

2025

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





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Information Needed for Completion

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

[List of CMP Planning Team Members](#)

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

[List of CMP Copy Recipients](#)

[Completed Hazard Analysis](#)

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

[Information Related to Anonymous Reporting Systems](#)

[Information Related to Access Control Policy](#)

[Individuals in Order of Succession](#)

[List of Schools Likely to Encounter Flooding](#)

[Parent Notification/Communication Systems](#)

[Completed Essential Functions Chart](#)



Introduction

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

Purpose

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

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

The objective of the division-level CMP is to ensure the safety of all members of the [School Division] community through a rapid, coordinated, and effective response to, and recovery from, emergencies and disasters. Individual school-level plans should be completed outlining operational details of how the plan will be implemented at that school.

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

Goal

The CMP embraces strategies that focus on preventing and preparing for emergencies of all kinds that could affect the school. It also emphasizes the importance of ensuring an effective and efficient response to, and recovery from, any crisis that may occur.

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

Authority for Plan

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



Definition of Plan

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

School Board Responsibilities

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

The local school board, the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the relevant regional emergency medical services council, and the emergency management official of the locality, or their designees, shall annually review the written school crisis, emergency management, and medical emergency response plans. The local school board shall have the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as provided in subdivision 4 of § 2.2-3705.2. (*Code of Virginia* § 22.1-279.8.D)

Each school board shall also develop training on safety procedures in the event of an emergency on school property. Such training shall be delivered to each student and employee in each school at least once each school year. (*Code of Virginia* § 22.1-137.3)

School Superintendent Responsibilities

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

Other Related Laws and Regulations

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

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



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

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

Scope

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

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

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

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

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

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

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

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



For purposes of the CMP, school crises are categorized as either a:

- “Critical incident”: Events that require an immediate response by public safety agencies and are managed by school administrators only until public safety officials arrive. They typically involve the activation of a school Crisis Management Team. Critical incidents include, but are not limited to, natural and technological disasters and security emergencies that adversely affect the normal operation of the school. Examples include tornadoes, severe thunderstorms/weather incidents, terrorist attacks, fire, hazardous material spills, active attacks, situations involving hostage and/or kidnapping, threats involving weapons, explosions, criminal activity or the threat of criminal activity, and fugitives/suspects being pursued near a school by law enforcement. A critical incident could also include injury or death of a student, teacher, or school personnel, whether on or off school property.
- “Medical emergencies”: Life-threatening situations arising from health conditions, as well as unintentional and intentional injuries. Examples include cardiac arrest, serious illness or condition, drug overdoses, seizures, playground accidents and serious athletic injuries, and acts of violence (assaults) that require emergency medical treatment. School administrators, school nurses, and local emergency medical personnel typically have primary responsibilities in responding to medical emergencies. Drug overdoses and acts of violence will require law enforcement involvement.

A critical incident or medical emergency can vary in scope and intensity. Situations can range from a non-emergency school crisis involving a single student to a life-threatening situation affecting the entire school or school division. Incidents and emergencies can occur before, during, or after school hours, on or off school property.

Planning Assumptions

- Proper prevention and mitigation, such as fire and safety inspections, health protocols, risk management, and school security programs, can prevent or reduce the effects of critical incidents and related losses.
- Emergency planning includes training of key faculty, staff, volunteers, parents, substitutes, and students at all division facilities and conducting regular emergency drills and exercises improves readiness.
- Schools within the [School Division] continue to be exposed and subject to the hazards described in school level plans, as well as to other hazards inherent in school settings. With each of these, the division bears a unique accountability responsibility, whether school is in session or not. This level of accountability is less common in most other emergency management settings.
- While there is no reason to believe that any [School Division] facility is in imminent danger from natural, accidental, or malicious hazards, all stakeholders should be aware of what to do and how to protect themselves and students in the event of an emergency. It also is important for parents, caregivers, and the community at large to understand the division’s expectations in ensuring the safety and well-being of students, staff, and the community.



- In many cases, dissemination of warning to the [School Division] community and the implementation of increased readiness measures may be possible.
- Some emergencies occur with little or no warning and could take place when school is in session or when division facilities are used for other school or community functions.
- Students, staff, and visitors with disabilities and others with access and functional needs have the right to be included in all phases of the division emergency management program and supported in the response and recovery operations.
- Parents and other members of the community are assured that the school division has established procedures and that schools are prepared to respond to crises.

Concept of Operations

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

Collaboration with public health and safety agencies continues for the purpose of further developing and implementing strategies to prevent, mitigate, prevent, prepare for, and in the event of an incident, respond, effectively recover, and restore safety and security to the school community. In accordance with the *Code of Virginia* § 22.1-279.8.D, [School Division] maintains agreements with the following agencies to assist in planning, training, emergency response, and recovery:

Position or Designee	Agency	Contact Name
Chief Law Enforcement Officer		
Fire Chief		
Chief of Emergency Medical Services Agency		
Executive Director of Regional Emergency Medical Services Council		
Emergency Management Official		
Health Department Official		

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



Plan Development and Maintenance

This section describes the process by which the [School Division] School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP) document will be maintained and updated.

Development

This plan was developed through a collaborative process involving the following members of the [School Division] crisis management team:

Name	Title	Organization	Signature



Record of Plan Approval

References:

Code of Virginia § 22.1-279.8

[School Division] policy/regulation: [policy/regulation]

[School Division] School Crisis, Emergency Management, and Medical Emergency Response Plan.

The [School Division] School Crisis, Emergency Management, and Medical Emergency Response Plan is consistent with applicable Virginia laws and regulations.

The [School Division] School Crisis, Emergency Management, and Medical Emergency Response was reviewed by the School Board on [date].

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

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

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

Signed: _____	Date: _____
[Name], [School Division] Superintendent	
Signed: _____	Date: _____
[Name], [School Division] Emergency Manager	



Record of Updates to Plan

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

Use this table to record:

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

Update #	Date	Description of Update and Page Location	Initials

Record of Revisions to Plan

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

Necessary revisions to this plan will be made when:

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

Use this table to record:

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

Revision #	Date	Description of Revision and Page Location	Initials



Record of Distribution

The **School Division** Superintendent is responsible for approving and ensuring the promulgation of this plan. The Superintendent determines the distribution of this plan and its support documents. Plan copies, in both electronic and hard copies, may be distributed to individuals, departments, schools, facilities, and organizations tasked in this document. Copies also should be set aside for the division emergency management or crisis response team and for other key partners, if appropriate. The local school board has the authority to withhold or limit the review of the CMP or its job aids as is appropriate and necessary; therefore, some individuals may receive only portions of this plan. The Superintendent can also designate these responsibilities to the Division Emergency Manager.

To facilitate distribution and maintain confidential information, the Division Level plan and School Level plan should be treated as two separate documents.

- The **Division Plan** is intended for key leadership and those directly involved in the planning and implementation of this plan.
- The **School Plan** is intended for school-based administrators and those that provide important supportive roles in the implementation of the plan.

Both contain information considered sensitive that requires safeguarding, including names and contact information of persons listed in this plan, key locations of people, assembly points, equipment, supplies, and facility operating devices. For this reason, distribution should be limited by the school board under the *Code of Virginia* § 2.2-3705.2. Copying, disseminating, or distributing all versions of every plan, supplemental documents, or graphics to unauthorized users is prohibited. These materials are sensitive but not classified and should be kept secure at all times. Persons holding copies of the CMP are expected to safeguard their copies of the plan and destroy obsolete plans in accordance with school division policies relating to sensitive information.

Division Plan Distribution

Recipient Name, Title, Organization	Method of Distribution (Print, electronic, both)	Distributed by (Name)	Version Received	Date
Superintendent's Office				
Division Emergency Manager				
Division/School CMT members				
Local Fire Department/EMS				
Local Police/Sheriff				
Local Emergency Manager				
Local Public Health Director/Coordinator				
Local Mental Health Director				

Distribution of an individual school's plan is maintained within the plan in a similar fashion to the above chart.



Before

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

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

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

Definition of Prevention/Mitigation, Protection, and Preparedness

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

- Conducting comprehensive, strength-based vulnerability assessments—of school buildings and grounds, school cultures and climates, staff skills, and community resources—to help crisis response teams identify, analyze, and profile hazards and develop appropriate policies and procedures to address identified issues
- Establishing communication procedures for staff, parents, students, and the media
- Enforcing policies related to food preparation, mail handling, building access, and student accountability

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

- Fencing hazardous areas
- Anchoring outdoor equipment that could become flying projectiles in high winds
- Bolting bookshelves to walls and securing loose wires

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

- Monitoring timely and accurate information related to physical or cyber threats
- Delaying, diverting, and halting any perceived threats and/or hazards
- Utilizing technological and cyber measures to control access to critical locations and systems

Preparedness: Undertake actions to ensure that all stakeholders can respond in a rapid, coordinated, and effective manner to help save lives and minimize damage. Preparedness is a



cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during incident response. It also helps ensure that [School Division] can support local, regional, and statewide emergency preparedness and response.

Preparedness actions may include:

- Establishing a school-based Incident Command System
- Preparing emergency supplies and equipment
- Designating specific areas of the school to serve as command posts, evacuation locations, shelter areas, and gathering points for accountability
- Planning for off-site evacuation, including transportation routes
- Implementing drills, trainings, and exercises with fidelity that include students, staff, and first responders

Readiness Levels

Many emergencies follow recognizable build-up, during which time the division/school can take readiness actions. [School Division] will strive to ensure that appropriate resources are in place and actions taken to support the safety and well-being of students, faculty, and staff, including those with access and functional needs. Resources can expand or contract as needed. When an incident occurs or severity escalates quickly, readiness actions will occur in rapid succession, and some activities may be merged. Division readiness levels usually mirror those of the county in which the majority of division facilities are located to ensure a consistent and efficient emergency response.

Level	Definition
General Readiness	<ul style="list-style-type: none">• Division readiness levels equate to those of local emergency management to ensure a consistent response. The levels listed below are general and apply to most types of emergencies as outlined in this planning document.
Level 1: Normal Operations	<ul style="list-style-type: none">• Regular school operations are unaffected.• The division ensures that all planning standards are met and updated, exercise and training programs are ongoing, and risk management and safety procedures are implemented.• Division personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or local first responders.
Level 2: Increased Awareness	<ul style="list-style-type: none">• Regular school operations are affected slightly. Incident Command staff are alerted.• Conditions pose no immediate threat to life or property but are being monitored. Such conditions have not caused and may never cause adverse effects.• Staff will monitor weather, local news media, Internet, and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.• Personnel with assigned responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.



Level	Definition
Level 3: Increased Readiness	<ul style="list-style-type: none">• School operations have some disruption. Incident Command is established, and a command post is designated.• Staff monitors emergency notification sources, including Emergency Alert System broadcasts, weather radio, local news media, social media, and other communication sources. School staff may initiate accountability procedures, as applicable.• Faculty members will contact their emergency buddy (listed in During section) to coordinate response. All personnel remain alert to hazards and report unusual activities and safety or security concerns to appropriate personnel.
Level 4: Escalated	<ul style="list-style-type: none">• Overall regular school and/or division operations are likely to be disrupted to some degree. Incident Command and/or Unified Command will be in place.• An incident is having a serious effect, but the impact is limited to a particular part of the division or is an off-site event that is having a direct or indirect impact upon the school and/or the division. The division's Emergency Operations Center (EOC) may be activated with minimal staffing.• School staff may be in a full response mode and will activate safety accountability. All personnel remain alert to hazards and report unusual activities and safety or security concerns to appropriate personnel.
Level 5: Emergency	<ul style="list-style-type: none">• Total disruption of division operations. Incident Command will be in place, and coordination will continue between Division EOC and School Command.• An emergency exists that has a major impact on the division with an array of outside agencies and division departments involved.• Division EOC is fully operational, possibly on an around-the-clock basis, and a Unified Command System is usually in place. An on-site command post may remain active as a coordination point, but the Incident Command Post will move to the Unified Command Center. As needed, the division may request resource support from outside entities.• Personnel with emergency responsibilities carry out assigned duties; call-back procedures may be implemented. School staff not involved in response or recovery may be released or assigned other duties. Educational activities are likely disrupted, and continuity of operations plans should be readied or activated.

Hazard Analysis and Risk Assessment

A list of threats and hazards is continually updated and maintained as part of the CMP. Hazards are conditions or situations that have the potential to cause harm to people, property, or the environment. Hazards can be classified into six categories: natural, technological, biological, adversarial, incidental and human-caused, and school-specific hazards. A summary of potential hazards that could impact the operation of [School Division] is outlined below.

To evaluate each hazard and threat, school divisions should consider them in terms of the risk criteria: magnitude, duration, probability, or frequency of occurrence; warning time; and the potential cascading effects of a threat or hazard. Additionally, school divisions should consider



the many ways an incident could unfold, how different variables could affect the different risk criteria, and the individuals or groups that may be at greater risk or vulnerability during a crisis (i.e., preschool population, hearing and visually impaired classrooms, etc.).

Below is a list of potential hazards that could impact schools within [School Division].

Natural Hazards: Natural hazards may include tornadoes, severe thunderstorms, hurricanes, or floods. Data from the [locality/regional] Natural Hazard Mitigation Plan identified the following primary natural hazards as having greatest impact on the school community:

Hazard	Mitigation Strategy

**Insert findings from most recent regional/local Natural Hazard Mitigation Plan obtained from the local Emergency Management Services Director. See Plans on the [Virginia Department of Emergency Management website](http://www.vadeemergency.gov).¹*

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

Hazard	Mitigation Strategy

Biological Hazards: Biological hazards include contaminated food outbreaks, infectious diseases, and toxic materials present in school laboratories. The primary biological hazards that pose the greatest risk for [School Division] are:

Hazard	Mitigation Strategy

Adversarial, Incidental, and Human-Caused Threats: Adversarial, incidental, and human-caused threats may include targeted attacks, bomb threats, bullying, cyberattacks, fire, gang violence, human trafficking, suicide, and violent extremism. The primary human-caused threats that pose the greatest risk for [School Division] are:

Hazard	Mitigation Strategy

A sample Hazard Analysis worksheet is located in the Resource Templates to assist school divisions in identifying potential hazards.

¹ www.vaemergency.gov



Risk Identification

Behavioral Threat Assessment and Management

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

“Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety (the Center) in accordance with the *Code of Virginia* § 9.1-184. Such policies shall include procedures for referrals to community services boards or health care providers for evaluation or treatment, when appropriate.”

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

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

It is recommended that all schools complete a threat assessment and management form to guide the documentation across the different threat assessment tasks.

School threat assessment procedures are generally outlined below with details about school threat assessment teams being maintained in school-level plans:

- When an act of violence or a direct/implied threat is made, the school should initiate any immediate protective actions to ensure the safety and security of students, staff, and the school. This may require contacting law enforcement and taking other actions until the threat has been contained. Once the immediate threat is neutralized, the threat assessment process can begin.
- The school threat assessment team will go through the investigative process to determine if the individual poses a threat and may consult with the division team as needed (if a division team is in place).



- Based on the information collected, the team can make an assessment and classify the level of threat, which will guide additional response actions needed.
- A threat management plan should be developed for the individual based on the threat classification, including a safety plan and target support(s) as needed. The threat management plan may include monitoring, intervention (mental health), referral, schedule modification, programming, etc.
- All cases will be reviewed regularly according to [School Division/School] procedural guidance.

Upon a preliminary determination that a student poses a threat of violence or physical harm to self or others:

- The threat assessment team shall immediately report its determination to the superintendent or designee.
- The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian.
- Nothing shall preclude school division personnel from acting immediately to address an imminent threat.

In addition, nothing shall preclude the threat assessment team from notifying the superintendent (or designee) of any non-student individual (staff, parent, community member, etc.) who poses a threat of violence or physical harm to self or others.

The [School Division] threat assessment program may include a division-level team of individuals with expertise in human resources, education, school administration, mental health, and law enforcement. It may also be beneficial to include the following: [Student Services, Special Education, and Safety and Security, list applicable departments], as well as outside support agencies as needed (community mental health, juvenile probation, CPS, etc.). This team will meet at least [monthly], or more often as needed, to review all threat assessments conducted, as well as more serious cases that have been elevated to the division team. This team will review the school action plan, provide support, and recommend modifications as needed. This may include increased division services, connection with community resources, etc. Threat assessment teams have the duties to provide guidance, identify mechanisms for reporting, implement threat assessment policies, and notify administration, law enforcement, and parents/guardians as appropriate.

All members of the threat assessment team (core and backup members) will complete basic School Threat Assessment Training through DCJS or the equivalent. Team members must complete refresher training at least every three years and continuing education in threat assessment-related topics through DCJS or their professional disciplines as resources allow. This includes a review of the process, as well as forms and documents to support the process.

[School Division] behavioral threat assessment team members are:

Staff Member Name	Threat Assessment Team Position



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

Anonymous Reporting

[School Division] acknowledges that safety and security is a shared responsibility among the entire community. To facilitate active involvement in safety and security from all stakeholders, especially staff and students, [School Division] encourages the [Department of Homeland Security “If You See Something, Say Something”](#)² mindset by delivering messaging and posters around all schools that encourage the reporting of anything that does not look, feel, or sound right. The [School Division] also acknowledges that some individuals may wish to report suspicious, criminal, or bullying behavior without identifying themselves, so anonymous reporting options are made available: [Safe2Talk, StopIt!, or other reporting system(s)].

School Safety Assessment Process

The [School Division] safety assessment process is an ongoing exchange of information between Division Safety Staff and school administrators to ensure our schools remain safe and secure.

The *Code of Virginia* § 22.1-279.8 states, “Each local school board shall require all schools under its supervisory control to annually conduct school safety audits, as defined in this section, consistent with such list and in collaboration with the chief law-enforcement officer of the locality or his designee.” This written assessment of the safety conditions in each public school is used to:

1. identify and, if necessary, develop solutions for physical safety concerns, including building security issues, and
2. identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events.

While the term “audit” is used in the *Code of Virginia*, the process adopted by [School Division] is meant to be a continuous assessment of our safety and security processes and procedures with the aim of identifying hazards, threats, and vulnerabilities that might pose a danger to life or property and/or may interfere with a safe, secure, and healthy environment that is conducive to teaching and learning.

Attention to safety and security is not an annual event. In addition to state-required formal audit procedures, ongoing safety and security assessments are integrated into everyday activities, such as ensuring that doors are closed and locked after being used, visitors are checking in at the front office, and suspicious activity is being reported. This also includes planning, training, and drilling of emergency procedures, and notifying school administrators of any concerns. While state statute requires an audit of school division facilities be conducted every three years, [School Division] will enhance safety and security by implementing an ongoing identification and improvement plan. More information related to the state-required audit process can be found in the Resource Templates.

² www.dhs.gov/see-something-say-something



Daily Safety and Security

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

Access Control and Visitor Management

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

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

Access to School Division facilities should be determined using [School Division] policy/regulation: [policy/regulation].

Limiting Access

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

Monitoring Facilities

All [School Division] facilities are regularly monitored in areas where there is no expectation of privacy (i.e., hallways, stadiums, gymnasiums, cafeterias, etc.) using both technology resources and staff personnel.

Staff Access to Facility

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

In a continuous effort to ensure the safety of all staff and students and the security of the facility, a procedure for weekend access will be implemented for [School Division]. Prior to the weekend, school administration will designate an approved individual who is responsible for unlocking gates that are normally secured and disarming the building alarm (if applicable) to allow staff access to the building during predetermined hours. Staff must use their assigned key or access



badge to enter through the main entry point to ensure the alarm has been disabled. At the end of the allotted time, the responsible individual will be required to re-secure the building, set the alarm, and secure all property gates. Weekend access is at the sole discretion of the building administrator, including the designation of the individual responsible for allowing access and securing the building.

Access for Substitute Teachers

Upon arrival, substitute teachers must check in at the front office to receive room assignments, keys or access cards required, a substitute teacher identification badge, and any other materials needed to carry out the duties of a school division employee in the event of an emergency or scheduled drill. These items must be returned to the front office at the end of the day. Substitute teachers are required to complete an orientation that includes information related to emergency response protocols, communication methods, traumatic injury response, and access control. If the substitute teacher fails to return their access badge or key at the end of the day, the building administrator must be notified immediately so they can start the process to de-activate the badge or account for the lost key.

Auxiliary/Portable Buildings

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

- **Cameras:** Consistent with camera placement and use in main buildings, all entry/exit points, areas where students travel, and exterior locations of the portable buildings have camera coverage. Appropriate staff have access to and regularly monitor the cameras covering the portable buildings.
- **PA System:** All portable buildings are equipped with the same access to the school PA system as the main building, ensuring they receive the same messages that may be broadcasted school-wide.
- **Phone Access:** All portable buildings are equipped with the same access to the division phone system as the main building, ensuring the staff and students can contact the main building, division staff, or 911 should they need to.
- **Two-Way Radios:** All schools are equipped with a school-wide radio system. As another layer of communication, staff in portable buildings should have access to radios to communicate with other school staff in the main building.
- **Access Control:** Classroom doors at all portable buildings are to remain locked during instruction. Essentially, these buildings are treated as “small” schools and ensure access is limited directly to staff and students as it is in the main building. Additionally, wherever possible, doors should be made of steel with steel frames. Access badges and/or keys are provided to the classroom to ensure that students can travel to and from the building while still allowing both to be secure (i.e., signed out as a bathroom pass). Depending on the age, students will not be allowed to walk between the main building and any portable



buildings alone; the buddy system must always be used. All staff members are given access to the main building via their identification badge; each staff member assigned to a portable building will be issued a key for accessing and securing their building. Substitute teachers will be issued a temporary access card and key that must be returned at the end of each school day.

- **Visibility:** All portable buildings have windows/visibility access on at least two sides; it is preferable that one viewpoint be included close to the door and one facing the main school building. Every attempt is made to ensure that windows face inward toward other portables.
- **Skirting and Underpinning:** Portables are underpinned appropriately as dictated by applicable building codes. In addition, spaces between the ground and the floor of the portable are skirted using appropriate materials to prevent access under the portable by unauthorized persons or animals.
- **Security Fencing:** All portable buildings shall be within the perimeter fence line of the school to ensure access control. In addition, portable buildings shall be protected using appropriate height and privacy solutions (i.e., slats, screens, etc.) to block visibility from off-site viewing. In some locations, additional interior fencing may be warranted.
- **Access and Functional Needs:** Ramps to provide appropriate access to portables meet all applicable accessibility requirements. When possible, portable placement and use are considered with future accessibility needs in mind. Emergency egress and proximity to permanent structures are also considered so that everyone has equal safety access in an emergency.
- **Drills and Emergency Response:** As with the main building, all portable classrooms participate in regular emergency drills consistent with the division's drill expectations. These drills facilitate practice and provide an opportunity to evaluate actions that would be taken in a real emergency. Consideration for special circumstances (e.g., location, stability, size of building) and additional planning may be required to ensure response protocols specific to each portable and auxiliary building are developed.

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

Emergency Drills

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



[School Division] staff conduct and participate in five types of critical incident training and emergency exercises:

- Orientations are to familiarize the Safety Team and staff with roles, responsibilities, plans, procedures, and equipment operation. Orientation sessions are conducted at each school prior to the start of the school year.
- Drills test specific operation or function of crisis and emergency plans. The goal of a drill is to practice aspects of the response plan, identify shortcomings and challenges, and prepare Safety Team members, staff, and students for more extensive exercises in the future. Schools conduct evacuation (whether for fire or other emergency), shelter-in-place, lockdown, bus evacuation, and tornado drills to demonstrate the steps to take in an emergency and to ensure roles and responsibilities are well understood by all involved (i.e., students, teachers, staff, and emergency personnel). These exercises may include local public safety agencies.
- Tabletop exercises analyze an emergency event in an informal, stress-free environment. They provide participants with an emergency scenario to analyze and increase their awareness of the roles and responsibilities of individuals who need to respond, stabilize, mitigate, resolve, and help others recover from emergencies. They are designed to prompt a constructive discussion about existing emergency response plans as participants identify, investigate, and resolve issues.
- Functional exercises test one or more functions of a school's CMP during an interactive, time-pressured, simulated event. The exercise is facilitated by controllers and role players, and participants respond to simulated emergency events. Evaluators observe exercise play and critique the exercise and the participants' performance. Functional exercises can also be conducted in a Department Operations Center.
- Full-scale exercises evaluate the operational capability of emergency management systems in a highly stressful environment that simulates actual conditions. Full-scale exercises test and evaluate most functions of the emergency response—operational plan, including the mobilization of emergency personnel, equipment, and resources.

Members of the [School Division] staff are encouraged to participate in additional in-depth and specialized training opportunities designed for their area of responsibility, such as the critical incident and emergency management Independent Study Program online courses offered by Federal Emergency Management Agency (FEMA).

All training and drills are conducted in accordance with requirements and best practice recommendations from the [*Virginia Educator's Guide for Planning and Conducting School Emergency Drills*](#),³ developed by the DCJS Virginia Center for School and Campus Safety and the Virginia Department of Education.

In accordance with Virginia law, at the time of publication, all schools within [School Division] conduct the following school safety drills:

- **Fire drills** must comply with both the *Code of Virginia* and the *Fire Prevention Code*. The first drill shall be held within the first 10 days of the school session, a second fire drill

³ www.dcls.virginia.gov/sites/dcls.virginia.gov/files/law-enforcement/files/vscs/Virginia_Educators_Drill_Guide.pdf



within the first 20 days of the school session, and one fire drill per month while school is in session for the remainder of the term (*Code of Virginia* § 22.1-137);

- **Lockdown drills** will be held at least twice during the first 20 school days of school with at least two additional drills being conducted after the first 60 days of the school session. Pre-kindergarten and kindergarten students are exempt from mandatory participation in a lockdown drill within the first 60 days of the school session if the board has developed a policy stating such exemption. Parents shall be notified at least 24 hours prior to any lockdown drill being conducted; however, the exact date and time of the drill are not required to be provided (*Code of Virginia* § 22.1-137.2);
- **Tornado drills** are held at least once every school year (*Code of Virginia* § 22.1-137.1);
- **Bus emergency drills** shall be held to practice leaving a school bus under emergency circumstances at least once during the first 30 calendar days of each school session. Drills can be held more often if necessary. At the pre-K through 1st grade levels, initial bus safety training shall occur during the first week of school with additional training on a periodic basis during the year. (*Code of Virginia* § 22.1-184; *Code of Virginia, Administrative Code* § 8VAC20-70-110); and
- **Other drills** that schools are recommended to conduct at least once per school year include an earthquake drill, a secure drill, and a shelter drill in accordance with best practice recommendations contained in the [*Virginia Educator's Guide for Planning and Conducting School Emergency Drills*](#).⁴

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

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

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

Drill Scenarios and Documentation

The school principal will document drill activities throughout the school year in accordance with division guidelines and state code. Sample drill documentation forms can be found in the Resource Templates. The following outline the documentation guidelines:

- Prior to the start of each semester, all drill dates must be planned and scheduled for that semester.

⁴ www.dcs.virginia.gov/sites/dcs.virginia.gov/files/law-enforcement/files/vscs/Virginia_Educators_Drill_Guide.pdf



- At the conclusion of each drill, an After-Action Review (AAR) should be conducted with the school safety team. Critical areas for improvement should be included in the drill log.
- Following each drill, the school must complete drill log documentation. Logs should include a note on any special conditions tested (i.e., obstructed entrance).
- All school drill files will be reviewed by safety and security throughout the school year for completeness. Safety and security staff and first responders may also observe and evaluate multiple drills at each school throughout the school year.
- Records of required emergency evacuation drills shall be maintained and include the following information:
 1. Name of the person conducting the drill;
 2. Date and time of the drill;
 3. Notification method used;
 4. Employees on duty and participating;
 5. Number of occupants evacuated;
 6. Special conditions simulated;
 7. Problems encountered;
 8. Weather conditions when occupants were evacuated; and
 9. Time required to accomplish complete evacuation.

Emergency Supplies and Equipment

All schools in [School Division] are equipped with emergency supplies and “go-kits.” Go-kits include emergency supplies that can be easily accessed and transported in the event of an evacuation or other emergency. Suggested contents of school classroom go-kits, shelter kits, an administrator’s mobile toolkit, clinic go-kits, and all other emergency supplies and equipment are listed in the Resource Templates. Emergency equipment and supplies should be inspected for replacement or maintenance needs at least annually, if not more often, depending on the item.

In accordance with the *Code of Virginia, Administrative Code*, all buses shall carry reflective triangles, first aid kit, body fluid clean-up kit, and a fire extinguisher. In addition, it is recommended the following items be kept in a transportation emergency kit: plastic garbage bags (one per rider), cell phone, refuel credit card, road flares, and a window breaking tool if needed during an evacuation. The driver of a bus shall advise all riders of the location of required safety equipment and bus exits prior to the beginning of activity or extracurricular trips. (*Code of Virginia, Administrative Code* § 8VAC20-70-230 and § 8VAC20-70-410)

Emergency Equipment Location

All schools in [School Division] maintain details about the location of emergency equipment within their school-level CMP. Equipment lists include, but are not limited to, mobility aides such as wheelchairs, backboards or other carrying devices, and evacuation chairs; fire safety equipment such as pull stations, sprinklers, and control panels; and emergency alert systems that may include activation buttons, alarms, and lights. Equipment is regularly inspected and tested to ensure functionality.



Emergency Supply Locations

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

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

Planning and Training for Medical Emergencies

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

School staff also bring various skills and abilities that may be useful in an emergency. Each school maintains a list of staff trained in various skills and medical emergency response.

Students and Staff with Additional Needs

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

The following planning assumptions should be considered when planning for students, staff, and visitors with additional functional and access needs:

- Individuals with additional needs are all unique and, therefore, have unique needs that must be considered in an inclusive planning environment.
- Each individual with additional needs, whether short-term or ongoing, requires an ISP designed to address their specific needs for all identifiable hazards.
- Not every individual with an IEP or 504 Plan necessarily requires 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; therefore, plans should be reviewed regularly.



A comprehensive school safety team takes the needs of these students into consideration by consulting with disability specialists to identify students' needs; build on appropriate accommodations, modifications, and services; teach students crisis response strategies; and ensure that adults, including first responders, are trained to follow established protocols.

Each school will maintain a list of individuals who may need additional assistance to respond effectively and efficiently in an emergency.



During

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

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

Definition of Response

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

Basic Documentation

An incident of any kind requires documentation. The extent of documentation is based on the size and scope of the incident. It is the responsibility of each school, facility, or division department to compile, maintain, and submit documentation and reports in a timely fashion and to assist with the preparation of reports, damage assessment, student accountability, after-action reports, and related documentation needed to ensure compliance with records management and open record requirements. All original notes and records are legal documents that should be preserved. During any major incident, the division will maintain an incident log and documentation. Individual departments, facilities, and schools will maintain logs of major decisions, timelines, logistical deployment, and other actions related to their areas of responsibility and accountability. If an incident results in victims as specified by the *Code of Virginia* § 19.2-11.01, a report must be made to the Virginia Department of Criminal Justice Services using the [online reporting form](#)⁵ as soon as it is safe to do so.

Incident Command System

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

⁵ www.dcs.virginia.gov/victims-services/report-campus-local-emergency



ICS ensures efficient and effective incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications to organize on-scene operations for an incident, no matter the size or cause. Depending upon the magnitude and scope of the incident, the ICS structure can expand and contract. Functions can be combined or dispersed as the situation dictates. Additionally, ICS can be implemented for both emergency and non-emergency events.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or until command is transferred to a member of the Division Response Team or a first responder agency.

Emergency Operations Center

The Emergency Operations Center (EOC) is a designated location where key decision-makers gather to support incident management at the school division level. This includes support of school operations and the management of state and local resource requests. The purpose of the EOC is to coordinate command decisions, resources, and public information at a strategic level. The EOC may be activated for any incident or event that occurs or if an imminent threat exists that an incident will occur. In addition, the EOC may be activated for incidents where different emergency objectives are conducted at geographically separate locations within the division or where there is no single hazard impact site (such as a severe winter storm or area-wide utility outage).

Unified Command

Some incidents may reach a level where command and control rests with other responding organizations. When this happens, the school division will continue its support of the incident and retain its operational responsibilities toward students, staff, and division resources. The division recognizes that when criminal activity is involved, law enforcement likely will assume the command function, and when fire or hazardous materials incidents are involved, that function likely will rest with the fire department. In other instances, a city or county emergency management agency may establish a command center. The division will always prioritize the safety and care of staff and students while working with other first responders and agencies who have varying priorities through one single command structure. In incidents where someone other than a school employee assumes command, the school will ensure that it provides ongoing operational and tactical support through Unified Command and/or Area Command, depending upon the incident scope and duration.

Reunification

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



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

Continuity of Operations Planning

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

The Continuity of Operations Plan may also include continuity guidance for each division-level department, facility, and/or school. [School Division] is committed to maintaining and rapidly restoring essential services to students, faculty, and staff in the event of an emergency or disaster. In the event of facility damage or if essential functions are disrupted, it is imperative that functions and services be resumed as quickly as possible. Support for resuming essential functions and services includes consideration for staffing, educational programs, student support, alternate facilities, records, equipment/supplies, and vendors/contracts. County or city managers, or other local government entity, should also have a COOP in place; the [School Division] Leadership Team will decide what components of the COOP to implement and whether to cancel or postpone classes or use alternative locations.

Human Resources

It is important that all staff, especially individuals not identified as continuity personnel, stay informed and accounted for during a continuity event. The [School Division] has established procedures for contacting and accounting for employees, including their operating status, in the event of an emergency. Employees are expected to remain in contact with their direct supervisor during any facility closure or relocation situation. The [School Division] will provide staff with guidance to continue essential functions during an emergency, using any of the following methods to communicate:

- Website or social media
- Live employee briefings
- Email communication
- Other forms of communication as necessary

Accounting for all personnel during a continuity event is of utmost importance. Each school and/or department is responsible for accounting for all staff members in their chain of communication. Accountability information is reported to Human Resources as soon as possible to ensure that all division staff members are accounted for. An event that requires the activation of the COOP may personally affect division staff. Therefore, the Business Office and the Human Resources department are responsible for creating provisions and procedures to assist all staff, especially those who are directly impacted, with special human resource concerns following a catastrophic disaster.



Emergency Delegation of Authority

Initial Continuity of Operations Plan (COOP) delegation of authority will follow department- or school-specific guidelines utilizing the described orders of succession. Lines of succession mirror those of day-to-day operations for each school, division facility, or department and align with the Standard Operating Guides (SOGs) established for the respective entity.

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

In some circumstances, the division may choose to delegate specific authorities in a manner other than the order of succession to ensure the competency requirements related to essential functions are met. Additionally, specific limitations may be implemented during continuity or emergency situations.

Division Order of Successors

Position Title	Assigned Individual
Superintendent	
Assistant or Deputy Superintendent	
Director-level position	

Emergency Response Protocols

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

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

Secure

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

Where possible, classroom activities may continue inside the building. Classes being held outside should return to the nearest building and, if possible, continue classes inside the building. Staff members should make a quick check of areas directly outside exterior doors to ensure all students and staff have returned inside.



Secure and lock all doors; stay away from windows; if blinds or curtains are available on exterior windows, close them. No person may enter or exit the building without proper authorization.

Act of Terrorism

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

Lockdown

LOCKDOWN is an action schools take to secure school buildings and grounds during incidents that pose an immediate threat of violence inside the school building. The primary objective is to ensure all students, staff, and visitors are secured away from immediate danger. Consideration will be given to safe locations for students and staff with functional or access needs. Incidents might include an altercation in the building, an intruder, or any other active threat.

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

Active Attack

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

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

Evacuate

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

Bomb Threats/Suspicious Package

All bomb threats must be taken seriously until they can be assessed. The principal/CMT is primarily responsible for assessing the threat and taking all available information into account



before protective actions are initiated. Any decision to evacuate rests with the principal/CMT; first responders will only offer guidance. If a device is located, police or fire personnel will take command of the incident.

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

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

Flood

Flooding can be caused by multiple sources, whether a sudden heavy rain, the failure of a dam, tropical storms or hurricanes, or broken water pipes within the building. If flooding occurs within the building, the affected site will follow the **EVACUATE** instructions listed above. The schools listed below within [School Division] are within range to be most impacted by floodwaters from dam failure or storms:

1. [School 1 Name]
2. [School 2 Name]
3. [School 3 Name]

Utility Failure

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

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

Shelter

SHELTER can be used to quickly move students, staff, and visitors indoors in the event of a severe weather incident or if hazardous materials are released in the area.

For severe weather, depending on the threat level (**watch**: conditions are ideal for a weather event to occur, vs. **warning**: a weather event is imminent or beginning), individuals may be required to move to rooms without windows or into the main building if they are assigned to an auxiliary or portable classroom.

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



Severe Lightning

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

Tornado

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

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

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

HazMat Shelter Areas

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

Hold

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

Medical Emergencies

Medical emergencies can vary greatly in nature, scope, and needed response. Never leave an ill or injured individual unattended. Have someone else call 911, notify school administration, and/or contact the school nurse for instructions. When in doubt of the severity of the situation, 911 should be called. Do not move an injured individual or allow them to walk. School staff



should be enlisted to clear the area of any additional students who may congregate around the situation. The school may be placed on **HOLD** to allow emergency services to access the individual quickly upon their arrival.

Missing/Abducted Students

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

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

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

Trespasser/Unauthorized Persons

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

Additional Response Planning

Bus/Vehicle Crash

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

Death or Serious Injury

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

A common reaction to such situations is to generate rumors or stories to fill in unavailable information. School staff should provide clear and frequent communication about known factual information about the situation to prevent rumors from spreading.



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

Emergency Communications

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

Weather Notifications

On mornings when possible hazardous conditions exist, school officials will check the roads and coordinate with local and regional partners such as the National Weather Service and local emergency management. The final decision to delay start time or cancel the school day will be made by the Superintendent **no later than XXX**, and the communications department will be notified to send information to staff, students, and parents/guardians. Earlier notices will be given the previous day or evening, whenever possible.

Crisis Situations/Emergencies

The following process is intended to ensure that division administration is properly notified whenever an emergency or safety-related incident occurs on **[School Division]** property.

- The school principal should report any incident to **[Emergency Manager]** as soon as feasibly possible after the situation is under control and confirm whether emergency responders (police, fire, medical, etc.) have been notified.
- If victims are identified as defined by the *Code of Virginia* § 19.2-11.01, [a report must be made](#)⁶ to the Virginia Department of Criminal Justice Services.
- Depending on the nature and details of the incident, a public or media statement may or may not be issued. The division communications department will work with school and division leadership to determine what communication needs to be provided to parents or the media regarding the incident.

Methods of Communication

The following are used to communicate during an emergency or disaster impacting the division:

- **[Name of parent communication/notification system]**
- **[School Division]** website
- Official social media pages
- Paper copies of statements released may be sent home via backpack for elementary students if there is time to copy and distribute them.

⁶ www.dcs.virginia.gov/victims-services/report-campus-local-emergency



To the extent possible, emergency information will include what occurred, areas affected, the impact/potential impact upon the division and its stakeholders, measures the division or school is taking to ensure the safety and well-being of stakeholders, information regarding stakeholders' expectations, and where to turn for more information. Statements released will take into consideration student privacy, Family Educational Rights and Privacy Act (FERPA), investigation status, and the overall impact on student safety.



After

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

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

Definition of Recovery

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

Reunification

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

Parents/guardians will be informed of the reunification location through the [School Division's] notification systems listed in the [Emergency Communications](#) section of the CMP. Upon arrival at the reunification location, students will be released to their parents/guardians according to SRM procedures.

The division does not release alternate location information prior to an incident, as this information is based on the situation and circumstances and may change as the incident progresses. The division should have a Memorandum of Understanding (MOU) in place with several off-site locations to ensure the safety and security of students, faculty, and staff. In the event students are evacuated and transported to a reunification site, parents/guardians will be notified.

The objectives of the [School Division] Reunification Plan are as follows:

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

The [School Division, appropriate Office/Administrator] will immediately contact the Virginia Criminal Injury Compensation Fund at telephone: (800) 552-4007 or email address:



cicfmail@vwc.state.va.us and the [Virginia Department of Criminal Justice Services](https://www.dcj.virginia.gov/)⁷ at telephone: (804) 840-4276, pursuant to the *Code of Virginia* § 22.1-279.8, to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined by the *Code of Virginia* § 19.2-11.01.

Reunification Roles and Responsibilities

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

Reunification Site Setup

The Reunification Site Director and assigned staff members will staff a Parent/Guardian Check-In Area consisting of at least one table for each grade level represented at the displaced school (e.g., K–6 = 7 tables). Additional tables may be set up per grade level with alphabetical subsets (e.g., A–L; M–Z).

Grade levels and alphabetical subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in a manner that makes it clearly visible to adults standing in line. Parents/guardians will check in at the appropriate table to have ID Checkers verify their information.

Reunification Process

The following outlines the reunification process for [School Division] in alignment with SRM. To ensure proper student accounting, students should only be released from the reunification site rather than from evacuation locations.

- ❑ The impacted School Administrator or Incident Commander implements protective actions (SRP) and evacuates to the designated Student Assembly area when it is safe to do so. Normal SRP evacuation procedures should be followed. If reunification is needed, the School Incident Commander or designee should notify [Division Level contact].
- ❑ The [Director of Safety] will initiate division-level reunification procedures, select and contact the reunification site, and contact the [Transportation Director].
- ❑ The school should begin to assemble a master roster that includes everyone being transported from the impacted site. Two copies of the roster are needed. One should be used by the impacted school to account for all persons being transported to the reunification site, and the second copy will be used at the reunification site to ensure everyone is accounted for at the end of the process.
- ❑ Students, staff, and visitors board the bus and are transported to the reunification site.

⁷ www.dcj.virginia.gov/content/report-campus-or-local-emergency



- ❑ Student supervisors escort students from the bus to the Student Assembly area at the reunification site and are checked by Reunification Team members against the master roster provided by the impacted school. Whenever possible, the drop-off location should allow students, staff, and visitors to enter the Student Assembly area while remaining out of the view of arriving parents/guardians, media, etc.
- ❑ Once students arrive at the secure reunification Student Assembly area, it is preferable that teachers stay with their students. If some teachers are unable to be at the Student Assembly area, doubling up classes with assigned Buddy Teachers is appropriate.
- ❑ As parents/guardians arrive, signage directs them to the Parent/Guardian Check-In area. Greeters begin the process by asking parents/guardians to complete the reunification card or required form and explaining the process to them. As parents/guardians check in, their students' names should be checked against the second master roster. The primary function of the reunification card or similar form is to provide accountability, so one student per card is recommended.
- ❑ Parents/guardians complete the information requested on the card, have their ID checked, and custody verified.
- ❑ Once custody is verified by ID Checkers, the card is torn on the perforation and the bottom is returned to the parent/guardian. The top is given to Accountant 2 to check against the master roster.
- ❑ At the Reunification area, parents/guardians give the bottom of the card to a Reunifier. The Reunifier goes to the Student Assembly area to get the student.
- ❑ The Reunifier returns the student to their parent/guardian, asking the student if they feel comfortable leaving with that adult. If the student answers no, they should be taken to the Family Support area to discuss the situation with school or division staff. If the student answers yes, note the time and initial the bottom of the card. If the student is not in the Student Assembly area, the Reunifier should provide the card to one of the Crisis Counselors to talk with the parent/guardian.
- ❑ The Reunifier delivers the bottom of the card to Accountant 1. The Accountant may start sorting the cards to ensure all students are accounted for at the end of the reunification process.

Departmental Recovery Operations

The initial focus of recovery activities should be on counseling and student support, preparing facilities, ensuring transportation needs are covered, and returning to academics. Additionally, staff needs should be addressed through the **[Human Resources]** department. Each School Administrator and Department Director is responsible for school or department continuity programs, including developing operating guidelines and job aids to support essential functions, maintaining staff contact lists, coordinating continuity operations when activated, and completing training and testing as appropriate.

Counseling and Student Support

In addition to academic operations, strategies and procedures are integrated into both the response and recovery phases to support the psychological safety of students, school division personnel, and the community.



[School Division] provides multiple levels of support, including general counseling, trauma response, and division crisis team support. At each level of response, training has been provided to implement appropriate support strategies, including:

- General counseling to students and staff in a group or individual setting
- Trauma-informed care counseling strategies
- Psychological First Aid
- Referrals to outside services for students and family members
- Support for division staff members
- Coordinating with internal and external groups to provide individualized support for all students and staff
- Supporting students experiencing homelessness or Virginia Department of Social Services (DSS) placement
- Implementing standardized protocols to ensure consistency and continuity of services across [School Division]
- Giving consideration to future planning of memorials, event anniversaries, etc.

Facilities

To minimize recovery time to physical facilities, [School Division] [Maintenance and Operations Department] has a designated on-call staff member at all times. The on-call person can dispatch teams with various areas of expertise, including electrical, maintenance, plumbing, custodial, and other trades that may be needed during the recovery phase of an emergency. In addition, equipment for various situations is staged and ready to deploy with the team as needed.

The [Maintenance and Operations Department] also has direct communication with utility providers and other community resources and vendors that service [School Division] facilities on a regular basis and have the technical knowledge of systems in use and processes for repair or replacement. Records of systems maintenance are maintained separately from this document by the [Maintenance and Operations Department].

Transportation

If the incident is isolated to a particular section of the division, transportation has a reserve of buses that can be utilized to cover that area as needed until service can resume. Alternate pick-up and drop-off locations should be identified and can be communicated to parents as needed.

The transportation department keeps additional records, including a record of licensed drivers for the division, bus capacity and location, and service records for all transportation vehicles. Transportation also maintains a daily schedule of driver availability and has protocols in place to activate needed drivers at any time of the day.

Individual schools maintain records of how many buses would be required to move staff and students, including those with functional and access needs. Schools have also identified alternate locations for pick-up and drop-off if normal procedures are disrupted, including the need to evacuate the school property for reunification purposes.



Academic Recovery

Procedures are in place to ensure the following:

- Verify and validate grades and transcripts to ensure graduation requirements are met.
- Coordinate with state agencies and school testing coordinators to ensure appropriate documentation is complete for testing waivers.
- Coordinate with college board testing centers to ensure appropriate documentation is complete for testing waivers.
- Verify the number of instructional minutes completed and document lost minutes with [State Education Agency].
- Ensure instructional materials are secured and delivered in a timely manner.
- Coordinate with the directors of on-site childcare, the medical care program, and the food service program, as applicable, to ensure services resume.

Human Resources

It is important that all staff stay informed and accounted for during an emergency event. The [School Division] has established procedures for contacting and accounting for employees, including their operating status, in the event of an emergency. Accountability information is reported to Human Resources as soon as possible to ensure that all division staff members are accounted for. Employees are expected to remain in contact with their direct supervisor during any facility closure or relocation situation. School staff will report directly to their school administrators for information and assignments. The division will provide staff with guidance to maintain essential functions during an emergency through any of the following methods:

- Website or social media
- Live employee briefings
- Email communication
- Other forms of communication as necessary

An event that requires the activation of the CMP may personally affect school division staff. Therefore, the Human Resources department is responsible for creating provisions and procedures to assist all staff, especially those directly impacted, with human resource concerns following an incident.

Other Essential Departments and Functions

Department-specific plans are developed to facilitate the recovery process by identifying essential functions and their associated key personnel and supporting critical systems/processes that must be sustained throughout the life cycle of the emergency. While all functions are important, each activity performed may not be an essential function, which is a function that must be continued when regular operating procedures are disrupted. A worksheet detailing essential functions under each division-level department, timeline for completion, and the responsible individual can be found in the Resource Templates.



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