



CRISIS MANAGEMENT PLAN TEMPLATE COMPLETION COURSE

Trainer Note Cards

BEFORE

DURING

AFTER



Virginia Department of Criminal Justice Services
www.dcjs.virginia.gov



Unit 1: BEFORE

GIVE THE ROOM TIME TO DISCUSS

Group Discussion:

How important is this training to you?

*What factors should we consider BEFORE
an emergency occurs?*

*How prepared do you think your school is?
Your division?*



This unit of the Crisis Management Plan (CMP) template training aligns with the BEFORE sections of the template, which cover federally recognized phases of emergency management that occur prior to an emergency, including prevention/mitigation, protection, and preparedness.



INFORMATION NEEDED FOR COMPLETION

HANDOUT: INFORMATION NEEDED FOR TEMPLATE COMPLETION (SCHOOL OR DIVISION VERSION)

Explain Handout – At the start of the template is a comprehensive list of all the information required for completion.



INTRODUCTION: SETTING UP THE CMP

This section details:

purpose

goal

scope

legal authority

creation

maintenance

distribution



OUTLINE OF THE CMP

The CMP template addresses all phases of emergency management within three sections (**BEFORE**, **DURING**, and **AFTER**) for the purpose of workflow, preparation, and consistency across the state.



PURPOSE, GOALS, and SCOPE

Important to recognize the purpose and goal of the CMP.

The CMP should support and cross-reference but not duplicate or override other existing school or division plans or documents.

Group Discussion: What plans are already in place within your school? Division? Are you familiar with them all?



PURPOSE, GOALS, and SCOPE *(continued)*

CMP focuses on:

- preventing and preparing for emergencies of all types
- effective and efficient response
- recovery from any type of crisis that may occur
- alignment with local/regional emergency response/ crisis management plans
- coordination between all responding agencies

HANDOUTS: COPY OF APPLICABLE CMP TEMPLATE; CMP ACRONYMS LIST



LEGAL AUTHORITY

Go over in a conversational tone, without reading slides, explaining what each code section requires of the school and the division.

Refer students to handout – Legislative Summary for Schools

§ 22.1-279.8 – Mandates school safety audits and school crisis, emergency management, and medical emergency response plans.

§ 22.1-137.3; -184 – Mandates each school board develop training on safety procedures in the event of a fire, tornado, lockdown, or school bus emergency and shall conduct training for each student and employee in each school at least once each school year.



PLAN DEVELOPMENT AND MAINTENANCE

- No two schools or divisions are the same
- No generic plan will provide all information to mitigate every situation
- EACH facility should utilize the CMP template as an outline to develop a customized plan
- CMP template identifies
 - relationships, responsibilities, and protocols



PLAN DEVELOPMENT AND MAINTENANCE

State code outlines strategic partnerships that must be utilized in the development of each plan.

Group Discussion: What unique circumstances does your school face in an emergency?



PLANNING TEAM

§ 22.1-279.8 (D) – Schools must work with:

- Chief Law Enforcement Officer
- Fire Chief
- Chief of EMS Agency
- Executive Director of Regional EMS Council
- Emergency Management Official of Locality



CONTACT LISTS

Schools should develop and share a comprehensive contact list that includes key individuals who fulfill critical roles during an emergency. At a minimum, the list should include:

- Administrators
- Safety Team Members
- Incident Command System Team



RECORD OF UPDATES AND REVISIONS

School board is required to conduct an annual review of the CMP which should be kept current at all times.

The *Code of Virginia* § 22.1-279.8(D):

"The local school division superintendent shall certify this review in writing to the Virginia Center for School and Campus Safety no later than August 31 of each year."



PLAN DISTRIBUTION

The CMP contains sensitive information that must be safeguarded and is shared only on a NEED-to-KNOW basis. Copying, disseminating, and distributing to unauthorized users is limited by the school board.

- Outdated CMPs or portions of the plan should be shredded, burned, or otherwise destroyed beyond recognition
- CMP is FOR OFFICIAL USE ONLY (FOUO) information. FOUO indicates that the materials are sensitive but not classified and should be always kept secure.

***Group Discussion: Do you know where to find the CMP for your school?
Have you read it?***



PLAN DISTRIBUTION *(continued)*

The *Code of Virginia* § 22.1-279.8(D) gives the local school board “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;” therefore, some individuals may receive only portions of this plan.

Superintendent to approve and ensure distribution of the plan in both electronic and hard copies to designated individuals, departments, schools, facilities, and organizations tasked in the CMP.



MODULE 1: **Prevention/Mitigation, Protection, and Preparedness Strategies**

The first module of the **BEFORE** section covers actions that align with the federally recognized phases of emergency management: prevention/mitigation, protection, and preparedness.



PREVENTION

The core of the CMP focuses on preventing emergencies:

Through ongoing evaluation and improvement, the development of systems and policies to reduce risk, and the implementation of procedures to stop an incident as quickly as possible should one occur.

HANDOUT: PHASES OF EMERGENCY MANAGEMENT SUMMARY



MITIGATION

Evaluate measures that reduce the impact of unavoidable incidents and minimize the risk of loss of life.

Group Discussion: What mitigation factors are you aware of in your school? What still needs to be implemented?



PROTECTION

Protection factors primarily focus on safeguarding students, staff, assets, and critical infrastructures – delaying unauthorized access to resources and protecting systems essential for daily operations.

Group Discussion: How is your school currently protected?



PREPAREDNESS

Actions to enable swift, coordinated, and effective responses by stakeholders.

A critical component is ensuring that staff and students are well trained on how to respond to an incident and that the supplies and equipment needed are easily accessible.



SAFETY TEAM/COMMITTEE

Each facility should establish a Safety Team of staff who can provide diverse feedback on the CMP, assist during drills, and serve as safety contacts for their building. Team members should complete additional training and be trained to deliver the Critical Incident Response curriculum to students, other staff members, parents, and community members.

A division level Safety Team may be composed of department heads, executive leadership team members, or others designated by the superintendent and led by the designated Emergency Manager.

Group Discussion: Does your school have a Safety Team? Do you know who is on it? Do you know who to talk to about perceived threats or problems?



READINESS LEVELS (DIVISION LEVEL)

This slide is just an overview. There are no sections to be completed related to the readiness level chart found in the division level CMP. Each readiness level describes a specific state of preparedness, guiding actions at the division level in a potential crisis.

Group Discussion: Is your division ready for a crisis?

HANDOUT: FEMA LEVELS OF READINESS CHART



HAZARD ANALYSIS

Building Safety Team/Committee should:

- conduct and annually review a hazard vulnerability and risk assessment to determine the strengths and weaknesses of their building and grounds
- assess the social, emotional, and cultural climate and evaluate resources
- address the specific needs of individuals with access and functional requirements

Group Discussion: What hazard vulnerabilities does your school face? What are the strengths of your facility? How would you describe the cultural, emotional, and social climate of your school?



TYPES OF HAZARDS

The CMP provides examples of various hazards that should be considered in a hazard analysis, along with sources for gathering data points to review.

The primary objective is to ensure identified hazards are specific to the facility so a tailored plan can be developed to address each hazard effectively.



RISK IDENTIFICATION

In addition to a hazard analysis, data from existing safety programs, past incidents, state audits, behavioral threat assessment programs, and anonymous reporting systems should be used to identify risks, recurring trends, and other areas of concern to guide future CMP plans.

HANDOUT: STATE SCHOOL SAFETY AUDIT TIMELINE



DAILY SAFETY OPERATIONS (DIVISION LEVEL)

An essential aspect of preventative safety measures is ensuring the effectiveness and consistency of daily operations.

Decisions at the division level usually direct schools on how people should access their buildings/grounds and how visitors to campus are screened and admitted. This is critical to safely ensure that only persons with a valid reason to be present are on campus.

Group Discussion: How consistently are designated operations and security measures implemented in daily practices?



DAILY SAFETY OPERATIONS (DIVISION LEVEL)

(continued)

Facilities should also consider requiring identification badges for staff, visitors, and students for added safety. In addition, processes should establish after-hours and weekend access to the building for staff, what access substitute teachers are given, and the safety of any temporary and/or auxiliary buildings.

Group Discussion: How consistently are designated operations and security measures implemented in daily practices?

RESOURCE TEMPLATE: STAFF BADGE ACCESS



MODULE 2: PLANNING AND PRACTICING

The next training module moves beyond identifying hazards and risks to putting a plan in place and practicing that plan to ensure an effective response.



EMERGENCY DRILLS

*Group Discussion: What drills does your facility conduct?
How frequently? Are they documented? Are they conducted
with a sense of importance and seriousness?*



EMERGENCY DRILLS *(continued 2 of 4)*

Certain drills are mandated by the *Code of Virginia*, and others are regulated by the State Fire Code and the Virginia Administrative Code for each school to complete. The handout provided shows the required number of drills, their types and the time frame for completion. The CMP response actions for these drills should be reviewed annually for any needed changes.

HANDOUTS: LEGISLATIVE SUMMARY FOR SCHOOLS; DRILL PLANNING CHART



EMERGENCY DRILLS *(continued 3 of 4)*

Emergency drills should be scheduled at varying times of day and on different days to ensure that response actions are being tested in all circumstances

Drills should be designed to test responses during inconvenient times, such as during a class change, or test logistical challenges, such as evacuating the cafeteria

All drills should have pre-planned objectives and should be evaluated upon completion by the Safety Team

HANDOUTS: SAMPLE AAR; SAMPLE DRILL REPORTING FORM



EMERGENCY DRILLS *(continued 4 of 4)*

Guidance from the National Association of School Psychologists on conducting trauma-informed drills so as not to cause adverse reactions can be found in the Resource Templates section.

Facilities may also consider other ways of testing and practicing response actions, such as tabletop, functional, or full-scale exercises.

www.nasponline.org/resources-and-publications/resources-andpodcasts/school-safety-and-crisis/systems-level-prevention/conducting-crisisexercises-and-drills



EMERGENCY SUPPLIES AND EQUIPMENT

There needs to be a single, comprehensive map or several maps divided by categories that show what resources are available and where they are located within the building.

Maps should be clearly marked and easy to understand. All buildings across a division should use consistent symbols and colors on all maps so that responding agencies can quickly locate needed items.

Group Discussion: Do you know what resources are available at your facility and how to access them quickly?

HANDOUT: SAMPLE MAPS



EMERGENCY SUPPLIES AND EQUIPMENT

(continued)

Know and maintain specific emergency contact information (including designated contacts) for each of the utility companies and agencies responsible for responding.

After consulting with local first responders about the contents, Go Kits should be stocked and given to staff for use in an emergency.

RESOURCE TEMPLATE: GO KIT INVENTORIES



MEDICAL EMERGENCIES

The CMP allows a school to track which staff members are trained in various medical emergency responses and which have additional training, such as Narcan and epinephrine administrations, use of evacuation equipment, triage, and other skills that may be helpful during a crisis.

Group Discussion: What medical response tools are available in your school? Do you know who is trained with emergency response skills?

RESOURCE TEMPLATE: STAFF SKILLS SURVEY



INDIVIDUAL SAFETY PLANS

An Individual Safety Plan (ISP) should be developed for any individual – staff member or student – who has additional needs that could affect their safety during the response or recovery phases of an emergency.

ISPs must be tailored to the unique circumstances of the individual and can encompass a broad range of needs such as mobility, behavioral, medical, or others.

HANDOUT: SAMPLE ISP



FUNCTIONAL AND ACCESS NEEDS

ISPs related to functional and access-related needs may be temporary or permanent in nature. In both cases, regular reviews are necessary to ensure the plan remains effective and reflects any changes in the individual's circumstances or requirements.



ASSIGNMENTS DURING A CRISIS

All individuals needing additional assistance are listed in the CMP and should be assigned a primary and backup staff member trained in the individual's specific safety plan.

Backup staff members can cover multiple ISPs if needed, but they should receive training for each ISP and be given opportunities to practice each plan during drills.

***Group Discussion: Are you aware of all ISPs in your school?
Do you know who is assigned to those individuals?***



DEVELOPING THE ISP

Virginia Safety Planning Guide for Individuals with Special Needs recommends using the TEAMS template to develop an ISP. This format allows the team to develop a comprehensive plan that addresses all critical areas necessary for emergency preparedness.

Key considerations include issues around transportation, behavioral concerns, the need for interpreters, medication, and more.

HANDOUT: TEAMS HANDOUT



DOCUMENTING THE ISP

The ISP should be included in a student's IEP documentation and reviewed during IEP meetings for accuracy. If the individual is not a student or does not receive special education services through an IEP (such as for a temporary ISP), the plan should be maintained in a similar fashion, with appropriate staff members keeping a copy of the plan on file.

In addition, all individuals with an active ISP should be listed in the BEFORE section of the CMP, along with any staff members assigned to assist them.



UNIT 2: DURING

This section is equivalent to the federal phase of emergency management called Response.

Unit 2 Handouts:

- Building ICS Chart
- SRP Overview
- SRP Roles and Responsibilities Charts
- Sample Reunification MOU



MODULE 3:

Incident Command System Planning

This stage is about putting a plan in place and practicing it to ensure an effective response to hazardous situations. The first step in this plan is identifying key staff from the school or division level who will be assigned additional responsibilities during an emergency.

Group Discussion: Are you aware of the Incident Command System (ICS)? Why is it important to you? How many of you know your role in the ICS?



ICS FOR EDUCATORS

The Incident Command System (ICS) is used nationally by first responders to assign tasks, define scopes of responsibility, and enable an integrated response using a common language. A brief overview of the ICS follows, along with an outline of the roles initially assigned to school staff during an emergency.

HANDOUT: BUILDING ICS CHART



INCIDENT COMMAND SYSTEM (ICS)

Each role and descriptor will appear together; click to advance to next role.

The Incident Commander manages the entire response. They make key decisions, allocate resources, coordinate agencies, and are the primary point of contact for the incident.



ICS TEAMS

At its core, ICS is a system for streamlining communication and decision making. Teams provide information and feedback to the Incident Commander and relay decisions to their team members in the field. Each team will be represented in the Emergency Operations Center (EOC) and have teams or groups working in the field at the impacted site, the reunification site, or both.

- **Operations:** (do stuff) – departments like Transportation, Facilities, etc.
- **Planning and Logistics:** (plan and get stuff) – departments like HR, Legal, etc.
- **Finance:** (figure how to pay for stuff)

May also see a safety officer (oversee working conditions), a liaison officer (coordinates agency communication) and/or a public information officer (coordinates information with public and media).



OPERATIONS TEAMS OBJECTIVES

The Operations Team's primary focus is managing the situation. They oversee tasks such as:

- Providing building access for first responders
- Managing utilities at the impacted site
- Troubleshooting technology/communication issues
- Assisting with the setup of the reunification process at the division level prior to student arrival



PLANNING/LOGISTICS TEAM OBJECTIVES

The Planning and Logistics Team's goal is to be two steps ahead of the situation.

Key responsibilities:

- Responding to requests for staff or supplies by determining where resources are and how to disperse them
- Documenting all requests and maintaining records for potential future reimbursement and final reports
- Collaborating between division- and school-level teams



COMMUNICATIONS TEAM OBJECTIVES

The Communications Team (or Public Information Team) is the gatekeeper of information.

Key responsibilities:

- Informing parents when and where to pick up their students
- Managing media inquiries,
- Posting updated, accurate information as appropriate
- Providing information for public release



BUILDING STAFF ROLES

It is important to note that before first responders arrive on-site, building staff will be responsible for filling critical roles in the ICS.

The **Building ICS Chart** should mimic normal assignments or everyday roles when possible, as those staff members will already be familiar with systems and processes that are needed. *(For instance, the nurse should be listed as your medical contact.)*



BUILDING ICS CHART

Some roles assigned during an emergency will be outside the scope of regular job duties but naturally fit with certain positions (*e.g., assigning transportation oversight to the PE teacher who has regular contact with almost all students*).

Not all the roles listed in the ICS will be needed at the division level since those facilities are used primarily by adults, but the roles of managing medical needs, overseeing care and recovery, ensuring safety, and maintaining accountability should all be assigned.



UNIFIED COMMAND

As first responders arrive on-site and/or division level staff take over ICS roles from school-based staff, the situation transitions into a Unified Command, where multiple agencies are working cooperatively to resolve the situation and coordinate response and recovery activities. Throughout the entire situation, the school still maintains primary responsibility for staff and students.



PARTNERSHIPS WITH RESPONDING AGENCIES

Identify which responding agencies are assigned to your school or division and identify points of contact within each agency.

It is also imperative to establish methods and points of contact between the school and responding agencies to determine how the facility will be accessed during an emergency.

Do responding agencies have gate keys, access badges, or other tools to allow them access to the facility if staff members are not available to let them in?

RESOURCE TEMPLATE: MUTUAL AID AGREEMENT SAMPLE



CONTINUITY OF OPERATIONS PLANNING

(DIVISION LEVEL)

An internal Continuity of Operations Plan (COOP) has been established at the division level to ensure that essential functions will continue during an emergency.

The COOP should be developed with input from the city, county, and/or regional emergency management departments to ensure alignment with broader emergency response efforts.



EMERGENCY DELEGATION OF AUTHORITY

A clear chain of succession should be developed at both the school and division level and communicated to all individuals involved so that there is no confusion about who is in charge when a disaster occurs.

At the school level, it should be decided who will stay at the impacted site and who will go with staff and students as they are transported to the reunification site and become the primary point of contact at the new location.

Although the chain of succession may vary depending on the emergency, decisions should always be made in advance of an incident.



MODULE 4: EMERGENCY RESPONSE PROTOCOLS

The State of Virginia has adopted the Standard Response Protocols as the best practice recommendation for a general building-level response during an emergency.

RESOURCE TEMPLATE: STANDARD RESPONSE PROTOCOL 1-PAGERS



STANDARD RESPONSE PROTOCOL (SRP)

The SRP is designed to be multi-hazard in nature, allowing one of these protocols to be used no matter the emergency.

There are five possible key actions (**SECURE, LOCKDOWN, EVACUATE, SHELTER**, and **HOLD**), and the SRP uses plain language – there are no code words or colors to remember.

Each building may implement the SRP slightly differently to fit its needs.

HANDOUT: SRP OVERVIEW



PREPARING FOR SECURE

SECURE is when there is an imminent threat OUTSIDE the building that we want to prevent from entering. We secure the building to ensure no one comes in and no one leaves. To prepare for a SECURE:

- *Remember, during SECURE, the danger is outside, so the goal is to move everyone inside immediately.* Staff should know the quickest way back into the building from commonly used outdoor areas such as playgrounds.
- Assignments should be made to each exterior door to be checked, with a sign posted stating the building is secure. Signs should be stored near the door for easy access, and a backup person should be assigned to each door. *(A chart of additional roles and responsibilities is available in the template to detail additional staff assignments, including details about how the school will account for staff and students.)*



PREPARING FOR LOCKDOWN

LOCKDOWN is initiated when there is an immediate threat inside the building. The primary goal is to ensure everyone is secured from the danger. LOCKDOWN is initiated by the announcement:

***“Lockdown – locks, lights, out of sight;
Lockdown – locks, lights, out of sight.”***

Preparing for a LOCKDOWN requires intention, especially at the school level. Strategies include:

- checking line of sight and classroom setup
- at the elementary level, make the safe spot a place that students are familiar with so they can act quickly
- plan for large common areas and self-evacuation areas



PREPARING FOR EVACUATION

EVACUATE means we need to leave the building because it is not safe to stay inside. EVACUATE is initiated by the announcement:

“Evacuate – to a location. Evacuate – to a location”

The location for evacuation is previously determined. Also:

- Plan primary and secondary routes to avoid overcrowding in hallways
- Ensure all staff have an emergency Go Kit available
- Every room needs a map that shows a primary and secondary evacuation route
- Evacuation routes should be posted in all common areas to locations that allow for attendance to be taken. Two assembly areas should be designated if everyone needs to be transported offsite.



PREPARING FOR SHELTER

We **SHELTER** for two reasons: bad weather or hazardous materials (HazMat). The announcement should include both the hazard and the safety strategy needed.

***“Shelter for strong winds, move away from windows.
Shelter for strong winds, move away from windows.”***

SHELTER requires moving to a safe location or staying in place and securing the classroom. Locations need to be determined based on building layout, how quickly people can reach the location, and the ease of securing the location by blocking off vents and/or protecting individuals from potential hazards during bad weather.

During a HazMat situation, assigned staff are provided with materials to cover the window and/or door so that toxic materials don't get inside. Staff members are also assigned tasks such as shutting off the HVAC system to prevent the HazMat from circulating through the building.



PREPARING FOR HOLD

HOLD means everyone stays exactly where they are until the emergency is over. Announcement for HOLD:

*"Hold in your classroom or area. Clear the halls.
Hold in your classroom or area. Clear the halls."*

HOLD can be used in medical emergencies when the hallways need to be kept clear for first responders or when a situation with a student requires hallways to be empty until it is resolved, such as a fight or a behavioral issue. No additional preparation is needed for HOLD besides training staff and students on what to do when they hear the announcement.



PLANNING FOR RESPONSE ACTIONS

Each of the Standard Response Protocols has a list of assigned roles and responsibilities that should be completed. Some are only applicable during a drill situation (such as notifying the alarm company that the fire alarm will be activated), but all actions should be assigned and practiced to build muscle memory for a real emergency. A detailed plan should be developed to address how everyone will be accounted for, who will collect and reconcile that information, and what steps will be taken if someone is not accounted for. In addition, a staff buddy system should be developed to ensure adequate student supervision. This covers situations where a teacher is unexpectedly away from their primary role.

HANDOUT: SRP ROLES AND RESPONSIBILITIES



MAPPING

Throughout the CMP template, team members are required to provide copies of school maps to ensure they are properly developed and stored in a central location for easy access. We will review each of the maps.

Group Discussion: Do you know what maps are available for your facility and where they are located?



EVACUATION ROUTES

Each room should have a map that specifies both primary and secondary evacuation routes for that specific room. It should be displayed near the main entry/exit point and oriented with the building layout to avoid confusion during an evacuation. ***In addition:***

- maps with general traffic flow directions should be posted in common areas, marking the closest exit point
- all maps in the division should be consistent, including symbols and colors used



ENTRY POINTS

A building map should be maintained that identifies all exterior entry points providing access to the building. These entry points should be numbered beginning with #1 at the main entry and progressing clockwise around the map.

Corresponding numbers should be placed on the interior and exterior of each doorway.

These numbers will correspond to assignments for checking doors during SECURE and will facilitate clear communication from both inside and outside the building for giving directions or requesting assistance at a specific location.



SHELTER

Maps should also be created to provide directions to the nearest shelter from each individual classroom and common area. These can potentially be combined with evacuation maps by utilizing different colors or symbols.

If the school decides that staff and students will remain in their classroom during a HazMat situation, this should be clearly indicated on the map to avoid confusion.



SITE MAPPING

An overhead view map with imposed gridlines should be used to provide a clear orientation of the property. It should include identifiable landmarks (e.g., images from satellite view in Google Maps).

General areas of any water or gas lines (if known) should be marked in addition to utility access points or shut-off points for water, gas, and electricity.

When possible, normal traffic flow should be marked to indicate entry and exit points to the property.



MODULE 5: **THREAT and HAZARD-SPECIFIC RESPONSE**

The Code of Virginia § 22.1-279.8.

“School crisis, emergency management, and medical emergency response plan” means essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including:



DURING Note Card 29

- 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 or other life-threatening medical emergencies
- student or staff member deaths
- explosions and bomb threats
- gun, knife or other weapons threats
- spills or exposures to hazardous substances
- the presence of unauthorized trespassers
- the loss, disappearance or kidnapping of a student
- hostage situations
- violence on school properties or at school activities
- incidents involving acts of terrorism



As we review each threat or hazard, we will:

- define the hazard,
- provide an overview of planning suggestions, and
- recommend actions to link to the Standard Response Protocol (SRP) to threat and hazard-specific planning

RESOURCE TEMPLATE: THREAT-SPECIFIC RESPONSE CONSIDERATIONS



ACT OF TERRORISM

If the act occurs within the U.S. but poses no immediate threat to the state or area, the school should monitor the situation closely. Actions will only be taken if there is an indication that the threat could potentially move into the state or local area.

If the act occurs within the state or region, the school may operate in SECURE mode until it is confirmed there is no indication of ongoing activity.



ACTIVE ATTACK

If an active attack occurs on campus, which is a situation where a weapon is displayed and threats or attempts to harm others are occurring, LOCKDOWN should be initiated immediately.

If a weapon is not visible but threats of harm are being made:

- All staff and students should be moved away from the potential area of threat
- HOLD should be initiated while a search is conducted
- No movement allowed throughout the building until it has been verified that a weapon does not exist
- The person of concern should be separated from their belongings and law enforcement notified to assist



FLOOD

Planning for a flood should cover any potential flood sources, not just natural events.

- If large weather events are unlikely, the plan should focus on items such as utility issues or broken pipes and should include plans for relocation of staff and students until damages can be repaired.
- If flooding occurs inside the building, the primary response action will be EVACUATE.



UTILITY FAILURE

Utility failure plans vary depending on the type and number of utilities present at each school.

- Part of the planning process includes compiling a list of utility providers with points of contact and making this contact information easily accessible.
- The principal/administrator will determine any protective actions that need to be taken (such as EVACUATE) for utility failures that become unsafe.



SEVERE LIGHTNING

When severe lightning is in the area, everyone should be moved as quickly as possible into the main building and all outdoor movement and activities suspended or canceled.

- If the lightning is accompanied by continued bad weather or there is a threat of increase in severity, SHELTER may be called to proactively move staff and students to secure locations.
- Staff trained in the use of AED equipment, CPR, and first aid should be placed on call for emergency response.



TORNADO

Administrators need to know the difference between a tornado watch (*tornado possible*) and a tornado warning (*tornado expected – seek shelter*) and rely on trusted information sources to make decisions.

- When enacting SHELTER, staff and students should be moved to the main building, and all outdoor movement and activities should be suspended.
- Staff should prepare for additional actions needed based on the severity of the storm and any damage caused, which may include EVACUATE, transportation off-site, and use of reunification protocols if the building is badly damaged.



BOMB THREAT/SUSPICIOUS PACKAGE

- When a bomb threat is received or a suspicious package is located, HOLD should be activated to allow time to assess the credibility of the threat.
- *Avoid using two-way radios or cell phones, as these might trigger a remote detonator.*
- The principal or Crisis Management Team lead will be responsible for enacting any protective actions based on information received and in coordination with first responders.
- If EVACUATE is indicated, minimal routes should be used to exit the building to allow for an initial sweep to ensure the path is clear. Once outside, everyone should move as far away from the building as possible.

Group Discussion: What does your facility do when there is a bomb threat/suspicious package report? Do you know your specific responsibilities? Are you aware of the things you should avoid doing?



MEDICAL EMERGENCIES

As with death or injuries, medical emergencies will vary greatly in their scope and needed response. Primary actions in all situations should be:

- Do not leave the injured person alone.
- Notify 911 if there is any doubt about the severity of the injury.
- Only move the injured person if there is an immediate threat to the safety of the location, such as downed power lines, a continuing threat of violence, etc.

HOLD should be activated to allow first responders easy access to the injured person.



MISSING/ABDUCTED STUDENT

Clearly define the difference between kidnapping and abduction.

(Suggested language is included in the plan template and Support Documents section.)

- A student will be considered missing any time a student is unaccounted for on school property, at a school activity, or while traveling to and from an activity.
- The plan should include details about how the initial search will be conducted, at what point law enforcement will be notified, and consideration for students with disabilities.
- During a search, the building should be placed on HOLD to avoid overlooking the individual as they move around the building.



TRESPASSER/UNAUTHORIZED PERSONS

Visitor access protocols should be strictly followed by all persons on-site. Anyone who does not have a legitimate need to be on school property or in the building should be asked to leave. All staff and students should report suspicious persons immediately.

- When an unauthorized person is being investigated, administrators may consider placing the campus on HOLD to limit interaction with the individual or SECURE if the individual is acting suspiciously.
- LOCKDOWN should be initiated if the individual is inside the building and becomes violent or threatens harm.
- Visitors should always follow all protocols related to checking in, wearing a visible visitor's badge, and checking out before leaving.



BUS/VEHICLE CRASH

Transportation staff will have their own protocols to follow when involved in a bus or vehicle crash. When possible, a member of the school administration team should be on-site to assist with students, contacting parents, providing relevant information to first responders, and maintaining accountability of everyone involved.



DEATH/SERIOUS INJURY

A death or serious injury will require variations in planning depending on the situation:

- Was it a current or former staff or student?
- How many staff or students were involved
- Was it sudden or a known possibility (e.g., terminal illness)?

Planning for these situations should focus on emotional support and recovery. This includes considerations for memorials, anniversaries, remembrances, and other opportunities for the school community to process and heal.



COMMUNICATIONS

During an emergency, communication is a critical component. Internally, staff members need to ensure that:

- Everyone is informed and able to perform their duties,
- Parents are provided information about where to go,
- All information is vetted before distribution. The use of pre-written templates is recommended.

Externally, the school system needs to be prepared to communicate with utility providers, first responders, and other service providers including community resources that may assist during the recovery phase. A list of organizations and contact information should be developed and regularly maintained.



MODULE 6:

CRISIS RESPONSE OPERATIONS

Considerations for operational details that apply to any response actions taken, including:

- Communications,
- Staging areas
- Key sites

Group Discussion: How does your school communicate information during a crisis? Internally? To parents? To the public?



METHODS OF COMMUNICATION

During a building-specific incident:

Consider all available channels to inform parents and relevant community members, which may include a mass notification system, updates to the school or division website/social media, or dissemination through the local media.

- For younger grades, consider sending home a copy of a written statement if the situation is resolved but parents still need to be informed.



KEY SITES

- Identify where and when an Emergency Operations Center (EOC) will be activated.
- Identify staff members assigned to EOC.
- Assignments should align with ICS teams.
- Identify reunification sites.
 - Use a modified dismissal process for on-site reunification or determine if students and staff must be moved off-site.
 - Use division-owned property when possible.
 - Secure an MOU with community-based organizations such as a church or civic center for other options.

HANDOUT: SAMPLE REUNIFICATION MOU



STAGING AREAS

Staging areas must be identified for loading and unloading during:

- transport
- delivery
- distribution of supplies
- media staging area

At least two sites should be identified: one within walking distance of the building and one further away to reduce traffic near the incident. Media and supplies should be positioned to avoid interference with first responders and reunification areas.



UNIT 3: AFTER

Unit 3 Handouts:

Reunification Staffing Chart

Standard Reunification Method Staging the Reunification Site

SRM The Process in Six Easy Steps

Essential Department Functions



MODULE 7: REUNIFICATION

The **AFTER** section covers actions taking place in the immediate aftermath of a crisis or emergency as the school and division work to return to normal daily operations as quickly as possible.

Reunification only occurs on-site if the emergency allows. School or division leaders:

- May need to alter the pick-up process by identifying alternate locations.
- **SHOULD NOT** use the regular dismissal process, because maintaining student accountability is critical.

Group Discussion: What are the challenges of reunification at your school?



PLANNING FOR REUNIFICATION

If an off-site reunification is needed, clear information should be provided at the entry point to the school property, and a staff member should be assigned to distribute information about where students have been transported. The division level communications team will also send reunification instructions to parents.

One school may be called to be a reunification site for another school.

- In this case, normal dismissal may be adjusted to accommodate the influx of parents and students, and early dismissal may be appropriate to clear the site before the impacted school arrives. Have a pre-mapped plan for alternative reunification areas on your site to avoid conflict with your own dismissal process.



IN AN EMERGENCY

REMEMBER (with the occasional exception):

Police own the crime

Fire owns the flames

Paramedics own the injured

Schools own the kids (people)



OBJECTIVES

During the reunification process, the objective is to account for every student, staff member, and visitor and to reunite every student with their parent/guardian.

When possible, this should happen on the impacted site, but if the site is unsafe or there are still ongoing rescue/recovery operations, students and staff will be transported to a different location. MOUs should be in place with any non-division-owned property outlining the responsibilities of each team so that the reunification process runs smoothly.



REUNIFICATION PROCESS

We will now discuss each part of the reunification process and navigate between the Emergency Operations Center (EOC), the Impacted Site, and the Reunification Site to demonstrate the moving parts of the reunification process.



DIVISION LEVEL ICS TEAM

LOCATION: EMERGENCY OPERATIONS CENTER (EOC)

The EOC will serve as the central hub for the incident as it transitions into the reunification process. Timing is critical for controlling traffic flow, protecting information, and providing efficient reunification.

- Attention should shift to setting up and preparing the reunification site before notifying the parents of the location.
- Ideally, division level staff will handle the bulk of the setup and operations of the reunification site, allowing school-level staff to focus on their students.

The EOC will facilitate all information flow, including coordinating transportation and disseminating information to parents to ensure consistency and efficiency.



SCHOOL LEVEL ICS TEAM

LOCATION: IMPACTED SITE

Depending on the situation, such as an active attack or a significant number of injuries, the impacted site may be a particularly challenging place to manage.

- Key concerns will be addressing security, facility, staff, and student needs.
- The building's ICS team will initially handle critical roles but may be relieved by first responders or division staff.
- There will be a high volume of calls to manage from parents.



Our primary focus is on our staff, students, and visitors.
Remember:

Police own the crime

Fire owns the flames

Paramedics own the injured

Schools own the kids (people)



SELECT REUNIFICATION SITE

DIVISION LEVEL LED; SCHOOL-LEVEL SUPPORT

The Reunification Site is where the reunification process takes place.

- Once the school division knows reunification is necessary, a site will be selected, and the reunification team will be dispatched to begin setup and preparation for the arrival of students and, eventually, parents.
- School staff plays a supporting role in the reunification process because they know their students and families best.



IMMEDIATE RESPONSE

LOCATION: IMPACTED SITE

When an emergency occurs, response protocols are initiated to address the immediate situation.

Once the emergency has been addressed or it is safe to do so, the person designated as incident commander on the building ICS chart should communicate with division level staff to provide details about the situation so that the EOC can determine the best course of action regarding reunification.

Depending on the situation, each building should have multiple gathering places identified where students, staff, and visitors can gather to wait for transportation to arrive.



PREPARING FOR REUNIFICATION

LOCATION: EMERGENCY OPERATIONS CENTER (EOC)

At the EOC, a decision will be made regarding reunification, including selecting the location. The reunification team will be activated to begin setting up the site. If needed, transportation will be dispatched from the EOC and communicated to the impacted site team to prepare for loading.



PREPARING FOR TRANSPORT

LOCATION: IMPACTED SITE

After everyone has moved to the meeting location at the impacted site, students, staff, and visitors should be accounted for to ensure no one is misplaced while preparing for transportation.

As buses are loaded, a copy of the complete list of students, staff, and visitors should be sent on the first bus so it arrives at the reunification site with the first group of people. Upon arrival, a student accountant will be responsible for verifying everyone on the list has arrived at the reunification location.



SETUP AND PREPARATION

LOCATION: REUNIFICATION SITE

Student safety is the top priority. The reunification team decides whether the site and situation are better suited for a drive-through process or a walk-up process.

Every adult who arrives to pick up a student must have their identification verified to ensure that they are legally allowed to do so.

A traffic pattern should be established with clear signs and cones to direct drivers, especially if a drive-through process is being used.

Emotions and stress will be running high, so whenever possible, additional officers or security guards should be stationed around the main entrance and exit, with students as they arrive, in the student holding area, and around the check-in stations to help control order and traffic flow.



REUNIFICATION TEAM ASSIGNMENTS

Primarily division level staff directing the process with school-level staff providing support as available.

Key Roles:

Checkers: Verify IDs and custody. They should be familiar with students/parents, trained in the visitor management system, or have access to student records. This is an ideal role for front office staff.

Reunifiers: Help locate students and bring them to their guardian. A critical part of the job is asking each student "Do you feel safe leaving with this person?"



Accountants (at least two): The first verifies that all students have arrived at the reunification site, and the second documents when each student leaves on student check-out cards. More than one individual can be used at each point, but communication is critical to ensure that all students are accounted for.

Class Leaders: Teachers should remain with their class throughout the process. If a teacher is injured, has remained at the impacted site, or is assigned to another role, buddy teachers or classroom aides can assist with their class.



Division Level Staff: Serve as greeters for parents, interpreters for non-English speaking families and floaters for various tasks.

Refrain from assigning administrators to a position. If they are not asked to stay at the impacted site, they should remain flexible and move around as needed. Their visibility is important for reassurance and communication with students and parents.

HANDOUT: REUNIFICATION STAFFING CHART



PARENTS

By the time students are ready to be moved, parents will have been notified of the situation and given instructions on where to go, what to bring, and what to expect during the reunification process.

- If possible, a school staff member should remain at the impacted site, near the main entrance, to pass along printed copies of the same information for any parents who arrive on-site.



REUNIFICATION INFORMATION CARD

This card is given to parents upon arrival at the reunification site to serve as a record of who picked up each student, at what time, and what staff member verified the release.

One card should be completed per student to provide for complete accountability.



SRM: STAGING THE REUNIFICATION SITE

Images from the "I Love U Guys Foundation" SRM Operational Guidance v3 Manual

Students and parents should arrive on opposite sides of the building. If that is not possible, parents should be held off-property until all students arrive and are safely inside.

Students are moved to the assembly area while parents enter the check-in area to begin their part of the reunification process.

Separate spaces should be designated for law enforcement and crisis counseling teams to meet with families as needed.



SRM: THE PROCESS IN SIX EASY STEPS

Once everything is set up, parents arrive and complete a card for each student. Their ID is verified, and an accountant confirms whether the student is on-site.

Student is not on-site: The guardian is directed to speak with law enforcement or a member of the crisis counseling team who will provide information about the student's location.

Student is on-site: The reunifier locates the student, asks them if they feel safe leaving with the adult, and then facilitates the connection. Once the adult and student leave, a second accountant records that student as having completed the reunification process.



REUNIFICATION PRE-PLANNING

In the CMP template, you need to plan for:

Division Level:

- Setup Team
- Reunification Team supervisors
- Transportation needs
- Locations

School Level: Reunification Team support.

Encourage students to take the full SRM training
through the “I Love U Guys Foundation”



MODULE 8: RECOVERY

The last section of AFTER covers items that need to be addressed to return the division or school to normal daily operations.

Most of these actions are conducted at the school level, but developing the process and procedures may require feedback from division level staff members.



PURPOSE, GOALS, FOCUS

To resume daily operations, attention will need to be divided between short-term actions, long-term goals, incident reporting, and preparing for memorials, anniversaries, or remembrance events.

Short-term actions: providing emotional support for students and staff, identifying facility and inventory needs, and determining academic priorities.

Long-term goals: replacing items, building repairs, financial reimbursement, state-required reporting.

Incident reporting: submissions to local, state and federal agencies.

Memorials: decisions on what level of support and resources are allocated toward commemorative events, plaques, etc.



COUNSELING/SUPPORT

Schools should implement a triage process to determine appropriate counseling services. The process should determine who would benefit from group services, who requires individual services, and who needs a referral to outside resources because their need is beyond the scope of what school staff can provide.

Care and attention should be given to any students who require extra services if the campus is displaced for an extended period, including students experiencing homelessness or those in DSS care.

Also, a process should be established to ensure continuity of care for students who were receiving services prior to the incident.



FACILITIES AND TRANSPORTATION

Evaluate what can be repaired versus what needs to be replaced to help prioritize short- and long-term recovery objectives.

- All system records (fire suppression, burglary alarm, kitchen equipment, etc.) must be maintained throughout the recovery process to ensure that all systems are inspected and fully functioning before returning to service.
- Transportation staff should inventory all vehicles and document their status, including those available for use, those requiring repairs, and those needing replacement. In the event of natural disasters, they must also monitor daily road conditions to identify potential route changes or alternative pick-up and drop-off points until repairs are completed.



CONTRACTS AND AGREEMENTS

Any contracts or outside agreements should be stored with the CMP. This includes agreements with:

- sites for reunification,
- companies used for transportation in case division resources are not available, and
- other community resources or agencies that may have current MOUs or Mutual Aid Agreements.



ACADEMIC RECOVERY

Prioritizing academic recovery ensures minimal disruption to students' educational progress.

Academic recovery should include:

- missed instructional time
- verifying impact on grades and transcripts (especially for seniors)
- determining upcoming state or college testing days that may need to be rescheduled
- securing instructional materials that can be used until classroom instruction resumes



ESSENTIAL DEPARTMENTS AND FUNCTIONS

(DIVISION LEVEL)

This handout is a checklist of essential departments and functions. It can be modified to fit your specific division needs, and the goal is for each department to create a timeline of essential functions and determine how quickly those can/should be restored following any major incident.

Once each department has completed their section, the division administration team should meet to discuss allocation of resources to ensure these needs are met and establish a division-wide timeline of priorities.

HANDOUT: ESSENTIAL DEPARTMENT FUNCTIONS



TRAINING OPPORTUNITIES

Additional training opportunities are available related to the Incident Command System, Standard Response Protocol, and the Standard Reunification Method if your school or division team is interested.



This belongs to:
