by shredding, burning, or otherwise assuring destruction beyond recognition) outdated portions of the plan in accordance with school division policies relating to FOUO information.

Signed: \_\_\_\_\_  
[Click or tap here to enter text.](#), [Click or tap here to enter text.](#) Principal

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
[Click or tap here to enter text.](#), [Click or tap here to enter text.](#) Emergency Manager

Date: \_\_\_\_\_



## Record of Updates to Plan

Development of a crisis management plan is not a one-time task. Changes – in personnel, policies, resources, and conditions – occur and require plans to be updated and refined. Minor updates, as described above, made by the Emergency Manager, Principal, or Superintendent will be incorporated, as necessary, into annual revision during the upcoming review and update process.

Use this table to record:

- Update number, in sequence, beginning with #1
- Date update was made to the document
- Description of update and rationale, if applicable
- Initials of person who made the update

Update #	Date	Description of Update and Page Location	Initials

## Record of Revisions to Plan

Revisions made to the CMP must be reviewed by the School Board annually, and the Superintendent must certify that review to the Virginia Center for School and Campus Safety.

Necessary revisions to this plan will be made when:

- Experience with crises or from exercises or drills reveal deficiencies or shortfalls.
- Community conditions impact school change.
- Applicable legal and/or regulatory requirements related to crisis management change.

Use this table to record:

- Revision number, in sequence, beginning with #1
- Date revision was made to the document
- Description of revision and rationale, if applicable
- Initials of person who made the revision

Revision #	Date	Description of Revision and Page Location	Initials

## Record of Distribution

The Superintendent, or their designee, is responsible for approving and ensuring promulgation of this plan. The Superintendent determines the distribution of this plan and its support





documents. Plan copies, in both electronic and hard copies, may be distributed to individuals, departments, schools, facilities, and organizations tasked in this document. The local school board has the authority to withhold or limit the review of the CMP or its job aids as is appropriate and necessary; therefore, some individuals may receive only portions of this plan.

### **School Plan Distribution**

<b>Recipient Name, Title, Organization</b>	<b>Method of Distribution (Print, electronic, both)</b>	<b>Distributed by (Name)</b>	<b>Version Received</b>	<b>Date</b>
Superintendent's Office				
Division Emergency Manager				
School Administrator				
Responding Law Enforcement Agency				
Responding EMS				
Responding Fire Department				
School Staff (abbreviated version)				



# Before

The strategies described below highlight the primary focus of the [Click or tap here to enter text.](#) School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP). Actions taken within this section cover the nationally recognized emergency management phases: Prevention/Mitigation, Protection, and Preparedness.

## Safety Team

School-specific CMPs align with the division plan but provide greater functional details on how a specific school will achieve the various strategies outlined in the school division plan. Safety committees or teams, led by a school administrator, are tasked with overseeing safety for the school, monitoring and implementing the school CMP, and providing regular feedback to the Division Emergency Manager on issues facing the school.

The following is a list of school staff that make up the [Click or tap here to enter text.](#) safety team:

Name	School Position	Safety Team/ICS Position	Contact Number

## Hazard Analysis and Risk Assessment

Below is a list of potential hazards that are unique to [Click or tap here to enter text.](#)

**Natural Hazards:** Natural hazards may include tornadoes, severe thunderstorms, hurricanes, or floods. Data from the [Click or tap here to enter text.](#) Natural Hazard Mitigation Plan identified the following primary natural hazards as having greatest impact on the school community:

Hazard	Mitigation Strategy

*\*Insert findings from most recent regional/local Natural Hazard Mitigation Plan obtained from the local Emergency Management Services Director. See Plans on the [Virginia Department of Emergency Management website.](#)*

**Technological Hazards:** Technological hazards may include fire/explosion (electrical/natural gas), hazardous materials incidents (gas leaks, chemical spills), and critical infrastructure disruption/failure (electrical outage, water or sewer failure, communications disruption). The primary technological hazards that pose the greatest risk for [Click or tap here to enter text.](#) are:

Hazard	Mitigation Strategy



**Biological Hazards:** Biological hazards include contaminated food outbreaks, infectious diseases, and toxic materials present in school laboratories. The primary biological hazards that pose the greatest risk for [Click or tap here to enter text.](#) are:

Hazard	Mitigation Strategy

**Adversarial, Incidental, and Human-Caused Threats:** Adversarial, incidental, and human-caused threats may include targeted attacks, bomb threats, bullying, cyberattacks, fire, gang violence, human trafficking, suicide, and violent extremism. The primary human-caused threats that pose the greatest risk for [Click or tap here to enter text.](#) are:

Hazard	Mitigation Strategy

**School-Specific Hazards:** Spanning across the above hazard categories, school-specific hazards have **been** identified from reviews of [Click or tap here to enter text.](#) annual safety audits, applicable school climate surveys, Student Behavior and Administrative Response (SBAR) data, and crime incident data for the surrounding community/neighborhoods.

**Key findings from these reviews include:**

Types of Data Reviews	Summary of Key Findings/ Actions Planned
Building safety/security inspection	
School climate surveys	
Community conditions/crime data	
Division/school experience with critical incidents	
Effectiveness of safety-related policies and practices	
Student Behavior and Administrative Response data	

## Risk Identification

### Behavioral Threat Assessment and Management

All members of the threat assessment team (core and backup members) will complete basic School Threat Assessment Training through DCJS or the equivalent. Team members should complete refresher training at least every three years and continuing education in threat assessment related topics through DCJS or their professional disciplines as resources allow.



[Click or tap here to enter text.](#) behavioral threat assessment team members are:

Staff Member Name	Threat Assessment Team Position

## Daily Safety and Security

Safety and security operations include daily implementation of prevention, preparedness, and mitigation activities according to incident management procedures. Many of the daily safety and security strategies are incorporated into the ongoing processes and procedures of conducting school business.

### Limiting Access

[Click or tap here to enter text.](#) utilizes various processes, procedures, and equipment to limit access to our facilities. This includes *(add or remove from list as needed)*:

- Fences or other physical barriers
- Natural sight lines to monitor entry points
- Cameras
- Personnel patrols of parking lots
- Monitored entry points to parking lots
- Designated entry points to buildings including specific entry points into the building for morning drop off and afternoon dismissal

Fences, gates, exterior doors, and other entry points must be inspected regularly and maintained in order to ensure safe access to school facilities. Exterior doors, including the primary entrance, must remain locked from the outside at all times, except for designated times when they can be effectively monitored in person by staff to ensure persons entering are verified to enter.

### Monitoring Facilities

All [Click or tap here to enter text.](#) facilities are regularly monitored in areas where there is no expectation of privacy (i.e., hallways, stadiums, gymnasiums, cafeterias, etc.) using both technology resources and staff personnel.

This list of strategies used to monitor the school includes *(add or remove from list as needed)*:

- Camera system that allows designated individuals to monitor certain areas of school
- Designated staff members to monitor entry points
- Use of staff identification badges
- Use of student identification badges
- Use of visitor/contractor badges



## Emergency Supplies and Equipment

[Click or tap here to enter text.](#) has prepared and will maintain the emergency supplies and equipment listed below. Frequent inspections are conducted to ensure all supplies and equipment are available and functioning as intended.

### Classrooms

All classrooms have access to basic emergency supplies that will assist them in an emergency until first responders or school division safety staff can arrive. The classroom go-kits contain, at a minimum, the following supplies:

Item	Quantity in Kit

Classroom go-kits are maintained by these individual(s): [Click or tap here to enter text.](#), and inspected during these times: [Click or tap here to enter text.](#) for needed replacement products.

### School Office

The school office will be equipped with an administrator's mobile toolkit, communications equipment, lifesaving items, and utility shut-off equipment. Additional items that the school office maintains for emergency use include:

Item	Quantity in Kit

The office emergency supplies are maintained by these individual(s): [Click or tap here to enter text.](#), and inspected during these times: [Click or tap here to enter text.](#) for needed replacement products.

## Emergency Equipment Location

### Evacuation Equipment Locations

The following is a map of mobility aides to be used in the event of an evacuation. Mobility equipment is maintained by these individual(s): [Click or tap here to enter text.](#), and inspected during these times: [Click or tap here to enter text.](#) for functionality.

**[Insert floor plan with marked mobility equipment]**



## Fire Safety Equipment

The following map illustrates the location of these sensors/zones, pull stations, sprinklers, fire extinguishers, and control panels for the school. The fire safety system and related equipment are maintained by these individual(s): [Click or tap here to enter text.](#), and inspected during these times: [Click or tap here to enter text.](#) to ensure functionality.

**[Insert floor plan with marked fire safety equipment]**

## Emergency Alert System

The following is a map of the activation buttons, alarms, and lights associated with the emergency alert system. The emergency alert system is maintained by these individual(s): [Click or tap here to enter text.](#), and inspected during these times: [Click or tap here to enter text.](#) to ensure functionality.

**[Insert floor plan with marked emergency alert equipment]**

## Emergency Supplies

### Bleeding Control Stations/First Aid Kits /Automated External Defibrillators (AEDs)

The following is a map of the bleeding control kits, first aid kits, and AEDs. Emergency supplies and equipment are maintained by these individual(s): [Click or tap here to enter text.](#), and inspected during these times: [Click or tap here to enter text.](#) to ensure necessary items are in-date and ready for use if needed.

**[Insert floor plan with marked bleeding control kits, first aid kits, and AEDs]**

### Eye Wash Stations/Shower Pulls

Below is a list of eye wash and shower locations. Eye wash stations are maintained by maintained by these individual(s): [Click or tap here to enter text.](#), and inspected during these times: [Click or tap here to enter text.](#) to ensure functionality.

Eye Wash Station/Shower Pull	Room Location





## Training for Medical Emergencies

The following details the required trainings to the appropriate level of response, the dates conducted, and who was trained.

### Staff Medical Trainings Completed

Training	Date Completed	Audience Trained

School staff also bring with them various skills and abilities that may be useful in an emergency. The following outlines these staff skills and abilities.

### Narcan Administration

Name	Room/Location	Phone Extension	Cell Phone

### AED

Name	Room/Location	Phone Extension	Cell Phone

### Evacuation Chairs

Name	Room/Location	Phone Extension	Cell Phone

### Translating

Name & Language	Room/Location	Phone Extension	Cell Phone

### EpiPen® Glucagon

Name	Room/Location	Phone Extension	Cell Phone



### CPR/First Aid

Name/Certification Date	Room/Location	Phone Extension	Cell Phone

### Traumatic Injury Response/Bleeding Control

Name	Room/Location	Phone Extension	Cell Phone

### Triage

Name	Room/Location	Phone Extension	Cell Phone

### Counseling

Name	Room/Location	Phone Extension	Cell Phone

### Other Skills

Name & Skill	Room/Location	Phone Extension	Cell Phone

## Staff Training Records

The following safety-related trainings were completed by staff members in accordance with the noted legal requirements (if applicable):

Training/Code Requirement	Date Completed	Audience Trained
Mental Health Awareness Training (§ 22.1-298.6)		
Student CIR Training (§ 22.1-137.3)		
Staff CIR Training (§ 22.1-137.3)		
Behavioral Threat Assessment Initial Training (§ 22.1-79.4)		New team members
Behavioral Threat Assessment Refresher Training (§ 22.1-79.4)		Current team members (required every 3 years)
<i>Add others as completed</i>		



## Individuals with Additional Needs

Below is a list of identified individuals who may need additional assistance to respond effectively and efficiently in an emergency:

Student/Staff	Name	Room #	Description of Need	Staff Assigned to Assist

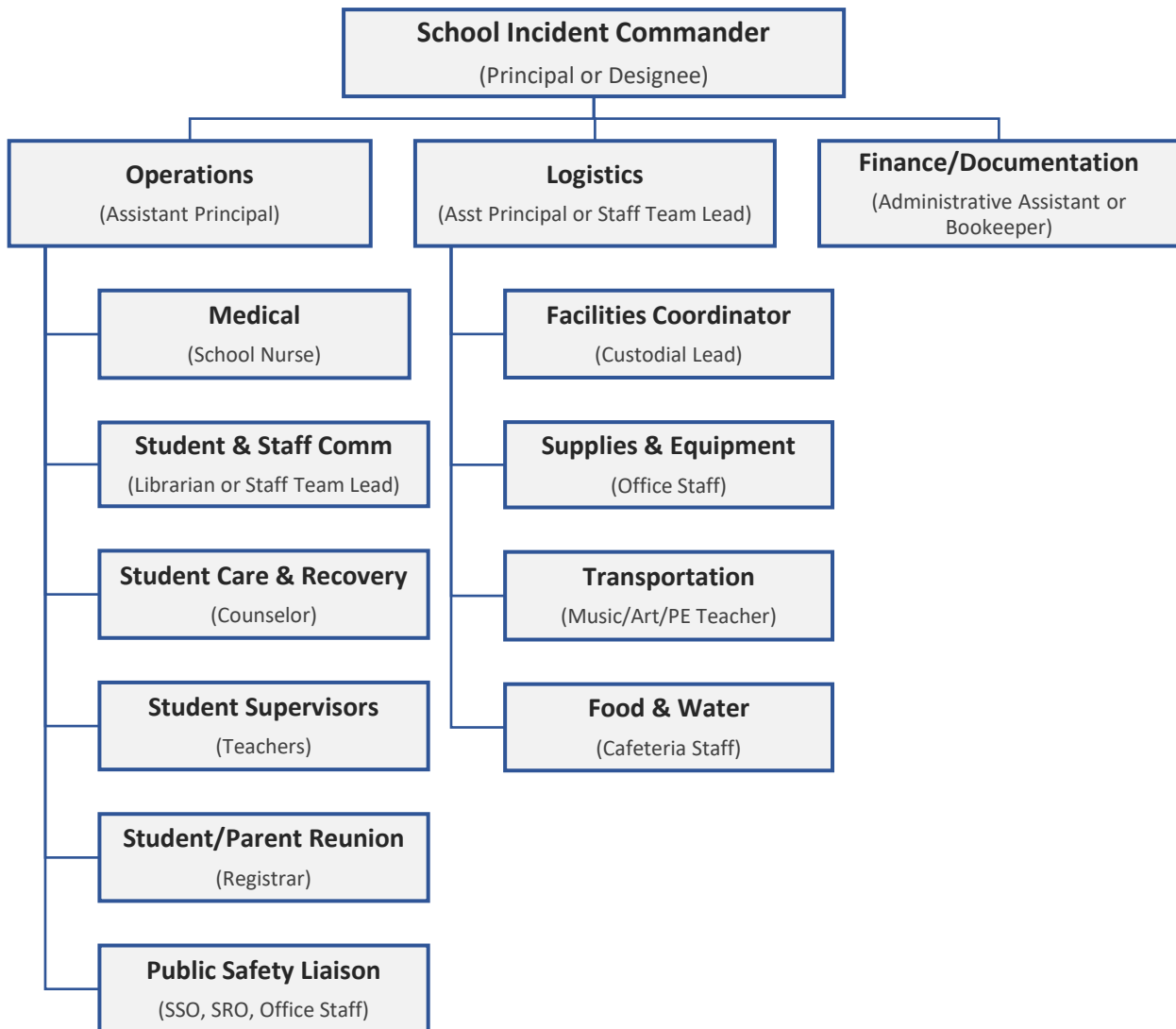


# During

The strategies described below highlight actions that will be taken by the [Click or tap here to enter text.](#) during the time of a crisis or emergency. Actions taken within this section cover the nationally recognized emergency management phase: Response.

## Incident Command System (ICS)

The following organizational chart provides an example of staff members who could serve in the incident command system. Other staff members or roles can also be included as needed based on the situation. The sample ICS chart below is fillable.





## Staging Areas

The following staging areas have been identified for key response functions, including transportation loading and unloading, family reunification, and media.

### Transportation Staging

Transportation Need	(Primary Location)	(Secondary Location)
Bus Staging		
On-Site Loading		
Off-Site/Emergency Loading		

### Reunification

Each school should identify multiple off-site reunification sites, in the event that students must be moved off-campus due to safety concerns. When possible, it is recommended to select one site that is within walking distance, in case transportation is not available, and one site that is farther away, to minimize traffic on the roadways around the impacted area.

Distance		Off-Site Reunification Location
Near		
Far		

### Media

The media staging area for [Click or tap here to enter text.](#) will be located [Click or tap here to enter text.](#) (insert location with any helpful directions for access).

## Emergency Delegation of Authority

The following predetermined Order of Succession is designed to allow for an orderly, and predefined, transition of leadership. Successors will serve only until the Superintendent designates a replacement.

### School Order of Successors

Position Title	Assigned Individual
Principal	
Asst Principal/Designated Safety Contact	
School Staff Team Lead	

## Emergency Response Protocols

The State of Virginia has adopted the *I Love U Guys Foundation's* Standard Response Protocol (SRP) to provide guidance for general response to any incident. The SRP is action-based and covers all hazards in nature. The instructions listed below ensure actions are completed with fidelity according to the SRP as they were developed.



In addition to the SRP actions listed below, there are hazard-specific threats that must be planned. These threats may utilize the SRP action they are listed under as a primary response with additional actions assigned to CMT members.

## Secure

**SECURE** is used to secure school buildings and grounds during incidents that pose a threat or hazard outside of the school building. This may include an emergency in the area, law enforcement activity near the building, an unauthorized person on site, or a dangerous animal in the area. **SECURE** uses the security of the physical facility to act as protection.

- Make the following announcement: "Secure the building! Get inside. Lock outside doors. Secure the building! Get inside. Lock outside doors." The action and directive must be repeated twice.
- Teachers/staff who have been preassigned to exterior exits (assign multiple teachers/staff to each exterior door) must check for students immediately outside the doors and bring them inside.
- Individuals outside of the building during a **SECURE** must get inside as quickly as possible following the announcement.
- **SECURE** signs should be posted on all exterior doors, and the doors should be checked to ensure they are locked properly.
- No one is to leave or enter the building during a **SECURE** for any reason until the **SECURE** has been lifted.

The following outlines the exterior doors that need to be secured/checked, the primary and secondary individuals responsible for securing those doors, and where **SECURE** signage is stored.

Exterior Door Number	Primary Staff Assigned	Secondary Staff Assigned	Sign Location
Exterior Door 1			
Exterior Door 2			
Exterior Door 3			
Add additional lines as needed			

The following map indicates the location of each exterior door at the school:

**[Insert Map of the location of each exterior door at the school]**

## Secure Roles and Responsibilities

Task	Person Assigned	Notes
Make announcement		"Secure the building! Get inside. Lock outside doors. Secure the building! Get inside. Lock outside doors."



Task	Person Assigned	Notes
SECURE (move indoors)	All staff, students, and visitors	Follow SRP directions
Call 911 if needed		
Contact school division		<i>(Note: who to contact at division level)</i>
Communicate with auxiliary buildings		<i>(Note: how communication should be handled, i.e., radio, phone, etc.)</i>
Gather daily roster/visitor log to account for everyone on property		
Ensure all support staff are accounted for (cafeteria, custodial, substitutes, transportation, etc.)		
Check in with teachers for student rosters		
Account for all staff members assigned to the school		
Provide first aid, if needed		
Account for absent students		
Ensure all Exterior doors have been checked and locked by assigned staff		

## Act of Terrorism

Depending on the extent and location of the act of terrorism, the team may consider placing the school on **SECURE** as a preventative action.

### In the event of a terrorist attack within the United States:

#### Principal/Crisis Management Team (CMT)

- Monitor the situation.
- Implement directive(s) provided by the division. If school is in session, the division may consider a division-wide Secure or student release.
- Keep teachers and staff informed.
- Notify parents or legal guardians of actions taken by school/school division (i.e., **SECURE** or early release procedures).
- Re-evaluate action plan as new information develops.
- Consult with appropriate assistant superintendent as needed.





### Teachers/Staff

- Inform students of incident in an age-appropriate manner.
- Stay calm and address student concerns.
- Limit access to media outlets (e.g., television, radio, Internet).
- Answer student questions honestly.
- Do not allow students to speculate or exaggerate graphic details.
- Decide whether to temporarily suspend regular learning programming or alter lesson plans to include discussion/activities to address the event.
- Monitor student behaviors and reactions and make referrals to the appropriate student services staff.

### In the event of a terrorist attack that directly impacts your school:

- Implement appropriate response procedures such as Secure or Shelter, for events such as chemical, biological, and radiological incidents.
- Close all windows and turn off all heating and air conditioning systems to keep dangerous air out of school if sheltering for hazardous materials.
- Create a schedule for learning, recreational activities, eating, and sleeping.
- Ensure that the necessary supplies are available for students and staff throughout the **SHELTER** or **SECURE** period.

### Lockdown

**LOCKDOWN** is an action schools take to secure school buildings and grounds during incidents that pose an immediate threat of violence inside the school building. The primary objective is to ensure all students, staff, and visitors are secured away from immediate danger.

- Make the following announcement: "Lockdown! Locks, lights, out of sight! Lockdown! Locks, lights, out of sight!" The action and directive must be repeated twice.
- Students and staff must quickly move to a location that is out of sight, away from doors and windows.
- Lights must be turned out, and doors must be locked.
- Everyone in the location must remain silent. Nothing should be displayed in the window or slid under the door.
- Take attendance when it is safe to do so. Remaining silent and out of sight is a priority.
- No one should enter or leave the locked location once the door is locked. First responders or division/school administrators will open the door with a key and provide further instructions.
- If a fire alarm is activated during a Lockdown, do not immediately evacuate. Evaluate the situation for signs of an actual fire.
- In all instances, situational awareness must be used. If getting to a safe location is not possible, self-evacuating needs to be considered.



## Challenging Areas

The following is a list of challenging locations for [Click or tap here to enter text.](#) and the considerations and procedures that have been developed.

Challenging Location	Procedure to Follow

## Self-Evacuation

Students and staff members who decide it is best to leave the building rather than Lockdown in a secure location should gather here:

### Self-Evacuation Gathering Points:

1. Gathering Point #1: [Click or tap here to enter text.](#)
2. Gathering Point #2: [Click or tap here to enter text.](#)
3. Gathering Point #3: [Click or tap here to enter text.](#)

## Lockdown Roles and Responsibilities

Task	Person Assigned	Notes
Make announcement		"Lockdown! Locks, lights, out of sight! Lockdown! Locks, lights, out of sight!"
LOCKDOWN	All staff, students, and visitors	Follow SRP directions
Call 911 if needed		
Contact school division when safe to do so		<i>(Note: who to contact at division level)</i>
Communicate with auxiliary buildings if safe to do so		<i>(Note: how communication should be handled, i.e., radio, phone, etc.)</i>
Gather daily roster/visitor log to account for everyone on property		
Ensure all visitors are in a safe location		



Task	Person Assigned	Notes
Ensure all support staff are accounted for (cafeteria, custodial, substitutes, transportation, etc.)		
Check in with teachers for student rosters after Lockdown is lifted		
Check self-evacuation locations for students and staff members		
Account for all staff members assigned to the school		
Provide first aid, if needed		
Account for absent students		
Assist first responders with unlocking classroom doors if requested		

### Access to Building

An important piece of the **LOCKDOWN** response procedure is that the door(s) must remain locked after entering a **LOCKDOWN** until it is opened by a first responder or administrator. The following is a list of individuals at the school level who have keys that can open all classroom doors.

Name, Title	Contact Number

### Active Attack

If a person displays a weapon, begins threatening students or staff with the weapon, or attempting to harm others with the weapon, school staff should initiate **LOCKDOWN** procedures immediately. Individuals in the area of the active attack should move away from the area as quickly as possible to a safe location or self-evacuate if possible.

If a report is made of a weapon being on school property, but has not yet been verified, place the school on **HOLD** until the report can be investigated, and a thorough search completed within the bounds of school policy. If the weapon is reported to be in a locker, backpack, or vehicle, prevent access to those areas. Do not allow the suspected individual to pick up or carry their own belongings. Contact law enforcement immediately when a report of a weapon on campus is received.



### **If a person displays a weapon of any type:**

#### **Principal/Crisis Management Team (CMT)**

- Assess the situation.
- Initiate Lockdown procedures.
- CALL 911 and request police and emergency medical assistance.
- Provide the following information, if known:
  - Location of attacker(s) – use exit door numbers as a reference
  - Description, identity, and number of attackers
  - Description of weapon(s)
  - Number of shots fired (for active shooter)
  - Is shooting continuing?
  - Number of known injuries

#### **Teacher/Staff**

- Seek immediate shelter if you and students cannot readily and safely escape the area.
- Initiate Lockdown procedures.
- Notify principal/CMT and main office.
- Provide location of the attack, if known.
- Take attendance and notify administration of missing students or staff as soon as the threat is mitigated.

#### **When safe to do so:**

- Provide first aid to injured.
- Notify victim(s) parents, legal guardians, or emergency contact if an injury has been sustained, including type of injury, medical care being given, and location of child.
- If child is being transported to a medical facility, request parent, guardian, or emergency contact to meet the child and school staff member at the medical facility.
- Have Student Emergency Care Information forms and, if applicable, the Health Information form available for emergency medical personnel.
- If needed, assign a staff member to accompany victim(s) to the hospital.
- Establish command post and assign ICS staff as needed.
- Notify appropriate division-level offices (superintendent, communications, safety).
- Document all actions taken by the school.

**If suspect has exited the building, SECURE all exterior doors to prevent re-entry.**

### **Evacuate**

**EVACUATE** is used to move students and staff to safer locations outside of the building when a fire or other emergency requires that they leave the building. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Consideration will be given to establishing primary and secondary evacuation routes as well as evacuation meeting locations for staff and students with access and functional needs.



- Make the following announcement: “Evacuate! [To a location]. Evacuate! [To a location].” The action and directive must be repeated twice.
- In the case of a fire, the fire system may also be activated for Evacuation.
- All individuals must quickly and orderly exit the building using predetermined routes. Secondary routes should be used in the case of an obstruction.
- Teachers should take classroom go-kits.
- All belongings must be left behind. If cellphones are WITHIN reach, they may be taken, but no person is to delay their exit from the building to retrieve their cellphone.
- The last person exiting an area must shut the door but not lock it.
- Upon arrival at the designated meeting location, the assigned staff member must account for all students in their area by taking attendance.
- Use red/green cards or other indicator to communicate visually if all students in your area are accounted for or not.

The following map(s) illustrate primary and secondary evacuation routes for [Click or tap here to enter text.](#)

**[Insert maps to illustrate primary and secondary evacuation routes]**

### School Gathering Locations

Once safely outside the building, the following on-site locations are where students and staff will gather until directed otherwise by first responders or school division personnel:

Gathering Location	Classes That Will Assemble Here
<i>Ex: Front parking lot</i>	<i>Ex: Rooms 101-105</i>

### On-Site Assembly Area

In some instances, individuals will need to be transported off site following an evacuation. In such events, students and staff will be moved to the following location for transportation loading while division and school reunification plans are being activated to safely relocate students.

Primary or Secondary	Assembly Area
Primary	
Secondary	



### Teacher Buddy System

Below, at least one buddy teacher is identified for each teacher at the school:

Teacher Name	Room #	Buddy Teacher	Room #

### Evacuation Roles and Responsibilities

Task	Person Assigned	Notes
Make announcement or pull fire alarm		"Evacuate to assigned locations. Evacuate to assigned locations."
EVACUATE the building	All staff, students, and visitors	Follow SRP directions
Call 911 if fire alarm was not activated		
Contact school division		<i>(Note: who to contact at division level)</i>
Communicate with auxiliary buildings		<i>(Note: how communication should be handled, i.e., radio, phone, etc.)</i>
Gather daily roster/visitor log to account for everyone on property		
Ensure all visitors have evacuated		
Ensure all support staff are accounted for (cafeteria, custodial, substitutes, transportation, etc.)		
Check in with gathering locations for student rosters		
Account for all staff members assigned to the school		



Task	Person Assigned	Notes
Provide first aid, if needed		
Account for absent students		
Ensure hallways are clear as leaving building		<i>(Add additional lines to specify who is responsible for individual hallways)</i>

### **Bomb Threats/Suspicious Package**

All bomb threats must be taken seriously until they can be assessed. The principal/CMT is primarily responsible for assessing the threat and taking into account all available information before protective actions are initiated. Any decision to evacuate rests with the principal/CMT; first responders will only offer guidance. If a device is located, police or fire personnel will take command of the incident.

**WARNING: Because there is a slight risk that detonating devices may be activated by radio waves, use of two-way radios and cell phones should be avoided within 300 feet of the building or suspected location of any explosive device, unless absolutely necessary to facilitate urgent communications.**

Based on the information gathered, assessment of the situation, and advice from local responders, the building principal will determine whether to follow **EVACUATE** procedures.

### **FIRST RESPONDERS SHOULD SUPERVISE ANY SEARCH THAT IS CONDUCTED.**

#### **If the bomb threat is received by telephone:**

- Direct someone else to also listen to the call, if possible.
- Take notes for police investigation. Record the caller's exact words.
- Attempt to determine the caller's gender, age, accent, or other distinguishing speech characteristics, and demeanor.
- Listen for background noises that may help in identifying the location of the caller.
- Ask the caller the following questions:
  1. When is the bomb going to explode?
  2. Where is the bomb now?
  3. What does the bomb look like?
  4. What kind of bomb is it?
  5. What will cause the bomb to explode?
  6. Did you place the bomb?
  7. Why was the bomb placed?
  8. What is your address?
  9. What is your name?

#### **If the bomb threat is received by email or via website:**

- Save the message on the system it was received on; DO NOT delete the item.





- Print copies of the message to turn over to the police and school division technology coordinator or others who may require them.
- Notify the school division technology coordinator for additional guidance on how to preserve the message.

**If the bomb threat is written:**

- Preserve all evidence for police.
- If the threat is written, place the note in a paper envelope to preserve fingerprints.
- If the threat is written on a wall, photograph it.

**Discovery of a suspicious package should be handled much the same as a bomb threat.**

- The package should not be touched or moved until evaluated by first responders.
- The area should be cleared of all staff and students, and movement around that portion of the building restricted.
- A thorough description of the package should be provided to first responders when the report is made.

**Principal/Crisis Management Team (CMT)**

- Call 911 to notify the police.
- Assess the threat based on all available information. Recognize that an actual bomb incident with an accompanying threat is an extremely rare event.

If the threat assessment points to a **low probability** that the bomb threat is credible, then consider a limited response:

- Keep students in class.
- Conduct a search of public areas inside and outside the school building.
- If school is equipped, review video surveillance records for suspicious activity.
- If nothing is found, return to normal operations.

If the threat assessment points to a **high probability** that the bomb threat is credible, then:

- If the threat included a time for the bomb to detonate and time permits, conduct a search of the evacuation routes and student assembly areas.
- Conduct a search of public areas inside and outside the school building.
- School personnel should search their work areas for suspicious items and/or items that are out of place.
- If search reveals no suspicious items but you feel the threat is still credible, then initiate evacuation procedures.
- If the search uncovers suspicious item(s), alter evacuation routes and clear the building.

If time does not permit a thorough search of evacuation routes and assembly areas, perform at a minimum a cursory search of the exit routes and assembly areas, alter exit routes accordingly, and initiate evacuation procedures.

**When conducting a search:**

- No two-way radios or cell phones should be used.
- Searches should be systematic.



- First, search the floor and area up to waist high;
- Second, search waist high to chin high; and
- Third, search chin-high to the ceiling.
- Suspicious objects should not be disturbed, and first responders should be notified immediately.
- Document all actions taken and findings by staff.
- Notify the School Division Security and Communications Department: [Click or tap here to enter text.](#)

#### **Teachers/Staff**

- Scan classroom or assigned areas for suspicious items.
- Do not touch any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to first responders.
- Notify administration of findings.

#### **If Evacuation Procedures are initiated:**

##### **Principal/Crisis Management Team (CMT)**

- Communicate the need to evacuate the building using plain language over the public address system, bullhorn, or by messenger/runners. Limit the use of cell phones or radios because of risk of activating an explosive device.
- Ensure evacuation routes and area(s) are clear of suspicious items. Alter evacuation routes as necessary.
- Weather conditions and special needs issues may necessitate the use of buses as temporary shelters.

#### **Teachers/Staff**

- Implement on-site evacuation procedures and move to assembly areas a minimum of 300 feet from buildings and parked vehicles.

#### **Signs of a suspicious package include:**

- No return address
- Excessive postage, or foreign postage
- Stains, strange odors, or odd sounds
- Poor handwriting or misspelled words
- Incorrect titles or names
- Unmonitored bags or packages

Additional resources for managing a bomb threat or suspicious package can be found on the [Cybersecurity and Infrastructure Security Agency website](#).

#### **Flood**

Flooding can be caused by multiple sources, whether a sudden heavy rain, the failure of a dam, tropical storms or hurricanes, or broken water pipes within the building. If flooding occurs within the building, the affected site will follow the **EVACUATE** instructions listed above.



### **Principal/Crisis Management Team (CMT)**

- Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging and the [Click or tap here to enter text.](#) Message Alert System.
- Review the flood evacuation procedures with teachers and staff.
- If local public safety agency advises to evacuate, do so immediately.
- Contact the Student Off-Site Evacuation Location and advise that you need space at their facility.
- Notify Office of Transportation Services of any transportation needs.
- Communicate the need to evacuate the building using plain language via public address system or bullhorn.
- Communicate changes in evacuation routes based on type of emergency.
- Notify appropriate assistant superintendent and offices of communications and safety that an evacuation of the school has occurred.
- Designated staff assigned radios and/or cell phones should wear their brightly colored vest.
- The administrator's mobile toolkit and the clinic go-kit should be moved outside with the evacuees.
- Monitor the situation and provide updates and additional instructions as needed.

### **Teachers/Staff**

- Initiate Evacuation procedures as directed; take classroom go-kit with you.
- Classroom teachers should wear the brightly colored vest from their classroom go-kit.
- Upon arrival at the designated evacuation site, check for injuries and account for all students.
- Immediately report any missing, extra, or injured students to the Student Accounting Coordinator.
- Continue to maintain control of students.
- Wait for additional instructions.

### **Utility Failure**

Utility failures are common occurrences and may happen at any time. An unexpected gas line leak may require only a spark to set off an explosion. Flooding from a broken pipe may cause extensive damage to buildings and property. Electrical power failure will cause disruption of heating, ventilation, and air conditioning.

Should any of these occur, the building administrator will determine the course of action needed. If there is a gas leak indoors or the danger of fire during electrical power failure, **EVACUATE** the building immediately.

### **Gas Line Break**

- EVACUATE the building immediately.
- Call 911 and report that your school has a gas leak and you have evacuated the school.
- Direct the appropriate staff member to close the main gas shut off valve.



- Notify the facilities department, the appropriate assistant superintendent, and departments of communications and safety that your school has a gas leak and you have evacuated the school.
- Do not re-enter the building until fire or utility officials say it is safe.

### **Electrical Power Failure**

- If there is a danger of fire, evacuate the building.
- Notify the power company and the school division facilities department.
- Notify appropriate assistant superintendent and departments of communications and safety.

### **Water Line Break**

- Direct the appropriate staff member to shut off the affected water supply line.
- Notify the facilities department.
- Relocate articles that may be damaged by water.

### **Phone Service Disruption – Total Building**

- Notify the information technology department.
- Notify appropriate assistant superintendent and offices of communications and security.

## **Shelter**

**SHELTER** can be used to quickly move students, staff, and visitors to safe locations in the event of a severe weather incident or if hazardous materials are released in the area. Individuals with access or functional needs will move to shelter locations in accessible areas. The announcement for **SHELTER** must include the hazard and the safety strategy. For instance, “Shelter for flood. Move to higher ground. Shelter for flood. Move to higher ground,” or “Shelter for hazmat release. Shut windows and doors, seal exterior openings. Shelter for hazmat release. Shut windows and doors, seal exterior openings.” The action and directive must be repeated twice.

- Those outside should be immediately brought inside.
- All individuals in the building should leave their belongings behind and move to pre-designated safe areas.
- After the last person exits an area, the door should be shut but not locked.
- If safe to do so, once in the designated area, attendance should be taken.
- For hazardous materials release, doors and windows should be sealed and the HVAC system disabled.

## **Weather Shelter Areas**

The following map identifies the pre-designated safe areas at [Click or tap here to enter text.](#) and which areas/classrooms will be going to which location. In some cases, the safest place may be the classroom, and students may remain.

### **[Insert Map of Weather Shelter Areas]**



## Weather Shelter Roles and Responsibilities

Task	Person Assigned	Notes
Make announcement		"Shelter for [WEATHER HAZARD]. Move to safe locations. Shelter for [WEATHER HAZARD]. Move to safe locations."
SHELTER (move to safe locations)	All staff, students, and visitors	Follow SRP directions
Call 911 if needed		
Contact school division		<i>(Note: who to contact at division level)</i>
Communicate with auxiliary buildings		<i>(Note: how communication should be handled, i.e., radio, phone, etc.)</i>
Gather daily roster/visitor log to account for everyone on property		
Monitor National Weather Service and Emergency Alert System for information		
Ensure all visitors are accounted for		
Account for all staff members assigned to the school		
Check in with safe locations for student rosters		
Provide first aid, if needed		
Account for absent students		

## Severe Lightning

Severe thunderstorms are categorized by the presence of heavy rain, lightning, thunder, and damaging straight-line winds of 58 mph or stronger and/or hail at least  $\frac{3}{4}$  inch diameter. To prepare for lightning strikes, appropriate school staff should be trained in CPR, First Aid, and the use of AEDs. In the event of a lightning threat, move all students and staff from outside, auxiliary, and portable buildings to the main building and follow **SHELTER** instructions listed above. All outdoor classes, movement between buildings, and recess should be cancelled until the weather has passed.

**In the event of a lightning threat:**

- Move students inside a permanent structure.
- Stay tuned to local radio, NOAA weather alert radio, or television.
- Cancel outside recess.
- Conduct physical education classes indoors.

**In the event of lightning, stay away from:**

- Open doors
  - Glased-in areas
  - Radiators
  - Stoves
  - Metal pipes
  - Sinks
  - Plugged-in electrical appliances
- If in a vehicle, stay in the vehicle unless it's a convertible. If the vehicle is a convertible, then find shelter elsewhere.

If outdoors, and no permanent structure is available for shelter, lie as flat as possible in a ditch for the best protection.

**Avoid:**

- Open door
  - Highest object in area
  - Hilltops
  - Open spaces
  - Wire fences
  - Exposed sheds
  - Trees (stay twice as far away as the tree is tall)
  - Being in bodies of water
  - Being in small boats
  - Using telephones or electrical equipment
- students who walk home or drive their own vehicle should be kept at school under supervision until the storm passes, walking becomes safe, or alternate transportation is provided.

**Alternate options include:**

- Dismissing students early, before an anticipated storm becomes severe.
- Providing emergency transportation.
- Developing policies for school cancellation, delayed school opening, or late dismissal when road conditions are unsafe.

**When an electrical charge is felt:**

- Hair stands on end.
- Skin tingles.
- Lightning may be about to strike you.
- Drop to the ground immediately.



## Tornado

Tornados are a violently rotating column of air, in contact with the ground, visible as a funnel cloud. Thunder, lightning, heavy rain, hail, and strong winds often precede a tornado. Most tornadoes have winds of less than 110 mph and last less than 10 minutes. However, stronger tornadoes can have winds greater than 205 mph and will last 20 minutes or longer.

Tornados occasionally develop in areas in which severe thunderstorms watches or warnings are in effect. The sky will have very dark clouds, often greenish or near black. Tornadoes make a very loud roaring noise that is similar to the noise made by a speeding train.

**Watches:** Are issued by the National Weather Service (NWS) when the risk of a hazardous weather or hydrologic event has increased significantly, but its occurrence, location, and/or timing is still uncertain. It is intended to provide enough lead time so that those who need to set their plans in motion can do so.

**Warnings:** Are issued by the NWS when a hazardous weather or hydrologic event is occurring, is imminent, or has a very high probability of occurring. A warning is used for conditions posing a threat to life or property.

**If a tornado or severe thunderstorm WATCH has been issued for the area encompassing your school:**

### Principals/Crisis Management Team (CMT)

- Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging and the [Click or tap here to enter text.](#) Message Alert System.
- Notify appropriate members of the CMT of the potential severe weather.
- Advise staff to stay alert for any of the warning signs of an approaching severe thunderstorm or tornado.
- Consider bringing all students and staff on school grounds inside the building(s).
- Consider closing windows.
- Review tornado drill procedures and location of shelter areas.

### Teachers/Staff

- Review tornado and severe weather procedures with students.
- Locate classroom go-kit and check contents.

**If a tornado WARNING has been issued for the area encompassing your school, or a tornado has been spotted near your school:**

### Principals/Crisis Management Team (CMT)

- Notify all CMT members of the change in weather status (watch upgraded to a warning).
- Advise staff to stay alert for any of the warning signs of an approaching tornado.
- Evacuate students and staff from any temporary structures such as trailers, modular buildings, or any other non-masonry structure into the main building.
- Move students and staff from the second and third floors to the first floor.





- Delay bus departures.
- Parents picking up students should be advised of the tornado warning and invited to stay with their child inside the school.
- Continue to monitor the National Weather Service (NWS) weather radio, [Click or tap here to enter text.](#) Message Alert System and/or television stations that broadcast local weather conditions and take appropriate action when a tornado warning is issued or a tornado is sighted to include:
  - Make tornado warning announcement via public address system (PA) and school portable radios.
  - Direct all students and staff to the tornado shelter areas in the building.
  - Direct students to sit on the floor in the shelter areas and wait for additional instructions.
- Designated staff assigned radios and/or cell phones should wear their brightly colored vest.
- Students with physical disabilities should be safely evacuated to the tornado shelter areas. Unlike fire evacuation situations, students in wheelchairs should use the elevator to evacuate from the second and higher floors to the ground floor.
- Students with physical disabilities should remain in wheelchairs or sit in chairs if they use crutches or walkers because it may not be possible to assume protective postures. They should be sheltered in a small room, such as a restroom, in the middle of the school.
- Principals should include logistical planning in their tornado emergency procedures so that students with physical disabilities will have time to move to their shelter area before the other students fill the hallways.
- Monitor the situation and provide updates and additional instructions as needed.
- Communicate when it is safe to resume normal school operations via bell system, radio transmission, and public address system or bullhorn.
- Call 911 (Fire and Rescue Department) to report any injuries and/or structure damage.
- If the building sustained structural damage, attempt to safely shut off the main electrical disconnect switch and natural gas main valve, if applicable.
- Implement on-site or off-site evacuation procedures, if necessary.

### **Teachers/Staff**

- Evacuate students to tornado shelter area as directed.
- Close classroom doors.
- Classroom teachers wear the brightly colored vest located in classroom go-kit.
- Take your classroom go-kit with you when you leave the room.
- Assist those needing special assistance.
- Direct students to sit on the floor in the shelter areas and wait for additional instructions.
- Students with physical disabilities should be safely evacuated to the tornado shelter areas. Unlike fire evacuation situations, students in wheelchairs should use the elevator to evacuate from the second and higher floors to the ground floor.



- Students with physical disabilities should remain in wheelchairs or sit in chairs if they use crutches or walkers because it may not be possible to assume protective postures. They should be sheltered in a small room, such as a restroom, in the middle of the school.
- Close all hallway fire doors to limit possible wind tunnel effect.
- Stay alert for any of the warning signs of an approaching tornado (i.e., loud roaring noise similar to a speeding train).
- Give command to assume a protective posture at the appropriate time.
- Ensure that everyone stays in a protective posture.
- Remain in shelter area until further advised.
- In the event of building damage, evacuate students to safer areas of the building or evacuate the building completely.
- If evacuation does occur, do not re-enter the building unless advised.
- Use caution regarding broken glass, downed utility wires, smell of natural gas, damaged trees, etc.

**Upon evacuation from the building:**

- Check for injuries.
- Account for all students.
- Immediately report any missing, extra, or injured students to the Student Accounting Coordinator.
- Continue to maintain control of students.
- Wait for additional instructions.

**School Bus Drivers**

If a tornado warning is received near or during dismissal time, the release of students shall not occur until the expiration of the warning.

- If time permits, buses that are transporting students may report to the nearest school, discharge passengers, and have them assume a protective posture inside of the building.
- If the driver is unable to report to a nearby school due to imminent danger posed by a tornado, the bus occupants should seek shelter inside a solidly built masonry structure. Remember to avoid a structure that has a large free-span roof or a large number of glass windows.
- Once inside, students and transportation staff should assume a protective posture.
- Based on available information, a bus driver may disregard the recommendation to report to a nearby school and continue on their route. This decision shall be based on direct observations of weather conditions, and the location of specific severe weather in relationship to the bus's location. The safety of students and transportation staff is the paramount concern.

**HazMat Shelter Areas**

The following map indicates which rooms in the building would need to be sealed from an outside chemical or hazmat release.



### [Insert Map of HazMat Shelter Areas]

#### HVAC Shutdown

The following is the procedure and individual(s) responsible for implementing that procedure, including where and how the shutdown will occur at the school.

HVAC Shutdown Task	Assigned Responsibility
Location of Shutdown Switch	
Primary Staff	
Secondary Staff	

#### HazMat Shelter Roles and Responsibilities

Task	Person Assigned	Notes
Make announcement		"Shelter for [HAZARD]. Move to safe locations. Shelter for [HAZARD]. Move to safe locations."
SHELTER (move to safe locations)	All staff, students, and visitors	Follow SRP directions
Call 911 if needed		
Contact school division		(Note: who to contact at division level)
Communicate with auxiliary buildings		(Note: how communication should be handled, i.e., radio, phone, etc.)
Gather daily roster/visitor log to account for everyone on property		
Ensure all visitors are accounted for		
Seal all exterior doors, windows, and air vents, if possible		
Account for all staff members assigned to the school		
Check in with safe locations for student rosters		
Provide first aid, if needed		
Account for absent students		



## Hold

**HOLD** is utilized when hallways need to be cleared. Movement throughout the building is stopped and subsequent bells and any/all scheduled class changes are disregarded until all-clear is given.

- Make the following announcement: "**HOLD** in your classroom or area. **HOLD** in your classroom or area." The action and directive must be repeated twice.
- Teachers/staff must gather students from hallways in their immediate areas.
- Doors should be closed where possible.
- Individuals in other areas such as the cafeteria or the gym must remain in their area unless otherwise directed.
- Teachers must take attendance to ensure everyone is in their location.
- All activities continue as usual in current location to the extent possible.
- Everyone remains in his or her area until the **HOLD** has been lifted.

### Hold Roles and Responsibilities

Task	Person Assigned	Notes
Make announcement		"HOLD in your classroom or area. HOLD in your classroom or area."
HOLD (in area)	All staff, students, and visitors	Follow SRP directions
Call 911 if needed		
Contact school division if needed		(Note: who to contact at division level)
Communicate with auxiliary buildings		(Note: how communication should be handled, i.e., radio, phone, etc.)
Gather daily roster/visitor log to account for everyone on property		
Ensure all visitors are accounted for		
Ensure all support staff are accounted for (cafeteria, custodial, substitutes, transportation, etc.)		
Check in with classrooms for student rosters		
Provide first aid, if needed		
Account for absent students		
Ensure hallways are clear		(Add additional lines to specify who is responsible for individual hallways)



## Medical Emergencies

Medical emergencies can vary greatly in nature, scope, and needed response. Never leave an ill or injured individual unattended. Have someone else call 911, notify school administration and/or contact the school nurse for instructions. When in doubt of the severity of the situation, 911 should be called. Do not move an injured individual or allow them to walk. School staff should be enlisted to clear the area of any additional students who may congregate around the situation. The school may be placed on **HOLD** to allow for emergency services to access the individual quickly upon their arrival.

### Have 911 called immediately for:

- Anaphylactic reaction (severe allergic reaction)
- An amputation
- Bleeding (severe)
- Breathing difficulty (persistent)
- Broken bone
- Burns (chemical, electrical, third degree)
- Chest pain (severe)
- Choking
- Drowning, whether resuscitated or not
- Electrical shock
- Frostbite
- Head injury with loss of consciousness or other symptoms of concussion
- Neck or back injury with suspected spinal cord damage
- Heat stroke
- Paralysis of any type
- Poisoning
- Seizure (if no history of seizures or trauma-related)
- Shock
- Traumatic injury
- Unconsciousness
- Wound (deep/extensive)

## Missing/Abducted Students

A student is considered missing any time they are unaccounted for at school, on school property, at a school activity, or while travelling to and from school. Abducting or kidnapping is the unauthorized or forceful removal of a student from school property, a school activity, or from a school bus without consent from school officials and/or parent(s)/guardian(s).

If a student is reported missing, the school should be placed on **HOLD** until a thorough search of the building has been completed. Parents should be contacted to notify them of the student's missing status. If it is suspected that the student was abducted or kidnapped, law enforcement should be contacted immediately, and all actions taken to locate the student documented to assist their investigation.



## **In the event of a MISSING student:**

### **Principal/Crisis Management Team (CMT)**

- Call 911/police department for assistance.
- Contact parent(s)/guardian(s) to report absence/status.
- Discuss any antecedent events that might have occurred at home.
- Discuss possible places of interest where the student might go.
- Notify the staff that a student is missing via the school public address system or portable two-way radio.
- Provide CMT and school personnel with a physical description and photograph of missing student.
- Assign CMT and school personnel to search all known “hiding places” within the school and on school grounds.
- Assign CMT and school personnel to search all known hazardous locations in close proximity to the school.
- Notify appropriate School Division Security and Communications Department: [Click or tap here to enter text.](#)
- Interview friend(s) of missing student and last person to see the student.

### **Teachers/Staff**

- Verify the child is missing.
- Notify the principal and the main office.
- Provide a physical description of the student, if needed.
- Arrange to have another teacher cover your class.
- Assist with any search of the school building and grounds.
- If student is located, notify the principal and main office so they can notify parents.
- If incident occurred while student was on the way to or from school, contact bus driver, crossing guard, or safety patrol, if applicable.
- Double check:
  - Could the child have ridden the wrong bus;
  - Walked to or from school instead of taking transportation;
  - Received a ride from a friend or neighbor; or
- Be at another activity or appointment?

## **In the event of an ABDUCTION/KIDNAPPING of a student:**

### **Teachers/Staff/Principal/CMT**

- Verify that a child has been abducted.
- Ensure the principal, CMT, and all school personnel are aware of the abduction.
- CALL 911/police department for assistance.
- Contact parent(s)/guardian(s) and report the abduction.
- Activate the CMT and decide what additional resources and support will be needed.
- Gather information about the abduction, description of the perpetrator, and any vehicle involved.



- Obtain information on possible witnesses, friends, and last person to see the student.
- If appropriate, institute Secure procedures.
- Notify the School Division Security and Communications Department: [Click or tap here to enter text.](#)
- Check abducted student's file for any restraining orders or other background information.
- Provide police with physical description of the student: sex, height, weight, skin color, eye color, clothing, backpack, etc., if known.
- If available, provide responders with a recent photograph of the student, victim's home address, phone number, and parents' contact information.
- Arrange for crisis counseling if necessary.
- Refer all media inquiries to police media representative and/or School Division Office of Communications: [Click or tap here to enter text.](#)
- Document all actions taken.

### **Missing Student with Cognitive Disabilities**

Students with cognitive disabilities or autism require pre-incident planning as part of a crisis management strategy. These students generally have no real sense of danger and have a history of unpredictable behaviors that include straying at home and/or school. Information should be prepared and provided to law enforcement as to the nature of their disability, known risks or behavioral triggers, known favorite locations or hiding spots, and expected response if approached by an unknown individual. Photos of the student should be provided to aid in identification.

- Maintaining updated behavior intervention plans (BIPs) that outline replacement behaviors, reinforcement preferences, and reactive measures for each student at risk, along with monitoring and analyzing behavior data to determine potential behavioral triggers, should help prepare staff to facilitate a rapid, coordinated, effective response when a child goes missing.
- Develop a list of possible places the student may be trying to reach (e.g., home, pool, or favorite store).
- Provide information to the police of known potential hiding places and hazardous locations in close proximity to the school (e.g., sheds, parks, lakes, ponds, swimming pools, railroad tracks, etc.).
- Having multiple copies of the student's photograph readily available for search teams will prove helpful to staff who are not familiar with the student and first responders assisting in a search.
- Classroom doors can be equipped with an alarm system to notify staff that the door is being opened. The school yard can have additional perimeter fencing installed, if appropriate.

### **After the missing student has been located:**

- Contact parent(s)/guardian(s) of student and advise them that their student has been located.
- Provide information on the child's well-being.





- Consider any modifications that may need to be made to the classroom, building, or school grounds to ensure that the student will not be able to leave the school grounds again.
- Consider the need for additional staff members at critical times of the school day.
- Consider the need to inform other parents of the incident, as well as safety measures that have been put into place following the incident.
- Coordinate any notifications with Communications Department.

### **Trespasser/Unauthorized Persons**

An unauthorized person who enters school property and does not report to the office to follow visitor check-in processes is considered an intruder or trespasser. If the intruder does not have legitimate business to be on property, ask them to leave. Immediately notify the police if the intruder refuses to leave. Additional safety measures may be initiated by the building principal, such as placing the building on **HOLD** until the situation is resolved or in **SECURE** status if needed.

### **Principal/Crisis Management Team (CMT)**

- Respond to call for assistance from staff.
- Advise the intruder that they are trespassing and need to leave the school, and if they do not leave the police will be notified.
- If the subject refuses or his or her purpose is not legitimate, consider initiating **LOCKDOWN** procedures if the intruder is inside the building or **SECURE** procedures if the intruder is outside the building.
- CALL 911 and notify the police; advise if the intruder is still on property.
- Give the police a full description of the intruder(s): subject's name (if known), clothing, and other descriptors, note if the subject is carrying a weapon or package.
- Back away from intruder if they indicate a potential for violence.
- Allow an avenue of escape for both you and the intruder.
- To the extent possible, maintain visual contact with the intruder (maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later to locate them).
- Document all actions taken by staff.
- Notify appropriate assistant superintendent and officers of communications and safety if the police arrest the intruder/trespasser.

### **Teacher/Staff**

- Politely greet intruder and identify yourself; ask subject the purpose of their visit.
- Consider asking another staff person to accompany you before approaching intruder.
- Inform subject that all visitors must report to the main office.
- If possible, attempt to identify the individual and/or vehicle.
- Escort subject to the main office.
- If the intruder's purpose is not legitimate, ask them to leave/accompany them to exit.
- If the intruder refuses to leave, notify principal and contact 911.



- Give the police a full description of the intruder(s): subject's name, clothing, and other descriptors, note if the subject is carrying a weapon or package.
- Back away from intruder if they indicate a potential for violence.
- Allow an avenue of escape for both you and the intruder.
- To the extent possible, maintain visual contact with the intruder to know their location instead of needing to do a building-wide search later to locate them.
- Should the situation escalate quickly, the principal may decide at any time to initiate protective protocols.

## **Additional Response Planning**

### **Bus/Vehicle Crash**

The building principal or designee should respond to the scene of a local bus and/or vehicle collision involving injured students or staff members travelling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc. If it is not feasible to travel to the site of the crash, communication should be maintained with staff members onsite or through the transportation department reports from the driver.

#### **When responding to the scene of a local Bus/Vehicle Crash:**

##### **Principal/Crisis Management Team (CMT)**

- Ensure that 911 has been called.
- If crash involves a school bus, ensure that Office of Transportation is aware.
- Report to the accident scene unless it is not safe to do so.
- Determine if any students or staff have been injured and the extent of injuries.
- Determine if they will be transported to the hospital and, if so, which hospital.
- Obtain Emergency Care Information forms for transport to the hospital.
- Notify parent(s)/guardian(s) or emergency contact designee.
- Accompany injured student(s) or staff member(s) to the hospital.
- If victims are transported to multiple hospitals, request additional CMT members to accompany victims.
- Provide emotional support for student(s) and/or staff accident victim(s).
- Brief parents and guardians.
- Arrange for crisis counseling if necessary.
- Refer all media inquiries to police media representative or communications/community outreach department.
- Consult with communications/community outreach department regarding dissemination of information about the accident and condition of victims to the school community.

### **Death or Serious Injury**

The death or serious injury of a student or staff member by accident or illness has the potential to disrupt the school environment. The response to these events should be time-limited,



problem-focused interventions designed to determine the facts, disseminate accurate information, restore equilibrium, and support productive and appropriate responses.

### **Principal/Crisis Management Team (CMT)**

- Verify the information concerning the death or serious injury of a student or staff member. Direct staff and others are not to repeat information concerning death or injury until verification is obtained.
- Notify the School Division Office of Communications: [Click or tap here to enter text.](#)
- Notify the School Division Office of Safety ([Click or tap here to enter text.](#)) if a death or serious injury occurred on school grounds, on a school bus, or during a school-sponsored activity.
- Request Crisis Response Team from the School Division Student Services Department: [Click or tap here to enter text.](#)
- Notify the CMT, faculty, and staff, preferably in person during an emergency staff meeting. If the incident occurred during non-school hours, schedule a staff meeting as soon as staff return to school.
- Prepare formal statement or announcement. Provide facts that will reduce rumors.
- Designate rooms to be used for counseling.
- Identify other/additional students, staff, and parents likely to be affected by the news.
- Make official announcement.
- Provide grief support to students and staff.
- Provide substitute teachers for absent/affected teachers.
- In case of death, provide funeral/visitation information if affected family has given permission.
- Make arrangements for counselors or administrators to visit selected classes as needed and to speak personally to staff members.
- Notify bus drivers to be alert for students who show signs of emotional distress.

### **Perceived Crisis and Rumor Control**

Perceived crises are conditions or situations, often community-based, which are perceived as potentially affecting a large number of people. Examples of perceived crisis include: racial incidents, gang or school rivalry situations, and perceived unsafe conditions such as rumors of food poisoning or contagious diseases.

A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.

Clear and frequent communication is critical for rumor control. Crisis communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.

### **Action Steps**

- Call a CMT meeting to assess the situation and make decisions on what actions to take.



- Gather detailed and accurate information about the perceived crisis.
- For any potential criminal activity, immediately contact law enforcement authorities.
- For any health condition, immediately contact the appropriate health authorities.
- Communicate only information that has been verified as accurate and always project a sense of calm and control.

### **Suicide/Attempted Suicide**

A school's general response to a suicide does not differ markedly from a response to any sudden death crisis, and the Procedures for Critical Incident – Death or Serious Injury can appropriately be implemented. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over-emphasis of a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life. Those who desire recognition may be encouraged to emulate the victim's behaviors.

The following "DOs" and "DON'Ts" will help school staff limit glamorization of suicide:

- Do verify the facts and treat the death as a suicide.
- Do acknowledge the suicide as a tragic loss of life.
- Do provide support for students profoundly affected by the death.
- Do emphasize that no one is to blame for the suicide.
- Do consider establishing a fund for contributions to a local suicide prevention hotline or crisis center or to a national suicide prevention organization.
- Do NOT dismiss school or encourage funeral attendance during school hours.
- Do NOT organize school assemblies to honor the deceased student or dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
- Do NOT pay tribute to a suicidal act by planting trees, displaying engraved plaques, or holding other memorial activities.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school-wide, response.

### **Suicide Attempts**

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school about a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. As opposed to convening a Crisis Response Team meeting and alerting the student body, any services



provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A suicide attempt becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.
- A group of the survivor's friends are profoundly affected by the suicide attempt.

When one or more of the above conditions exists, the following should be implemented:

- Tell the person providing the information about the suicide attempt NOT to repeat it elsewhere in the school.
- If school office staff members heard the report, tell them NOT to repeat or give out any information within or outside school unless they are specifically told to do so.
- Have the Crisis Response Team member closest to the survivor talk to the most profoundly affected friends and determine the type of support they need.
- Provide space in the school for the identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

### **Post-Crisis Intervention Following Serious Injury or Death**

- Discuss with counseling staff or critical incident stress management team.
- Determine level of intervention for staff and students.
- Designate private rooms for private counseling/defusing.
- Escort affected students, siblings, close friends, and other highly stressed individuals to counselors/critical incident stress management team.
- Assess stress level of staff. Recommend counseling to all staff.
- Follow up with students and staff who receive counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or schedules to address injury or death.

Never leave an ill or injured individual unattended. Have someone else call 911 and then attempt to reach parents or guardians. Do not wait for the parents' permission before you call 911; if it is truly a medical emergency, call immediately. The parents cannot instruct you to refrain from calling 911. Religious, ethnic, or cultural reasons are not sufficient to remove the responsibility from the division for not providing prompt, appropriate medical aid.

When in doubt, call 911. Err on the side of caution. The school division does not incur liability by calling 911. However, the school division can incur significant liability by failing to call 911.

Concern over who pays ambulance and emergency room bills is not important at the time of the crisis.

Do not move an injured individual or allow the person to walk unless there is the potential they may receive additional injuries by staying in the location, such as in a fire or explosion (bring help and supplies to the individual). Other school staff or responsible adults should be enlisted to help clear the area of students who may congregate following an injury or other emergency situation.



Note: The *Code of Virginia* § 22.1-274.E requires that three people be certified/trained in first aid and CPR for each school building. At least two members of the school staff, and preferably more, should be identified and educated to handle emergencies according to established policies.

### **General Emergency Procedures for Injury or Illness**

- Remain calm and assess the situation. Be sure the situation is safe for you to approach. The following dangers will require caution: live electrical wires, gas leaks, building damage, fire or smoke, traffic, or violence.
- A responsible adult should stay at the scene and give help until the person designated to handle emergencies arrives.
- Send word to the person designated to handle emergencies. This person will take charge of the emergency and render any further first aid needed.
- Do NOT give medications unless there has been prior approval by the student's parent or legal guardian and doctor according to local school board policy.
- Do NOT move a severely injured or ill student unless absolutely necessary for immediate safety.
- The responsible school authority or a designated employee should notify the parent/legal guardian of the emergency as soon as possible to determine the appropriate course of action.
- If the parent/legal guardian cannot be reached, notify an emergency contact or the parent/legal guardian substitute and call either the physician or the designated hospital on the Emergency Medical Authorization form, so they will know to expect the ill or injured student. Arrange for transportation of the student by Emergency Medical Services (EMS), if necessary.
- A responsible individual should stay with the injured student.

Fill out a report for all injuries requiring the above procedures as defined by local school policies. The Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety provides a [Student Injury Report Form](#) as an example to use for tracking school-related injuries.



## After

*The strategies described below highlight actions that will be taken by the [Click or tap here to enter text.](#) after the initial crisis or emergency has ended. Actions taken within this section cover the nationally recognized emergency management phase: Recovery.*

In the aftermath of a crisis or emergency, it is crucial that processes be employed to return daily operations to a state of normalcy as quickly as possible. All division and school departments have a role in recovery as students, staff, and their families are guided through the healing process and education operations are restored.

### Reunification Plans

In situations where reunification can safely occur on-site, the following areas have been selected to utilize in accordance with the Standard Reunification Method (SRM) best practices for students who attend [Click or tap here to enter text.](#) to be reunified with their parent or guardian. Regular dismissal processes should not be used in these situations as maintaining student accountability is crucial in an emergency.

**Family Reunification for On-Site Reunification of [Click or tap here to enter text.](#) Families:**

Location Identified for	Primary	Secondary
Student Holding		
Parent Arrival/Parking		
Parent Check-in		
Reunification Area		
Family Support Area		

There may be times that [Click or tap here to enter text.](#) is called upon to host a reunification site for another school. In these instances, normal dismissal processes may be adjusted to accommodate the influx of parents and students, or an early dismissal may be called for to clear the site before the impacted school arrives. In these situations, the following areas have been selected to utilize in accordance with SRM best practices:



### Family Reunification when Serving as Reunification Site for Another School

Location Identified for	Primary	Secondary
Student Arrival/Entry		
Student Check-in/Holding		
Parent Arrival/Parking		
Parent Check-in		
Reunification Area		
Family Support Area		

### Reunification Roles and Responsibilities

Listed below are staff members for [Click or tap here to enter text.](#) who will serve on the reunification team:

#### Checkers

Name	Phone Number

#### Reunifiers

Name	Phone Number

#### Accountants

Name	Phone Number





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