



# Division Guide for Crisis Management Planning

VIRGINIA DEPARTMENT OF CRIMINAL JUSTICE SERVICES



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This document includes references and summaries of the *Code of Virginia* and the Virginia Administrative Code related to school safety. The information provided is not offered, nor should be construed as legal advice or a legal interpretation of statutes and regulations. Local school divisions are encouraged to consult with legal counsel for legal advice.

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## Introduction

When a crisis occurs, a division or school's ability to respond quickly and effectively will likely determine the outcome in terms of protecting lives and property. We know the strategic thinking and planning efforts we undertake ahead of a potential crisis can make a difference when the unthinkable happens.

At the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) our focus is to continuously improve and enhance school safety in our schools across the Commonwealth by addressing topics which affect Virginia law enforcement, schools, and institutions of higher education. As a resource, technical assistance, and training center, DCJS provides necessary training based on best practice information and research about national and statewide initiatives in K-12 schools and institutions of higher education. Through the *Code of Virginia § 9.1-184*, DCJS is mandated to:

- provide training for stakeholders;
- develop, review, and disseminate resources and legislation;
- facilitate the annual school safety audit;
- provide technical assistance; and
- develop partnerships to promote safety and security in our schools and campuses.

At the DCJS Virginia Center for School and Campus Safety, we are honored to serve the 132 divisions in the Commonwealth of Virginia that are responsible for caring for over 1.2 million school-aged children. We take this responsibility seriously and are proud to work with our federal, state and local partners to do our part in keeping Virginia's students safe. However, history in our state and nation has taught us many lessons the hard way. The most important lesson we have learned is that it takes every one to create a climate and culture of safety in our school communities to support the growth and development of our children and youth.

This document, the *Division Guide for Crisis Management Planning*, has been developed in collaboration with state and national experts and the national not-for-profit Safe and Sounds Schools. **We thank these experts and organizations for bringing their passion, commitment, and shared vision to prepare our divisions for all threats and hazards to protect all people in our schools and on our campuses.** We are also appreciative of the on-going efforts of our federal partners to provide resources and technical assistance to schools across the nation. Of particular note, the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center's materials and resources provided the foundation for this guide. Together we know we can make our schools and campuses safe places to learn, work, live, and play for everyone.

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As you begin this important work, keep in mind that school safety is a process, not a product. DCJS Virginia Center for School and Campus Safety works continuously to improve our support and technical assistance to better serve division and building leaders. *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)

You are encouraged to gather these elements from your division, along with any other relevant data unique to your division as you embark on this journey to protect all members of our school community from all threats and hazards. Please know that we are here to support you every step of the way as we put our collective best foot forward to create a climate and culture of safety in our schools across Virginia. Thank you in advance for your hard work and dedication.



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## Literature Review

Safe and secure schools serve as the foundation for creating an environment where teachers can teach and students can learn. This is a basic principle supported by decades of literature closely linking the feeling of safety to the social-emotional, behavioral, and academic outcomes of our children and youth. According to the National Center on Safe Supportive Learning Environments:

*Safe schools promote the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. In particular, emotional and physical safety in school are related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure, and dropout.<sup>1</sup>*

However, the task of ensuring the students of Virginia feel safe and secure—both physically and emotionally—in our schools and on our campuses is a daunting one when considering these factors, and many others, that greatly influence this **feeling of safety** both inside and outside of our schools.

The Virginia School Survey of Climate and Working Conditions is administered each spring as part of the annual School Safety Audit (§ 22.1-279.8.A) by the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) in cooperation with the Virginia Department of Education (VDOE). In the 2021 Technical Report of the Virginia School Survey of Climate and Working Conditions the results indicated students having attended the school the previous year (63,005 students) were asked about the change in school climate. Thirty-five percent (35.1%) or 36,009 students stated that school climate has stayed about the same compared to previous years. Almost nine percent (8.8%, 5,544 students) stated that school climate has become somewhat or much worse; 17.5% (11,026 students) stated school climate has become somewhat or much better, and 38.6% (24,320 students) had no opinion. Of the 5,544 students who indicated school climate was worse, 60.2% cited COVID-19 as very much or the only reason for the change. Of those 11,026 students who said school climate changed for the better, 54.5% cited COVID-19 as very much or the only reason for the change. Over a third (33.6%) of students reported depressive behaviors, 50.0% reported anxiety, and 38.6% reported experiencing worry within the past two weeks.<sup>2</sup>

To that end, the U.S. Department of Homeland Security has established a goal which defines what it means to be prepared for any threat or hazard that may present itself in our communities. The National Preparedness Goal is: *A secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.*<sup>3</sup> Given the myriad of threats and hazards that have the potential to impact our schools and communities, stakeholder engagement is imperative in the achievement of this goal. In the literature, the term used to illustrate this collective effort is known as a whole-community approach to emergency management.

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The Federal Emergency Management Agency (FEMA) views this approach as a means to build a more resilient nation.

*Preparedness is a shared responsibility; it calls for the involvement of everyone—not just the government—in preparedness efforts. By working together, everyone can help keep the nation safe from harm and help keep it resilient when struck by hazards, such as natural disasters, acts of terrorism, and pandemics.<sup>4</sup>*

FEMA's call for the involvement of everyone is defined in the whole-community approach as individuals and families, including those with access and functional needs; businesses; faith-based and community organizations; nonprofit groups; schools and academia; media outlets; and all levels of government, including state, local, tribal, territorial, and federal partners.<sup>5</sup>

As a participant in this whole community approach, divisions and schools in Virginia have a responsibility to serve as leaders in this collaborative work. The more integrated we are in the collective effort of our communities to achieve the National Preparedness Goal, the more able we will be to support the recovery of our community when a crisis does occur.

History has demonstrated the importance schools play in response and recovery. For example, in a recent Natural Hazards Center article by David Abramson titled *Kids First: Children as Bellwethers of Recovery* his research found, "Reopening of schools after disaster restores routine and gives displaced families a reason to return. By prioritizing children's welfare after disasters, it is possible to accelerate everyone's recovery."<sup>6</sup> The recognition of the critical role schools play in crisis response and recovery in this whole-community approach is quickly coming to the forefront of conversations in the field of emergency management. Most recently, these conversations have been accelerated by monumental efforts of school divisions across the country in supporting the needs of our communities in response to COVID-19. As a result of our great work to support children and families during this crisis, it should be expected that our leadership and resources will be called upon to be an even more integral part of emergency planning efforts in the future. As divisions work toward meeting the minimum school safety requirements outlined in the *Code of Virginia*, we must also be proactive and forward thinking in our planning efforts as our roles in keeping our children safe and supporting the broader community continues to expand.

Accomplished properly, planning provides a methodical way to engage the whole community in thinking through the life cycle of a potential crisis, determining required capabilities, and establishing a framework for roles and responsibilities. It shapes how a community envisions and shares a desired outcome, selects effective ways to achieve it, and communicates expected results.<sup>7</sup> In addition, essential pre-need relationships are built as a natural part of the planning process that will be critical to response and recovery if a crisis were to occur. This broad-based engagement of stakeholders provides for the guidance, identification of resources, and diverse perspectives that can assist us in taking an action-oriented approach for continuous improvement to protect all people and property regardless of the threat or hazard presented.

When considering the protection of all people throughout the emergency planning process, schools must consider anyone who may be in a school or on campus at any given time. In particular, intentional consideration should be given to individuals with access and functional needs.

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Individuals with access and functional needs may include, but are not limited to, individuals with disabilities; older adults; individuals who are blind, deaf, hard of hearing, have speech and language disabilities, mental health conditions, learning, intellectual, and developmental disabilities, and chemical sensitivities; unaccompanied minors; individuals with Limited English Proficiency (LEP); limited access to transportation; and/or limited access to financial resources to prepare for, respond to, and recover from an emergency.<sup>8</sup>

According to the U.S. Department of Health and Human Services Office of the Assistant Secretary for Preparedness and Response:

*During a disaster, it has been observed that certain at-risk individuals, specifically those with access and functional needs, have required additional response assistance before, during, and after an incident. These additional considerations for at-risk individuals with access and functional needs are vital towards inclusive planning for the whole community, and have been mandated for inclusion in federal, state, territorial, tribal, and local public health emergency plans by the Public Health Service (PHS) Act. Such plans must also meet applicable requirements of the Americans with Disabilities Act (ADA).<sup>9</sup>*

Therefore, including individuals, agencies, and organizations who represent the needs of the population served in the planning process is a must for schools and divisions to provide for the safety and security for all. Likewise, taking an inclusive approach to engaging students of all ages and all abilities in planning and preparedness activities is a proactive way to build resiliency through the empowerment of children and youth.





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Beyond participating in drills, students can be engaged in the development of emergency operations plans, take part in planning and evaluation of drills and exercises, establish safety protocols, and help to problem-solve safety and security challenges in the school community. The need for students to be involved in planning and preparedness activities is supported by literature. As one of 12 recommendations in the publication, *Bringing Youth Education to the Forefront: A Literature Review and Recommendations*, Ready.Gov makes the case to, “Offer opportunities for children to voice their opinions and concerns surrounding disaster preparedness. Through a series of open forums, town halls, or even telephone or online conferences, communities should be more open to allowing children to play a role in planning for what actions to take in the event of an emergency.”<sup>10</sup> FEMA has set a good example of the role that children and youth should play recognizing that, “While they [children] face unique vulnerabilities, they can also play an important role during emergencies. However, many programs do not consider children in their planning. It is important that children know what to do in an emergency and that all disaster planning, preparedness, response, and recovery efforts include children’s unique needs and assets.”<sup>11</sup>

Clearly the literature points to the engagement of and collaboration with internal and external stakeholders as the most critical element of the successful development and implementation of a Crisis Management Plan (CMP). The benefits of working closely with the broader school community is also well documented. These benefits include:

- shared understanding of community needs and capabilities;
- greater empowerment and integration of resources from across the community;
- stronger social infrastructure;
- establishment of relationships that facilitate more effective prevention, preparedness, mitigation, response, and recovery activities;
- increased individual and collective preparedness; and
- greater resiliency at both the community and national levels.<sup>12</sup>

As division and school leaders across Virginia continue this important work, it is imperative we leverage our greatest strength—our diversity—to do our part to achieve the national goal to become “A secure and resilient Nation.”<sup>13</sup> Our children and our communities are counting on us. To that end, division and school leaders should:

1. Build relationships with all stakeholders in the planning process.
2. Include all stakeholders in the planning process, specifically focusing on vulnerable populations such as those with access and functional needs, to achieve a “whole community” approach to crisis planning.
3. Include students in the planning process increase their resilience and feelings of safety in school.

We hope you will find the *Division Guide for Crisis Management Planning* helpful in achieving our collective goal of ensuring that schools are a safe and nurturing place to work and learn.

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## Literature Review

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## Glossary

**Active Attack/Threat:** An individual, or group of individuals actively killing, harming, and/or threatening random or targeted acts of violence.

**Access Controls:** Procedures and controls that limit or detect access to minimum essential infrastructure resource elements (i.e., people, technology, applications, data, and/or facilities), thereby protecting these resources against loss of integrity, confidentiality, accountability, and/or availability.

**Accounting for All Persons:** A functional annex within a Crisis Management Plan that refers to the function of ensuring the whereabouts of all persons on a school or campus during and after a crisis.

**Active Threat Response:** Actions taken in order to prevent, stop, and/or mitigate harm from an active threat or attack.

**Assembly Area:** A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all, and consider the needs of persons with disabilities. Monitoring the safety and well-being of students and staff begins here. Most experienced trained crisis interveners should be assigned here and begin the provision of on scene support.

**Asset:** A resource of value requiring protection. An asset can be tangible (i.e., people, buildings, facilities, equipment, and information) or intangible (i.e., activities, operations, processes, or a company's information and reputation).

**Behavioral Threat Assessment and Management (BTAM):** A research-based, systematic process designed to identify, assess, and manage potentially dangerous or violent behavior. The process requires a collaborative, multidisciplinary approach to behavioral threat assessment. This management process can identify effective interventions and supports that mitigate a potential threat and help the person(s) toward a more positive pathway.

**Communication:** Plans should have established and redundant lines of internal communication (i.e., within the school) and external communication (i.e., with the division office and community). Plans should include provisions for after-hours communication (i.e., via cell phones), and alternate means if telephone lines or satellites are disabled.

**Communications and Warning:** The functional annex within the CMP related to communication of critical information and warning of a threat or hazard to all persons in the event of an emergency.

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**Continuity of Operations (COOP):** The functional annex within the CMP which refers to ensuring operations continue to be performed during a wide range of emergencies, including localized acts of nature, accidents, and technological or attack-related emergencies.

**Courses of Action:** Specific actions within the CMP that correspond to goals and objectives. Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances.

**Crime Prevention Through Environmental Design (CPTED):** A crime prevention strategy based on evidence that the design and form of the built environment can influence human behavior. CPTED usually involves the use of three principles: natural surveillance (by placement of physical features, activities, and people to maximize visibility); natural access control (through the judicious placement of entrances, exits, fencing, landscaping, and lighting); and territorial reinforcement (using buildings, fences, pavement, signs, and landscaping to express ownership).

**Crisis:** A time of intense difficulty, trouble, or danger in which coping skills are overwhelmed and may leave an individual feeling out of control, helpless, and anxious.

**Crisis Intervention:** The application of short-term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness, and anxiety and promote return to normal functioning. Crisis intervention practices should be multidisciplinary in scope.

**Crisis Management (CM):** The measures taken to identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or act of terrorism.

**Crisis Management Plan (CMP):** A written document serving as a consolidated plan to prepare for, respond to, and recover from emergencies. The plan must be tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes Crisis Management Team (CMT) assignments, emergency numbers, and protocols; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available for use in a disaster; and outlines how all actions will be coordinated. *Please see Appendix G for legislative requirements surrounding crisis management and emergency operations plans.*

**Critical Incidents:** Events that overwhelm an individual's capacity to cope. They are psychologically traumatic, cause emotional turmoil and cognitive problems and often result in behavioral changes. These effects can be lasting, depending upon the quality of the experiences during and shortly after the incident.

**Decision Points:** Decision points indicate the place in the timeline, as threats or hazards unfold, when leaders anticipate making decisions about a course of action.

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**Disaster:** An occurrence of a natural catastrophe, technological accident, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries.

**Division Safety Audit Committee:** The team responsible for supporting the process of adapting this guide to reflect local school conditions. Ongoing, the Division Safety Audit Committee (SAC) serves to assist the schools when an emergency occurs and the need exceeds the school's resources.

**Drill:** A coordinated, supervised activity usually employed to test a single, specific operation or function within a single entity. Drills are commonly used to provide training on new equipment, develop or test new policies or procedures, or practice and maintain current skills. *Please see Appendix G for legislative requirements surrounding emergency drills.*

**Emergency:** Any natural or human-caused situation that results in or may result in substantial injury or harm to the population or substantial damage to or loss of property.

**Emergency Manager:** A legislatively mandated position in Virginia school divisions. This person is designated by the Superintendent and may be hired solely for this role, or assume the role as part of an existing position. The goal of this role is to ensure a point of contact between school divisions and first responders before, during, and after an emergency. *See Appendix G for legislative requirements.*

**Emergency Management Protocols:** Emergency management protocols are the step-by-step procedures for schools to implement in the event of an emergency.

**Emergency Medical Services (EMS):** Services including personnel, facilities, and equipment required to ensure proper medical care for the sick and injured from the time of injury to the time of final disposition, including medical disposition within a hospital, temporary medical facility, or special care facility; release from the site; or declared dead.

**Emergency Protocols:** A set of school-wide directives that may be practiced with school community members for implementation across a number of emergency situations. These procedures include but are not limited to Evacuation, Shelter-in-Place, and Lockdown.

**Entry Control Point:** A continuously or intermittently manned station at which entry to sensitive or restricted areas is controlled.

**Evacuate:** To withdraw, relocate, or move students/people in an orderly manner from an insecure or unsafe area to a designated area or place to ensure safety.

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**Exercise:** An exercise is an instrument to train for, assess, practice, and improve performance in prevention, preparedness, response, and recovery capabilities in a risk-free environment. Exercises can be classified into two broad categories: discussion-based and operations-based.

Exercises can be used for:

- testing and validating policies, plans, procedures, training, equipment, and interagency agreements;
- clarifying and training personnel in roles and responsibilities;
- improving interagency coordination and communications;
- identifying gaps in resources;
- improving individual performance; and
- identifying opportunities for improvement (essentially all training).

**Family Reunification and Assistance:** The functional annex within the school CMP that refers to the pre-planned process of reuniting families after a crisis; may involve setting up separate request and release stations to ensure accountability and crowd control.

**First Responder:** Local police, fire, and emergency medical personnel who first arrive on the scene of an incident and take action to save lives, protect property, and meet basic human needs.

**Functional Annexes:** Critical emergency operational functions included in Crisis Management Planning. These annexes serve as sections of the plan that detail goals, objectives, and courses of action to protect the school community before, during, and after a possible incident. Courses of action are protocols and procedures that address the what, who, when, where, why, and how for each threat, hazard, and function. It is recommended that all CMPs include at least the following annexes: Evacuation Annex, Lockdown Annex, Shelter-in-Place Annex, Accounting for All Persons Annex, Communications and Warning Annex, Family Reunification Annex, Continuity of Operations (COOP) Annex, Recovery Annex, Public Health, Medical, and Mental Health Annex, Security Annex, and Behavioral Threat Assessment Annex.

**Goals:** Broad, general statements within the CMP that indicate the desired outcome in response to a threat or hazard (i.e., prevent a fire from occurring on school grounds). Goals identify what personnel and other resources are supposed to achieve. Goals also help identify when major activities are complete and what defines a successful outcome. The division plays a primary role in developing division-wide goals for the threats and hazards facing schools for two key reasons: (1) It has a broader view about how schools should address threats and hazards—before, during, and after an emergency; and (2) the division will likely mandate the inclusion of specific threats and hazards into each school plan.

**Hazard:** A source of potential danger or adverse condition.

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**Hazard Mitigation:** Any action taken to reduce or eliminate the long-term risk to human life and property from hazards. The term is sometimes used in a stricter sense to mean cost-effective measures to reduce the potential for damage to a facility or facilities from a disaster event.

**Hazardous Material (HazMat):** Any substance or material that, when involved in an accident and released in sufficient quantities, poses a risk to people's health, safety, and/or property. These substances and materials include explosives, radioactive materials, flammable liquids or solids, combustible liquids or solids, poisons, oxidizers, toxins, and corrosive materials.

**Human-Caused Hazard:** Human-caused hazards include technological hazards and terrorism. They are distinct from natural hazards primarily in that they originate from human activity.

**Incident Command System (ICS):** A nationally recognized organizational structure designed to handle: Management, Operations, Logistics, Planning, and Administration and Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications.

**Incident Commander:** Highest ranking official in charge and responsible for the emergency/disaster operations who directs from a command post set up in close proximity to the incident.

**Individuals with Access and Functional Needs (AFN):** Individuals with access and functional needs may include, but are not limited to, individuals with disabilities; older adults; individuals who are blind, deaf, hard of hearing, have speech and language disabilities, mental health conditions, learning, intellectual, and developmental disabilities, and chemical sensitivities; unaccompanied minors; individuals with limited English proficiency (LEP); limited access to transportation; and/or limited access to financial resources to prepare for, respond to, and recover from an emergency.

**Lockdown:** A lockdown is a critical incident response that secures students and staff, usually in classrooms, to prevent access or harm to the occupants of the lockdown locations. This may also involve quickly moving students and staff from unsecured locations to secure locations.

**Mitigation:** Those actions taken to reduce the exposure to and impact of an attack or disaster.

**Mutual Aid Agreement:** A pre-arranged agreement developed between two or more entities to render assistance to the parties of the agreement.

**Natural Hazard:** Naturally-occurring events such as floods, earthquakes, tornadoes, tsunami, coastal storms, landslides, and wildfires that strike populated areas. A natural event is a hazard when it has the potential to harm people or property. The risks of natural hazards may be increased or decreased as a result of human activity; however, they are not inherently human-induced.

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**Objectives:** Specific, measurable actions required to achieve the goals of the Crisis Management Plan; Objectives are specific strategies or procedures designed to reach the goal. Objectives are often informed by federal, state, and local emergency management requirements, recommendations, and guidance, as well as lessons learned. Because the development of objectives is based on a broad understanding of their context, the division should play a primary role in developing division-wide objectives for all the possible threats and hazards faced by any division school. Division planners will likely need to identify multiple objectives that support each goal.

**Physical Security:** The part of security concerned with measures/concepts designed to safeguard personnel; to prevent unauthorized access to equipment, installations, material, and documents; and to safeguard them against espionage, sabotage, damage, and theft.

**Practice:** Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

**Preparedness:** Preparedness is the planning process of division and school level Safety Audit Committees (SACs) to prevent emergencies when possible, and to respond effectively when they occur.

**Public Information Officer (PIO):** The official spokesperson designated by an organization to coordinate internal and external communications. Responsible for handling all requests for information and proactively provides consistent, accurate, and timely information. Establishes a central site for the media. Maintains a log of all actions and communication. Prepares press releases, keeps Incident Commander apprised and keeps all documentation to support history of the event.

**Recovery:** The long-term activities beyond the initial crisis period and emergency response phase of disaster operations that focus on returning all systems in the community to a normal status or to reconstitute these systems to a new condition that is less vulnerable.

**Response:** Executing the plan and resources identified to perform those duties and services to preserve and protect life and property as well as provide services to the surviving population.

**Risk:** The potential for loss of, or damage to, an asset. It is measured based upon the value of the asset in relation to the threats and vulnerabilities associated with it.

**Safety Audit Committee (SAC):** A team of school or division level members that can include administrators; instructional and support staff; food, maintenance, building, and grounds staff; community partners; community organizations; and parents and guardians. Because a Division SAC and a School SAC are closely intertwined, it is recommended that the division committee be available to support and offer consultations to School SACs. Not only does this provide a direct line of communication between the school and division, but also clearly demonstrates the division's commitment to the planning process. *See Appendix G for legislative requirements related to the School Safety Audit and Safety Audit Committees.*



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**Scenario-Based Planning:** A planning strategy that involves the depiction of scenarios for various threats and hazards that might occur. Through the process SACs examine and plan to ensure safety for all community members under multiple and different crisis circumstances.

**Shelter:** Seeking safe shelter or physical concealment from harm in an open area such as a cafeteria or gym; remaining inside the school for an extended period of time. To shelter in a classroom means having students sit against a solid wall, away from windows. Have employees familiar with the building's mechanical systems turn off all fans, heating, and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air. These systems, in particular, need to be turned off, sealed, or disabled.

**Structural Protective Barriers:** Man-made devices (i.e., fences, walls, floors, roofs, grills, bars, roadblocks, signs, or other construction) used to restrict, channel, or impede access.

**Threat:** Any indication, circumstance, or event with the potential to cause loss of, or damage to an asset.

**Unified Command:** A unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

**Universal Functions:** Also referred to as cross-cutting functions, universal functions are critical activities that apply to more than one threat or hazard. Universal functions include evacuating; sheltering; providing medical care; accounting for all students, staff, and visitors; and communicating with school staff, students, families, and the general public.

**Vulnerability:** Any weakness in an asset or mitigation measure that can be exploited by an aggressor (potential threat element), adversary, or competitor. It refers to the organization's susceptibility to injury.

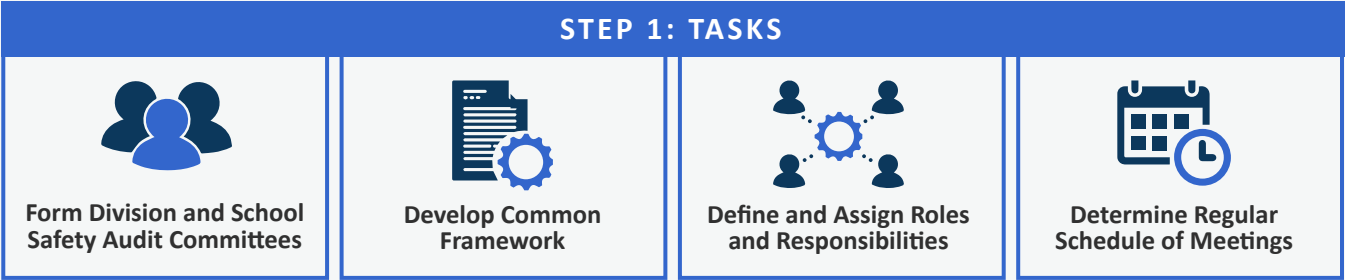
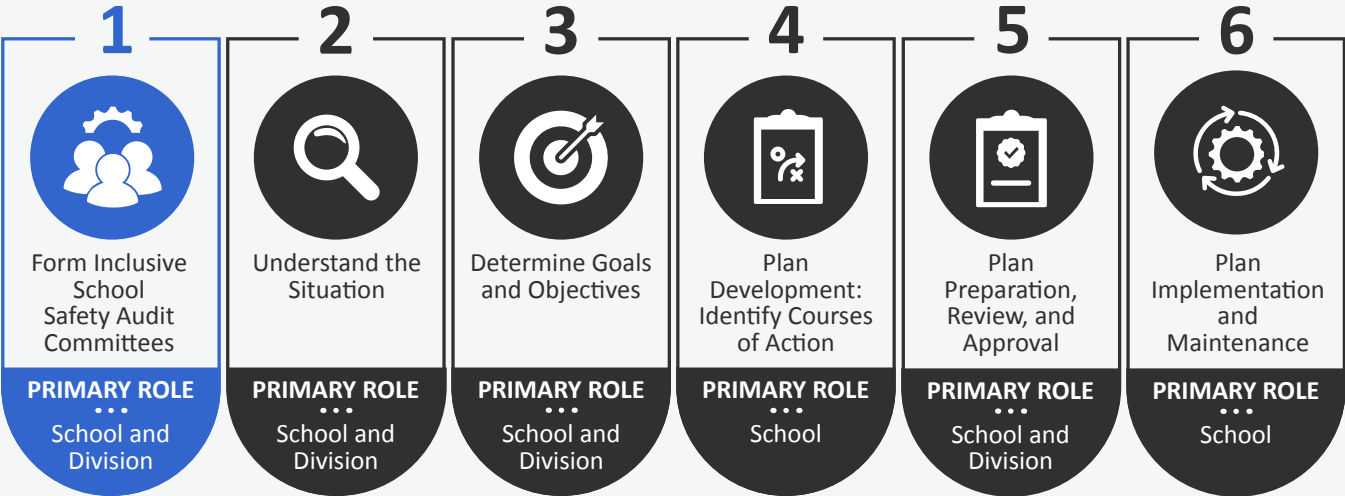
# STEP ONE

*“All stakeholders should be involved to ensure a coordinated and comprehensive planning process and develop relationships that increase post-disaster collaboration and unified decision making.”*

– Natural Disaster Recovery Framework –

# STEP 1

## Assist Schools in Forming an Inclusive School Safety Audit Committee



## Step 1: Objectives

Serving in the primary leadership role for the implementation of the Virginia Crisis Management Planning (CMP) Process, in Step 1 divisions should:

- form Division Safety Audit Committee (SAC) in accordance with *Code of Virginia § 22.1-279.8* with stakeholder representation inclusive of individuals with access and functional needs;
- take initial steps to form a common framework to ensure consistency in the implementation of the *Six-Step Planning Process* throughout the division;
- define and assign roles and responsibilities in the six-step planning process; and
- determine a regular schedule of planning meetings.

## Task 1: Form Division and School Safety Audit Committees

The work of the division (SAC) is best done before individual schools begin the emergency planning process. Division administrators can jumpstart the planning process by reviewing the *Role of Districts in Developing High-Quality School Emergency Operations Planning Guide*, and developing policies and procedures to guide individual schools in creating their own CMPs. The parameters should provide consistent expectations for schools throughout the division as well as continuity for all division CMPs. However, the division parameters must also provide enough flexibility for schools to develop emergency plans that address the unique needs of each school.

To begin to provide support for and guide the development of School Safety Audit Committees, division administrators should first establish a Division SAC in accordance with *Code of Virginia, § 22.1-279.8* which states:

“The superintendent shall establish a school safety audit committee to include, if available, representatives of parents, teachers, local law-enforcement, emergency services agencies, local community services boards, and judicial and public safety personnel.”

However, leaders should consider this guidance on the formation of a School SAC as a minimum standard. In order to be effective in the development of a high-quality CMP, a division level SAC should be a comprehensive, multidisciplinary team of educational officials and community partners, such as emergency responders and non-governmental organizations.

The division’s SAC can include administrators; instructional and support staff; food, maintenance, building, and grounds staff; community partners; community organizations; and parents and guardians. Because a Division SAC and a School SAC are closely intertwined, it is recommended that a member of the division committee serve on each School SAC when possible. Not only does this provide a direct line of communication between the school and division, but also clearly demonstrates the division’s commitment to the planning process.

The division’s policies and procedures should allow for representatives from a wide range of personnel who also serve on School Safety Audit Committees, including (but not limited to) administrators, educators, school psychologists, nurses, facility managers, transportation managers, food service personnel, family services representatives, and representatives from the school division. To ensure that specific concerns are addressed in the early stages of planning, divisions should ensure each school committee involve student, parent representatives, and internal/external specialists representing:

- individuals and organizations that serve and represent the interests of persons in the school community with limited English proficiency;
- representatives from racial, ethnic, and religious communities; and
- individuals representing those with disabilities, medical, access and functional needs.

In Virginia, our diversity is our greatest strength. Therefore, it is recommended divisions build on that strength by establishing the expectation early in the planning process that each School SAC must ensure the needs of all members of the school community are considered inclusively throughout the planning process. During a disaster, it has been observed that certain at-risk individuals, specifically those with access and functional needs, have required additional response assistance before, during, and after an incident. These additional considerations for at-risk individuals with access and functional needs are vital towards inclusive planning for the whole community, and have been mandated for inclusion in federal, state, territorial, tribal, and local public health emergency plans by the *Public Health Service (PHS) Act*. Such plans must also meet applicable requirements of the *Americans with Disabilities Act (ADA)*.

For the purpose of this guide the terminology, “individuals with access and functional needs” will be used in reference to this approach to inclusivity for all. Individuals with access and functional needs may include, but are not limited to, individuals with disabilities; older adults; individuals who are blind, deaf, hard of hearing, have speech and language disabilities, mental health conditions, learning, intellectual, and developmental disabilities, and chemical sensitivities; unaccompanied minors; individuals with limited English proficiency (LEP); limited access to transportation; and/or limited access to financial resources to prepare for, respond to, and recover from an emergency.

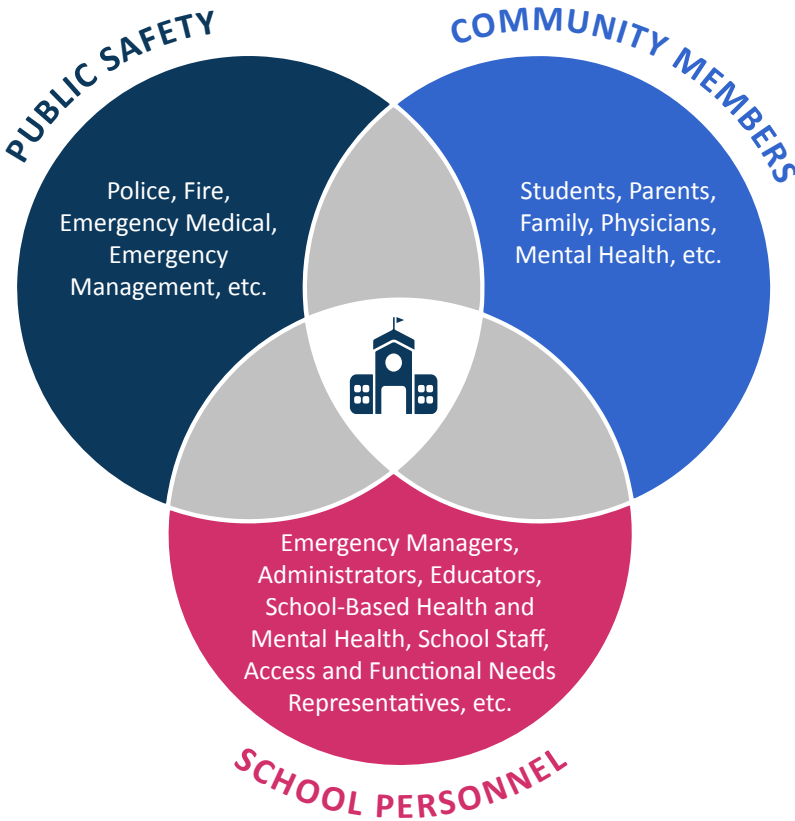


When creating and implementing school emergency preparedness plans, teachers and school leaders need to take into consideration the diverse range of intellectual, social, emotional, and physical development among children with disabilities.

Figure 1 represents the three sectors that should be engaged in the development of the CMP. However, as the division and school committees are formed around these three sectors and in accordance with legislative requirements, it is imperative to continually ask the question: **Does our school safety audit committee and our division safety audit committee reflect the diverse stakeholders in our community and address the access and functional needs for all?**

Figure 1.

**Inclusive Division and School Safety Audit Committee Models**



*Note – As adapted from the Safe and Sound Schools Straight-A Safety Toolkits*

The establishment of these SACs serves two primary purposes. First, it provides for the opportunity to garner broad-based input into and ownership of the planning process. Second, it gives the division and schools the opportunity to build the critical pre-need relationships necessary to respond effectively to a crisis.

Key community partners should be represented on both Division SACs and School SACs. *Code of Virginia, §22.1-279.8* requires the following partners to be included in crisis planning: 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. School committees should include first responders, local emergency management staff, and others with roles and responsibilities in school emergency management before, during, and after an incident.

Additional representatives on school committees may also be needed on an ad-hoc basis to contribute their expertise or resources, develop courses of action, or review certain components of the plan. Examples of School SAC and Additional Representatives are included in Figure 2.

Figure 2.

### Division and School Safety Audit Committees and Additional Representatives



**Additional Resources**  
Additional participants could include the local FBI office, American Red Cross, Virginia Department of Education, local department of health, etc. who need to participate on an “as needed” basis.

The Division SAC may appoint a representative, such as the Emergency Manager, to be responsible for sharing common information with all schools and working in partnership School SACs on unique issues.

To facilitate ongoing communication, it is advisable for the division to establish a process for conveying essential planning information between and among the division, its schools, and partners. One possible approach is to establish division-level points of contact for each community partner, which streamlines the process and decreases the burden on community partners. A variation of this approach is for a division official to coordinate, facilitate, and participate in school-based planning. Another option is for the division to serve as a liaison between its schools and the community partners by connecting the entities to participate on the School SAC.

Division and individual School SACs may need to coordinate representation with community partners. For example, a Division SAC may include agency heads or managers, regional entity representatives, or other senior staff. These can include directors of community public and mental health agencies, fire services, or law enforcement entities. The School SAC may include program officials from those same agencies. These might be social workers and mental health counselors, public health practitioners, school resource officers (SROs), and local fire personnel. Using an inclusive framework for stakeholder engagement, all involved agencies should develop internal communications systems to ensure leadership and program personnel are apprised of one another's work.





The division should consider the following when developing policies and procedures:

- which division representative(s) to assign to support School SACs;
- the nature and extent of a division representative's participation on each School SAC;
- the recommended size of the School SAC (small enough to permit close collaboration with first responders and other community partners, yet large enough not to place an undue burden on any single person and to represent the school, its families, and the community);
- the recommended process to recruit and select school personnel, students, families, organizations, community partners inclusive of individuals with access and functional needs to be represented on the division and/or School SACs. (Divisions may want to provide schools with a list of established point of contacts (POCs) for organizations relevant to the School SAC—for example, the fire department, law enforcement, emergency medical service, disability integration service, and utility companies.);
- the process for establishing formal agreements with community partners (i.e., memorandums of understanding). Please see Appendix G Section 16, and *Code of Virginia* § 22.1-280.2:3 regarding *Memorandums of Understanding* requirements;
- what can be defined as a realistic level of participation by community partners on School SACs; and
- which local or state community partners should or may be invited to participate on the ad-hoc SAC.

## School's Role

The division's established policies and procedures should enable each of its schools to form a comprehensive and inclusive individual School SAC. The primary role of school leaders in the formation of the School SAC is to reflect carefully on the make-up of their given school community. Reflecting on the unique diversity of the school community during the School SAC formation phase is critical to ensuring all voices and perspectives are heard and concerns addressed throughout the planning process. For example, in some cases a school in the division may be home to a division level program (i.e., pre-school, autism, English Language Learners). Therefore, it is important that the safety interests of those students, staff, and families are represented on the School SAC.

In short, the School SAC should reflect the efforts of the division to include representatives from a wide range of stakeholders.

## Task 2: Develop a Common Framework

It is essential for the Division SAC to establish a framework (i.e., common concepts, principles, approach, terminology) for use by all members—the educational personnel as well as the community partners with shared roles and responsibilities in school preparedness (i.e., in the areas of school safety, security, and emergency management). This common framework is designed to facilitate mutual understanding, coordination, and execution of the emergency management strategies, as well as the use of a common command structure of the group, its authorities, and working procedures. To support the six-step planning process, the division should work with School SACs to help ensure that all committee members learn each other’s vocabulary and, climate and culture as they move toward the common goal of implementing a comprehensive school CMP.

The division develops policies and procedures that inform the common framework that the School SAC uses. In developing these policies and procedures, the division should review the *Recommended CMP Considerations and Components for Before, During, and After a Crisis* (see Appendix A), and consider the extent to which it should provide each School SAC with the following:

- a common set of terms and definitions;
- training on the [Six-Step Planning Process](#);
- training on the [National Incident Management System \(NIMS\)](#);
- training on the [Incident Command System \(ICS\)](#); and
- training to incorporate [Access and Functional Needs into Emergency Planning](#).

### School’s Role

Based on the division’s policies and procedures, each School SAC should establish a common framework that facilitates effective committee planning that is in alignment with the division’s framework. With few exceptions, the common concepts, principles, approach, and terminology used by the School SAC in the planning process should reflect the work of the division. As a reminder to school leaders, this is another reason why it is important to include a division level representative on the School SAC to help ensure consistency throughout the division.



## Task 3: Define and Assign Roles and Responsibilities

It is imperative to the success of the planning process that the roles and responsibilities of each committee member is clearly defined at the division and school level. Careful consideration needs to be given to who is assigned to leadership, training, documentation, research, operational, and accountability roles based on factors such as expertise, experience, technical skills, and even individual personalities as the committee is formed and roles assigned. Ensuring the right people are assigned roles and responsibilities based on individual strengths is an effective strategy to lay a solid foundation for the successful development of a high-quality CMP.

The division establishes policies and procedures to help ensure that each person involved in developing and refining the school CMP knows their roles and responsibilities.

The division should consider the following:

- Who will chair the Division SACs?
- Who from the division will support individual School SACs?
- Define the key roles and responsibilities of the School SACs.
- What degree of training should the division provide School SACs on their roles and responsibilities in planning?
- How should the Division SACs assign and document roles and responsibilities, and how will this translate to the School SACs?
- Who will be accountable for the outcomes of the School SACs?
- Who will be accountable for managing the operation of the School SACs?
- What is the timeline for annual review of School CMPs by the division in order to meet the legislatively mandated August 31 certification deadline?

### School's Role

Based on the division's policies and procedures, each School SAC should understand the role of the School SAC and its individual members, as well as be able to effectively define and assign roles and responsibilities. The challenge for school leaders is assigning the right people to roles where they can be successful given there will likely be a number of individuals on the School SAC whose skills and abilities are initially unknown.

The School SAC can use the *Staff Skills Survey* (See Appendix B) to assess the skills and abilities of individual committee members and match those skills and abilities to clearly defined roles and responsibilities is key. This is a tremendous opportunity to build capacity within the school community and will pave the way for successful development of a high-quality school CMP if done well.

## Task 4: Determine Regular Schedule of Meetings



School emergency management planning is an ongoing effort that is reinforced through regularly scheduled meetings. By establishing the frequency and duration of these regularly established meetings early in the process committee members will have time to plan their personal schedules accordingly while also setting an expectation of participation.

The division plays an important role in setting division-wide expectations and requirements for holding regular but flexible planning meetings within each school. Regular meetings facilitate greater collaboration, coordination, and communication among School SAC members. They also help to solidify critical relationships and ensure that all school committees across the division are adequately committed to their respective planning efforts.

Since divisions must certify that all plans have been reviewed and updated by August 31 of each year, the division should consider the following when developing its policies and procedures:

- How long it should take to update the school CMPs?
- Establishment of reasonable benchmark dates to accomplish incremental tasks and keep the process moving forward towards completion.
- How frequently the School SAC should meet during the CMP development process?
- How frequently the School SAC should meet after the CMP has been developed to review, revise, and update the plan? (see Step 6)



### Check it Out: Best Practices for School and Campus Safety

DCJS created this Quick Guide of practical steps and resources for school and campus safety to actively engage divisions, schools, and staff with the CMP. (See Appendix)

## School's Role

As the School SACs are formed, it will be important for those responsible for the formation of the School SACs to clearly understand the division's expectations regarding policies and procedures for implementation of the planning process, the frequency of meetings, and the timeline for completion of the school CMP. This information will be needed to communicate the division's planning vision along with the details of the planning process to recruit potential committee members and retain the committee over the duration of the planning process.

Potential committee members need to understand clearly the importance of the work, the commitment of time that will be required, and the desired outcomes of the process before they commit to the project. Providing this clarity on the front end of the work helps protect against the possibility of losing committee members and the perspectives and support that is critically important to the development of a high-quality plan.



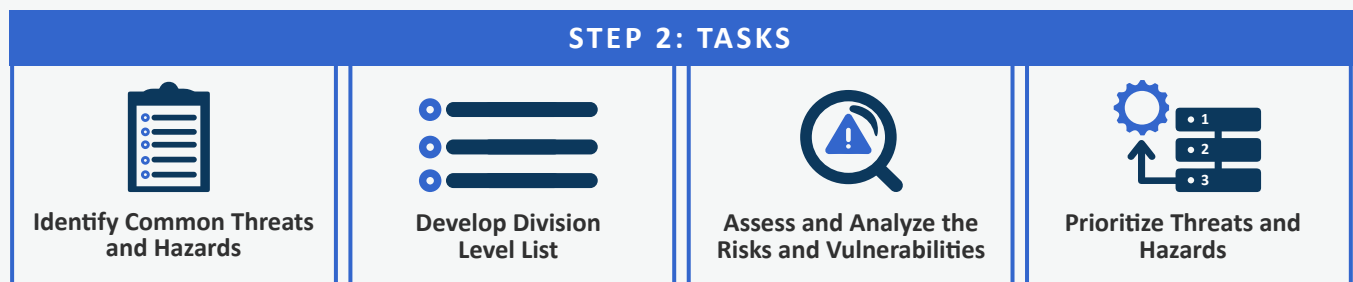
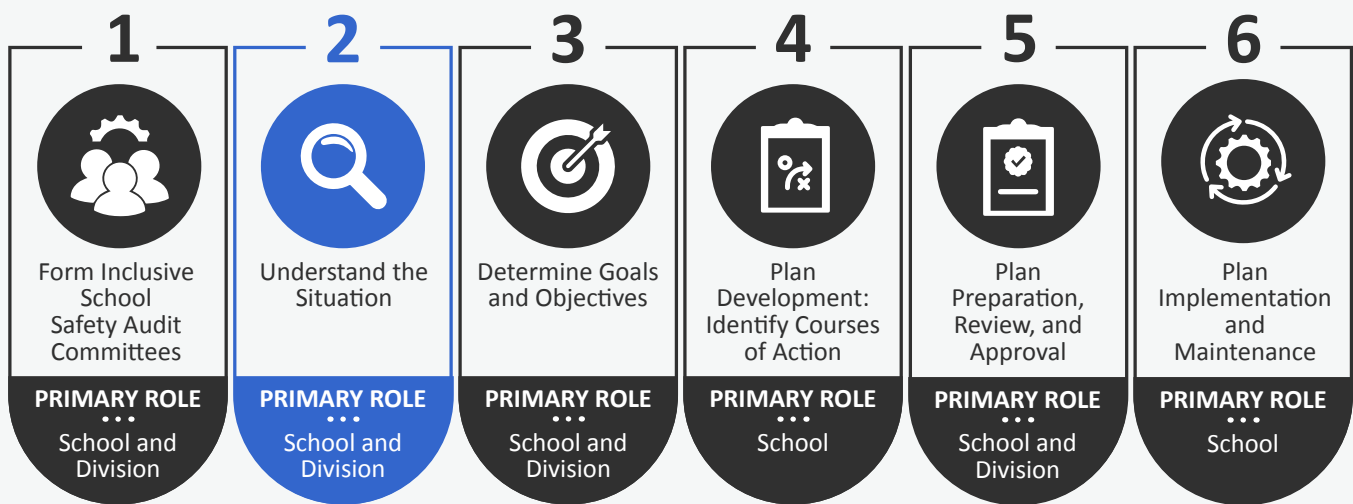
# STEP TWO

*“To understand the situation fully, planners need to conduct research on the planning topic, and determine what leadership desires as a successful outcome or end state. The two main activities in Understand the Situation are to 1) determine facts and assumptions; and 2) perform risk assessments.”*

– FEMA –

## STEP 2

### Understand the Situation



## Step 2: Objectives

A major order of business in planning at both the division and school levels is to understand the unique situation of each school and the surrounding community so that a customized plan can be developed for each school. For example, only one school in the division may be near a high traffic commercial area; only one school may be near train tracks; yet another school may be in a flood zone. The division can provide guidance by identifying the diverse scope of possible threats and hazards to schools throughout the division. Serving in the primary leadership role for implementation of the *Division Guide for Crisis Management Planning*, in Step 2 divisions should:

- create a master list of common threats and hazards applicable to all buildings in the division;
- use the *Hazard and Risk Assessment Worksheet* (See Appendix D to conduct building level threat and hazard specific assessments);
- develop building level list of all applicable site-specific threats and hazards; and
- prioritize threats and hazards based on probability, magnitude, warning time, and duration.

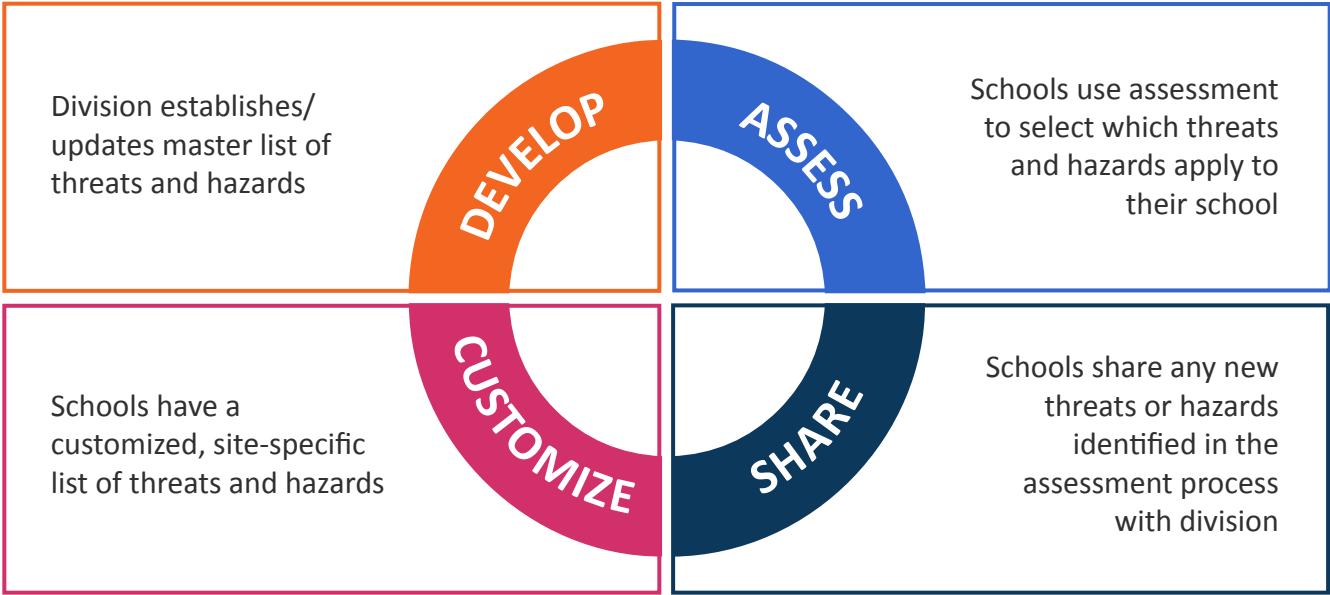




# Task 1: Identify Common Threats and Hazards Across the Division

Figure 3 illustrates the collaborative process for identifying threats and hazards utilized by the division and School SACs. The process begins with the division establishing a master list of threats and hazards, which is continually updated and maintained. This list includes those that it requires to be part of every school’s CMP.

**Figure 3.** The collaborative process used by schools and divisions to identify threats and hazards at schools.



Threats and hazards fall into four general categories: natural hazards; technological hazards; biological hazards; and adversarial, incidental, and human-caused threats. Table 1 lists threats and hazards for each of the four categories. Those listed are just provided as examples and are not exhaustive; each division and school will need to identify their own possible threats and hazards.



Table 1.

### Threats and Hazards by Type and Examples

Threat and Hazard Type	Examples
<b>Natural Hazards</b>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Earthquakes</li> <li>• Extreme temperature</li> <li>• Fire, including wildfires</li> <li>• Floods</li> <li>• Hurricanes</li> <li>• Landslides or mudslides</li> <li>• Lightning</li> <li>• Severe wind</li> <li>• Tornadoes</li> <li>• Tsunamis</li> <li>• Volcanic eruptions</li> <li>• Winter precipitation</li> </ul>
<b>Technological Hazards</b>	<ul style="list-style-type: none"> <li>• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</li> <li>• Dam failure</li> <li>• Explosions or accidental release of toxins from industrial plants</li> <li>• Hazardous material releases from major highways or railroads</li> <li>• Power failure</li> <li>• Radiological releases from nuclear power stations</li> <li>• Water failure</li> </ul>
<b>Biological Hazards</b>	<ul style="list-style-type: none"> <li>• Contaminated food outbreaks, including Salmonella, botulism, and <i>E. coli</i></li> <li>• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis</li> <li>• Toxic materials present in school laboratories</li> </ul>
<b>Adversarial, Incidental, and Human-Caused Threats</b>	<ul style="list-style-type: none"> <li>• Active threat/targeted attack</li> <li>• Bomb threats</li> <li>• Bullying</li> <li>• Criminal threats or actions (i.e., kidnapping)</li> <li>• Cyber attacks</li> <li>• Domestic violence or abuse</li> <li>• Fire</li> <li>• Gang violence</li> <li>• Human trafficking</li> <li>• Suicide</li> <li>• Violent extremism</li> </ul>

The identification of threats and hazards by a school is an important task, and as such, the division has a stake in this critical responsibility. By drawing upon sources of historical information and forecasts from local, state, and federal agencies, the division is well positioned to identify the diverse scope of threats and hazards that may face any school in the division.

The division may designate some threats and hazards as mandatory to include on every school’s list to be addressed in its plan. Common examples include fires, cyber incidents, severe weather, and active shooter/attack situations. A division may also require that all schools include a threat or hazard unique to its geographical location, such as dam failure, if the entire division is vulnerable to this hazard. It is important to note that *Code of Virginia* §§ [22.1-137](#), [22.1-137.1](#), and [22.1-137.2](#) mandate divisions to conduct fire, tornado, and lockdown drills. Consequently, school divisions should include fire, tornado, and any threat that would require a lockdown, such as an active shooter/attack situation, on the master list.

Table 2 provides an example of (1) a division’s master list of all potential threats and hazards that any school in the division could experience; and (2) a school’s customized list of threats and hazards (drawn from the division’s master list), which will be included in its CMP based on its assessed needs. Both lists include those threats and hazards that the division requires as a matter of policy to be part of every school’s CMP.

**Table 2.** An example of a school’s customized list of threats and hazards for its crisis management plan based on its division’s master list of threats and hazards.

Division Master List of Threats and Hazards	School Customized List of Threats and Hazards
<ul style="list-style-type: none"> <li>• Earthquake*</li> <li>• Tornado*</li> <li>• Lightning*</li> <li>• Severe Wind*</li> <li>• Hazardous Materials Release</li> <li>• Radiological Release</li> <li>• Dam Failure</li> <li>• Infectious Disease*</li> <li>• Contaminated Food Outbreak*</li> <li>• Toxic Materials in Laboratory</li> <li>• Fire*</li> <li>• Active Shooter/Attack*</li> <li>• Criminal Threat or Action*</li> <li>• Gang Violence</li> <li>• Bomb Threat*</li> </ul>	<ul style="list-style-type: none"> <li>• Earthquake</li> <li>• Tornado</li> <li>• Lightning</li> <li>• Severe Wind</li> <li>• Hazardous Materials Release</li> <li>• Infectious Disease</li> <li>• Contaminated Food Outbreak</li> <li>• Fire</li> <li>• Active Shooter/Attacker</li> <li>• Criminal Threat or Action</li> <li>• Gang Violence</li> <li>• Bomb Threat</li> </ul>

\*Threats and hazards that the division requires in each school CMP



The division should consider the following when developing policies and procedures to identify threats and hazards:

- Virginia legislative mandates for training (including *Virginia Code §22.1-298.6*), and drills (such as those found in *Virginia Code §22.1-137.2*), that need to be reflected in division policies and procedures. (For a list of Virginia legislative requirements pertaining to school safety and emergency planning see the *Legislative Summary for Schools and Campuses* in Appendix G.)
- What type of training should the division provide to School SACs on the process of identifying threats and hazards?
- How will the division identify the diverse scope of all possible threats and hazards faced by any school in the division (this includes what data should be collected at the division level)?
- To what extent will the division require certain threats and hazards to be addressed in CMPs for all schools in the division?
- How regularly will the division's or school's list of threats and hazards be updated?
- What will the process be for identifying, over time, new or emerging threats and hazards for the division or an individual school?

As the division is evaluating relevant threats and hazards, the school should inform the division and School SAC responsible for conducting the assessment of any known threats or hazards specific to the school site. Doing so not only assists in the development of the division master list, but also helps create awareness and begin conversations on how to mitigate those threats and hazards at the school level.

Based on the division's master list of threats and hazards and the division's policies and procedures governing threats, hazards, and school-specific assessments, the School SAC identifies the threats and hazards to include in the school CMP. This list will include those threats and hazards required by the division as well as those unique to the school.

## Task 2: Identify Individual Building-Level Threats and Hazards

High-quality assessments can be an important way for schools to identify existing or new threats and hazards. Critical information and data can be gathered by reviewing the most recent School Safety Audit components, and assessing many defining elements of a school—for example, its site, culture and climate, capacity, and history of school threats.

### Division's Role

Divisions play an important role in guiding schools in carrying out assessments and using the information gathered from them effectively.

1. Division leadership provides accountability for the creation of high quality CMPs at the school level.
2. The division has access to subject matter expertise and other resources to conduct needed assessments and provide support to school leaders.
3. Division leadership is in a position to recognize and connect school leaders with other school leaders in the division that may be mitigating similar threats and hazards providing opportunities for collaboration.

After the division has established a master list of threats and hazards facing all its schools, it should work with each to develop a site-specific list of threats and hazards based on individual school assessments that will be covered in Task 3. To support these school-based efforts, including corrective actions, it is recommended that a division representative participate in school site assessments. At this time it is also a good opportunity for the Division SAC to review the individual results of the school audits and assessments in order to identify opportunities to make recommendations to the School Board.

As divisions consider the impact of various threats and hazards, the site assessment and capacity assessment can reveal vulnerabilities with the potential to directly impact individuals with access and functional needs in a crisis situation before, during, and after a disaster or traumatic event (see Appendix E for *Key Considerations for Inclusive Safety Planning*). As these assessments are conducted, the School SAC should carefully consider how someone with the greatest functional limitations may be directly impacted. Specific areas to consider during the site and capacity assessment include:

- notification;
- evacuation;
- emergency transportation;
- sheltering;
- access to medications, refrigeration, and back-up power;
- access to their mobility devices or service animals while in transit or at shelters; and
- access to information.



## School's Role

After completing assessments, each school should create a customized, site-specific list of threats and hazards that it will address in its school CMP. If a School SAC identifies any threats and hazards that may impact the school, but are not on the division's master list, it should include those on the school's list and alert the division that additional threats and hazards should be included on its master list. The next time the division updates its master list, the new threats and hazards should be included.

## Task 3: Assess and Analyze the Risks and Vulnerabilities Posed by All Identified Threats and Hazards

To evaluate each hazard and threat, schools must 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 individuals or groups that may be at greater risk or vulnerability during a crisis (i.e., pre-school population, hearing and visually impaired classrooms, etc.).

Effective school planning depends on a consistent analysis and comparison of the threats and hazards a particular school may face. This is typically performed through a threat and hazard identification and risk assessment process that collects information about threats and hazards, and assigns values to risk for the purposes of deciding which threats or hazards the plan should prioritize and subsequently address.

The School SAC first needs to understand the threats and hazards faced by the school and the surrounding community. The School SAC 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 SAC 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. The School SAC should then reach out to local, state, and federal agencies for data about historical threats and hazards faced by the surrounding community. The Schools SAC should already have involved many agencies in the process that could provide knowledge of threats and hazards. These would include, but are not limited to, emergency management offices, fire and police departments, as well as local organizations and community groups (i.e., local chapter of the American Red Cross, Community Emergency Response Team), utilities, and other businesses that can provide helpful information.



## Division's Role



Divisions can guide and support schools in evaluating the risks and vulnerabilities posed by the threats and hazards that each school has identified. This involves consolidating information from assessments gathered by each school into a usable format. Below are two strategies for evaluating a threat or hazard, which divisions may wish to share with School SACs.

**Scenario-based planning** is one strategy that the division may wish to share with its School SACs. Using this approach, School SACs depict scenarios of each threat and hazard and the many ways a possible incident could unfold. In planning for each threat or hazard, the School SACs should be instructed to apply the planning principles. For example, when applying the principle of “all settings, all times,” the team should plan for the threat as it relates to multiple settings (i.e., in classrooms, nonacademic settings, athletic fields, school buses, or field trips). More specifically, the plan should provide for the whole school community, which includes vulnerable populations and those with access and functional needs.

Using a **mathematical approach**, schools assign a number (i.e., on a scale of 1 to 4) to different categories of information for each of the risk criteria used in the ranking scheme. The Table 3 worksheet may be used to evaluate threats and hazards using this mathematical approach.

Table 3.

### Sample Risk Assessment Worksheet

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
 <b>Fire</b>	4. Highly Likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. <3 hrs.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
 <b>Hazmat</b>	4. Highly Likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. <3 hrs.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

At this stage of planning, we suggest divisions encourage School SACs to err on the side of caution in evaluating risks and identifying vulnerabilities. As teams hypothesize the possible effects and impacts, there will be a variety of possible outcomes. Teams should evaluate and plan for a threat's worst possible outcome to increase preparedness and to help ensure safety.





\*For more information on the threat and hazard identification and risk assessment process, please see FEMA's *Threat and Hazard Identification and Risk Assessment Guide (CPG 201)* at <http://www.fema.gov/plan>.



Divisions should consider the following when developing their policies and procedures to evaluate the risks and vulnerabilities posed by threats and hazards:

- To what degree will the division support and/or train schools in evaluating risks and vulnerabilities of the identified threats and hazards?
- How will the division ensure the School SAC evaluates risks' and hazards' direct impact on individuals with access and functional needs?
- What is the extent to which schools or the division will assume the responsibility for evaluating the risks and vulnerabilities of the identified threats and hazards?
- To what degree will the division contribute information and guidance on factors to help evaluate the risks and vulnerabilities of the identified threats and hazards?
- What type, format, and content of the strategy (i.e., scenario-based planning or mathematical model) will be used to evaluate risks and vulnerabilities posed by the identified threats and hazards?
- What is the extent to which all schools in the division will use the same strategy for evaluating risks and vulnerabilities of the identified threats and hazards?

Based on the policies and procedures established by the division, schools should be able to evaluate their risks and vulnerabilities associated with specific threats and hazards.

Once an initial set of threats and hazards have been identified through the process, the School SAC should work with the division and emergency management partners to select suitable assessment tools to evaluate the risk posed by the identified threats and hazards.\*

## Task 4: Prioritize Threats and Hazards

Once the division and schools have thoroughly identified, assessed, and evaluated each threat and hazard, the final task in Step 2 is to prioritize the site-specific threats and hazards. This exercise is necessary to guide schools in the development of CMPs that strategically and intentionally address those vulnerabilities that have the highest probability of directly impacting a school and all people served by the school inclusive of those individuals with access and functional needs. This exercise also:

- lays the groundwork for the development of the goals and objectives that will serve as the framework for the written development of a high-quality school CMP;
- begins to inform the school and division of resources and technical assistance needed to support the CMP at each campus; and
- provides insight into the policies, procedures, training, and drills that are necessitated by the identification and prioritization of the threats and hazards specific to each school site.

The division should help each School SAC categorize each threat and hazard as relatively high, medium, or low risk, after an evaluation of its risks and vulnerabilities. This prioritization will allow schools to determine which threats or hazards to directly address in their CMPs.

The division should consider the following when developing its policies and procedures to prioritize threats and hazards:

- To what degree will the division support and/or train schools on prioritizing threats and hazards?
- How does the School SAC or the division define “high risk,” “medium risk,” and “low risk,” as well as the implications of each category for individuals with access and functional needs?
- To what extent will the division require that certain threats and hazards be considered high, medium, or low risk, and require that they be addressed within a school CMP, as discussed in Task 3?
- To what extent will the School SAC and/or the division assume the responsibility for prioritizing threats and hazards?

Based on the policies and procedures established by the division, each School SAC should work closely with the division and partner agencies to organize, compare, and prioritize risks posed by threats and hazards. This will allow the team to decide which threats or hazards it will directly address in the school CMP and the supports needed from the division to begin formulating goals and objectives as required in Step 3.

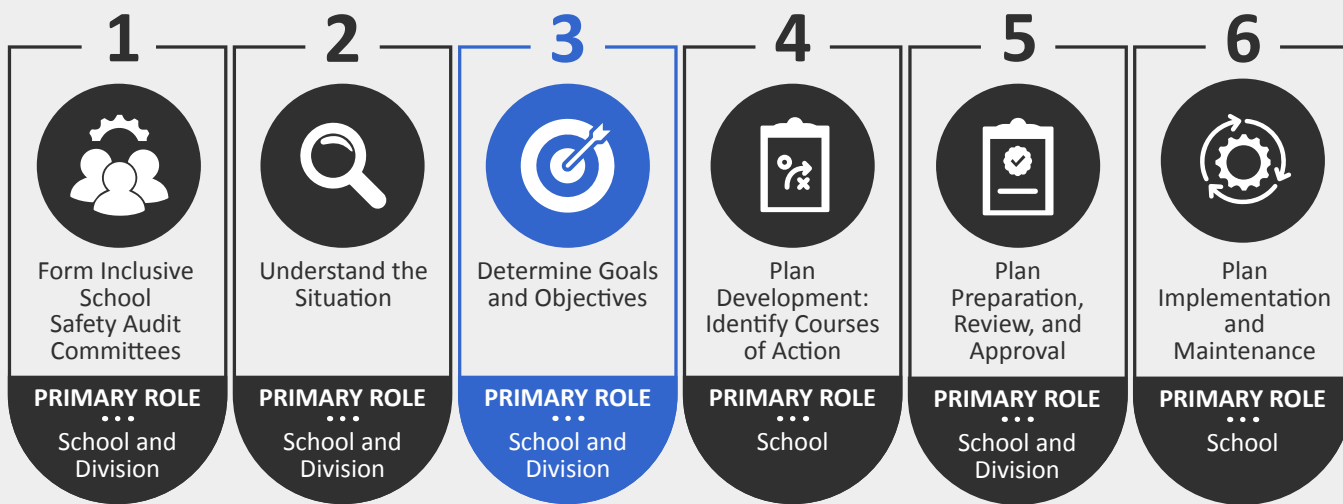
# STEP THREE

*“[I find] the great thing in this world is not so much where we stand, as in what direction we are moving.”*

– Oliver Wendell Holmes, Sr. –  
as quoted in the FEMA 2018–2022 Strategic Plan

## STEP 3

### Determine Goals and Objectives



Oliver Wendell Holmes, Sr. best sums up what was accomplished in Steps 1 and 2 and what will be accomplished in Step 3 of the *Division Guide for Crisis Management Planning*. At this point in the planning process the division and schools should have a clear picture of “where we stand” from a threats and hazards perspective in relation to the work accomplished in the first two steps. As the division and schools proceed with the establishment of goals and objectives in Step 3, the course will be charted to determine “what direction we are headed” in the development of the CMP. In Step 3, the division serves in the primary leadership role for implementation of the CMP by:

- developing goals and objectives for each of the threats and hazards included on its master list;
- developing a master list of universal functions that apply to its master list of threats and hazards. These functions, described in detail in Step 3, Task 3, are critical activities, such as evacuation and providing medical care, that apply to more than one threat or hazard;
- developing goals and objectives for each of its universal functions;
- supporting each School SAC in using the division’s master list of threats and hazards to select which threats and hazards will be addressed in the school CMP;
- supporting each School SAC in using the division’s goals and objectives to develop corresponding goals and objectives for each selected threat and hazard in the school CMP; and
- supporting each School SAC in using the division’s master list of universal functions to select goals and objectives for those universal functions to be included in the school CMP.



## Task 1: Address Identified Threats and Hazards in School CMPs

Collaboration between the division, individual schools, and emergency management partners is an on-going priority. This is particularly so when addressing identified threats and hazards in a school's CMP. The collective knowledge and experience of these partners are invaluable when selecting the threats and hazards to be addressed. This is an important decision point which will determine the goals and objectives that will ultimately result in resource allocation and direct the development of policies, procedures, trainings and drills to protect life and property in the case of an emergency. Diverse perspectives, knowledge, and experiences should be brought to the table for the completion of this task.

### Division's Role

The school division should guide its School SACs in deciding which of the threats and hazards that were identified, evaluated, and prioritized in Step 2 will be addressed in each school CMP.

This is a critical decision point in the planning; one in which the division plays a particularly important role. The division must guide the school committees to ensure that they address more than threats and risks deemed as "high-risk" priorities.

The division should consider the following when developing policies and procedures in the selection of threats and hazards to include in school CMPs:

- How will the division train School SACs on the process of selecting threats and hazards for inclusion in school CMPs?
- To what extent should the division establish expectations to ensure School SACs have the training, resources, and subject matter expertise available to analyze and make planning recommendations for each identified threat or hazard to ensure the safety of individuals with access and functional needs?
- How will schools address state and local requirements, recommendations, priorities, or lessons learned regarding specific threats and hazards?
- To what extent will the division require or recommend that school CMPs address certain threats and hazards?
- To what extent will the division determine guidelines for selecting threats and hazards for school CMPs, according to the risk priority of each of them?
- To what extent will the division provide training and technical assistance to schools on the prioritized hazards and threats?



### School's Role

Based on the policies and procedures established by the division, the School SAC decides which of the threats and hazards identified in Step 2 will be addressed in the school CMP. The committee may decide to address only those threats and hazards that rank “high” in risk priority, or they may decide to also address some of the threats and hazards that rank “medium.” This is a critical decision point in the planning process that is left up to the committee. It is recommended that the team address more than just the “high” risk priority threats and hazards.

Once the committee has decided which threats and hazards will be addressed in the school CMP, it should seek division approval of those identified threats and hazards prior to developing goals and objectives for each. This awareness provides the division an opportunity to give feedback, ensure the school committee is aligned with the division’s master list, and the school can move forward with confidence.

## Task 2: Develop Goals and Objectives for Selected Threats and Hazards

In the context of planning, goals and objectives are sometimes used interchangeably depending on the organization. When considering the diverse group of stakeholders engaged in the development of the CMP, it is important to recognize there could be confusion on the part of division and school committee members as to what exactly is meant by a goal and objective. Participants in the process should understand the context of developing goals and objectives for each identified threat and hazard.

**Goals** are **broad, general statements** that indicate the desired outcome in response to a threat or hazard (i.e., prevent a fire from occurring on school grounds). Goals identify what personnel and other resources should achieve. Goals also help identify when major activities are complete and what defines a successful outcome. The division plays a primary role in developing division-wide goals for the threats and hazards facing schools for two key reasons: (1) It has a broader view about how schools should address threats and hazards—before, during, and after an emergency; and (2) the division will likely mandate the inclusion of specific threats and hazards into each school plan.

**Objectives** are **specific, measurable actions** required to achieve the goals. Objectives are often informed by federal, state, and local emergency management requirements, recommendations, and guidance, as well as lessons learned. Because the development of objectives is based on a broad understanding of their context, the division should play a primary role in developing division-wide objectives for all the possible threats and hazards faced by any division school. Division planners will likely need to identify multiple objectives that support each goal.



### What's the difference? Goals and Objectives

Goals are broad, general statements related to the desired outcome in a threat or hazard scenario. Example: Protect all persons from injury during a fire hazard.

Objectives are actions necessary to support each goal. Example: Maintain an adequate supply of fire extinguishers and other fire suppression equipment recommended by the fire department.





## Division's Role

To ensure consistency and promote efficiency, the division can assume the primary role in this step by developing a master list of goals and objectives for each of the threats and hazards included on the division's master list.

The division should develop at least three goals for each threat or hazard—one for before, one for during, and one for after a threat or hazard has ended. The following examples of goals and objectives demonstrate how the School SAC should develop three goals and corresponding objectives that indicate the desired outcome (1) before, (2) during, and (3) after a particular threat or hazard has unfolded at your school. As the committee develops goals and objectives for threats and hazards, the team should find that some goals and objectives are applicable across multiple threats and hazards. These universal goals and objectives are known as functions.

### Threat or Hazard: Fire

**Goal Example 1 (Before): Protect people and property through preparation for and prevention of a fire from occurring on school grounds.**

**Objective 1.1:** Provide fire prevention and 9-1-1 notification training to all students and staff who use combustible materials or equipment.

**Objective 1.2:** Conduct building walk-through with the fire department to identify and remediate potential fire hazards.

**Objective 1.3:** Maintain an adequate supply of fire extinguishers and other fire suppression equipment recommended by the fire department.

**Objective 1.4:** Conduct fire drills to assess and remediate impairments to egress for all people on school campuses.

**Objective 1.5:** Install communications equipment to effectively alert individuals with access and functional needs of a fire.



### Goal Example 2 (During): Protect all persons from injury and property from damage by the fire.

**Objective 2.1:** Activate emergency alert and communications systems.

**Objective 2.2:** Immediately notify fire department officials and EMS personnel of any fire on school grounds via 9-1-1.

**Objective 2.3:** Evacuate all persons to evacuation location.

**Objective 2.4:** Engage fire suppression systems.

**Objective 2.5:** Transport first aid, medical supplies, and any required medical equipment and medications to evacuation location for individuals with access and functional needs.

### Goal Example 3 (After): Provide necessary medical attention to those in need.

**Objective 3.1:** Immediately begin providing first aid to injured persons.

**Objective 3.2:** Provide continuity of medical services to meet the needs of individuals with access and functional needs.

**Objective 3.3:** Account for all persons.

**Objective 3.4:** Report injuries and other medical concerns to first responders upon arrival.

**Objective 3.5:** Activate the Family Reunification/Assistance Plan.

After the division has developed division-wide goals and objectives for the threats and hazards, it should share them with School SACs for inclusion in their respective school CMPs. These will serve as a foundation to the efforts of each School SAC in Step 4, while facilitating continuity and consistency. Additionally, this can be a meaningful exercise for the division, as it will help to illustrate the common needs for resources at schools throughout the division.

## School's Role

Upon completion of the goals and objectives developed by the division, each School SAC should adopt the goals and objectives associated with the threats and hazards identified in Step 2 to be included in the CMP. Additionally, each school committee should develop goals and objectives to include in the CMP for any applicable threats and hazards that were not included in the division's master list that are unique to the school.

## Task 3: Identify Universal Functions

After the division has completed objectives for all their possible threats and hazards, as noted, it will find that certain critical universal functions or emergency-related activities apply to more than one threat or hazard. Universal functions include evacuating; sheltering; providing medical care; accounting for all students, staff, and visitors; and communicating with school staff, students, families, and the general public. For example, whether the threat is an active shooter/attacker or a bomb threat, schools need to develop communications plans that address alerts and notifications that recognize the diverse communication needs of all stakeholders in the school community. Universal functions should be supported through written policies and procedures since they are used at a higher frequency.

### Division's Role

The division should compile a list of the universal functions that appear in the goals and objectives contained in the division's master list of threats and hazards, and add to the list, as needed, according to federal, state of Virginia, and local laws. These will become functional annexes, which are sections of the plan that detail goals, objectives, and courses of action to protect the school community before, during, and after a possible incident. Courses of action are protocols and procedures that address the what, who, when, where, why, and how for each threat, hazard, and function.

This is not a complete list, but it is recommended that all CMPs include at least the following annexes:

- [Evacuation Annex](#)
- [Lockdown Annex](#)
- [Shelter-in-Place Annex](#)
- [Accounting for All Persons Annex](#)
- [Communications and Warning Annex](#)
- [Family Reunification Annex](#)
- [Continuity of Operations \(COOP\) Annex](#)
- [Recovery Annex](#)
- [Public Health, Medical, Mental Health Annex](#)
- [Security Annex](#)
- [Behavioral Threat Assessment Annex](#)

To better illustrate the concept of universal functions, note that several of the objectives associated with the example goals related to the threat of a fire in Task 2 will cut across multiple threats and hazards. For example, as demonstrated in the following chart, a number of objectives can be associated with functions that can be attributed to (or cut across) more than one threat or hazard. For example, Objective 2.2—“Evacuate all persons to evacuation location” is associated with the universal function “Evacuation” which would also be applied to other threats and hazards in addition to fires, such as an active shooter/attacker on campus or a hazardous material spill. By identifying these universal functions the division can create uniform goals, objectives, and courses of action that can be used universally across the division for use in each individual building CMP. This effort will be discussed in more detail in Task 4.

**Threat or Hazard: Fire**

Example Objectives	Associated Universal Functions
<b>Objective 2.1:</b> Activate emergency alert and communications systems.	Communications and Warning
<b>Objective 2.2:</b> Evacuate all persons to evacuation location.	Evacuation
<b>Objective 2.3:</b> Transport first aid, medical supplies, and any required medical equipment and medications to evacuation location for individuals with access and functional needs.	Public Health, Medical, and Mental Health
<b>Objective 3.1:</b> Immediately begin providing first aid to injured persons.	Public Health, Medical, and Mental Health
<b>Objective 3.2:</b> Provide continuity of medical services to meet the needs of individuals with access and functional needs.	Public Health, Medical, and Mental Health
<b>Objective 3.3:</b> Account for all persons.	Accounting for All Persons
<b>Objective 3.4:</b> Report injuries and other medical concerns to first responders upon arrival.	Public Health, Medical, and Mental Health
<b>Objective 3.5:</b> Activate the Family Reunification/Assistance Plan.	Family Reunification

The division should consider the following when developing policies and procedures related to identifying universal functions:

- How often should the list be updated based on federal, state, and local recommendations, priorities, and lessons learned?
- What functions are the most likely to support more than one type of emergency incident?
- What functions should be addressed, at a minimum, by School SACs?
- How can each function identified reinforce the safety and security of individuals with access and functional needs?

## School's Role

The goals, objectives, and courses of action for functions will become functional annexes that are placed within each school CMP in the division. Using communications as an example, the goals, objectives, and courses of action designed to help ensure information sharing will become a portion of the outline for the Communications and Warnings Annex. The goals and objectives that are developed during Task 4 will serve as the starting point for creation of those functional annexes, as the School SAC begins developing customized, site-specific courses of action for enacting each function.



## Task 4: Develop Goals and Objectives for Universal Functions

The role of the division in Task 4 is similar to that in Task 2. This is an opportunity for the division to provide support to the schools through the development of goals and objectives that can be used across the system. Except this time rather than developing goals and objectives for threats and hazards, the division has the opportunity to develop goals and objectives for identified universal functions. Again, the creation of these goals and objectives ensures consistency and promotes efficiency for the planning process for each school in the division.

After the division has identified a master list of division-wide functions to be addressed in school CMPs, the division will develop at least three common goals and objectives for each universal function to be used by the schools. This will guide the school committee's work as it develops courses of action. For a reunification function, three possible goals include the following:

- **Function Goal Example 1 (before):** Equip the school community to carry out an orderly reunification protocol under potentially high-stress conditions and/or in the aftermath of a disaster.
- **Function Goal Example 2 (during):** Safely reunify students with verified and authorized families and/or guardians.
- **Function Goal Example 3 (after):** Use lessons learned from administering reunification procedures to improve long-term planning efforts.

Once the division develops goals for functions, it should then develop objectives. For the reunification goals above, objectives could include the following:

- **Objective 1.1 (before):** Train staff, students, and other stakeholders on reunification procedures with accommodations inclusive of individuals with access and functional needs.
- **Objective 2.1 (during):** Initiate a systematic release of students to families and/or guardians once verified by student records.
- **Objective 3.1 (after):** Complete an after-action report following the completion of reunification procedures that documents all issues encountered and appropriate updates to be made to the CMP, as needed.

Once the division develops goals for functions, it should then develop objectives. For the evacuation goals above, objectives could include the following:

- **Objective 1.1 (before):** Train staff, students, and other stakeholders on reunification procedures with accommodations inclusive of individuals with access and functional needs.
- **Objective 2.1 (during):** Initiate a systematic release of students to families and/or guardians once verified by student records.
- **Objective 3.1 (after):** Complete an after-action report following the completion of reunification procedures that documents all issues encountered and appropriate updates to be made to the CMP, as needed.

## Division's Role

After the division has developed division-wide goals and objectives for the division-wide list of functions, it should share these goals and objectives with School SACs for inclusion in their respective school CMPs.

The division should consider the following when creating policies and procedures for the development of goals and objectives for universal functions:

- What federal, state, and local laws might govern the development of goals or objectives for functions?
- What federal, state, and local guidance, recommendations, priorities, and lessons learned will the division consider and/or adhere to when developing division-wide goals and objectives for functions?
- To what degree, if any, will the division work with School SACs in developing division-wide goals and objectives for functions?
- What lessons learned and best practices can be incorporated into the division-wide goals and objectives to support the safety and security of individuals with access and functional needs?

## School's Role

Based on the policies and procedures established by the division, each School SAC across the division should develop three goals for each function. As with the goals already identified for threats and hazards, the three goals should indicate the desired outcome for before, during, and after the function has been executed. These commonly occurring functions will be contained in a "Functional Annex" within the school CMP (see Appendix F: *Functional Annexes*).

# STEP FOUR

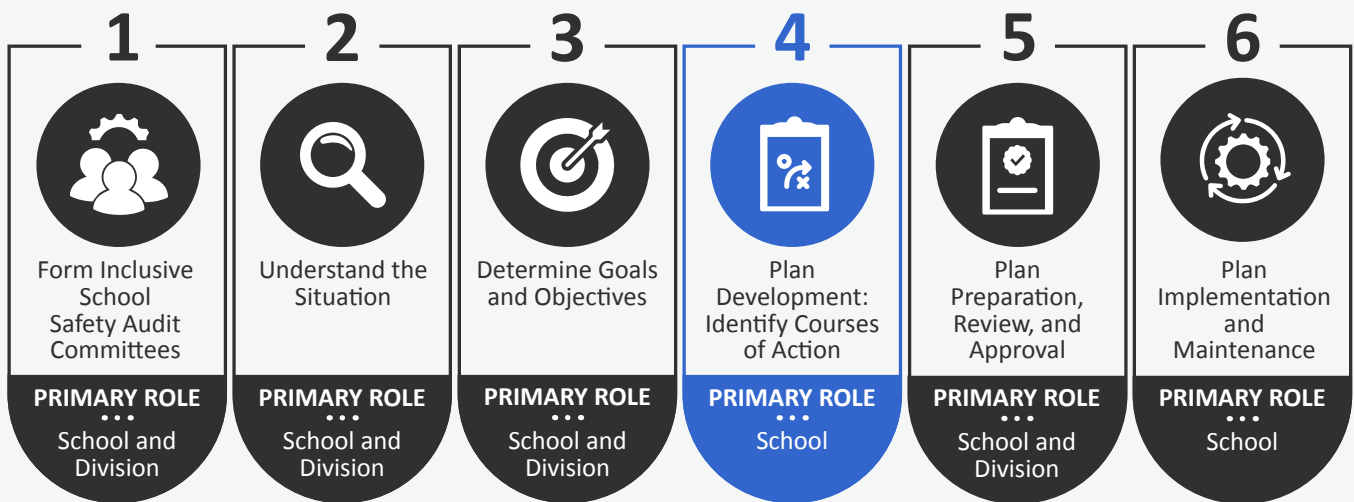


*“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.”*

– Pablo Picasso, Painter –

## STEP 4

### Plan Development: Identify Courses of Action





In Step 4, each School SAC within the division will develop courses of action to accomplish each objective identified in Step 3 for threats, hazards, and functions specific to each individual school. In this step, each School SAC in the division plays a primary role in using the goals and objectives created by the school division in Step 3, to develop site-specific courses of action that are customized to each school building. The division plays a secondary role by providing support to the schools throughout this part of the process.

Serving in the primary leadership role for implementation of the CMP, in Step 4 each School SAC in collaboration with the division should:

- develop site-specific courses of action aligned with the goals and objectives established in Step 3 of the planning process;
- select courses of action following a careful review for alignment with federal, state, and local laws and regulations, division policy, recommended procedures, and known best practices; and
- create a uniform format to the final CMP document to ensure accessibility and consistency is applied across all CMPs in the division.

## Task 1: Develop Courses of Action

The School SAC will need to decide how it will respond to each threat and hazard identified in Step 3. In other words, what courses of action the committee will take. As a reminder, courses of action are protocols and procedures that address the what, who, when, where, why, and how for each threat, hazard, and function. Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances. For example, courses of action will provide detailed instructions for the many evacuation routes for all classrooms while taking into account the access and functional needs of everyone on the school campus at any given time.

The goals, objectives, and courses of action developed for specific threats and hazards will eventually go into the Threat- and Hazard-Specific Annexes section of the CMP. In addition, the same information will eventually go into the Functional Annexes section of the school CMP that will detail what the school community will do before, during, and after a possible incident.

## Division's Role

The school division's role at this point in the planning process should be to work with schools to develop customized courses of action at each school. Part of that collaboration involves establishing expectations for the development of courses of action, by communicating clearly how the division-provided goals and objectives are to be used and customized by each School SAC.

Because courses of action should be customized for each school, the primary responsibility for development should reside with School SACs. This is not only important practically speaking, but also to give ownership of the final CMP to the buildings. However, divisions can support the efforts of the School SACs in three key ways:

1. Divisions can create a model set of goals, objectives, and courses of action. Alternatively, divisions can provide schools with a minimum set of courses of action, along with information related to the feasibility, capabilities, and limitations of those actions.
2. Divisions can work with School SACs to help ensure that each school's courses of action are coordinated with other schools across the division. For example, the division may be required to coordinate specific family reunification sites for schools, especially if multiple schools identify the same location as their respective site, which might overrun the site if all convene at once during a division-wide emergency.
3. Divisions can contribute to developing courses of action by informing schools of what support, services, and functions the division will provide in certain scenarios. For example, in the event of an emergency, the division may inform the buildings that the division will always take the lead to coordinate the use of school buses.

Courses of action are typically developed using "scenario-based planning." This approach prompts the committees to consider different scenarios for how incidents involving threats or hazards may unfold to develop a comprehensive set of courses of action.



Scenario-based planning, described briefly in Step 2, Task 2, typically includes these four steps:

1. **Depict the scenario.** Create a potential scenario based on the threats and hazards identified and prioritized in Step 2.
2. **Determine the amount of time available to respond.** This will vary based on the type of threat or hazard and the scenario. For example, in the case of a hurricane, the school might have days or hours to respond before the storm makes landfall, while the school may have to respond in minutes during an active attack situation.
3. **Identify decision points.** Decision points indicate the place in the timeline, as threats or hazards unfold, when leaders anticipate making decisions about a course of action. Walking through each scenario in detail will help identify the relevant decision points for each threat or hazard, such as whether to evacuate, shelter, or lockdown.
4. **Develop courses of action.** Planners develop courses of action to achieve their goals and objectives by answering the following questions:
  - What is the action?
  - Who is responsible for the action?
  - When does the action take place?
  - How long does the action take, and how much time is actually available to perform the action before the school is confronting the hazard?
  - What must happen before a potential emergency?
  - What happens after a potential emergency?
  - What resources are needed to perform the action?
  - How will this action affect specific populations, such as:
    - individuals from religiously, racially, and ethnically diverse backgrounds;
    - individuals with limited English proficiency;
    - individuals with cognitive and/or physical disabilities;
    - individuals with mental health needs;
    - vulnerable populations; and
    - individuals with other access or functional needs?
  - What resources are needed to best support all individuals in our division?

The division should consider the following when working with School SACs to develop customized, site-specific courses of action for addressing each identified threat, hazard, and function:

- the degree to which the division will provide guidance, training, and support to School SACs regarding the development of courses of action;
- how the division will help ensure that the courses of action developed by School SACs contain enough site-specific details;
- the extent to which the division will provide examples or minimum requirements for schools to consider while developing courses of action;
- the degree to which the division will ensure that each course of action considers the needs of all members of the school community and is inclusive of those individuals with access and functional needs;
- how the division will help to ensure that courses of action for different schools are coordinated with one another;
- the extent to which the division will provide courses of action for the support, services, and functions that the division will provide to a school in any given scenario; and
- how the division will help to ensure that courses of action are integrated with the *National Incident Management System (NIMS)* framework.

NIMS uses a core set of concepts, principles, procedures, processes, standards, and terminology that may be integrated with school emergency management practices. The collective use of NIMS across all local incident response agencies, including K-12 schools, and disciplines creates a common operating picture, promoting mutual goals and responsibilities, and ultimately, more efficient and effective response services. Furthermore, in the event of a large-scale incident crossing multiple jurisdictions and disciplines, NIMS unites all response teams across all of the participating jurisdictions and facilitates effective and appropriate assistance from outlying communities when needed based on the size and complexity of the incident. To maintain organization of the response, the *Incident Command System (ICS)* is utilized.

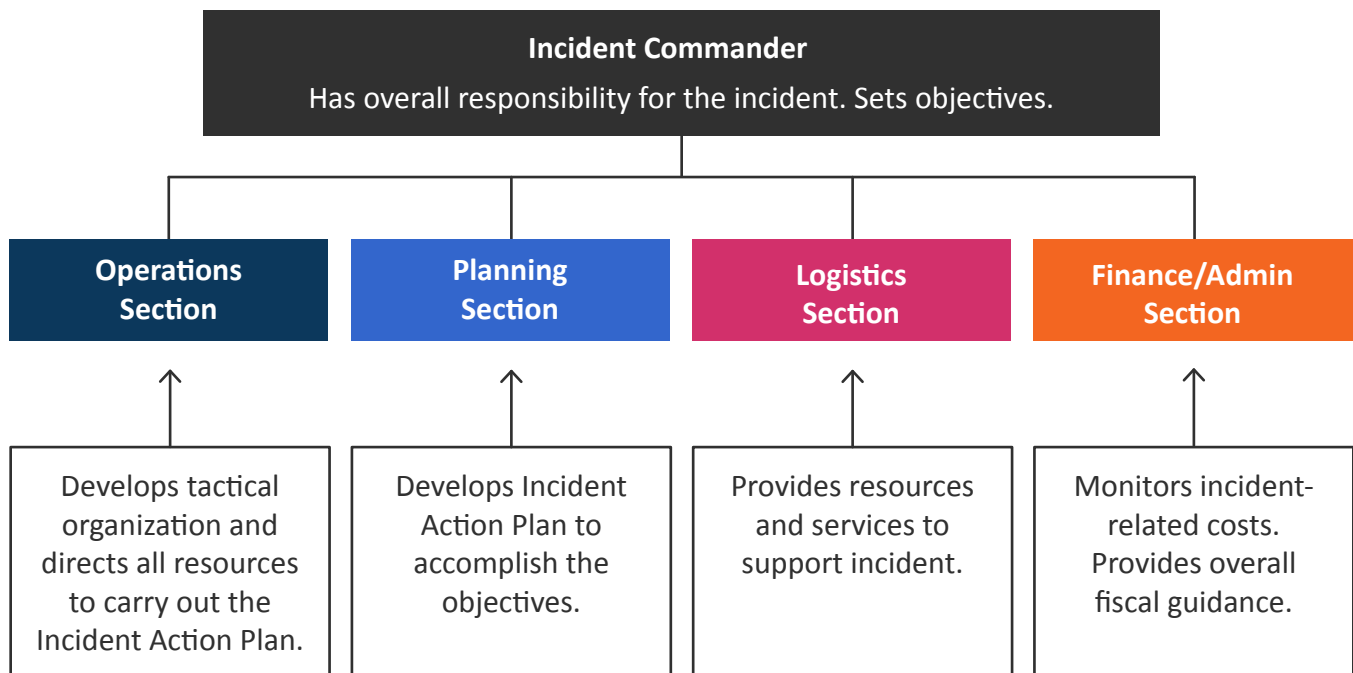


Explore more! Check out available trainings at [FEMA.gov](https://www.fema.gov) to learn more about the *National Incident Management System (NIMS)* framework and how to apply the *Incident Command System (ICS)* to support your school community through crisis.

The *Components of the ICS Structure*, illustrated in Figure 4, are standard no matter where it is established. These components are activated as needed to manage the incident. If a section is not needed, the Incident Commander will not establish it. However, the Incident Commander is responsible to personally manage any function that he or she does not delegate. Divisions should work with School SACs on how to identify and assign specific ICS position roles and responsibilities.

Figure 4.

### Components of ICS Structure



The type of incident, nature of the task, hazards and safety factors, and distances between personnel and resources all influence the span of control and determine how large of an ICS organization is required for an incident or event. It is important to remember that when an ICS organization is established for an incident or event in a school:

- The ICS structure does not necessarily correlate with the school administrative structure.
- The ICS structure is purposefully different from the daily administrative structure in order to allow flexibility and assumption of necessary crisis-related duties for team members. For example, a principal is likely to be unavailable to facilitate an evacuation as they may be tasked with other responsibilities such as assisting first responders.
- The supervisors of the Incident Command should use the correct ICS titles; these will be different from their daily school position titles.

Based on the policies and procedures established by the division, each School SAC develops courses of action for accomplishing each of the objectives identified in Step 3 (for threats, hazards, and functions). As courses of action address the what, who, when, where, why, and how for each threat, hazard, and function, the committee should examine each course of action to determine whether it is feasible, and whether the stakeholders necessary to implement the plan find it acceptable. Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances and considering the access and functional needs of all individuals who may be on school grounds at any given time. Subsequently, the committee develops response protocols and procedures to support these efforts.

## Task 2: Select Preferred Courses of Action

As schools continue their work in developing a course of action for each identified threat and hazard, the school division will need to commit resources to ensure the preferred courses of action selected by each school are truly actionable. Giving schools the needed autonomy to develop customized courses of action is important. However, given that the courses of action are essential as it applies to saving lives and protecting property, division subject matter experts should carefully review for alignment with federal, state, and local laws and regulations, division policies, recommended procedures, and known best practices.

In the previous task, School SACs develop possible courses of action for identified hazards and threats. During this task, they will use policies and procedures developed by the division to compare and then select the most feasible courses of action based on a variety of factors, including, but not necessarily limited to, the capacity and the limitations of the school, the division, and community partners.

The division should consider the following when developing policies and procedures:

- the degree to which the division will provide guidance, training, and support to School SACs on how to select courses of action;
- the capacity and limitations of schools, the division, and community partners;
- the type and amount of resources available to schools for accomplishing courses of action;
- the federal, state, and local laws regarding resources that may be required to support individuals with disabilities and others with access and functional needs, or to effectively communicate with individuals with limited English proficiency in the event of an emergency;
- the degree to which divisions will exercise control over the resources available to School SACs to accomplish courses of action; and
- how official partnerships, through the establishment of partnership agreements, may expand available resources to schools and the division.

The division's policies and procedures are meant to guide schools in comparing the costs and benefits of each possible course of action against its goals and objectives. Additionally, they are intended to help schools identify and find resources necessary to accomplish each course of action. As the schools identify the resources they need, the divisions should work with them to make certain they can acquire, store, and distribute all of the resources, along with any other materials and equipment needed to carry out courses of action before, during, and after an emergency.

Step 4 may also prompt the division to conduct a comprehensive review of the resources needed by all its schools to determine whether existing resources among its schools are sufficient to prepare for, recover from, and respond to emergencies. If not, the division can consider the following approaches:

- work with School SACs to develop alternative strategies to carry out the courses of action with the resources available;
- take steps to acquire additional resources for the schools within an agreed-upon time frame;
- support School SACs in asking community partners for help in identifying strategies and/or opportunities for sharing resources; and/or
- help School SACs establish official partnerships necessary to carry out specific courses of action by developing partnership agreements, such as memoranda of understanding (MOU) or memoranda of agreement (MOA). Please see Appendix G Section 16, and *Code of Virginia § 22.1-280.2:3* regarding *Memorandums of Understanding* requirements.

## School's Role

Based on the policies, procedures, and capacity of the division and its partners, each School SAC should select courses of action that are feasible, meet the access and functional needs of all individuals at all times, and consider both the capacity and the limitations of the school, the division, and community partners.

In this step, planners compare the costs and benefits of each proposed course of action against the goals and objectives. Based on this comparison, planners select the preferred course or courses of action to move forward in the planning process. Plans often include multiple courses of action for a given scenario to reflect the different ways a threat or hazard scenario could unfold.

After selecting courses of action, the committee identifies resources necessary to accomplish each course of action without regard to resource availability. Once the committee identifies all of the requirements, it begins matching available resources to requirements. This step provides planners an opportunity to identify resource gaps or shortfalls that must be taken into account and creative solutions to close those gaps.



## Task 3: Finalize and Format the Functional and Threat-and Hazard-Specific Annexes Functions

The formatting of the final document should be determined by the division and provided to the School SACs to create a consistent approach to the organization of the CMP. This consistency is important to create familiarity and usability of the CMP across the division.

Once courses of action have been selected, the annexes will be finalized. The division should recommend a format that School SACs can use to create the Functional Annexes and the Threat-and Hazard-Specific Annexes sections of school CMPs. The following format is an example that can be used for both sections. Using the following format, each function, threat, and hazard will have at least three goals, with one or more objective for each goal, and courses of action for each of the objectives:

### Function, Threat, or Hazard

#### I. Goal

##### A. Objective

1. Course of Action
2. Course of Action

##### B. Objective

1. Course of Action
2. Course of Action

#### II. Goal

##### A. Objective

1. Course of Action
2. Course of Action

##### B. Objective

1. Course of Action
2. Course of Action

**Table 4. Sample format for functional annexes and threat-and hazard-specific annexes of the school emergency operations plan.**

### Threat or Hazard: Hazardous Materials

Objective	Course of Action
Notify all students and staff to follow shelter protocol	<ul style="list-style-type: none"> <li>• Make announcement on PA/intercom system</li> <li>• Contact classes meeting outside using two-way radio</li> <li>• Notify those adults responsible for supporting students with access and functional needs</li> <li>• Send runner to gym and music rooms to verify notifications</li> <li>• Call transportation to divert buses away from the area</li> </ul>
Provide immediate medical support before rooms are sealed	<ul style="list-style-type: none"> <li>• Deliver inhalers to designated students</li> <li>• Move medically fragile students to health room</li> <li>• Discreetly remind teachers of medical protocols</li> </ul>
Seal rooms within 3 minutes of notification	<ul style="list-style-type: none"> <li>• Close all windows and doors</li> <li>• Seal gaps with wet towels</li> <li>• Cover all openings to outdoors with plastic sheeting and tape</li> </ul>
Turn off HVAC system within 3 minutes of notification	<ul style="list-style-type: none"> <li>• Shut down master HVAC system for main building</li> <li>• Shut down auxiliary HVAC system for gymnasium</li> <li>• Close individual unit ventilators in portable classrooms</li> </ul>

Courses of action already outlined in a Functional Annex need not be repeated in a Hazard-Specific Annex. If there is a Functional Annex that applies to one of the Threat-or-Hazard-Specific Annexes, the latter will include it by reference. For example, if a “during” course of action for a fire hazard involves evacuation, and there is an Evacuation Annex section, the Fire Annex section would indicate “see Evacuation Annex” in the “during” course of action section rather than repeating the evacuation courses of action in the Fire Annex.

### School’s Role

Following the format provided by the division, each School SAC should create the Functional Annexes and the Threat-and-Hazard-Specific Annexes sections of school CMPs.

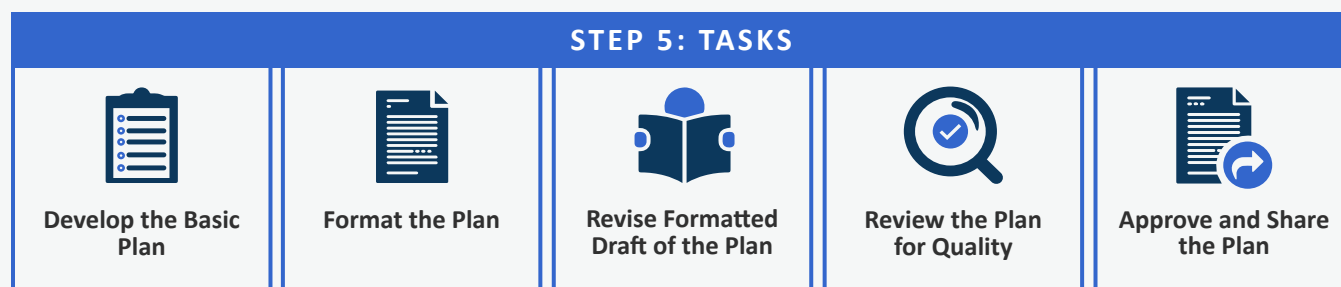
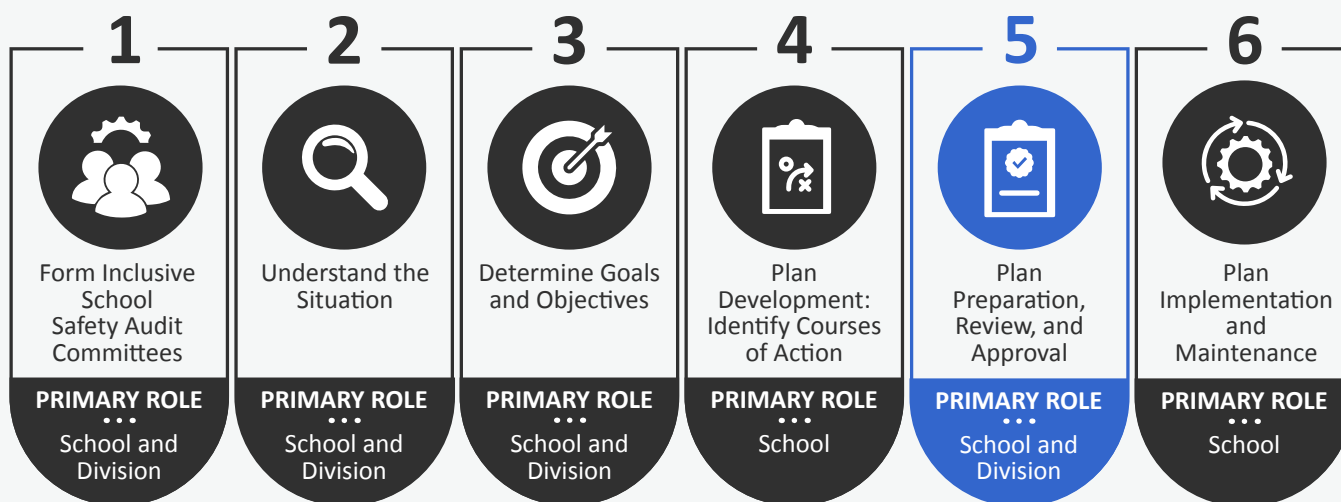
# STEP FIVE

*“Schools should encourage safety training for the entire school community and regularly review training protocols to ensure that everyone is prepared to respond to incidents. Schools should reinforce training through drills and tabletop exercises that are appropriate for the school’s culture, and students and staff should practice their responses on a regular basis.”*

– SchoolSafety.gov –

## STEP 5

### Plan Preparation, Review, and Approval



## Step 5 Objectives

In Step 5, schools play the primary role in several of the tasks, and the division assumes the primary role for others. Specifically, in Step 5, the objectives for the School SAC include:

- developing the *Basic Plan* section content to provide an overview of each school’s approach to operations, before, during, and after an emergency to protect people (inclusive of individuals with access and functional needs) and property;
- formatting the plan to ensure readability and accessibility for all; and
- revising the formatted draft of the plan to submit to the division for review, approval, and dissemination.

In Step 5 the objectives for the division include:

- collaboration with schools to create a comprehensive exercise program to protect people (inclusive of individuals with access and functional needs) and property;
- collaboration with schools to establish a process for plan review and revision for the purpose of continually improvement of the Crisis Management Plan (CMP);
- reviewing the school plans for quality and inclusivity; and
- approving the CMP and sharing the plan with appropriate stakeholders.

## Task 1: Develop the Basic Plan

The *Basic Plan* section of the school CMP provides an overview of the school’s approach to operations before, during, and after an emergency. The content in this section provides a solid foundation for the school’s operations (See Table 5: *The 10 Elements of the Basic Plan*). Please refer to page 23 of the [\*REMS Guide for Developing High-Quality School Emergency Operations Plans\*](#) for more details on the elements recommended for inclusion in the *Basic Plan*.



## Division's Role

Since at least one division representative serves on a School SAC, almost all the information contained in the *Basic Plan* should be able to come from the committee. If the School SAC finds that it must go outside its members for a significant amount of information, it may indicate that the committee membership needs to be expanded or topic specific subject matter expertise brought in for additional guidance on an as needed basis. For example, if the School SAC lacks subject matter expertise to create the content needed to address laws and regulations related to individuals with access and functional needs in the Authorities and References section of the *Basic Plan*, the division may need to provide outside legal counsel to provide that information. As in this example, the division representative should closely monitor the work of the School SAC to identify opportunities for the division to provide additional technical assistance or leverage division relationships to support committee expansion if needed.

### Work with Schools to Create an Exercise Program

A well-defined exercise program provides opportunities to practice with community partners (i.e., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the division and school CMPs. Additionally, exercises offer planners an opportunity to identify where there are gaps in the planning or training. Conducting exercises are a critical component of a division's overall school safety program. A strong exercise program builds organizational and individual resiliency, as well as those important pre-need relationships with the community partners who will respond to actual emergencies.

Ideally, the division will work with School SACs to create an exercise program, which allows all stakeholders to become familiar with the plans and be prepared in the event of an actual emergency.

Exercises may range from basic fire and shelter drills to full-scale community-wide drills that realistically portray a crisis and show the role the school plays in school division and municipal planning. An exercise is an instrument to train for, assess, practice, and improve performance in prevention, preparedness, response, and recovery capabilities in a risk-free environment. Exercises can be used for:

- testing and validating policies, plans, procedures, training, equipment, and interagency agreements;
- clarifying and training personnel in roles and responsibilities;
- improving interagency coordination and communications;
- identifying gaps in resources;
- improving individual performance; and
- identifying opportunities for improvement (essentially all training).

Examples of exercises include:

- seminars;
- workshops;
- tabletop exercises;
- drills;
- functional exercises; and
- full-scale exercises.

Drills are a specific type of exercise, usually coordinated and supervised activities, employed to test a single, specific operation or function within a single entity. Drills are commonly used to provide training on new equipment, develop or test new policies or procedures, or practice and maintain current skills.

See *The Virginia Educator's Guide for Planning and Conducting School Emergency Drills* for more information on training and exercises and detailed descriptions of these examples.

Divisions should recommend that School SACs work with and involve community partners and local emergency management staff when planning, implementing, and reporting on the results of drills and exercises. Community partners may include law enforcement officers, EMS practitioners, fire department personnel, neighboring schools or divisions, advisors with expertise in disability integration, and other external partners, depending on the type of drill. Divisions can also work with schools and community partners to ensure consistency with common emergency management terminology both internally and externally.

To ensure that both internal and external stakeholders (students, faculty, staff, and community partners) are not confused or concerned when a drill or exercise takes place, the division should encourage schools to communicate information in advance, including dates, locations, and times, with everyone involved and impacted. In some cases, that may include conveying information to families and the surrounding school or division community. If students are involved, the division should work with schools to consider the developmental stages and the access and functional needs of the student population when selecting the appropriate exercise. The approach to an exercise will be different for a preschool versus a high school, for example. Additionally, when families and other members of the school community are involved, the division and its schools should include participants reflecting the area's cultural makeup.



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As an additional caution, it is important for the division and each school to understand there are likely students who have been previously traumatized by past personal events that should be considered on a case-by-case basis. For example, a student who may have transferred to a school from a neighboring community because of the loss of their home as a result of a tornado may have an adverse reaction to the sound of a tornado siren as part of a scheduled drill. A school division has the responsibility of bringing trauma informed thinking to the schools as drills and exercises are planned and executed.

Before deciding how many and which types of exercises to implement, the division should work with School SACs to consider the costs and benefits of each exercise, as well as *Code of Virginia* and local requirements. For example, while a tabletop exercise may be less costly and less time-consuming to run, a full-scale exercise is more like a real emergency, thus providing more constructive feedback to improve the plans. The division should also suggest that School SACs conduct exercises under different and non-ideal conditions (i.e., during different times of day and points in the academic calendar, with the absence of key personnel, at various school events, and under different weather conditions). Additionally, these drills and exercises provide an opportunity to test systems and protocols in place to ensure the safety of individuals with access and functional needs. After drills and exercises are complete, the division should recommend that schools debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned.





Divisions should address the following when developing policies and procedures:

- the extent to which there are federal, state, and local laws, requirements, or recommendations regarding the type and frequency of exercises;
- how an ideal exercise program is defined for the division, based on the threats, hazards, and functions addressed in school CMPs across the division;
- the extent to which protocols will be established to evaluate the effectiveness of drills and exercises to protect all individuals, including those with access and functional needs;
- how much time and what resources are available for exercises;
- the feasibility of conducting certain exercises; and
- which community partners should be involved in different exercises.

### **Work with Schools to Establish a Process for Plan Review and Revision**

A primary role of the division is to establish processes, procedures, and protocols to keep the planning process structured and moving forward towards completion. Regardless of the size of the division, a well thought out and structured plan to move the planning process from beginning to end is needed to ensure project completion.

The division should work with School SACs to establish a process for recurring reviews and revisions of the plans by the school committees. The division should communicate the review and revision requirements as set forth in *Virginia Code § 22.1-279.8* to individual schools.

Instead of reviewing the entire plan at once, the division could work with schools to periodically review and revise portions of the school CMP. Some schools find this approach useful. For example, the division can establish a system for schools to review a portion each month or at natural breaks in the academic calendar. This is also an effective way to keep committees meaningfully and regularly engaged. Certain events will also provide new information that can be used to inform the plan. The division should consider having the School SACs review and update school CMPs—or sections of their CMPs—after the following:

- actual emergencies;
- changes in policy, personnel, organizational structures, processes, facilities, or equipment;
- formal and final updates to planning guidance or standards;
- formal exercises;
- threats and hazards that emerge nationally or even internationally that have potential local implications;
- changes in the school, division, and surrounding community;
- a change in threats or hazards or the emergence of a new threat or hazard; and
- ongoing assessments that generate new information.

The division should also consider providing guidance or requirements to School SACs regarding the way in which school CMPs should be developed and updated. This guidance should align with all applicable federal, state, and local laws.



## School's Role

Each school is responsible for developing the *Basic Plan* section (See Table 5 on p. 75) of the school CMP, which addresses the overarching activities the school should undertake regardless of the function, threat, or hazard.

As the committee works through the draft, the members add necessary tables, charts, and other supporting graphics. The committee circulates a draft to obtain the comments of stakeholders that have responsibilities for implementing the plan. Successful plans are written according to the following simple rules:

- Summarize important information with checklists and visual aids, such as maps and flowcharts.
- Write clearly, using plain language, avoiding jargon, minimizing the use of abbreviations, and using short sentences and the active voice. Qualifiers and vague wording only add to confusion.
- Use a logical, consistent structure that makes it easy for readers to grasp the rationale for the sequence of the information and to scan for the information they need.
- Provide enough detail to convey an easily understood plan that is actionable. For example, classroom teachers may have a one-page document that covers what they will need to know and do during an emergency, or create flip-charts, posters, or signs giving simple directions. Organize the contents in a way that helps users quickly identify solutions and options. Plans should provide guidance for carrying out common courses of action, through the functional and threat- and hazard-specific annexes, while also avoiding focusing on extraneous information.
- Develop accessible tools and documents to meet the needs of individuals with access and functional needs. Use appropriate auxiliary aids and services necessary for effective communication, such as accessible websites, digital text that can be converted to audio or Braille, text equivalents for images, and captioning of any audio and audio description of any video content.

The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property. Exercises provide opportunities to practice with community partners (i.e., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan.



Similar to the role of the division, the School SAC should consider the costs and benefits related to how many and which types of exercises to implement. In addition, they should utilize *The Virginia Educator's Guide for Planning and Conducting School Emergency Drills*, as well as requirements of the *Code of Virginia* and any local requirements or board policy. For example, while a tabletop exercise may be less costly and less time-consuming to run, a full-scale exercise provides a more realistic context for the simulated response to an emergency situation, thus providing more constructive feedback to improve the plans. The school should consider:

- the training required to prepare staff for conducting the exercises with special consideration given to the readiness of staff to participate in/or conduct a full-scale exercise;
- the selection of drills to be practiced and the approach to be used that are developmentally appropriate based on the age levels of the student body in the school;
- the access and functional needs of the population including students and adults when selecting the appropriate exercise;
- whether to include parents in the exercises and trainings; and
- cultural diversity of the school community when designing exercises and training.

It is up to the committee to decide how often exercises should be conducted. While frequent exercise is important, it is imperative that exercises are of high quality. To effectively execute an exercise:

- include community partners such as first responders (law enforcement officers, EMS practitioners, and fire department personnel), local emergency management staff and experts in disability integration;
- communicate information in advance to avoid confusion and concern;
- exercise under different and non-ideal conditions (i.e., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events);
- be consistent with common emergency management terminology;
- debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned; and
- discuss how the school CMP and procedures will be modified, if needed, and specify who has the responsibility for modifying the plan.

When considering the *Code of Virginia* and local requirements, School SACs should recognize those requirements as a minimum standard. If the team determines more frequent exercises are necessary for a given threat or hazard, it is a reasonable and responsible approach to recommend exceeding that minimum standard.

This step closes the loop in the planning process. It focuses on adding the information gained from exercising the plan to the research collected in Step 2, starting the planning cycle over again. Remember, planning is a continuous process even after the plan is published. Plans should evolve as the School SAC learns lessons, obtains new information and insights, and updates priorities.

The *Code of Virginia* § 22.1-279.8 requires that reviews be conducted annually by the division. The School SAC should establish a process for reviewing and revising the plan. The School SAC should ensure that all community partners (i.e., first responders, local emergency management staff) have the most current version of the school CMP.



Set a schedule! To ensure that all community partners remain engaged and current with the CMP, determine a regular schedule of meetings, preferably in person and at various locations relative to the CMP, such as reunification sites, school sites, police departments, etc. to foster familiarity, engagement, and natural opportunities for problem solving and discussion.

Table 5.

## The 10 Elements of the Basic Plan section of the Crisis Management Plan

<b>1. INTRODUCTORY MATERIAL</b> <input type="checkbox"/> This section should include a cover page, as well as individual pages for distribution document, signature(s), approval of implementation, record of changes, record of distribution, and table of contents.	
<b>2. PURPOSE AND SITUATION OVERVIEW</b> <input type="checkbox"/> The first part of this section set the foundation for the rest of the school CMP. The <i>Basic Plan's</i> purpose is a general statement of what the school CMP is meant to achieve. The statement should be supported by a brief synopsis of the basic plan and annexes. The situation overview explains why a school CMP is necessary.	
<b>3. CONCEPT AND OPERATIONS</b> <input type="checkbox"/> The Concept of Operations section explains in broad terms the school administrator's role with regard to an operation.	
<b>4. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES</b> <input type="checkbox"/> This section provides an overview of the broad roles and responsibilities of school staff, families, guardians, and community partners (i.e., first responders, local emergency managers, public and mental health personnel), and organizational functions during all emergencies.	
<b>5. DIRECTION, CONTROL, AND COORDINATION</b> <input type="checkbox"/> This section describes the framework for all direction, control, and coordination activities.	
<b>6. INFORMATION COLLECTION, ANALYSIS, DISSEMINATION</b> <input type="checkbox"/> This section addresses the role of information in the successful implementation of activities that occur before, during, and after an emergency.	
<b>7. TRAINING AND EXERCISES</b> This section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and training frequency to ensure that staff, students, faculty, parents, community representatives understand roles, responsibilities, and expectations.	<input type="checkbox"/> Hold a meeting <input type="checkbox"/> Visit evacuation sites <input type="checkbox"/> Give involved parties appropriate and relevant literature on the plans, policies, and procedures <input type="checkbox"/> Post key information throughout the building <input type="checkbox"/> Familiarize students, staff, and family and guardians with the plan and community partners <input type="checkbox"/> Training staff on the skills necessary to fulfill their roles
<b>8. ADMINISTRATION, FINANCE, AND LOGISTICS</b> <input type="checkbox"/> This section covers general support requirements and availability of services and support for all types of emergencies, as well as general policies for managing resources. It should identify and reference policies and procedures that exist outside the plan.	
<b>9. PLAN DEVELOPMENT AND MAINTENANCE</b> This section discusses the overall approach to planning and the assignment of plan development and maintenance responsibilities. This section should do the following:	<input type="checkbox"/> Describe the planning process, participants in the process, and how development and revision of different sections of the school CMP ( <i>Basic Plan and Annexes</i> ) are coordinated before emergency. <input type="checkbox"/> Assign responsibility for overall planning and coordination for a specific position or person. <input type="checkbox"/> Provide a regular cycle to train on, evaluate, review, and update the school CMP.
<b>10. AUTHORITIES AND REFERENCES</b> This section provides the legal basis for emergency operations and activities.	<input type="checkbox"/> List of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. <input type="checkbox"/> Provisions for the succession of decision-making authority and operation control to ensure that critical emergency functions can be performed in the absence of the school administrator.

## Task 2: Format the Plan

An effective school CMP allows users to find the information they need easily and is compatible with local and state plans. The CMP must use plain language and may include pictures and/or visual cues to illuminate key steps.

### Division's Role

Divisions should work with School SACs and community partners to determine a common school CMP format for use across the division. This will help to promote integration and coordination with community partners. There are many different plan formats from which to choose. The traditional school CMP format can be tailored to meet individual school needs. This format includes three major sections: *The Basic Plan*, *Functional Annexes* (See Appendix E), and *Threat-and-Hazard-Specific Annexes*. The elements of each CMP section are illustrated in detail in Table 6: *Traditional School Crisis Management Plan Format*, by sections.

The division should consider the following when developing policies and procedures that guide each School SAC's CMP formatting:

- The extent to which the division will provide tools, resources, or other forms of guidance to School SACs developing school CMPs.
- The extent to which the division will require, recommend, or suggest a school CMP format to be used by all schools in the division.
- The components that the division's preferred school CMP format will include, and how those components will be structured and ordered.

### School's Role

Following the guidance provided by the division, the School SAC should format (See Table 6) and write the plan reflecting consideration for users who will need to find and understand information easily and ensure the school's CMP is compatible with local and state plans. Continued engagement with the division through the process will assist in mitigating any issues efficiently and effectively as the written plan is developed.

Table 6.

### Traditional School Crisis Management Plan Format

Basic Plan	
<ol style="list-style-type: none"> <li>1. Introductory Material               <ul style="list-style-type: none"> <li>• Cover Page</li> <li>• Promulgation Document and Signatures</li> <li>• Approval and Implementation</li> <li>• Record of Changes</li> <li>• Record of Distribution</li> <li>• Table of Contents</li> </ul> </li> <li>2. Purpose and Situational Overview               <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Situation Overview</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>3. Concept of Operations</li> <li>4. Organization and Assignment of Responsibilities</li> <li>5. Direction, Control, and Coordination</li> <li>6. Information Collection, Analysis, and Dissemination</li> <li>7. Training and Exercises</li> <li>8. Administration, Finance, and Logistics</li> <li>9. Plan Development and Maintenance</li> <li>10. Authorities and References</li> </ol>
Functional Annexes	
<p>Note – This is not a complete list, but it is recommended that all CMPs include at least the following functional annexes:</p>	
<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Evacuation</li> <li>3. Shelter</li> <li>4. Lockdown</li> <li>5. Accounting for All Persons</li> </ol>	<ol style="list-style-type: none"> <li>6. Reunification</li> <li>7. Continuity of Operations (COOP)</li> <li>8. Security</li> <li>9. Recovery</li> <li>10. Health, Medical, and Mental Health</li> </ol>
Threat and Hazard Specific Annexes	
<p>Note – This is not a complete list. Each school’s list will vary based on its hazard analysis.</p>	
<ol style="list-style-type: none"> <li>1. Hurricane or Severe Storm</li> <li>2. Earthquake</li> <li>3. Tornado</li> <li>4. Hazardous Materials Incident</li> </ol>	<ol style="list-style-type: none"> <li>5. Mass Casualty Incident</li> <li>6. Active Shooter</li> <li>7. Pandemic or Disease Outbreak</li> <li>8. Suicide or Loss of Life</li> </ol>



## Task 3: Revise the Formatted Draft

The process of formatting the draft plan provides an opportunity for refinement which adds value to the plan. Incorporation of supplemental materials that enhance the content and overall quality of the CMP may occur during the revision process. Additionally, cursory reviews of the draft plan may occur at this stage to allow for any technical revisions ahead of more formal reviews that will occur during Task 4: Review the Plan for Quality.

### Division's Role

Once division leadership provides the CMP format and timeline to schools, the division should serve as a resource for School SACs as needed to develop the plan including 1) adherence to state and federal law as well as division policies and procedures; (2) contribution of important information summarized with checklists and visual aids, such as maps, tables, flowcharts, and other supporting graphics; and (3) provision of points of contact for coordination efforts.

The division should consider the following when developing policies and procedures:

- The degree to which the division will provide assistance, training, and guidance on how to write the school CMP.
- The extent to which the School SACs will receive division-wide plan content for inclusion in their CMPs.
- The degree to which the division will provide feedback on early drafts of the school CMP and how it will be done.
- The extent to which the division will help School SACs connect with school CMP stakeholders to receive feedback on early drafts.
- The required accessible formats and languages in which the draft school CMP should be made available (for example, making online documents compliant with Section 508 of the Rehabilitation Act of 1973, as amended [*Rehabilitation Act*]; offering hard-copy documents in Braille; and translating all plan documents into languages used by community stakeholders).

### School's Role

Provided the guidance, support, and resources from the division, the School SAC should be able to effectively write a high-quality CMP.

## Task 4: Review the Plan for Quality

The premise that quality is more important than quantity certainly applies to the development of an actionable CMP. As the School SAC undertakes the process of developing a high-quality CMP, it is important that the division remain engaged and supportive of the work. This includes taking the time to thoroughly review each school's plan to verify alignment with the guidance provided to date and that the CMP meets the needs of the school. A careful review by both the division and the School SAC helps ensure the final document meets a high-quality standard.

### Division's Role

The division is often charged with reviewing school CMPs, and therefore plays a primary role in Task 4. We recommend divisions develop a framework for reviewing and approving plans. This framework should identify who from the division will review plans, how plans will be reviewed, and what criteria will be used to review plans. There are many different criteria that the division may use when reviewing school CMPs. For example, the division should check the written plan for compliance with applicable laws and for its usefulness in practice. Commonly used criteria can help determine the effectiveness and efficiency of all school CMPs within the division. See Table 7: *Criteria for Evaluating a School CMP* for an outline of measures a division can use to help determine if a plan is "high-quality."



Table 7.

### Criteria for Evaluating a School CMP



#### The plan is adequate if it...

- identifies and addresses critical courses of action;
- accomplishes the assigned function; and
- includes valid assumptions.



#### The plan is feasible if...

- the school can accomplish the assigned functions and critical tasks.



#### The plan is acceptable if it...

- meets the requirements driven by a threat or hazard;
- meets costs and time limitations; and
- is consistent with the law.



#### The plan is complete if it...

- incorporates all needed courses of action;
- integrates the needs of the whole school community (i.e., unique cultural, developmental, access and functional needs, etc.);
- provides a complete picture of what should happen, when, and at whose direction;
- estimates times for achieving objectives;
- identifies success criteria; and
- conforms to the planning principles in this guide.



#### The plan is compliant if it...

- adheres to the applicable state and local laws.

The division should consider the following when developing policies and procedures:

- how the division will provide training to each School SAC on the characteristics of high-quality plans;
- what the process is for reviewing school CMPs;
- when the division will review school CMPs (as required annually prior to August 31);
- who from the division will review school CMPs;
- who in the division is responsible for monitoring and communicating necessary changes as a result of new legislation;
- which community partners will review and evaluate school CMPs;
- the role of community partners who will participate in the review and evaluation of school CMPs (in accordance with Virginia legislative mandate);
- what criteria the division will use to review school CMPs, and the extent to which certain criteria will be used, such as criterion to evaluate a CMP for effectiveness in supporting individuals with access and functional needs;
- the extent to which the division will use any tools, rubrics, or assessments to review school CMPs; and
- what applicable federal, state, and local laws must be considered when reviewing the school CMPs.

### School's Role

Based on the policies and procedures established by the division, the School SAC should receive a division reviewed draft of the school CMP and be prepared to make final revisions based on that review.



## Task 5: Approve and Share the Plan

Divisions play a primary role in Task 5 because they are responsible for signing off that school plans have been annually reviewed. After School SACs finalize plans following the division's initial review, the plans should be presented to the appropriate division leadership to obtain official approval.

### Division's Role

Divisions are encouraged to develop a framework outlining the process for officially approving school CMPs. Once approved, the division should work with the schools to share the plan (in accessible formats, as necessary) with (1) community partners with a responsibility in the plan (i.e., first responders, local emergency management staff); and (2) additional stakeholders that have a role in the plan, including relevant division, local, regional, and/or state agencies with which the plan will be coordinated. The plan should also be shared with other organizations that may use the school building(s).

Divisions should work with schools to protect their plans from unauthorized individuals and should establish a system for sharing secure documents electronically. For example, law enforcement agencies and first responders should have a secured, web-accessible site available to house copies of plans, building schematics, phone-contact sheets, and other important planning details. Additionally, division officials may recommend that certain plan content be redacted before it is shared, or they may develop policies regarding what plan content can and cannot be shared. Divisions and schools must comply with legislation surrounding Virginia's open-records laws as well as exclusions related to public safety in storing and protecting the plan.

In addition, the division should work with the School SACs to maintain a record of the people and organizations that receive a copy of the plan.



#### CMP Evaluate Box

Explore more! Check out [EOP Evaluate](#), the REMS online tool designed to help schools and divisions evaluate established CMPs. Using the six-step planning process, the online tool can help SACs determine areas for improvement in the CMP.



The division should consider the following when developing policies and procedures:

- what the process is for officially approving school CMPs;
- when, or how often, the division should approve school CMPs (*no less than annually as required in legislation*);
- which individuals and/or entities from the division are responsible for approving school CMPs;
- the criteria that will be used to determine plan approval;
- the individuals and entities with whom the approved school CMPs will be shared;
- how the approved school CMPs will be securely shared;
- which parts of the approved school CMPs will be shared;
- the process that will be used to document details about with whom, when, and how the plan will be shared;
- the required accessible formats and languages in which the draft school CMP should be made available to stakeholders; and
- what applicable federal, state, and local laws must be followed when approving and sharing the school CMPs.

## School's Role

Based on the policies and procedures established by the division, the School SAC should have an approved school CMP that it can share with plan stakeholders. The School SAC should then share the plan with its community partners who have a responsibility in the plan (i.e., first responders, local emergency management staff) and additional stakeholders that have a role in the plan, including relevant division, local, regional, and/or state agencies with which the plan will be coordinated. The plan should also be shared with other organizations that may use the school building(s).

Schools should be careful to protect the plan from those who are not authorized to have it and should consider how they will secure documents shared electronically. Law enforcement agencies and first responders should have a secured, Web-accessible site available to house copies of plans, building schematics, phone contact sheets, and other important details that complete planning. Schools must comply with state and local open records laws in storing and protecting the plan.

The team should maintain a record of the people and organizations that receive a copy of the plan, such as local police, fire, and public safety agencies, as well as parents who may request to view the plan.

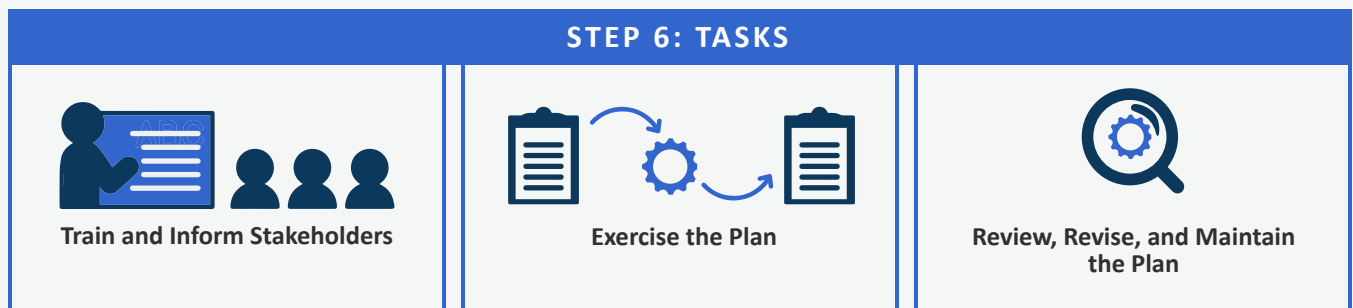
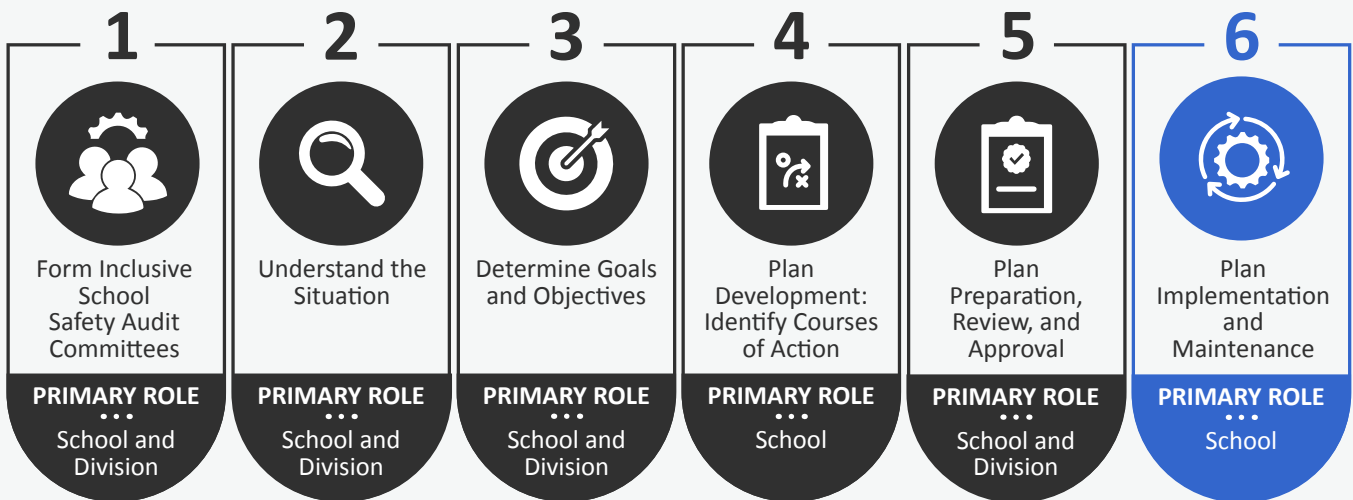
# STEP SIX

*“A good plan violently executed now is better than a perfect plan executed next week.”*

– General George S. Patton –

## STEP 6

### Plan Implementation and Maintenance





In Step 6, the School SAC plays a primary role in the implementation of the CMP, with the division playing a secondary role to support implementation. Successful implementation outlined in this final step requires:

- training and informing stakeholders on the plan and their roles and responsibilities found in the plan;
- exercising the plan; and
- reviewing, revising, and maintaining the plan.

The division's leadership in this last step will ultimately determine the quality of the plan. Although the division plays a secondary role in supporting the school level implementation of the CMP, the establishment of expectations and systems of accountability for implementation and plan maintenance will be essential. Division leaders should always remember, this important work is about taking an action-oriented approach for continuous improvement to protect all people and property regardless of the threat or hazard that presents itself.

## Task 1: Train and Inform Stakeholders

A plan is only as good as those who know how to execute the plan. Therefore, providing training and informing stakeholders of their roles and responsibilities is essential. This includes not just the roles and responsibilities of those named specifically in the plan such as first responders and school personnel, but also those who will be responsible for following the intent of the plan. This includes the roles and responsibilities of students, staff, parents, and others who may be on campus during a drill or emergency situation. It is at this juncture that the plan moves towards action.

### Division's Role

Everyone involved in the execution of the plan needs to know their individual roles and responsibilities before, during, and after an emergency. School divisions play an important role in helping to coordinate training on school CMPs by using the approved training programs included in the *Basic Plan* section of each school CMP in the division and by developing policies and procedures to support and strengthen schools' training programs.

The division should consider the following when developing policies and procedures:

- what type of train-the-trainer guidance or training activities the division should provide to School SACs to help them implement training programs;
- who needs to be involved in the development of a comprehensive training program that protects property and all people inclusive of individuals with access and functional needs;
- which stakeholders should be involved in different components of the training program;
- which accessible formats and languages schools should use for plan materials (such formats may include electronic and hard-copy materials, flip charts, or quick reference guides, and other relevant materials); and
- the type of certification that is needed for trainings, if any.



## School's Role

The role of schools in making the CMP actionable is an important one. Each School SAC is responsible for training stakeholders on the plan and their roles.

Key training components include:

- **Holding a meeting.** At least once a year, hold a meeting to educate all parties on the plan. Go through the plan to familiarize these stakeholders with it.
- **Visiting evacuation sites.** Show involved parties not only where evacuation sites are located but also where specific areas, such as reunification areas, media areas, and triage areas will be located.
- **Giving involved parties accessible, appropriate, and relevant literature on the plan, policies, and procedures.** It may also be helpful to provide all parties with quick reference guides that remind them of key courses of action.
- **Posting key information throughout the building.** It is important information is provided in accessible formats for all students and staff, such as evacuation routes and shelter procedures and locations. Ensure that information concerning evacuation routes, shelter procedures, and locations is effectively communicated to students, staff, and parents. Consider distributing all necessary translation and access and functional needs materials by email in accessible formats.
- **Familiarizing students and staff with the plan and community partners.** Bringing community partners (i.e., law enforcement officers, fire officials, and EMS personnel) that have a role into the school to talk about the plan will make students and staff feel more comfortable working with these partners.
- **Training staff on the skills necessary to fulfill their roles.** Staff will be assigned specific roles in the plan and positions supporting the Incident Command System (ICS) that will require special skills, such as first aid, threat assessment, and provision of personal assistance services for students with disabilities, and others with access and functional needs. Also, substitute teachers must be trained on the plan and their roles in the plan.

## Task 2: Exercise the Plan

Exercising plans should be considered by schools and divisions as an opportunity to not just practice what is in the written plan, but also an opportunity to build resilience across the system. As plans are tested through exercise, strengths and weaknesses are exposed. Teams learn to work together to problem solve challenges and critical pre-need relationships are built with responders especially during planning and drills. To that end, divisions can facilitate work with schools to establish a working drill program.

### Division's Role

The school division can play an important role in helping School SACs conduct exercises using the approved exercise programs in the *Basic Plan* section of each school CMP. The division can (1) establish policies and procedures for conducting exercises at schools, (2) help coordinate drills and exercises that are more complex, (3) work with schools to develop an exercise schedule, and (4) ensure inclusion of first responders and other public safety agencies, and (5) work with schools to both evaluate and improve exercises.

As previously illustrated in Table 5: *The 10 Elements of the Basic Plan* section of a school CMP, Training and Exercises is included as a subsection within the *Basic Plan*. This subsection establishes the expected frequency of exercises to be conducted by the school in accordance with the *Code of Virginia* and local requirements. A school's training program should be based on guidance or requirements from the division's policies and procedures. The division should consider the following when developing policies and procedures:

- the type of training or guidance the division should provide to School SACs to help them implement their exercise programs;
- how the plan provides for the whole school community during exercises, including the needs of individuals with access and functional needs;
- how exercises should be evaluated (i.e., evaluation team, roles, tools), and the criteria for evaluating exercises;
- the minimum requirements for when and how trainings occur;
- the extent of requirements or recommendations regarding the frequency of community meetings on the school CMP;
- the extent of requirements for trainings on special skills, such as first aid or the provision of personal assistance services to individuals with disabilities and other access and functional needs;
- the extent to which the division will share lessons learned with other schools following school exercises and emergencies; and
- how the school might anticipate, respond to, and mitigate any adverse impacts of an emergency exercise on students (for example, increased anxiety during an exercise for students who have previously experienced trauma; or egress obstacles impacting students or staff with access and functional needs during an evacuation).

Division officials should also encourage schools to conduct exercises under different and non-ideal conditions. To support the effective execution of an exercise, the division should work with School SACs to do the following:

- include community partners, such as first responders (i.e., law enforcement officers, EMS, fire department personnel) and local emergency management staff;
- communicate information in advance to avoid confusion and concern;
- exercise under different and non-ideal conditions (i.e., during different times of day, points in the academic calendar, absence of key personnel, various school events, and under different weather conditions);
- ensure consistency with common emergency management terminology;
- debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned; and
- discuss how the school CMP and related procedures will be modified, if needed, and specify who is responsible for doing so.

## School's Role

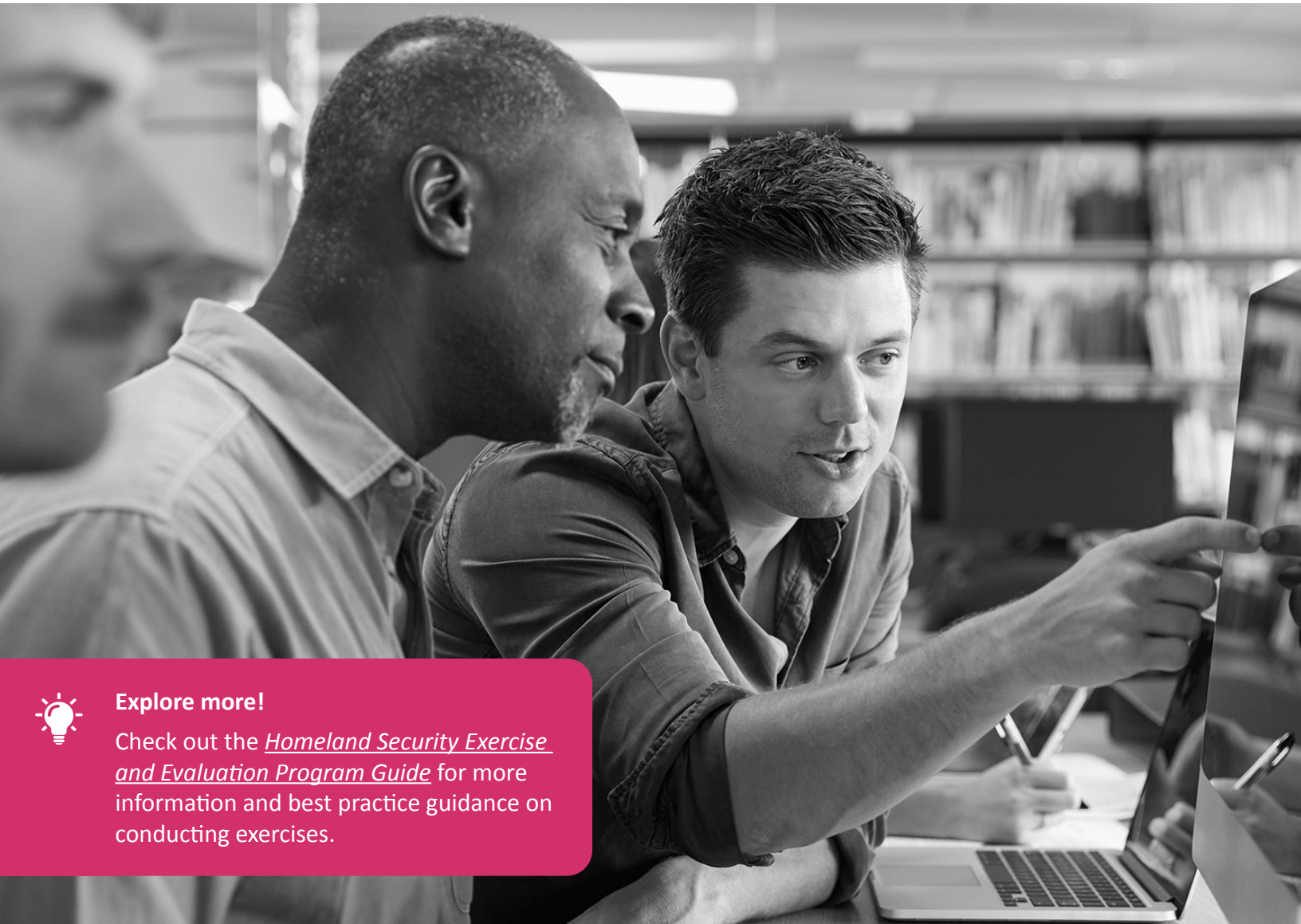
Based on the policies and procedures established by the division, each School SAC should be able to conduct exercises of its school CMP. The more a plan is practiced and stakeholders are trained, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property.

Exercises provide opportunities for schools to practice with community partners (i.e., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources. To better inform exercise planning, you should utilize [\*The Virginia Educator's Guide for Planning and Conducting School Emergency Drills\*](#).

Before making a decision about how many and which types of exercises to implement, a school should work in concert with first responder partners and division leadership to consider the costs and benefits of each, as well as any other exercises planned in the division that could be expanded. For example, while a tabletop exercise may be less costly and less time-consuming to run, a full-scale exercise provides a more realistic context for the simulated response to an emergency situation, thus providing more constructive feedback to improve the plans. If students are involved, the school should also consider the age of the student population and the access and functional needs of students in the school when selecting the appropriate exercise. Schools should also consider whether to include parents and should take into account the cultural diversity of their populations when designing exercises and training. See also legislative requirements related to drills in Appendix G, section 11, and [\*Code of Virginia § 22.1-137.2\*](#).

While frequent exercise is important, it is imperative that exercises are of high quality. To effectively execute an exercise, include community partners such as first responders (law enforcement officers, EMS practitioners, and fire department personnel) and local emergency management staff:

- communicate information in advance to avoid confusion and concern;
- exercise under different and non-ideal conditions (i.e., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events);
- be consistent with common emergency management terminology;
- debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned; and
- discuss how the school CMP and procedures will be modified, if needed, and specify who has the responsibility for modifying the plan.



#### Explore more!

Check out the [\*Homeland Security Exercise and Evaluation Program Guide\*](#) for more information and best practice guidance on conducting exercises.

## Task 3: Review, Revise, and Maintain the Plan

Reviewing, revising, and maintaining school CMPs is the last part of the planning process. However, planning does not end when the final draft is approved. For a high-quality plan to remain a high-quality plan in the weeks, months and years that follow, a process of continuous improvement should be formalized by the division and implemented at the school level. This approach strengthens the plan as lessons are learned from drills, exercises and real-life experiences, emerging best practices, and the latest research.

### Division's Role

The division should ensure that each School SAC reviews, revises, and maintains the school CMP according to, at a minimum, the division's approved review cycle.

The division can also help School SACs review, revise, and maintain their plans by sharing updated assessment data, evaluation data from drills and full-scale exercises. Additionally, the division can help School SACs identify community partners and equipment, lessons learned, new information and insights about threats and hazards, identified research-based best practices, and provide information about updated division priorities.

The division should ensure that all relevant community partners (i.e., first responders, local emergency management staff) have the most current version of all school CMPs in the division.

The division should consider the following when developing policies and procedures:

- the extent to which School SACs should revise parts of the school CMP at a particular time, or review the entire school CMP simultaneously to meet the requirements of the *Code of Virginia § 22.1-279.8*;
- which first responders and community partners must be involved in reviewing and revising school CMPs; and
- the role of the division in reviewing, revising, and maintaining the plan.

### School's Role

Based on the policies and procedures established by the division, each School SAC should be able to review, revise, and maintain its school CMP.

This step closes the loop in the planning process. It focuses on adding the information gained from exercising the plan to the research collected in Step 2, starting the planning cycle over again. Remember, planning is a continuous process even after the plan is published. Plans should evolve as the school and School SAC learn lessons, obtain new information and insights, and update priorities.

## Conclusion

As Virginia divisions and schools move forward with the development of high quality, Crisis Management Plans, it is important to remember that this is a process. There is a beginning, but there really is never an end to this important work. Refinement of division and school CMPs is ongoing as legislation changes, new policies are developed, and best practices emerge.

We have much to learn from one another. The Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) is committed to supporting school leaders in this collective effort to keep our students and campuses safe. We encourage you to not only use us as a resource, but to also share any thoughts or concerns you may have to help us to improve the systems, training, and resources available to support you and your efforts.

We invite you to visit us online to learn more, explore resources, and reach out to us for technical support: <https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety>. Thank you for your continued efforts to ensure the safety of Virginia's schools and campuses.



# ADDITIONAL RESOURCES AND REFERENCES

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## Helpful Training Resources

- IS-368: Including People With Disabilities & Others With Access and Functional Needs in Disaster Operations Online Course. The purpose of this course is to increase awareness and understanding of the need for full inclusion of disaster survivors and FEMA staff who are people with disabilities, and people with access and functional needs. (FEMA, Emergency Management Institute)
- IS-505: Religious and Cultural Literacy and Competency in Disaster Online Course. The course provides emergency management professionals and faith and community leaders active in disaster with the religious literacy and competency tools needed to learn how to effectively engage religious and cultural groups and their leaders throughout the disaster lifecycle. (FEMA Emergency Management Institute)
- Integrating the Needs of Students and Staff with Disabilities and Other Access and Functional Needs Training Package. The training outlines several approaches for integrating the needs of students and staff with disabilities and other access and functional needs into each step of the emergency operation planning process. (REMS TA Center)

## Planning and Preparation for Emergencies

- Access and Functional Needs Community of Practice Forum, REMS TA Center. Log-in or register here: <https://rems.ed.gov/COP/REMSCOPforum/topics.aspx?ForumID=101>.
- Access and Functional Needs Factsheet, REMS TA Center
- ADA Standards: Accessible Routes, U.S. Access Board
- Aiding Individuals With Service Animals During an Emergency, U.S. Department of Labor
- Addressing Access and Functional Needs (AFN) in School and Higher Education Emergency Operations Plans (EOPS), REMS TA Center free online training
- Best Practice Guidance for Active Assailant Drills in Schools, National Association of School Psychologists, Safe and Sound Schools, National Association of School Resource Officers
- Children in Disasters Guidance, U.S. Department of Homeland Security
- Comprehensive Preparedness Guide 101: Developing and Maintaining Emergency Operations Plans, Federal Emergency Management Agency
- Comprehensive Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment (THIRA) and Stakeholder Preparedness Review (SPR) Guide, Federal Emergency Management Agency
- Earthquake Preparedness Guide for People With Disabilities and Others With Access and Functional Needs, Earthquake Country Alliance
- Effective Communications for People with Disabilities: Before, During, and After Emergencies, National Council on Disability
- Emergency Alerts for People With Disabilities, National Center for Accessible Media

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- [Effective Emergency Management: Making Improvements for Communities and People With Disabilities](#), National Council on Disability
  - [Effective Emergency Preparedness Planning: Addressing the Needs of Employees With Disabilities](#), U.S. Department of Labor
  - [Emergency Evacuation Planning Guide for People With Disabilities](#), National Fire Protection Association
  - [Emergency Management in Nontraditional School Settings](#), REMS TA Center
  - [Emergency Management Research and People With Disabilities: A Resource Guide](#), U.S. Department of Education
  - [Emergency Planning for People With Access and Functional Needs](#), New York City Citizen Corps
  - [Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#), Safe and Sound Schools
  - [Helping Children With Disabilities Cope With Disaster and Traumatic Events](#), U.S. Centers for Disease Control and Prevention
  - [Individuals With Disabilities](#), Virginia Department of Emergency Management
  - [Integrating Students With Special Needs and Disabilities Into Emergency Response and Crisis Management Planning](#), REMS TA Center
  - [Office of Disability Integration and Coordination](#), Federal Emergency Management Agency
  - [People With Disabilities Web page](#), National Fire Protection Association
  - [Personal Emergency Evacuation Planning Tool for School Students With Disabilities](#), National Fire Protection Association
  - [Planning for an Emergency: Strategies for Identifying and Engaging At-Risk Groups](#), U.S. Centers for Disease Control and Prevention
  - [Principles for Creating a High-Quality School Emergency Operations Plan](#), REMS TA Center
  - [Public Service Announcements for Disasters](#), U.S. Centers for Disease Control and Prevention
  - [Supporting Students with Disabilities During School Crises](#), A Teacher's Guide
  - [Tips for Evacuating Vulnerable Populations](#), Florida Division of Emergency Management
  - [Training, Drilling, and Exercising Toolkit](#), Texas School Safety Center
  - [Virginia Educator's Guide for Planning and Conducting School Emergency Drills](#), Virginia Department of Criminal Justice Services

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## Resources for Specific Audiences

### Deaf or Hard of Hearing

- [American Sign Language Course on Emergency Management and Deaf or Hard of Hearing Populations](#): Rochester Institute of Technology, REMS TA Center
- [Weather Safety Information for Deaf and Hard of Hearing](#), National Weather Service

### Medical Needs

- [Asthma in Schools](#), U.S. Centers for Disease Control and Prevention
- [Emergency Information Form for Children With Special Needs](#), American College of Emergency Physicians and American Academy of Pediatrics
- [Epilepsy in Schools](#), U.S. Centers for Disease Control and Prevention
- [Food Allergies in Schools](#), U.S. Centers for Disease Control and Prevention
- [Sample Emergency Information Form for Children With Special Needs](#), American College of Emergency Physicians and American Academy of Pediatrics

### Limited English Proficiency

- [Limited English Proficiency Emergency Preparedness Resources](#), U.S. Department of Justice
- [Promoting Emergency Preparedness Among Non-English Speaking Students](#), REMS TA Center

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- World Health Organization. (2018). Deafness and hearing loss. Retrieved from <http://www.who.int/news-room/fact-sheets/detail/deafness-and-hearing-loss>

# APPENDIX

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## Recommended Considerations and Components for Before, During, and After a Crisis

### Crisis Management and Emergency Operations Planning Checklist

#### BEFORE THE CRISIS

Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		Identify the Division's Emergency Manager.	<p>There is a <b>legislative requirement</b> in Virginia around school division emergency managers: <u><i>Guidance on Emergency Manager Designee</i></u>.</p> <p><b>Recommendation for Division Leaders</b> – Empower the designated Emergency Manager to lead all division safety initiatives.</p> <p><b>Recommendation for School Leaders</b> – Designate a Safety Chair at the school level as well. The Safety Chair should be expected to interface with the division's Emergency Manager and first responders and lead all school safety initiatives.</p>
		Begin with the Virginia Department of Criminal Justice Services (DCJS) Model Crisis and Emergency Response Plan as a guide and a three-ring binder to systematically keep track of important crisis information.	<p>There is a <b>legislative requirement</b> in Virginia around <u>school crisis planning</u>.</p> <p><b>Recommendation</b> – Maintain back-up files of this information digitally on the Division's Intranet or local drive, and ensure the most recent <u><i>Legislative Summary for Schools and Campuses</i></u> as well as any related division policies and regulations related to safety and climate are included.</p>

Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		Form or annually confirm Safety Audit Team and share membership information within the group.	<p>There are <b>legislative requirements</b> for who must be involved in plan development and School Safety Audit team activities (i.e., first responders).</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>School Safety Audit Program</u></a></li> <li>• <a href="#"><u>Virginia School Safety Audit Infographic</u></a></li> <li>• <a href="#"><u>School Safety Audit Timeline Checklist</u></a></li> <li>• <a href="#"><u>School Safety Audit Survey</u></a></li> </ul> <p><b>Recommendation</b> – Also Include special education staff members, nutrition staff, and custodial and maintenance staff on teams. Consider developing a method for obtaining appropriate feedback from parents and students.</p>
		Annually review previous plans, related legislation, local policies and procedures, MOUs, safety audit, inspection checklist, surveys, threat assessment, and discipline data.	<p>There are <b>legislative requirements</b> for team and School Safety Audit activities including who must be involved in plan development, as well requirements for threat assessment teams and MOUs between schools and law enforcement.</p>
		Set up monthly inspections of division and school building(s).	<p>There are <b>legislative requirements</b> for tri-annual School Safety Inspection Checklist (due again in 2023).</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>School Safety Inspection Checklist</u></a></li> <li>• <a href="#"><u>School Safety Inspection Checklist – Word Doc</u></a></li> <li>• <a href="#"><u>Guidance on School Safety Inspection Checklist</u></a></li> </ul> <p><b>Recommendation</b> – Designate a subset of the Division and School Safety Audit Team to make at minimum one inspection per month of fire escapes, emergency exits, playgrounds, playground equipment and any other areas critical to the safety of staff, students, and visitors. This team shall also inspect daily for building and grounds’ cleanliness. Scheduling the annual Fire Extinguisher Inspection, semi-annual Hood Inspections, and periodic elevator inspections should be included. Notify the division Emergency Manager when fire extinguishers have been discharged.</p>



Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		<p>Review and take advantage of available resources—such as those provided by the Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (VDOE).</p>	<p><b>Especially Safe Resources for Those with Access and Functional Needs – <i>Coming Soon</i></b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Critical Incident Response Video</u></a></li> <li>• <a href="#"><u>Critical Incident Response for School Faculty and Staff</u></a></li> <li>• <a href="#"><u>School Crisis, Emergency Management and Medical Emergency Response Plan</u></a></li> <li>• <a href="#"><u>School Crisis, Emergency Management and Medical Emergency Response Plan—Quick Guide</u></a></li> <li>• <a href="#"><u>Guidance on Emergency Manager Designee</u></a></li> <li>• <a href="#"><u>Guidance for School Systems in the Event Victims Arise from an Emergency 2018</u></a></li> <li>• <a href="#"><u>Virginia Educator’s Drill Guide to Conducting Drills</u></a></li> <li>• <a href="#"><u>Virginia Schools Bus Driver and Monitor Safety and Security Manual</u></a></li> <li>• <a href="#"><u>Virginia Schools Bus Driver and Monitor Video</u></a></li> <li>• <a href="#"><u>Threat Assessment and Management in Virginia Public Schools: Model Policies, Procedures and Guidelines</u></a></li> <li>• <a href="#"><u>K-12 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents, and Community Members</u></a></li> <li>• <a href="#"><u>K-12 Threat Assessment Video</u></a></li> <li>• <a href="#"><u>K-12 Threat Assessment Form</u></a> – Fillable PDF</li> <li>• <a href="#"><u>K-12 Threat Assessment Form</u></a> – Fillable Word Doc</li> <li>• <a href="#"><u>Frequently Asked Questions (FAQs) About K-12 Behavioral Threat Assessment and Management</u></a></li> <li>• <a href="#"><u>Essential Elements: School Threat Assessment and Management Model Policies and Procedures</u></a></li> </ul>

Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		<p>Review and take advantage of available resources—such as those provided by the Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (VDOE). (continued)</p>	<ul style="list-style-type: none"> <li>• <a href="#"><i>Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education</i></a></li> <li>• <a href="#"><i>Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence</i></a> (July 2018 – National Threat Assessment Center)</li> </ul> <p><b>Free trainings</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/training">www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/training</a></li> </ul> <p><b>Virginia Department of Education (VDOE)</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Model Policy to Address Bullying in Virginia Schools (DOE)</i></a></li> <li>• <a href="http://www.doe.virginia.gov/support/prevention/suicide/suicide-prevention-guidebook.pdf">www.doe.virginia.gov/support/prevention/suicide/suicide-prevention-guidebook.pdf</a></li> </ul>
		<p>Determine vulnerabilities and school specific areas of risk.</p>	<p><b>Recommendation</b> – Utilize the provided worksheet and consider all types of threats.</p> <ul style="list-style-type: none"> <li>• <a href="https://rems.ed.gov/Docs/ACEF_ED_Facilitiesvulnerability-Hazardchecklist.pdf">https://rems.ed.gov/Docs/ACEF_ED_Facilitiesvulnerability-Hazardchecklist.pdf</a></li> <li>• <a href="https://rems.ed.gov/K12ThreatAndHSAnnex.aspx">https://rems.ed.gov/K12ThreatAndHSAnnex.aspx</a></li> </ul>
		<p>Mitigate or prevent vulnerabilities as possible.</p>	
		<p>Plan to address risks and threats that cannot be mitigated.</p>	

Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		Distribute appropriate school safety related correspondence to staff, partners, and parents	<b>Resource</b> – <a href="http://www.fema.gov/txt/nims/nims_ics_position_paper.txt">www.fema.gov/txt/nims/nims_ics_position_paper.txt</a>
		Implement NIMS and ICS.	<b>Resource</b> – <a href="http://www.fema.gov/txt/nims/nims_ics_position_paper.txt">www.fema.gov/txt/nims/nims_ics_position_paper.txt</a>
		Develop and maintain contact lists; document staff who have special skills such as first aid, CPR, other certifications, and bilingual.	
		Define roles and responsibilities.	
		Provide and take part in training such as first aid, SRO Basic, and threat assessment.	
		Work with local First Responders to plan drills, tabletops, and exercises, practice response for specific threats.	
		Identify and plan to assist those who need special assistance in an emergency.	<b>Resource</b> – <i>Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings</i> and <i>Emergency Quick Guide for Students with Special Needs</i> <b>Recommendation</b> – Develop Individual Emergency Plans for individuals with special needs.

Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		Ensure classrooms and other spaces have needed emergency supplies.	<b>Recommendation</b> – Develop classrooms and instructional space Go-Kits. See recommended supply list.
		Plan for communication during various levels of emergency (early release, evacuation, reunification, etc.).	<b>Recommendation</b> – Ensure that parents of students who are directly impacted or critically injured are contacted directly versus through a mass communication or recording.
		Plan for reunification should evacuation from the school become necessary.	<b>Resource</b> – <u><i>The Standard Reunification Method</i></u>
		Plan a close evacuation site and one farther away.	<b>Recommendation</b> – Maintain communication with evacuation sites and practice evacuating whenever possible.
		Work with first responders to determine a traffic plan for various scenarios.	
		Plan ahead for emergency purchases and contracts.	
		Plan ahead for any necessary emergency medical supplies.	
		Compile facility information such as floor plans, door numbering, and shut off valves.	<b>Recommendation</b> – Complete this with maintenance and custodial staff as well as first responder partners. Maintain this information with the required School Safety Inspection Checklist.
		Plan for possible emergencies while on field trips. (This should include emergency contact information, medications, and possibly a designated Field Trip Go-Kit.)	
		Provide a copy of the school(s) key response actions or full emergency plans.	

## DURING THE CRISIS

Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		Activate the Incident Command System (ICS)	<b>Recommendation</b> – Utilize the ICS chart roles and responsibilities developed during the BEFORE phase
		Communicate with 9-1-1 first, then the central office	
		Universal precautions	
		Evacuation procedures	<b>Resource</b> – <u><i>Virginia Educator’s Guide for Conducting Drills</i></u> and <u><i>The Standard Response Protocol</i></u>
		Lockdown procedures	<b>Resource</b> – <u><i>Virginia Educator’s Guide for Conducting Drills</i></u> and <u><i>The Standard Response Protocol</i></u>
		Shelter procedures	<b>Resource</b> – <u><i>Virginia Educator’s Guide for Conducting Drills</i></u> and <u><i>The Standard Response Protocol</i></u>
		Fights, injuries, sexual assault, weapons situation	
		Pandemic	
		Schools used as shelters	
		Bomb threats	
		Missing or abducted student	
		Loss of school community member	

## AFTER THE CRISIS

Date Included	Date Last Reviewed	Item for Inclusion	Recommendations & Available Resources
		Immediate recovery actions	
		Process to debrief the incident	
		Addressing psychological needs such as: <ul style="list-style-type: none"> <li>• counseling;</li> <li>• communicating; and</li> <li>• memorials</li> </ul>	<b>Recommendation</b> – Establish policies to allow for grieving and memorializing individuals in a consistent, fair, and an appropriate manner. (Ex: whether there will be a specific location for memorials to be set up and if so, will they be allowed for all students?) Also, establish a plan for community counseling partners to be available and on-hand in the aftermath.
		Addressing physical and structural needs such as: <ul style="list-style-type: none"> <li>• buildings and equipment;</li> <li>• business and financial needs; and</li> <li>• continuity of operations plan</li> </ul>	
		School closings and reopening	
		Volunteers and donations	<b>Recommendation</b> – Ensure a means to vet volunteers (i.e., through Virginia’s Sex Offender Registry) <b>Recommendation</b> – Establish a plan to handle donations

*Note – Adapted from our own 4-phase plan, REMS, and this REMS plan template from WA: [https://rems.ed.gov/docs/repository/WA\\_BasicPlanTemplate.pdf](https://rems.ed.gov/docs/repository/WA_BasicPlanTemplate.pdf)*

## Staff Skills Survey

### Survey of Staff Emergency Skills, Devices, and Special Needs

Name: \_\_\_\_\_

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

During an emergency or disaster it is important to be able to draw from all available resources, to include those of the staff. Please check any of the following skills, training, capabilities or devices that you have that you would be willing to use during a school emergency or disaster. Also, please indicate if you would require special assistance during an evacuation, lockdown, or shelter situation so others can assist you in times of need. When finished, please return this survey to the office administrator.

- |  |   |
|--|---|
| <input type="checkbox"/> Cell phone (number)                 | <input type="checkbox"/> Emergency planning/management                                  |
| <input type="checkbox"/> First Aid – Current card?           | <input type="checkbox"/> Shelter management   |
| <input type="checkbox"/> Yes                                 | <input type="checkbox"/> Bi/multi-lingual (specify below)                               |
| <input type="checkbox"/> No                                  | <input type="checkbox"/> Sign language  |
| <input type="checkbox"/> AED defibrillator – Current card?   | <input type="checkbox"/> Ham radio operator   |
| <input type="checkbox"/> Yes                                 | <input type="checkbox"/> CB radio   |
| <input type="checkbox"/> No                                  | <input type="checkbox"/> Bus and truck driver   |
| <input type="checkbox"/> CPR – Current card?                 | <input type="checkbox"/> Mechanical ability   |
| <input type="checkbox"/> Yes                                 | <input type="checkbox"/> Construction (electrical, plumbing, carpentry, etc.)           |
| <input type="checkbox"/> No                                  | <input type="checkbox"/> Structural engineering license                                 |
| <input type="checkbox"/> EMT – Current card?                 | <input type="checkbox"/> Yes  |
| <input type="checkbox"/> Yes                                 | <input type="checkbox"/> No   |
| <input type="checkbox"/> No                                  | <input type="checkbox"/> Survival training and techniques                               |
| <input type="checkbox"/> Triage                              | <input type="checkbox"/> Food preparation   |
| <input type="checkbox"/> Fire safety, firefighting, HAZMAT   | <input type="checkbox"/> Special assistance accommodations needed (inform school nurse) |
| <input type="checkbox"/> Search and Rescue                   | <input type="checkbox"/> EpiPen® training   |
| <input type="checkbox"/> Critical incident stress debriefing | <input type="checkbox"/> Other (specify below)  |
| <input type="checkbox"/> Law enforcement (specify below)     |   |

**Specify Below:**

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What would make you feel more prepared should a disaster strike while you were at school?

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Signed:

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See: *School Safety Inspection Checklist for Virginia Public Schools* ([shorturl.at/elxN2](http://shorturl.at/elxN2))



## Virginia Department of Criminal Justice Services (DCJS)

### Free (or Nearly Free) Initiatives to Enhance School Safety and Improve Climate

When it comes to keeping our students safe, legislative mandates should be considered a minimum standard for our school safety efforts. Anyone can play an important role in creating meaningful and lasting change to improve the safety of our schools and campuses. It is the goal of the Virginia Department of Criminal Justice Services (DCJS) to set divisions and schools up for success by offering the [Legislative Summary for Schools and Campuses](#) (and other) [free resources and tools](#) to support this collective effort to keep our students safe.

Please also see the [DCJS training announcement page](#) to take advantage of the many opportunities for **training and conferences** available to school and division staff, as well as law enforcement and other first responder partners.

#### Practical Application of Processes and Resources

It is the responsibility of local school divisions to develop processes aligned with relevant legislation and best practices. Although there is no singular “right way” to form a committee or conduct the work of those tasked with enhancing school and division safety, below are ideas for practical use of free (and nearly free) initiatives to enhance school safety. Consideration of these opportunities can elevate the quality of safety planning in your school or division—and save precious instructional time by bundling legislative requirements with best practices.

#### For School Division Leaders

##### Annually

- Establish a Division Safety Audit Team that consists of relevant stakeholder groups including first responder agencies. *This team can be scheduled to meet twice annually or as needed.*
- Assign or reassign the role of Emergency Manager and ensure the Emergency Manager is introduced to school leaders and first responder partners.
- Require school leaders to work with their division Safety Audit Committees to submit budget recommendations for safety improvements to division leadership.
- Communicate expectations to school leaders regarding the establishment of a School Safety Audit Committee, frequency of meetings, and reporting requirements. Once communicated, these expectations should be included as a part of each school leader’s annual evaluation.
- Review and update Memorandum of Understanding (MOUs) with law enforcement and other first responders.

### Monthly

- Conduct a 15 minute “safety segment” as an ongoing part of the agenda at principal or administrator meetings. *Safety segments can be anything relevant to the school division during a specific season or time of year including school closing codes and early closing procedures before winter weather hits, a debrief of an incident that occurred at a local school, a brief training on communication, or how to curb social media rumors when an incident occurs, or an update from first responders on issues they are seeing in the community.*
- Include school safety updates as a regular part of the division’s agenda each month. *This could include highlighting best practices, reports on drills, recognition of staff—such as school resource officers, recommendations for safety improvements, presentations or videos, awards for students, classrooms, schools, individual staff members, etc. for modeling safety.*

### Ongoing

- Continue to develop the division’s partnership with law enforcement through the use of the *School-Law Enforcement Partnership Curriculum*.

### Cyclically

- Continue to ensure that all school division and school leaders are aware of legislation and division policy related to school safety, as well as the tools and resources that are available.

## For School Leaders

### Annually

- Conduct a brief “safety update meeting” as part of a first Back to School staff meeting. *While all the other pertinent information is being shared this is also a great opportunity to share new and updated safety information such as the school’s crisis plan, contact lists, and drill schedule.*
- Conduct the *School Safety Inspection Checklist* survey with input from staff and students.
- Conduct School Safety Audit team building sessions at least annually (team building and training can include any number of activities including an emergency cutoff scavenger hunt, tabletop exercises, and “what if” scenarios).
- Ensure that all staff including coaches, support staff, and substitutes have an opportunity to view the *Critical Incident Response video* and manual at least annually (password “rsmaccess”).
- Establish a School Safety Audit Team that is representative of stakeholders unique to your school—including support staff, special needs staff, and maintenance and custodial staff.

## Annually

- Provide a one-page summary of safety and emergency planning information for parents at Back to School nights including the drills and how they can partner with the school in an emergency.
- Update the Lockdown/All Clear packet annually (ask for help from volunteers or students).

## Ongoing

- Continually strive to increase the number of *Protective Factors* provided for students by your school.
- Develop and regularly update a “Quick Guide” for emergencies: Lockdown, Evacuate, and Shelter.
- Empower staff to deviate from the crisis management plan (CMP) in a life or death situation.
- Fully develop a plan for post disaster family reunification and assistance.
- Implement low and no cost enhancements (like mirrors and use of *Crime Prevention through Environmental Design*).
- Include students in the emergency planning process. For example, have older children make safety videos in school TV studios for younger children to view, and speak to younger children about not being a bystander if they see bullying.
- Make safety and emergency planning part of the school’s climate—not just one more task. Making safety and emergency planning a part of the climate and an overarching expectation is critical. Incorporating new processes in a way that complements, and builds trust in what is already occurring, rather than doing something additional is important because of the number of tasks, goals and requirements school leaders and students already have on their plates.
- Partner with first responders:
  - to assist with development and review of crisis management plans.
  - to observe and provide feedback on school drills.
  - to participate in school safety inspection checklist walk-throughs.
  - to teach *Virginia Rules*.
- Provide a school safety update at each Parent-Teacher Association meeting throughout the year.
- Participate in national safety events such as National School Bus Safety Week and The Great Shake Out to raise awareness and practice drills.
- Utilize a drill observation form and compare it to like drills throughout the year to chart improvement and ongoing issues.
- Utilize a drill schedule to systematically complete required drills during the school year.

**Ongoing**

- Utilize and maintain a portable Command Center Go-Kit (with a yearbook and emergency supplies such as a bullhorn, digital camera, and emergency contacts) in the main office and a back up location in case the main office is not accessible in an emergency. (See Appendix H for suggested supplies.)
- Utilize *Threat Assessment in Virginia Schools: Model Policies, Procedures, and Guidelines* provided by the [DCJS Virginia Center for School and Campus Safety](#).

**Cyclically**

- Explore opportunities for emergency planning funding such as the [VDOE Equipment Grant](#), or [School Resource Officer/School Security Officer Incentive Grant](#).

**For Teachers and Other Instructional Staff****Ongoing**

- Consider how you would move to a locking room quickly when traveling with students to lunch, recess, gym, or specialty classes throughout the day.
- Ensure you have a key to your classroom and that the lock works.
- Practice locating your keys and locking your room.
- Utilize and maintain updated Classroom Go-Kits (with emergency supplies such as light sticks, class roll(s), and thermal blankets) in each instructional space, gyms, music, art and other rooms where students are located.
- Consider incorporating school safety into your lesson plans. For example, curriculum units focused on weather could include assignments or activities related to drills, best practices or special service projects such as building Go-Kits for kids to keep at home.
- Include safety updates in classroom newsletters and as a formal part of Parent-Teacher conferences.
- Be proactive in identifying students in your classroom who may have an access or functional need requiring modifications to safety protocol or development of an Individual Safety Plan.
- Volunteer to participate on the School Safety Audit Committee.
- Immediately report, to your immediate supervisor, any identified safety issues in your classroom, school or campus.

Please complete annually and include with your crisis management plan

## School Specific Risk Index Worksheet

School Division Name: \_\_\_\_\_

Hazard	Frequency	Magnitude	Warning Time	Severity	Special Characteristics and Planning Considerations	Risk Priority
	<input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible	<input type="checkbox"/> Minimal <input type="checkbox"/> 6–12 hours <input type="checkbox"/> 12–24 hours <input type="checkbox"/> 24+ hours	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
	<input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible	<input type="checkbox"/> Minimal <input type="checkbox"/> 6–12 hours <input type="checkbox"/> 12–24 hours <input type="checkbox"/> 24+ hours	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
	<input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible	<input type="checkbox"/> Minimal <input type="checkbox"/> 6–12 hours <input type="checkbox"/> 12–24 hours <input type="checkbox"/> 24+ hours	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
	<input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible	<input type="checkbox"/> Minimal <input type="checkbox"/> 6–12 hours <input type="checkbox"/> 12–24 hours <input type="checkbox"/> 24+ hours	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
	<input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible	<input type="checkbox"/> Minimal <input type="checkbox"/> 6–12 hours <input type="checkbox"/> 12–24 hours <input type="checkbox"/> 24+ hours	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
	<input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible	<input type="checkbox"/> Minimal <input type="checkbox"/> 6–12 hours <input type="checkbox"/> 12–24 hours <input type="checkbox"/> 24+ hours	<input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

## Key Considerations for Inclusive Safety Planning

### Ask the experts.

- Include individuals with access and functional needs (as appropriate) and/or parents, guardians, and caregivers in planning for their safety needs.
- Include general educators, special educators, school psychologists, mental health professionals, and/or related support staff in safety planning.
- Transportation, emergency responders, facilities, and custodial staff are especially important to include in crisis planning for individuals with access and functional needs.

### Individual people have individual needs.

- Individuals with access and functional needs are unique and therefore have unique needs which must be considered in planning for safety. Again, here it is essential to include individuals (where possible), parents and guardians, and educators in planning for individual needs.
- Each individual with access and functional needs—whether short-term or ongoing—requires a unique crisis plan or Individual Safety Plan (ISP) designed to address their specific needs for all identifiable hazards (See Safe and Sound Schools' *Especially Safe: Planning and Preparation Guide*).
- In addition to specific emergency actions, ISPs should include any specific teaching, training, tools and/or strategies required to prepare and support the individual for all hazards.
- Individuals with ISPs must be provided multiple opportunities to prepare, practice and drill for a variety of crisis scenarios.

### Individualized Education and 504 Planning provides a scheduled opportunity to incorporate safety goals and develop and review ISPs.

- For individuals with Individualized Education Plans (IEPs), crisis plans and instructional goals may be incorporated into the IEP or developed as a separate Individual Safety Plan (ISP).
- It is important to note that every individual with an IEP or 504 Plan does not necessarily require an ISP. The needs of each unique person (with or without an IEP or 504 Plan) must be evaluated and planned for individually.

### The needs of individuals change.

- Consider temporary disabilities (i.e., sprained ankle, concussion, etc.), emerging issues (i.e., newly developed sensitivities, recent trauma exposure), new or updated diagnoses (i.e., asthma, seizure disorder, hearing impairment), as well as increasing or decreasing levels of cognitive and/or physical capability of individuals when planning for safety.
- For individuals with an ISP due to temporary accessibility or functional needs (i.e., broken leg and needs crutches for an expected limited period, thus not on an IEP or 504), it is essential to plan for periodic review of the ISP to address any changes in status or as directed by the individual's physician.
- ISPs must be updated as needed, and at a minimum, annually. Safety planning teams should consider coordinating individual assessment of individual needs for the development and updating ISPs in conjunction with Individual Education Planning (IEP/504 planning) meetings.

### Staff should be familiar with and have immediate access to the ISP of individuals and/or staff who may be their responsibility in the event of an emergency.

- Staff members (including substitute teachers, bus drivers, aides, etc.) that work with or near individuals or other staff members with an ISP should have access, training, and equipment, and supplies necessary to enact ISPs.
- It is recommended that ISPs are carried with or located near individual or staff members with an ISP, and or accessible electronically via an emergency application.
- Any supplies or equipment required for the ISP should be carried or stored near the individual in an emergency kit or "Go-Kit" (See Appendix H: Individual Go-Kit Checklist).

### Adults in Charge.

- Individuals with access and functional needs should have an identified adult in charge of their plan and implementing it during an emergency. In addition, the plan should designate secondary adults in the event that the primary adult is absent or otherwise unable to act.
- Substitute personnel placed in charge of an individual with an ISP (i.e., teachers, aides, or paraprofessionals) must be familiarized with and prepared to implement the ISP.
- Students and children must not be placed in charge of or responsible for their peers or other adults with special needs.
- Through group practice and education, students and children will naturally learn to work cooperatively and help one another during emergency drills and exercises. However, it is not safe or appropriate to assign students and children adult responsibilities as this can lead to unintended physical and/or psychological harm if a child or student "helper" or "buddy" is unable to successfully assist a peer or adult during a drill or actual emergency.

**Equal opportunity and equal access = safety for all.**

- Individuals with access and functional needs must have the same opportunities to access and benefit from emergency programs, services, and activities as people without disabilities.
- Modification to rules, policies, practices, and procedures may be required to provide equal access to emergency programs and services for individuals with access and functional needs.
- Neither individuals with access and functional needs nor their families may be charged to cover the costs of measures necessary to ensure equal access and nondiscrimination.

Source: *Safe and Sound Schools, Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings, Planning and Preparation Guide*



## Functional Annexes

Functional Annexes are the critical emergency operational functions included in Crisis Management Planning. These annexes serve as sections of the plan that detail goals, objectives, and courses of action to protect the school community before, during, and after a possible incident. Courses of action are protocols and procedures that address the what, who, when, where, why, and how for each threat, hazard, and function. It is recommended that all CMPs include at least the following annexes: Evacuation Annex, Lockdown Annex, Shelter Annex, Accounting for All Persons Annex, Communications and Warning Annex, Family Reunification Annex, Continuity of Operations (COOP) Annex, Recovery Annex, Public Health, Medical, and Mental Health Annex, Security Annex, and Behavioral Threat Assessment Annex.

### Evacuation Annex

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. The planning team should consider the following when developing their goals, objectives, and courses of action:

- how to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations;
- how to evacuate when the primary evacuation route is unusable;
- how to evacuate students who are not with a teacher or staff member; and
- how to evacuate individuals with disabilities (along with service animals and assistive devices, such as wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

### Lockdown Annex

This annex focuses on the courses of action a school will execute to secure buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to ensure all school staff, students, and visitors are secured quickly in the rooms away from immediate danger. The planning team should consider the following when developing its goals, objectives, and courses of action:

- how to lock all exterior doors, and when it may or may not be safe to do so;
- how particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action;
- what to do when a threat materializes inside the school; and
- when to use the different variations of a lockdown (i.e., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).

## Shelter Annex

A Shelter Annex focuses on courses of action to take when students, staff, and visitors are required to remain indoors, perhaps for an extended period, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students, staff, and visitors may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a severe weather shelter (such as in the event of a tornado). The planning team should consider the following when developing its goals, objectives, and courses of action:

- what supplies will be needed to seal the room and to provide for the needs of students and staff (i.e., water);
- how a shelter can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services;
- how to move students when the primary route is unusable;
- how to locate and move students who are not with a teacher or staff member; and
- the need for and integration of “safe rooms” to protect against extreme wind hazards (such as a tornado or hurricane) to provide immediate life-safety protection when evacuation is not an option.

## Accounting for All Persons Annex

This annex focuses on developing courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing. The planning team should consider the following when developing its goals, objectives, and courses of action:

- how staff will determine who is located in the assembly area;
- what to do when a student, staff member, or visitor cannot be located;
- how staff will report to the assembly supervisor; and
- how and when students, staff, and visitors will be dismissed or released.

## Communications and Warning Annex

The Communications and Warning Annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency. The planning team should consider the following when developing its goals, objectives, and courses of action:

- how the school’s communications system integrates into the local disaster and response law enforcement communication networks (i.e., fire department and law enforcement staff);
- how to ensure relevant staff members can operate communications equipment;
- how the school will communicate with students, families, and the broader community before, during, and after an emergency;

- how to account for technology barriers faced by students, staff, parents, and guardians;
- how to effectively address language access barriers faced by students, staff, parents, and guardians;
- how the school will handle the media (i.e., division or school public information officer);
- how impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily held at the school or during regular school hours (i.e., church use of school property and athletic events); and
- how the school will ensure effective communication with individuals with disabilities and others with access and functional needs (i.e., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

### Reunification Annex

The Family Reunification Annex details how students will be reunited with their families or guardians. The planning team should consider the following when developing its goals, objectives, and courses of action:

- how to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification;
- how to verify that an adult is authorized to take custody of a student;
- how to facilitate communication between the parent check-in and the student assembly and reunion areas;
- how to ensure students do not leave on their own and procedures for locating students that do leave on their own;
- how to notify parents of students who have been injured or are deceased;
- how to protect the privacy of students and parents from the media;
- how to reduce confusion during the reunification process;
- how frequently families will be updated;
- how to account for technology barriers faced by students, staff, parents, and guardians; and
- how to effectively address language access barriers faced by students, staff, parents, and guardians.

## Continuity of Operations (COOP) Annex

This annex describes how to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning. The planning team should consider the following when developing its goals, objectives, and courses of action:

- how the COOP Annex will be designed so that it can be activated at any time and sustained for up to 30 days or potentially extended period of time;
- how the COOP Annex will set priorities for re-establishing essential functions, such as restoring school operations, and maintaining the safety and well-being of students and the learning environment; and
- how the COOP Annex will ensure that students receive applicable related services in the event of a prolonged closure.

## Recovery Annex

This annex describes how to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery. The planning team should consider the following when developing its goals, objectives, and courses of action:

- **Academic recovery**
  - when the school should be closed and reopened, and who has the authority to do so;
  - what temporary space(s) the school may use if school buildings cannot be immediately reopened; and
  - how to provide alternate educational programming if students cannot physically reconvene.
- **Physical recovery**
  - how to document school assets, including physically accessible facilities, in case of damage;
  - which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after disaster strikes; and
  - how the school will work with utility and insurance companies before an emergency to support a quicker recovery.
- **Fiscal recovery**
  - how division leadership will be included (i.e., superintendent, chief business officer, personnel director, and risk manager);
  - how staff will receive timely and factual information regarding returning to work; and
  - what sources the school may access for emergency relief funding.

- **Psychological and emotional recovery**
  - who will serve as the team leader;
  - where counseling and psychological first aid will be provided;
  - how teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling;
  - who will provide trained counselors;
  - how to address the immediate, short-, and long-term counseling needs of students, staff, and families;
  - how to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed; this includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance);
  - how memorial activities will strike a balance among honoring the loss, minimizing attention paid to the perpetrator, resuming school and class routines and schedules, and maintaining hope for the future; and
  - how the Public Health, Medical, and Mental Health Annex will inform the actions and plans of the Recovery Annex.

### **Public Health, Medical, and Mental Health Annex**

This annex describes the courses of action that the school will implement to address emergency medical (i.e., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs after an emergency will be addressed in the Recovery Annex. The planning team should consider the following when developing its goals, objectives, and courses of action:

- what the role of staff members is in providing first aid during an emergency;
- where emergency medical supplies (i.e., first aid kits, automated external defibrillators) will be located and who is responsible for purchasing and maintaining those materials;
- which staff have relevant training or experience, such as in first aid or CPR;
- how the school will secure enough counselors in the event of an emergency;
- how the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department; and
- how the school will support the needs of students identified by the behavioral threat assessment team.

## Security Annex

This annex focuses on the courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel. The planning team should consider the following when developing its goals, objectives, and courses of action:

- how agreements with law enforcement agencies address the daily role of law enforcement officers in and around school;
- how to make sure the building is physically secure, including implementation of Crime Prevention Through Environmental Design [CPTED] (see *School Safety Inspection Checklist*);
- how to get students to and from school safely (including traffic control and pedestrian safety);
- how to keep prohibited items out of school;
- how to respond to threats identified by the behavioral threat assessment team; and
- how information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and civil rights and other laws).

## Behavioral Threat Assessment Annex

This annex focuses on the courses of action for operation of a behavioral threat assessment team—legislatively mandated in Virginia public schools and campuses since 2013 and 2008 respectively. A behavioral threat assessment team analyzes communication and behaviors to determine the extent to which a student, staff member, or other person may pose a threat. The purpose of the behavioral threat assessment is to identify students, staff, or other persons who may pose a threat before a threat develops into an incident. The team may also refer any identified persons to services, if appropriate. The planning team should consider the following when developing its goals, objectives, and courses of action:

- which representatives must serve on the behavioral threat assessment team;
- additional representatives to be included; and
- how the team will help to ensure that information complies with applicable privacy, civil rights, and other applicable laws.



## Virginia Department of Criminal Justice Services Virginia Center for School and Campus Safety

### Legislative Summary for Schools and Campuses Select Virginia and Federal Legislation with Safety Implications for K-12 Schools and Institutions of Higher Education (IHE)

February 2022

*The most current version of this document is available online at:*

[www.dcms.virginia.gov/sites/dcms.virginia.gov/files/legislative\\_summary\\_for\\_schools\\_and\\_campuses.pdf](http://www.dcms.virginia.gov/sites/dcms.virginia.gov/files/legislative_summary_for_schools_and_campuses.pdf)

A vital role of the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) is to stay abreast of past, current and possible future legislation impacting school safety in our state. It is important to note, this is not an exhaustive list of all legislation related to school and campus safety in Virginia. It is intended as a summary of key legal components referenced in DCJS/VCSCS training and resources.

In addition to providing guidance to Virginia school divisions and institutions of higher education regarding Virginia specific legislation, this summary provides leaders with access to federal law on important topics that promote the safety and security of all. It is incumbent upon Virginia K-12 public schools, school divisions, and institutions of higher education (IHE), to ensure compliance with all pertinent national, state, and local legal requirements and protocols to serve and protect every individual who steps onto our campuses. For additional reference, all Virginia legislation can be found at <https://law.lis.virginia.gov/vacode/>.

## Suggested Tools for Preparation: Emergency Supplies and Equipment List

### CLASSROOMS

Teachers Emergency Response Flip Chart contains:

- |  |   |
|--|---|
| <input type="checkbox"/> Emergency phone numbers | <input type="checkbox"/> Substitute teacher instructions        |
| <input type="checkbox"/> Evacuation routes       | <input type="checkbox"/> Hazard specific responses for teachers |
| <input type="checkbox"/> Assembly areas          | <input type="checkbox"/> Selected universal procedures          |

### *Classroom Go-Kit*

A bright yellow emergency backpack with the following items:

- |   |  |
|---|--|
| <input type="checkbox"/> Orange fluorescent vest (worn by teachers) with list of emergency duties in front pocket | <input type="checkbox"/> Latex-free gloves, 6 pair (maintain per shelf life)   |
| <input type="checkbox"/> Student class roster (with special assistance students identified)                       | <input type="checkbox"/> Flashlight with extra batteries (maintain per shelf life)   |
| <input type="checkbox"/> Student attendance forms, blank  | <input type="checkbox"/> Pens, paper   |
| <input type="checkbox"/> Student emergency care cards   | <input type="checkbox"/> Large garbage bags, 1 per student (to keep warm and dry)  |
| <input type="checkbox"/> Student release forms  | <input type="checkbox"/> Whistle   |
| <input type="checkbox"/> Status placards, colored   | <input type="checkbox"/> Small garbage bags with ties for sanitation, 1 roll   |
| <input type="checkbox"/> Emergency phone numbers and procedures   | <input type="checkbox"/> Facial or toilet tissue, 1 small box or roll  |
| <input type="checkbox"/> Teacher partner classroom list   | <input type="checkbox"/> Scissors  |
| <input type="checkbox"/> Basic first aid kit (maintain per shelf life)  | <input type="checkbox"/> Small snacks – peanut free (optional)   |
| <input type="checkbox"/> Pressure dressings, 3  | <input type="checkbox"/> Sensory supports (i.e., headphones, visual schedules, fidgets, and/or other items per the students IEP/504/LEP) |



**CLASSROOMS** *(Continued)***Classroom Shelter Kit** (items needed in addition to the Classroom Go-Kit on previous page)

- 5-gallon bucket (to store supplies and to serve as toilet when needed)
- Toilet Supplies, 100 small plastic bags, toilet paper, and hand washing supplies
- Duct Tape, 2 rolls (for sealing doors and windows)
- Drinking Water and cups – stored separately
- Space blanket, 3
- Tarp or ground cover
- Portable radio, batteries
- Portable radio, batteries
- Student Activities
- Sensory supports (i.e., headphones, visual schedules, fidgets, and/or other items per the students IEP/504/LEP)
- Gum, mints, or hard candy (to help relax students during lockdown or shelter)
- Items for earthquake prone areas (leather work gloves, safety goggles, crowbar)

**SCHOOL OFFICE****Communications Equipment** (secure area)

- Bullhorn with extra battery, 2 each
- Two-way radio with holster, charger, extra batteries – 4 sets (other two-way radios distributed to: CMT/ICS members, department heads, Police and Fire Liaison, and the Athletic Director)
- Dedicated emergency telephone line (with unpublished number): selected phone jacks identified with green covers. Used only for school emergency response or recovery.

**Life Saving Items** (common area)

- Fire extinguisher
- First aid kit
- Portable stretcher and drag blankets

**Utility Equipment** (secure area: 1 set–school office; 1 set–custodian’s office)

- Barrier tape 3” x 1000’, 3 rolls (emergency type)
- 4’ Stakes, 40 each
- Sledge hammer
- Bolt cutters
- Pry bar
- Pickax
- Shovel
- Pliers
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench, 1 per utility
- Cables to connect car battery for emergency power for lights, etc. (training needed to operate)

## SCHOOL OFFICE *(Continued)*

**Administrator's Tool Box – Mobile** (secure area: taken by office administrator during evacuation)

**Large orange duffel bag on wheels**, which consists of:

- School Emergency Management Plan**, which includes:
  - School Neighborhood, map of
  - School Campus, aerial photos of
  - School Floor Plans
  - School Campus during an Emergency, map of CP and staging areas
  - School Utility Systems, diagram or layout of gas and utility lines
  - Evacuation Routes to relocation sites
  - Relocation Sites, map of staging areas (indoor and outdoor)
  - Faculty and Staff Assignment Roster with Special Skills and Devices
  - First Aid Kit Inventory, by location (Lesson from Jonesboro, Arkansas shooting)
  - Telephone and Pager Listings
  - Emergency Phone Numbers
  
- Keys.** Clearly tagged master key; extra keys for rooms for which a master key can't be used; place in a locked container within the box (or keep extra master key in Knox Box-rapid entry system-outside)
  
- Procedures** for:
  - Fire Alarm Turn-off (Columbine lesson)
  - Sprinkler System Turn-off (Columbine lesson)
  - Utility Shut-off Valves
  - Cable Television Satellite Feed Shut-off
  
- Student and Staff Photos
- Student Disposition Forms and Emergency Care Cards
- Student Attendance Roster
- Inventory of Staff Resources
- Emergency Resource List (local resources)
- Master roster of all classes
- Master bus schedules
- Bell Schedule
- Note pad and pens
- Incident recorder log
- First aid kit with latex-free surgical gloves
- Flashlight (batteries refreshed every 6 months)
- Disposable camera
- Other: When exiting, place extra two-way radios and the visitor log in the bag

**SCHOOL OFFICE** *(Continued)***Medical Emergency “Go-Kit”**

Medical emergency Go-Kits are specifically intended for use in school emergencies when buildings are evacuated or the school health office is displaced. The school nurse monitors and re-supplies the kit as needed. Basic emergency and first aid supplies include:

- |  |  |
|--|--|
| <input type="checkbox"/> Pillows                   | <input type="checkbox"/> Sterile pads (all sizes)                        |
| <input type="checkbox"/> Disposable bottled water  | <input type="checkbox"/> Ace bandages                                    |
| <input type="checkbox"/> Batteries for flashlights | <input type="checkbox"/> Sewing needles and thread                       |
| <input type="checkbox"/> Radio (battery operated)  | <input type="checkbox"/> Safety pins of various sizes                    |
| <input type="checkbox"/> Duct tape                 | <input type="checkbox"/> Waterless antibacterial soap                    |
| <input type="checkbox"/> Large plastic trash bags  | <input type="checkbox"/> Steri-strips (butterfly closures)               |
| <input type="checkbox"/> Assorted band aids        | <input type="checkbox"/> Disposable gloves                               |
| <input type="checkbox"/> Oval eye patches          | <input type="checkbox"/> Eye protection masks                            |
| <input type="checkbox"/> Tongue depressors         | <input type="checkbox"/> First aid handbook                              |
| <input type="checkbox"/> Sterile water (for burns) | <input type="checkbox"/> Insulin and syringes                            |
| <input type="checkbox"/> Instant ice packs         | <input type="checkbox"/> Source of sugar for diabetic students and staff |
| <input type="checkbox"/> Hypo-allergenic tape      | <input type="checkbox"/> Sanitary napkins                                |
| <input type="checkbox"/> Scissors                  | <input type="checkbox"/> Cotton tip applicators                          |
| <input type="checkbox"/> Tweezers                  | <input type="checkbox"/> Finger splints                                  |
| <input type="checkbox"/> Gauze rolls               | <input type="checkbox"/> Cardboard splints                               |

**First Aid Kits** are typically maintained in Common Areas by the School Nurse.

**Fire Extinguishers** are typically maintained in Common Areas by the Chief Custodian.



**Virginia Department of Criminal Justice Services**  
[www.dcjs.virginia.gov](http://www.dcjs.virginia.gov)