

School-Specific Hazards

School-specific hazards are identified from reviews of school division/school Discipline, Crime, and Violence data, annual safety audits, applicable school climate surveys, and crime incident data for the surrounding community/neighborhoods.

Hazards and threats are addressed in this Plan and emergency response procedures for all identified school-specific hazards are contained in **Chapter VI. Incident/Emergency Response**.

C. Planning for Medical Emergencies

A School Medical Emergency Response Plan (MERP) has been developed for each school in Spotsylvania County Public Schools. Plans are tailored to the schools' unique needs and resources and developed as part of the school division's plan. Planning has involved assessing needs, equipping schools, establishing protocols, staff training, and plans for documenting and evaluating response.

Students with Special Needs

Children and adolescents with special health care needs including those with chronic physical, developmental, behavioral, or emotional conditions or at risk for developing those conditions typically require an Individualized Education Program (IEP), an Individual Health Care Plan (IHCP), and/or an Emergency Care Plan (ECP) to meet their health needs. ECPs are prepared for students with health conditions, physical disabilities or communication challenges who have been identified as requiring special assistance during emergencies.

Automatic Electronic Defibrillators

All schools have been equipped with automatic electronic defibrillators (AEDs) and multiple staff in each school are trained to respond to life-threatening emergency, including operation of AEDs.

III. Preparedness

A. Overview of Preparedness

Preparedness readies the school division/school to respond in a rapid, coordinated and effective manner to an emergency.

Elements of preparation planning addressed here are:

- Establishing the Incident Command System (ICS);
- Preparing emergency supplies and equipment;
- Designating off-site evacuation areas and routes;
- Designating and preparing CMT/ICS Command Post;
- Designating and preparing staging areas for transportation, parent reunion/assistance, and media; and
- Implementing functional training exercises and drills for faculty and staff with first responders.

B. Incident Command System

Spotsylvania County Public Schools has adopted the National Incident Management System (NIMS) for planning and responding to emergency situations and uses an Incident Command System (ICS) to address critical incidents and/or crises when multi-agency response is required. All schools are required to use NIMS and ICS for incident management.

The organization and responsibilities of the Spotsylvania County Public Schools LCMT are described in **Chapter I, paragraph E, Crisis Management Team.**

Public Safety and Non-school Personnel Roles

Roles and responsibilities of key public safety and non-school personnel within the ICS are:

Law Enforcement Commander - Integrates school and law enforcement training and response plans. Works with the school CMT/ICS to carry out the response

- Secures the incident scene and ensures that only essential personnel and/or public safety personnel enter the school or school property.
- Assumes role of Incident Commander when a criminal act has occurred or the specific emergency or situation requires the transfer of authority from the school principal to the law enforcement commander.
- Ensures clear passage of emergency service vehicles.

Fire Chief - Integrates school fire and hazardous material response plans. Works with the school CMT/ICS in responding to the emergency. Remains on standby at the perimeter of scene unless a fire or hazardous material emergency develops, at which time the Fire Chief or designee becomes the Incident Commander.

Emergency Medical Services Chief - During planning helps to identify school and community members who have CPR and other emergency medical skills. Works with the School Nurse to coordinate the delivery of medical treatment during an emergency.

Mental Health Services Coordinator - Works directly with the School Counselor and the principal to coordinate appropriate interventions before a crisis, consultation during a crisis, and recovery efforts after a crisis.

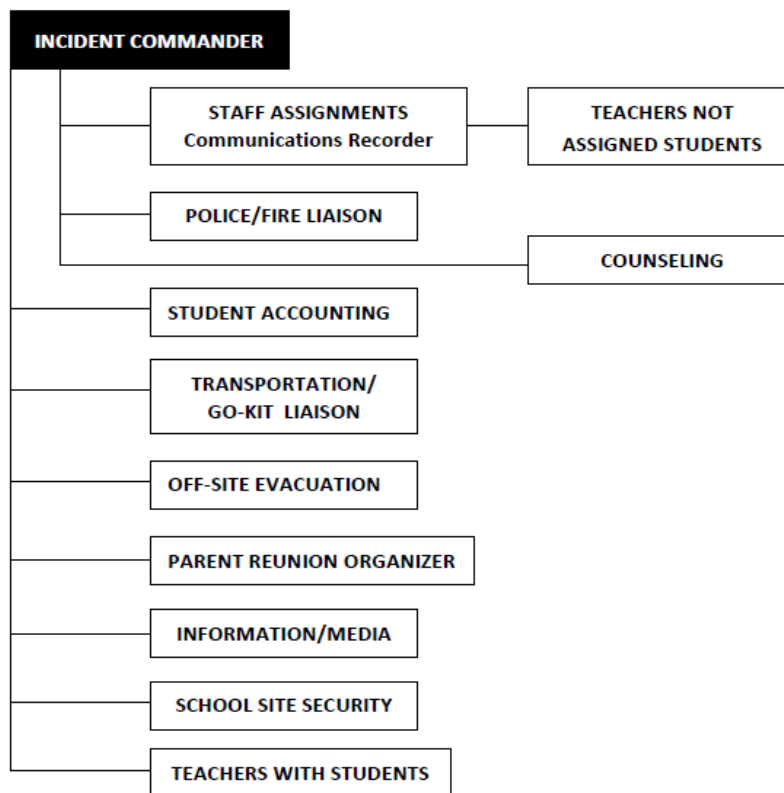
Emergency Management Director - Provides technical advice to the CMT/ICS on planning, training and exercising of an all-hazards emergency management plan. Establishes and operates the town Emergency Operations Center; manages local resources needed in response to a school incident; and is the conduit through which additional resources are requested.

CERT (Community Emergency Response Team) - Coordinates CERT augmentation to the school CMT/ICS and/or public safety committee during school emergencies. Reports to the Staff Assignments Leader when activated

School Personnel Roles

The ICS is organized as shown below. Each member of the school CMT is assigned a role in the ICS. A Roster of ICS Assignments is a part of Appendix A. Contact/Notification Lists.

INCIDENT COMMAND SYSTEM (ICS)



NOTE: The principal or his/her designee is the Incident Commander (IC) for school emergencies until public safety officials assume that role. The IC role officially passes to the fire chief during fire/HAZMAT incidents and to the law enforcement commander when a criminal act has occurred or during a specific emergency or situation that requires such transfer of authority after the principal briefs the public safety official on the situation. To affect a smooth transfer, the school always involves local first responders in the school’s emergency management plan development and training.

Although a public safety official may have assumed the IC role, the principal maintains the leadership role related to the school staff and students and the various functions that they have

been assigned and the principal further ensures that he/she or the designee co-locates with the IC during the incident and provides maps, diagrams, access to school security cameras, and other support as needed. This will facilitate communication and co-operative effort and action between school and public safety.

During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials form what is called a “**Unified Command**,” where the principal and public safety officials share in the decision making process. The decision to form a Unified Command must be agreed to by the principal and the senior public safety official.

ICS Roles Duties and Responsibilities

Incident Commander

As the highest level executive in the school, he or she provides leadership for the development and execution of the Crisis Plan.

- Verify crisis and initiates activation of the CMT.
- Establishes a command post.
- Makes decisions based on information/suggestions by CMT members.
- Relinquishes overall incident leadership role to fire officials during a fire/hazardous materials incident and/or to the ranking law enforcement officer when a criminal act has occurred or during a specific emergency or situation that requires such transfer of authority.
- May assume leadership role within a “unified command” structure with responding agencies.
- Provides notifications to applicable Leadership Team member(s) or department(s).

Staff Assignments/Communications/Recorder

- Confirms that 911 has been called.
- Documents events as they occur, including decisions and actions taken with time annotations.
- Make notifications, orders resources and provides informational updates as directed by the Incident Commander.
- Assists Incident Commander with monitoring communication devices.

Police/Fire Liaison

- Provides information to local law enforcement and fire and rescue department personnel about what has taken place and the plans the school has implemented to ensure the safety of the students.
- Maintains contact with police/fire operations throughout the incident.
- During some incidents, the Incident Commander can accomplish this liaison assignment; however, a large incident should have someone whose sole responsibility is to act as a liaison.

Counseling

- Plans, organizes and provides crisis intervention and prevention counseling.
- Coordinates post-event counseling program to help students, parents, faculty, and the community to recover from an incident.
- Coordinates professional community services, when required.

Student Accounting

- Ensures that all teachers have an accurate accounting of students.
- Coordinates efforts in accounting for missing and extra students.
- Coordinates with Incident Commander and Parent Reunion Organizer as necessary.

Transportation/Go-Kit Liaison

- Organizes, manages and coordinates off-site evacuation transportation services
- Organizes, manages, and coordinates the early or late releases with the Spotsylvania County Public Schools transportation representative.
- Maintains, updates and removes the School Office Go-Kit (Administrator's Mobile Tool Box) from the building
- Ensures that the medical Go-Kit is removed from the school during an emergency.
- Coordinates with Incident Commander and Off-site Evacuation Organizer.

Off-Site Evacuation

Organizes the use of off-site evacuation location to include:

- selecting evacuation routes,
- planning the safe movement of students to the location;
- assisting with student accounting once they are moved;
- planning for the movement of special needs students and staff.
- Coordinates with Incident Commander, Transportation, Student Accounting and Parent Reunion Organizer to manage the move and the parent reunification process.

Parent Reunion/Information/Assistance Organizer

- Organizes, manages and coordinates the safe and orderly release of students to their parents/guardians during a school emergency.
- Establishes pre-identified location where parents can wait to be reunited with their children; answers procedural questions; calms anxious parents and provides information concerning the emergency.
- Coordinates with Incident Commander and Information Media representative concerning the notification of parents and release of information to parents.
- Maintains the record of students released to parents/guardians and coordinates with the Student Accounting Coordinator as necessary.
- Also coordinates with Police/Fire Liaison and Student Accounting, as necessary.

Information/Media

- Establishes the media staging area.
- Ensures media does not gain access to student or faculty during the incident.
- Controls rumors by providing school staff with accurate information about the incident, as directed by the Incident Commander.
- Supervise the school call team.
- Assists Spotsylvania County Public Schools public information office as directed.

School Site Security

- Assesses crisis and evaluates student and staff safety.
- Initiates protective security measures to separate students and staff from threat, if necessary.
- Assists student and staff and maintains safety, order and discipline.
- Prohibits media representative(s) contact with students.
- Ensures the security of the Parent Reunion Area.

- Coordinates with CMT members, as needed.

Teachers with students in class

- Provide supervision of students in their care and remain with students during emergencies until directed otherwise.
- Ensure safety of students;
- Direct students according to response procedures;
- Render first aid when needed;
- Manage student communication via cell phones per school policy;
- Report missing/injured or extra students to the Student Accounting Leader.

Teachers & staff not assigned to a class when an emergency occurs.

- Report to the Staff Assignments Leader if not previously assigned an emergency role.
- Prepare backpack letters and/or serve on the school call team in order to place or receive large volumes of calls to or from parents, community partners, etc. about an incident, as directed by IC or CMT.
- Augment the School CMT when communicating messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable, as directed by IC or CMT.

C. Emergency supplies and equipment

For School Division Plan

All schools 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. The contents of school Classroom Go-Bags, Shelter-in-Place Kits, and all other emergency supplies and equipment are listed in the School Supplies and Equipment List in Appendix C. Tools for Preparation.

The school division equips all buses with an Emergency Kit that include a first aid kit, a fire extinguisher; body fluid/biohazard containment & clean-up kit; plastic garbage bags (one per bus; refuel credit card; break-down kit (road triangles); seat belt cutter, and two-way radio.

For School Plan

The school has prepared and will maintain the emergency supplies and equipment listed below. The specific contents of school Classroom Go-Bags, Shelter-in-Place Kits, and all other emergency supplies and equipment are listed in the School Supplies and Equipment List in Appendix C. Tools for Preparation.

Classrooms

Each classroom is equipped with:

- Teacher’s “School Crisis Response Plan Guide” Flip Chart which includes general procedures for the three “universal” responses: Evacuation, Lockdown, and Shelter-in-Place.

- Classroom Go-Kit to be taken by the teacher during an evacuation with his/her class;
- Shelter-in-Place Kit; and
- Cleaning supplies in the event of student accidents during lockdown or shelter-in-place operations.

School Office - The school office will be equipped with:

- Administrator’s Mobile Tool Box, maintained in a secure area and taken by office administrator during evacuation
- Communications equipment, maintained in a secure area
- Life saving items, maintained in common areas
- Utility Equipment, maintained in a secure area (1 set-school office; 1 set-custodian’s office):

School Clinic - The school nurse’s office is equipped with:

- Medical Emergency “Go-Kit” for use in school emergencies when buildings are evacuated or the school health office is displaced. The school nurse monitors and re-supplies the kit as needed.

Common Areas- Common areas are equipped with first aid kits (maintained by the school nurse) and fire extinguishers (maintained by the chief custodian). Locations of these items are recorded on school map in Appendix G. Logistical Tools.

D. Off-site Evacuation Areas and Routes

Schools have identified various Off-Site Evacuation Areas. The location of these areas will be provided to parents and the school community when they are implemented.

Special Traffic or Security Concerns for this Area: Relocation sites will be heavily congested with students, staff, and parents for two school bodies. Parent parking must be on the periphery of school grounds or off school grounds completely to avoid overcrowding. Extreme caution must be taken when travelling or walking in or around the relocation site.

E. Staging Areas

Separate staging areas have been established for key response functions including CMT/ICS command post, transportation/bus, family reunion/information/assistance, and media.

The **Parent Reunion Area** and **Family Information Center** will normally be co-located.

In the event of an evacuation to an off-site location (relocation site), information will be made available to parents who arrive at school looking for their children. Parents will be provided information about where students were evacuated, whom to contact and how.

Special Traffic or Security Concerns for this Area: Parents are asked to drive no more than 5 mph in and around the school or one of the alternate off-site locations as traffic will be congested, parking spaces will be limited and pedestrian traffic will be high.

The school has established a **Media Staging Area**. That location will be provided when it is implemented.

F. Training for Preparedness

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

There are five types of critical incident training and emergency exercises which may be utilized for this purpose:

1. *Orientations* are to familiarize the CMT 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.
2. *Drills* test specific operations or functions of crisis and emergency plans. The goal of a drill is to practice aspects of the response plan and prepare CMT, staff and students for more extensive exercises in the future. Schools conduct evacuation, lockdown, and shelter-in-place 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) are addressed. These exercises may include local public safety agencies.
3. *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.
4. *Functional exercises* test one or more functions of a school's emergency response plan during an interactive, time-pressured, simulated event. The exercise is facilitated by controllers and role players, participants respond to simulated emergency events. Evaluators observe exercise play and critique the exercise and the participants' performance.
5. *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 Spotsylvania County Public Schools CMT also 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 Programs online courses offered by FEMA; specifically, National Incident Management System, An Introduction (IS-00700.a) and Introduction to Incident Command System for School (IS-00100.sca).

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

In accordance with Virginia law, fire drills are held once a week for the first 20 school days of each school session and at least monthly for the remainder of the school session (§ 22.1-137); two lockdown drills are completed each school year, the first in September and the second in January (§ 22.1-137.2.); and tornado drills (shelter-in-place) are held at least once every school year § 22.1-137.1.).

In accordance with Virginia regulations (8VAC20- 70-110) school bus emergency exit drills are held at least twice a year during the first 30 instructional days of the first semester and again during the first instructional days of the second. This allows schools to comply with Virginia law (§ 22.1-184) requiring schools having public school buses to hold drills in leaving school buses under emergency circumstances at least once during the first 90 calendar days of each school session.

Further, in accordance with best practice recommendations contained in the Virginia Educator's Guide for Conducting School Emergency Drills, schools conduct at least once per school year an earthquake drill and a reverse evacuation drill.

A schedule of drills is included in Appendix C. Tools for Preparation.

IV. Response

A. Overview of Response

When emergencies arise, schools must quickly implement the policies and procedures developed in the prevention-mitigation and preparedness phases to effectively manage the crisis and protect the school community. Throughout the response phase, efforts focus on de-escalating the emergency and taking accelerated steps toward recovery. Examples of response activities include:

- Activating the CMT and establishing an incident command post;
- Deploying resources;
- Activating the communication, accountability, decision making, and primary response procedures;
- Documenting all actions, decisions and events e.g., what happened, what worked and what did not work; and
- Accounting for all students, staff and resources during and immediately following the emergency.

B. General Response Procedures

During an emergency, there are three general or “universal” responses.

Evacuation is used when locations in another part of the building or locations outside of the school building are safer than some or all interior areas of the school.

It involves the controlled movement of students from the building or part of the building to a pre-specified safe location, either to an area inside or outside school grounds or to an off-site location. An off-site evacuation requires authorization from the Superintendent’s Office to facilitate the coordination and mobilization of resources required for such movement. There are two variations of the Evacuation. A **Reverse Evacuation** is implemented when students are outside and locations inside the school are deemed safer and everyone is moved from outside the school to inside the school. A **School Bus Evacuation** is the response of moving everyone from inside the vehicle to a safe place outside when it is determined that being in the bus is no longer safe.

Lockdown is used to describe enhanced security measures taken to protect against potentially violent intruders that may be inside the building or on the school site. The response secures students and staff, usually in classrooms, to prevent access or harm to the occupants of the lockdown locations. This may also involve quickly moving students and staff from unsecured locations i.e., cafeteria or gymnasium, to secure locations. School staff will call 911 and will also advise the Superintendent’s Office if lockdowns procedures are enacted. A **Modified Lockdown** is a variation of Lockdown in which school officials prevent unauthorized entry if there is a threat in proximity to the school (such as a crime in progress), or if it is necessary for school officials to temporarily restrict or prevent student movement in the halls and/or prevent the use of common areas such as cafeteria, auditorium, gymnasium, etc. Outside activities are cancelled; all exterior doors are secured and no one is allowed to enter the building; the movement of staff and students inside the building/classroom will be at the discretion of the Principal.

Shelter-in-place procedures are used to temporarily separate people from a hazardous outdoor atmosphere, such as in a hazmat or WMD incident i.e., chemical, biological, or radiological agent releases; the building is placed in a secure status and measures are taken to shut down the intake of outside air. No one is allowed to enter the school until public safety officials give the “all clear.” School staff will call 911 and will also advise the Superintendent’s Office if shelter-in-place procedures are enacted. *Shelter-in-place* procedures are also used in certain weather-related situations such as tornadoes, earthquakes, or other severe weather.

C. Hazard/Incident/Medical Emergency Response

In addition to the three general or “universal” responses, schools have in place procedures for responding to specific hazards and conditions and medical emergencies. Specific procedures for these responses are detailed in Chapter VI, Incident/Emergency Response.

D. Communications

The delivery of timely and accurate information before, during and after an incident is a critical component of crisis and emergency management. Ensuring that students, faculty and staff members, parents, local response agencies, the media, and the community have information is the joint responsibility of the school CMT and the SCPS Director of Communications and Community Engagement.

Modes of Communication Available

Multiple modes of communication are available to the Spotsylvania County Public Schools; which modes will be employed will vary in accordance with the circumstances and requirements of the crisis/emergency. The modes of communication available to schools are:

- The telephone landline system and cellular telephone are to be used as primary means of communication, unless they are compromised. Emergencies may pose limitations on communication due to power outages, downed phone lines or an overwhelming number of landline and/or cellular calls.
- The CMT and school staff will use two-way radios. The Spotsylvania County Public Schools has issued radios for tactical communications on-site and for communications with local public safety agencies.
- The Spotsylvania County Public Schools system-wide e-mails and alert system can be used to communicate with school-based and school division staff.
- The Spotsylvania County Public Schools internet web pages will be used to disseminate emergency notifications and information.
- The school public address/intercom/fire alarm and bell systems and bullhorns are to be used as the primary means of providing immediate notification and warning to students and staff on-site.
- Signs can be posted on-site to provide directions and information.
- Fax machines can be used to transmit and receive information, as required.
- Runners, who are staff or reliable students, can be used to shuttle messages on site.
- Backpack letters are carried home by students to provide parents with notice and information.

Internal Communications

The school public address/intercom/fire alarm and bell systems and bullhorns are to be used as the primary means of providing immediate notification and warning to students and staff on-site.

When a crisis event occurs outside the school day, a simple telephone tree will be used for notifying staff; e-mail may also be used to supplement the call. A very carefully crafted statement, specifying what is and is not yet known, will be drafted before the telephone tree is activated.

Faculty meetings before school resumes and after the first day following a crisis event will also be employed at the discretion of the Principal/CMT to provide accurate, updated information, to correct any mis-information that may be circulating, and to review applicable procedures and resources.

External Communications

All external communications will be reviewed by the Incident Commander/Principal, the Spotsylvania County Public Schools Director of Communications and Community Engagement, and the Superintendent. If the communication contains technical information, relevant public safety or public health officials will be consulted to ensure accuracy and clarity of communications.

First Responders

The primary method of alerting Public Safety first responders to a critical incident/emergency is calling 9-1-1.

Parents

Basic information about the school's crisis response plan will be posted on the school website. Parents will be provided specific directions for contacting the school, procedures for release of students, and provisions for family reunification/information/support when this plan is implemented.

In the event of an incident, communicating effectively with the parents/guardians of students directly involved in or affected by the crisis event is a top priority. Parents will be contacted by a member of the CMT as soon as possible.

The school website and broadcast messages via the parent and community e-mail network(s) will be used to disseminate and update information about the incident and what parents can do to help. Recovery activities such as counseling sessions, memorials, post event question & answer meetings and post-recovery open houses for parents, etc. may also be posted/communicated via these channels.

Backpack letters may also be used to relay important and helpful information. The decision to send backpack letters will be made on a case-by-case basis by the IC/CMT.

Media

The Spotsylvania County Public Schools views the primary goal to be keeping the public informed about the crisis while maintaining the privacy of students and ensuring as little interruption of the educational process as possible.

During an emergency, the Director of Communications and Community Engagements is responsible for providing the public and media with incident-related which must be approved by

the Incident Commander. The Director of Communications will also assist division and building administrators in handling interviews with news media and coordinate the flow of information.

A statement giving the basic facts clearly and concisely will be prepared and provided to media as soon as possible.

Media personnel arriving on campus will be directed to the media staging area. They will not be permitted to enter classrooms. Students will be guarded against intrusions.

E. Family Reunification, Information, and Assistance

Note: Spotsylvania County Public Schools will immediately contact the Virginia Criminal Injury Compensation Fund at telephone #1-800-552-4007 or email address: cicfmail@vwc.state.va.us and the Virginia Department of Criminal Justice Services at telephone #1-804-840-4276 or <http://www.dcjs.virginia.gov/research/reportemergency/> pursuant to *Code of Virginia*, §22.1-279.8, in instances when any school's crisis response plan has been implemented and students and staff are victims of crimes as defined by *Code of Virginia* §19.2-11.01.

An area for family reunification, information, and assistance has been designated at each school and each off-site evacuation location. These areas are where parents can assemble, be provided with information and reunite with their child.

The Parent Reunion Organizer and associated staff and security/police will be present at the Parent Reunion Area. Information released to parents will be coordinated by the Information and Media Representative; the record of students released to parents/guardians will be coordinated with the Student Accounting Coordinator.

F. Information for Parents Regarding Crisis Events

School is one of the safest places for students to be during most crises or natural disasters.

The following emergency procedures have been established to keep them safe:

- In most cases, students will be kept at school until the emergency is determined to be over. For example, a chemical spill may delay student release when there is risk of exposure.
- Under certain circumstances students may be evacuated to another site. If this occurs, parents will be notified.
- We ask parents and guardians not to telephone the school and tie-up the few telephone lines that will be needed for emergency use. Also, please be aware that a high volume of cell phone communications may degrade or interfere with the critical use of cell phones by public safety or emergency personnel.
- Students will be released to parents who come to get them. Procedures for release to other authorized parties, however, will not occur unless authorization for release to the person(s) is on record. Parents must ensure this information remains current.
- The family reunion/information/assistance center will provide up-to-date information on the incident, the status of their children and information on what parents can do to assist.

V. Recovery

A. Overview of Recovery

The Recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in schools. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, faculty and staff, but a school's physical (buildings and grounds), fiscal (daily business operations) and academic (a return to classroom learning) recuperation. Strong partnerships with public safety and mental health communities are essential for effective recovery efforts. The type and extent of activities will vary in relation to the size and scope of the crisis. There are four components of recovery: 1) physical/structural; 2) business continuity; 3) restoration of academic learning; and 4) psychological/emotional

B. Physical/Structural Recovery

Physical/structural recovery begins with the assessment and evaluation of physical and structural damage to buildings and infrastructure, availability of transportation, food services, and assessing the functionality of educational capabilities and office equipment (e.g., computers, lab equipment.)

Damage assessment teams from the school division are responsible for these assessments. Data from the assessment will facilitate decision-making about repairs and timelines to resume normal activities.

C. Business Continuity

Business recovery is the restoration of administrative and business functionality and services by activating the continuity of operations plan (COOP). The Spotsylvania County Public Schools Leadership Team will decide what components of the COOP to implement, including whether to cancel or postpone classes or to use alternative locations.

D. Restoration of Academic Learning

Restoring the academic learning environment may involve conducting classes in offsite locations, implementing online learning or other continuity of learning activities. The Spotsylvania County Public Schools and the School Board will confer with the Virginia Department of Education about changes to class schedules, academic calendars and graduation requirements, if needed. The Director of Communications and Community Engagement will ensure that the media, faculty, staff, students, and families have accurate and timely information concerning the progress of the restoration and recovery phase.

E. Psychological/Emotional Recovery

Psychological/emotional recovery involves the assessment of the emotional needs of all students, faculty, staff, and their families, and identifies those who need intervention by a school counselor, social worker, school psychologist, or other mental health professional. Additional community mental health resources are available from the local Community Services Board, the Virginia Department of Criminal Justice Services, and the Virginia Criminal Injury Compensation Fund. Through this community collaboration, students, faculty, and staff will have the opportunity to receive short and long-term mental health services, or obtain referrals for long-term counseling. In addition to providing mental health services for students, such services are to be made available to school personnel who were involved in the recovery efforts or who experienced adverse effects from the incident.

VI. Incident/Emergency Response Protocols

[Except where noted, the procedures and definitions prescribed in the *School Crisis, Emergency Management and Medical Emergency Response Plan (Draft)*; Virginia Department of Criminal Justice Services; January 5, 2015 have been followed and are implemented in this chapter.]

A. Overview of Responses

This section contains response protocols for multiple types of conditions, as well as specific types of critical and crisis incidents and medical emergencies.

B. General Responses.

First are three general or “universal” responses that are employed in association with multiple types of conditions. These include:

1. Evacuation (On-Site and Off-Site) Procedures
2. Lockdown Procedures
3. Shelter-in-Place Procedures

C. Critical Incident Responses.

Critical incidents are events that require an immediate response by public safety agencies and are managed by school administrators only until public safety officials arrive. These include:

1. Security Emergencies (Threat-Specific or Hazard-Specific)
 - a. Bomb Threats
 - b. Bus/Vehicle Crash
 - c. Demonstration
 - d. Intruder/Trespasser
 - e. Missing or Abducted/Kidnapped Student(s)
 - f. Missing Student with Cognitive Disabilities or Autism
 - g. Sexual Assault
 - h. Shooter
 - i. Weapon
2. Natural Disasters/Weather-Related Emergencies
 - a. Earthquake
 - b. Flood/Dam Failure
 - c. Lightning
 - d. Tornado/Severe Weather
3. Environmental Hazards
 - a. Fire/Explosion
 - b. Hazardous Materials Spill
 - c. Utility Failure
 - d. Radiological Emergency at the North Anna Power Station
 - e. Terrorism

D. Crisis Incident Responses. Crisis incidents are situations that do not occur on school property or at a school event, but negatively affect schools and to which schools must respond. These include:

1. Death or Serious Injury (Student or Staff)
2. Suicide or Attempted Suicide
3. Perceived Crisis

E. Medical Emergencies. Medical emergencies include possibly life-threatening situations arising from health conditions as well as unintentional and intentional injuries.

1. When to Call 9-1-1
2. General Emergency Procedures for Injury or Illness
3. Cardiopulmonary Resuscitation (CPR) and Automatic Electronic Defibrillator (AED) Programs
4. Allergic Reaction
5. Asthma
6. Diabetic Episode
7. Heat Stroke/Heat Exhaustion
8. Poisoning/Overdose
9. Seizure
10. Stabbing and Gunshot Injuries