

Roanoke County Public Schools

Safety & Emergency Response Plan for

2024-2025

PUBLIC VERSION

Confidentiality: The Roanoke County Public Schools (RCPS) School Safety & Emergency Response Plan is intended for official use only by RCPS faculty & staff, county and state public safety and public health officials. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of students, faculty and staff. Please report inappropriate use of this plan or any of its components as soon as possible to the school principal or the RCPS Emergency Manager.

Thank you for placing the safety of RCPS students and staff first.

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(Name of School) Safety & Emergency Response Plan Overview

I. Introduction

A. Purpose and Goal

The purpose of the (Name of School) Safety & Emergency Response Plan is to establish a framework for emergency preparedness and response by specifying actions to be taken:

- Before an emergency to prevent, protect from, 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 goal of the plan is to ensure the safety of all members of the (Name of School) community through a rapid, coordinated, and effective response to and recovery from emergencies and disasters.

B. Authority for the Plan

Virginia law requires that every school develop a written "school crisis, emergency management, and medical emergency response plan." Specifically, § 22.1-279.8., Code of Virginia, 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. (§ 22.1-279.8.A, Code of Virginia)

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 provide copies of such plans to the chief law-enforcement officer, the fire chief, the chief emergency medical services official, and the emergency management official of the locality. Each school division shall designate an

emergency manager.” (§ 22.1-279.8.D, Code of Virginia)

“The local school board 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 7 of § 2.2-3705.2.” (§ 22.1-279.8.D, Code of Virginia)

School Superintendent Responsibilities

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

Other Related Laws and Regulations

Virginia laws require schools to conduct fire drills, tornado drills, and lock-down drills (§ 22.1-137, § 22.1-137.1., § 22.1-137.2.) and to report certain violations of law and of student codes of conduct. (§ 22.1-279.3:1.).

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

The (Name of School) Safety & Emergency Plan was developed in accordance with Code of Virginia § 22.1-279.8. The Plan also conforms with requirements for fire drills, tornado drills, lock-down drills, and proper reporting of violations of law and the student code of conduct.

C. Organization of the Plan

The plan is organized into three categories of situations requiring thoughtful planning: **safety and security, critical incidents, and medical emergencies.**

Additionally, the four phases of emergency management are used as a framework for each category as appropriate: 1) Prevention/Mitigation; 2) Preparedness; 3) Response; and 4) Recovery.

- 1. Safety and security** refers, for the purposes of this plan, to prevention/mitigation and preparedness measures put in place as part of the daily operation of the school to promote the safety and security of students and staff. These measures are adopted and implemented in response to recommendations of the Roanoke County School Safety Taskforce as well as directives from the School Board and RCPS district administration. The (name of school) Safety & Emergency Response Team and school administration are charged with implementation of specific safety and security measures.
- 2. 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. They typically involve 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, school shootings, 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 campus.

3. **Medical emergencies** are those possibly 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 also require law enforcement involvement.

Type of Planning	Description	Examples	Who Typically Manages
Safety and Security	Practices implemented as part of daily operations	Physical security of the facility, check-in procedures	School administrators and School Safety & Emergency Response Team
Critical Incidents	Events that require an immediate response	Threats involving weapons, fire, natural disasters, student or staff death, accident.	School administrators until public safety officials arrive on scene
Medical Emergencies	Situations arising from health conditions as well as unintentional and intentional injuries.	Serious illness or medical conditions; drug overdoses; serious injuries.	School nurse, trained staff, Roanoke County Fire/ EMS

It is recognized that 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 division. Incidents and emergencies can occur before, during or after school hours; on or off school property.

D. Concept of Operations

The (name of school) Safety & Emergency Response Plan has been developed in collaboration with and is coordinated with all appropriate public health and safety agencies within Roanoke County 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.

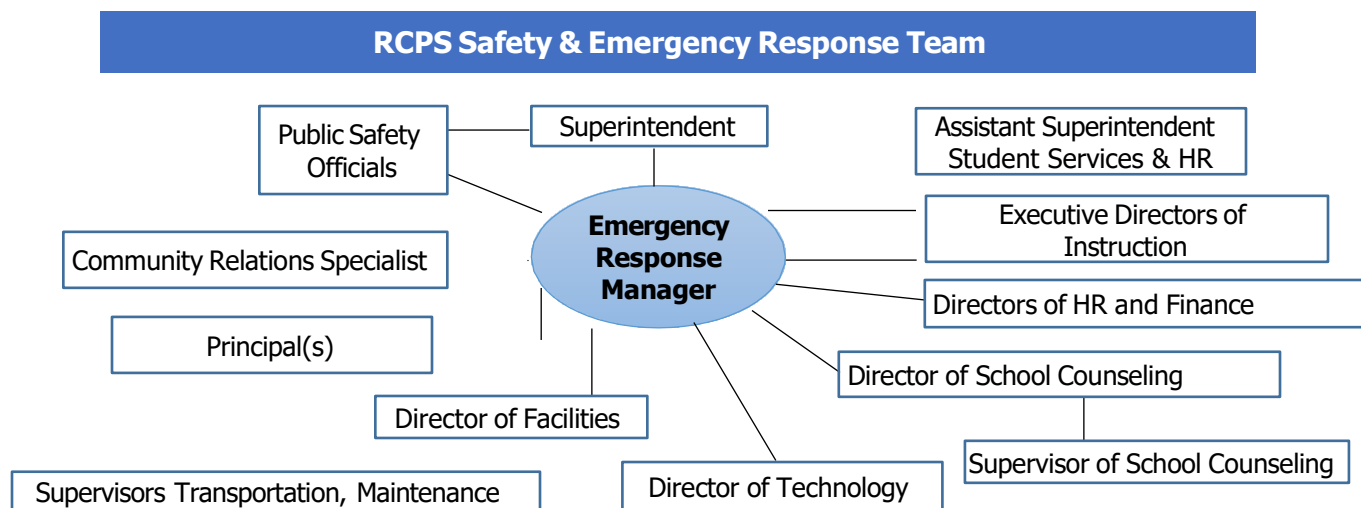
Collaboration with public health and safety agencies continues via the Roanoke County School Safety Taskforce for the purpose of further developing and implementing strategies to mitigate, prevent, prepare for, and in the event of an incident, respond to, and effectively recover and restore the safety and security to the school community.

E. Safety & Emergency Response Teams (SER Teams)

RCPS Safety & Emergency Response Team (SER Team)

The primary mission of the RCPS Safety & Emergency Response Team (SER Team) is to support the school-level Safety & Emergency Response Team in effectively responding to crises. Additionally, when there is a community-wide, multi-school disaster or crisis event, the RCPS SER Team will work in tandem with public safety and public health officials to ensure a coordinated and effective response.

Areas of responsibility for the RCPS SER Team are shown below:



The designated **Emergency Response Manager**, in collaboration with the Superintendent and Assistant Superintendent, has the responsibility to:

- Direct all operations of the school division in the management of the emergency, except where others have authority that supersedes the designated Emergency Manager (i.e. a public safety official acting in an official capacity).
- Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assess the immediate situation and assign tasks based on the overall needs for managing the emergency.
- Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working the emergency. Authorize the release of information to the public.
- Establish and maintain lines of communication between the division and the emergency site; for off-campus emergency, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers.
- Communicate with other schools in the division during the emergency period.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- Implement plan for crisis; authorize and coordinate back-up student support personnel from other schools to assist, as needed, at crisis site(s).
- Assist with planning and conducting parent/community meetings for information dissemination and recovery activities.

The **Superintendent** (or designee) will

- Keep the School Board and other local officials informed of the status of the emergency.
- Receive state and local officials who come to help or gather information.

The **Community Relations Specialist** will:

- Coordinate regular messages sent to parents and staff via mass notification systems.
- Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Plan and coordinate press interviews to help the news media meet deadlines.
- Create and disseminate press releases.
- Respond to rumors through the dissemination of accurate information. Organize a network of key people within the community through which accurate information can be disseminated.
- Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.
- Plan and coordinate the use of the division's cable television channel for live and taped presentations. Press conferences can go out live; updates for the public can be taped and aired as needed.
- Coordinate information to be shared with school and division personnel during and after the crisis.
- Act as a liaison between the media and division personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption.
- Arrange interviews for the media with key school and division staff who are involved in the emergency or who act as spokespersons for the division.
- Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

The **Director of Facilities & Operations** will:

- Coordinate with Supervisors of Transportation and Maintenance as needed.
- Serve as a liaison between the emergency school site and the emergency support teams that may be needed.
- Obtain and direct the placement of generators when power must be restored for a temporary period.
- Coordinate and direct the acquisition of water when there is a disruption of water and sewer services.
- Coordinate and direct contact with Roanoke County emergency medical services, police department, fire department, and the state police.
- Arrange for the delivery of outside services and materials needed for the management of the emergency.

The **Supervisor of Transportation** will:

- Establish and maintain school division protocols for transportation-related emergencies.
- Provide division-wide transportation for bus drivers.
- Establish and maintain plans for the emergency transport of students and school plans (a chemical spill for example).
- Coordinate transportation plans with State Police and other law enforcement personnel, as appropriate.

The **Director of Technology** will:

- Coordinate use of technology.
- Assist in establishment/maintenance of emergency communications network in conjunction with Director of Facilities. Assist in obtaining needed student and staff information from the computer files.
- Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- Establish and maintain computer communication with the central office and with other

agencies capable of such communication.

- Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.
- As needed, report various sites involved in the communication system if there are problems in that system.

The **Director of School Counseling** will:

- Maintain active file of helping agencies within the community including the names of contact person(s).
- Create letters to notify parents of continuing care that is available to students; available care will include local and state agencies, as well as school-based care.
- Develop information sheet for parents, teachers, and others; information will include topics such as the impact of crises on students, signs of stress, and guidelines for dealing effectively with crisis-related stress. Maintain follow-up activities such as referrals for help outside the school services setting.
- Confer with full staff and faculty; assist in coordination of briefings for staff and faculty.
- Make recommendations regarding the restarting of school and schedule of activities for the day after the crisis.

The **Supervisor of School Counseling** will:

- Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate the communication among those hospitals and the school division. Assign and direct other division staff to assist at those hospitals.
- Coordinate communication between the hospital and the division office.
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.

The **Executive Directors of Instruction and Directors of Human Resources, and Finance** will:

- Ensure that personnel in schools have adequate materials and resources to address crises.
- Play important roles in after-action report production, particularly relative to personnel placement and needs.
- Be available to assist other offices as needed during crisis response.
- Review continuity of salary and benefits when incidents, or the after effects of incidents, may impact payments.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- Plan and initiate arrangements for food for building personnel.
- Plan and initiate arrangements with Directors of Special Education, Testing, and CTE.

Articulation of Responsibilities

To prevent role confusion, clearly identify responsibilities, and differentiate task assignment, all expectations and responsibilities should be in writing as part of the emergency operation plan. Each designee should have a written copy of his/her responsibilities.

(Name of School) Safety & Emergency Response Team (SER Team)

The (name of school) SER Team is led by the principal who designates an alternate to act in the principal's absence. Members of the school-level SER Team include teachers, guidance counselors, the school nurse, school psychologist and/or school social worker, school secretary, custodian/building engineer, and School Resource Officer.

Responsibilities of the school-level SER Team include:

- Developing site-specific protocols for responding to specific types of crises.
- Assuming assigned responsibilities within a school incident command system.
- Assuming leadership roles in orienting staff to procedures and training to fulfill designated roles, including conducting tabletop simulations and practice drills.
- Providing information to students, staff, and community on crisis management referral procedures.
- Providing assigned leadership roles in recovery activities following a crisis or disaster.
- Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the school's Safety & Emergency Response Plan.
- Conducting periodic reviews and updating of the school's Safety & Emergency Response Plan and conducting related updated staff training.

A roster of school SER Team members with current contact information is maintained on an ongoing basis and is included in this plan. Additional SER Team roles and responsibilities are listed under Incident Command System (ICS). See section III. Preparedness. Each school SER Team should periodically coordinate with the school division SER Team (as appropriate).

F. Planning for Children with Special Needs and Disabilities

RCPS is committed to meeting the needs of all students in the event of an emergency, including those with special needs and disabilities. School SER Team's take into consideration the needs of these students throughout the four phases of crisis management 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.

G. Plan Maintenance

Development of a safety and emergency response plan is not a one-time task. Changes – in personnel, policies, resources, and conditions – occur and require plans to be updated and refined. All school safety and emergency response plans are formally reviewed and revised, as needed, on an annual basis.

H. 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 through the RCPS parent notification system, school website, and through phone calls made to emergency contacts on record for the student.
- The school division will update parents through RCPS parent notification system every 20 minutes providing up-to-date information on the incident. Parents are encouraged to remain calm and wait at home or work for directions. Do not come to the school until directed to do so as the entrance to the school will be blocked during a crisis event.
- We ask parents and guardians not to telephone the school and tie-up the few telephone lines that will be needed for emergency use.
- When the RCPS reunification system is put into place, parents will be provided with directions on the off-site location and procedure to come pick up their child.
- Students will be released to parents who come to get them, a picture ID will be required. 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.

II. Prevention and Mitigation

A. Overview of Prevention and Mitigation

The **prevention/mitigation** phase is designed to assess and address the safety, security and integrity of school buildings, learning environments and students and staff.

“Prevention” is any step that schools can take to decrease the likelihood that an incident will occur. Examples of prevention activities 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;
- Establishing communication procedures for staff, parents, students and the media; and
- Enforcing policies related to food preparation, mail handling, building access and student accountability.

“Mitigation” is any sustained activity that schools take to reduce the loss of life and damage related to events that cannot be prevented. These activities may occur before, during, or after an incident.

Examples of mitigation activities include:

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

Numerous prevention and mitigation measures implemented by the school are set forth in the section of this plan related to safety and security (see Section II-D).

B. Hazard Analysis and Risk Assessment

Hazards are conditions or situations that have the potential for causing harm to people, property, or the environment. The (name of school) Safety & Emergency Response Team (SER Team) has conducted a hazard vulnerability and risk assessment to determine the strengths and weaknesses of their individual building and grounds; the school’s social, emotional, and cultural climate; community and staff resources; and the unique concerns of individuals with disabilities and special needs.

Hazards can be classified into three categories: natural, technological, and school specific-hazards.

Natural Hazards

Data from the *Roanoke County Regional Pre-Disaster Mitigation Plan* identified the following primary natural hazards as having the greatest potential impact on the school community:

1. Flooding
2. Winter Storms
3. Wildfires
4. To a lesser extent: tornados, hurricanes, earthquakes

Emergency response procedures in the event of these natural hazards are addressed in this

plan.

Technological Hazards

The primary technological hazards that pose the greatest risk for (Name of School) are:

1. Critical infrastructure disruption / failure (electrical outage, water or sewer failure, communications disruption)
2. Fire / explosion (electrical /natural gas)
3. Hazardous materials incidents

Emergency response procedures in the event of these natural hazards are addressed in this plan.

School-Specific Hazards

School-specific hazards have been identified from reviews of school Discipline, Crime, and Violence data, annual safety audits, applicable school climate surveys, and crime incident data for the surrounding community/neighborhoods. Key findings from these reviews are found in the Appendix.

Type of Data Reviewed
Annual School Discipline, Crime and Violence Data
Annual School Building Safety and Security Inspection
Annual School Climate Survey
Recent school experience with critical incidents
Community conditions / crime data
Effectiveness of school safety and security measures

C. Planning for Medical Emergencies

The (name of school) Safety & Emergency Response Team (SER Team) considers the unique needs of the school, its students, and its staff, in developing the medical emergencies portion of this plan. Planning involves assessing needs, equipping schools, establishing protocols, staff training, and plans for documenting and evaluating response.

Automatic Electronic Defibrillators

(Name of school) is equipped with automatic electronic defibrillators (AEDs) and multiple staff members are trained to respond to a life-threatening emergency, including operation of AEDs.

D. Security Measures

The following safety and security measures are followed at (Name of School).

1. All exterior doors are locked at all times except for public events.
2. For public events, access to the building is limited to the parts of the building used for the event.
3. Main student entrances that are open for student morning arrival and afternoon dismissal are closely supervised by school staff while open and immediately locked after morning arrival and afternoon dismissal.
4. All visitors are required to sign in with photo identification.
5. Exterior doors are supervised by staff during class changes at secondary schools.
6. All classroom doors remain closed locked at all times.
7. All security cameras are checked each morning to verify that they are operational and recording. A log of these checks is maintained.
8. All restrooms are checked at regular intervals each day for graffiti. A log of these checks is maintained.
9. A routine will be established to track students who leave the classroom for any reason.
10. Hallways will be monitored throughout the day.
11. Coaches and club sponsors supervise students until they leave school property.
12. The School Resource Officer is included in all investigations in which there is the potential for criminal activity.
13. All behaviors that pose a threat are fully assessed by the trained, multi-disciplinary school threat assessment team using protocols established by the Virginia Department of Criminal Justice Services.
14. Staff immediately reports any suspicious activity to the main office.
15. All classrooms will use window coverings during lockdowns.
16. Every classroom must have safe corners or safe places easily identifiable.
17. Substitutes must be provided keys to lock classroom doors.
18. All drills (lockdown, fire, and tornado) must be announced over the intercom prior to initiating the drills to help students and staff feel as safe as possible.
19. All principals must be registered to receive emails from the sex-offender registry.
20. Classroom go bags must be updated each school year.
21. Plan time for staff to enroll in the Raptor System at the beginning of each school year.

A list of staff responsible for specific measures is located in Appendix B.

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 preparedness planning addressed in this plan are:

- Establishing an Incident Command System (ICS) Preparing emergency supplies and equipment;
- Designating off-site evacuation areas and routes;
- Designating and preparing a Safety & Emergency Response Team (SER TEAM)/ 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 (ICS)

Roanoke County 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 when a multi-agency response is required. All schools are required to use NIMS and ICS for incident management.

The organization and responsibilities of the RCPS Safety & Emergency Response Team (SER Team) are described in Section I, Part E.

1. 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 SER TEAM/ICS to carry out the response and secure the incident scene by keeping parents and community members away from the school.
- Assumes role of Incident Commander once on scene and it is determined that a criminal act has occurred.
- Ensures clear passage of emergency service vehicles.

Fire & EMS 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.
- 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

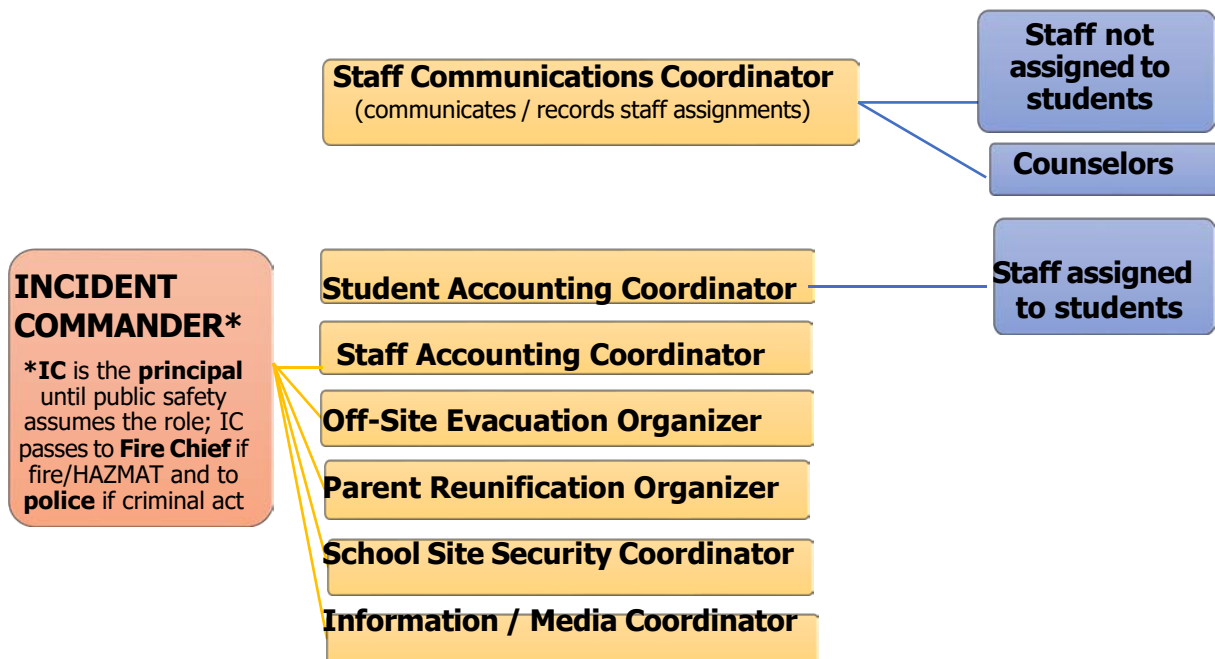
- Works directly with the School Counselor and the principal to coordinate appropriate interventions before a crisis, consultation during a crisis, and recovery efforts after a crisis.

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 Roanoke County Emergency Operations Center.
- Manages local resources needed in response to a school incident; and
- Is the conduit through which additional resources are requested.

2. School Incident Command System (ICS) Organization

The ICS operates on or in proximity to the site of the emergency and is organized as shown in the diagram below. Each member of the (name of school) Safety & Emergency Response Team (SER TEAM) is assigned a role within the ICS.



3. Incident Command System (ICS) Roles and Responsibilities

Incident Commander

- Highest level executive in the school
- Provides leadership for the development and execution of the Safety & Emergency Response Plan
- Verifies crisis and initiates activation of the Safety & Emergency Response Team (SER TEAM).
- Establishes a command post.
- Makes decisions based on information/suggestions by SER TEAM members.
- Relinquishes overall incident leadership role to fire officials during a fire/hazardous materials incident and/or to the ranking law enforcement officer following a criminal act.

- 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 to which they have been assigned.
- May assume leadership role within a “unified command” structure with responding agencies.
- During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials form what is called a “Unified Command,” for which the principal and public safety officials share in the decision-making process.
- Provides notifications to RCPS Emergency Manager

Staff Communications Coordinator

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

Student Accounting Coordinator

- 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 Reunification Organizer as necessary.
- May assume other roles once all students have been accounted for

Staff Accounting Coordinator

- Ensures that all staff members have been accounted for
- Coordinates efforts to locate missing staff members
- May assume other roles once staff accounting is completed

Off-Site Evacuation Organizer

- Organizes use of off-site 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 Reunification Organizer

Parent Reunification 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.
- Coordinates with Off-Site Evacuation Coordinator
- Answers procedural questions.
- Calms anxious parents and provides information concerning the emergency.
- Coordinates with Incident Commander and Information Media Coordinator concerning the notification of parents and release of information to parents.
- Coordinates with the Student Accounting Coordinator, as necessary.

School Site Security Coordinator

- Assesses crisis and evaluates student and staff safety in coordination with Incident Commander
- 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.
- May assume other roles once police have assumed responsibility for security

Information / Media Coordinator

- 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 information about the incident.
- Assists RCPS Public Relations Specialist as directed.
- RCPS Public Relations Specialist assumes this role if on site

Staff Not Assigned to Students (when emergency occurs)

- Report to the Staff Communications Coordinator if not previously assigned an emergency role.
- Assist the school Safety & Emergency Response Team when communicating messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable.
- Prepare backpack letters and/or place or receive large volumes of calls to or from parents, community partners, etc., about an incident.
- Any other duties assigned

Counselors

- 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, with RCPS Counseling Administrators

Staff Assigned to Students (when emergency occurs)

- 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 Coordinator.

C. Emergency Supplies and Equipment

1. RCPS Overview

All schools are equipped with fire extinguishers, automatic electronic defibrillators (AED's), emergency supplies and **Go Bags**. Go Bags include emergency supplies that can be easily accessed and transported in the event of an evacuation or other emergency. The contents of Classroom Go Bags and School Go Bags are listed in the Appendix.

All school buses are equipped with an Emergency Kit that includes a first aid kit, a fire extinguisher; body fluid/biohazard containment & clean-up kit; plastic garbage bags (one per rider); cell phone; refuel credit card; break-down kit (road flares, triangles, etc.); and small sledge hammer.

2. (Name of School) Emergency Supplies and Equipment

(Name of School) prepares and maintains emergency supplies and equipment. The specific contents of Classroom Go Bags and the School Go Bag are listed in the Appendix.

Classroom Go Bag

Each classroom teacher is provided a Classroom Go Bag that can be easily accessed and transported in the event of an emergency or evacuation. The Classroom Go Bag should be easily accessible to substitute teachers. Classroom teachers should practice accessing and transporting the Classroom Go Bag during every drill. The Classroom Go Bag contains

- Version Orange of the (Name of School) Safety & Emergency Response Plan
- Accurate class rosters and emergency contacts
- Emergency supplies and equipment listed in the Appendix.

School Go Bag

(Name of School) maintains a School Go Bag that can be easily accessed and transported in the event of an emergency or evacuation. The location of the School Go Bag should be well known to all office staff and specific staff should be assigned to access and transport the School Go Bag in the event of an emergency or evacuation. Office staff should practice accessing and transporting the School Go Bag during every drill. The School Go Bag contains:

- Version Red of the (Name of School) Safety & Emergency Response Plan
- Accurate student rosters and emergency contacts
- Emergency supplies and equipment listed in the Appendix.
- Communications equipment
- Utility equipment
- First aid equipment

School Clinic Medication Cart

The school clinic maintains a mobile medication cart that is transported for emergencies and evacuations, including drills.

Other Emergency Equipment

The location of fire extinguishers, AED's, and additional first aid kits is shown in the Appendix.

D. Off-Site Evacuation Areas and Routes for (Name of School)

The (Name of School) Safety & Emergency Response Team (SER TEAM), in coordination with the RCPS Emergency Manager, Roanoke County Police, and Roanoke County Fire / EMS, has identified off-site areas that will be used in the event of a critical incident warranting the evacuation of the

school campus.

In the event students are evacuated to an off-site location, parents will be notified via the parent notification system once students are safely in place. Even though an event requiring an evacuation of the campus could be frightening and emotionally charged, parents will be required to cooperate with police and school officials who will be focused on providing for the safety and security of all students.

The location of primary and alternate off-site evacuation areas are listed in the Appendix.

The SER Team is responsible for annually:

- contacting the owner of the off-site evacuation location
- securing a written agreement to use the location in the event of an emergency
- visiting the location to plan for the potential use of the location
- updating emergency contact information for managers of the location
- securing keys to the location if permitted
- re-evaluating safe walking routes to the location for students
- re-evaluating staging areas for parent parking and reunification; these areas should ensure as much separation from student holding areas as possible to avoid congestion and promote security
- engaging in table top exercises led by the Off-Site Evacuation Coordinator

E. Staging Areas

Separate staging areas have been established for key response functions including SER TEAM/ICS command post, transportation/bus, parent reunification, information/assistance, and media.

1. Incident Command System (ICS) Command Post

Depending on the type of critical incident or medical emergency, the school's main office will serve as the ICS Command Post, unless unavailable.

Alternative ICS Command Post locations are listed in the Appendix.

2. Transportation / Bus Staging Areas

Unless unavailable the regular bus loading/unloading area will be used for on-site bus staging.

Alternative Transportation / Bus Staging Area locations are listed in the Appendix.

Special Traffic and Safety Concerns:

- Extra care must be taken due to unfamiliarity with off-site location
- Always walk around rather than in between buses
- Do not walk between two buses that are parked end to end
- Staff must supervise loading and unloading of buses
- Students must remain in assigned groups
- Teachers will maintain control of students at all times
- Staff must maintain visual contact with the bus driver during loading and unloading

3. Parent Reunification Area –In the event students are relocated to an off-site evacuation area, parents will be notified via the parent notification system and the location will also be available on the school website. Staff or public safety officials will direct parents who arrive to the school campus to the off-site evacuation location.

The Standard Reunification Method created by the "I love You Guys" Foundation is the reunification method used by the division. The information on the Standard Reunification Method can be found in the Appendix along with the Division Team Operational Chart.

F. Training for Preparedness

RCPS recognizes that conducting critical incident drills and emergency exercises involving the school Safety & Emergency Response Team (SER Team), teachers, support staff, including food service, custodial, transportation, health workers and students are essential for the successful implementation of the Safety & Emergency Response Plan. 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 critical incidents.

RCPS conducts and participates in five types of critical incident training and emergency exercises:

- 1. Orientations** are to familiarize the SER 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.
- 2. Drills** test specific operation or function of the Safety & Emergency Response Plan. The goal of a drill is to practice aspects of the response plan and prepare SER Team, staff and students for more extensive exercises in the future. Schools conduct evacuation, lockdown, 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 Roanoke County police or fire/ EMS personnel.
- 3. Tabletop exercises** analyze an emergency event in an informal, stress-free environment. They provide participants with an emergency scenario to analyze and talk through action steps as a team. Talking through the scenarios increase awareness of the roles and responsibilities of the individuals who need to respond, stabilize, mitigate critical incidents. They are designed to prompt a constructive discussion about existing emergency response plans as participants identify, investigate and resolve issues.
- 4. Training and functional exercises** provide information and interactive practice for administrators, school faculty and staff on specific aspects of school safety, threat assessment, and emergency response procedures. Training and functional exercises are provided via the Virginia Department of Criminal Justice Services (DCJS), Roanoke County Police, Roanoke County Fire / EMS, and other resources.
- 5. Full-scale exercises** evaluate the operational capability of emergency management systems in a highly stressful environment that simulates actual conditions. Full-scale exercises are conducted by police and fire / EMS personnel on school property. Full-scale exercises are not conducted when students are present.

Fire Drills

In accordance with Virginia law, fire drills are held at least twice during the first 20 school days of each school session and at least two additional fire drills for the remainder of the school session (§ 22.1-137). The State Fire Marshall at the Department of Housing and Community Development, however, advises that the Virginia Statewide Fire Prevention Code has a more stringent requirement of an initial fire drill within the first 10 days of the school session and one fire drill per month. A school that holds an initial fire drill within the first 10 days of the school session, another

fire drill within the first 20 days of the school session, and one fire drill per month, will be in compliance with both the Virginia Code and the Fire Prevention Code.

Lockdown Drills

Lockdown drills will be held at least once during the first 20 school days of each school session and at least one additional lock-down drill after the first 60 day of the school session. Parents must be provided notice with at least 24 hours' notice before the school conducts any lock-down drill. Pre-kindergarten and kindergarten students shall be exempted from mandatory participation in lock-down drills during the first 60 days of the school session (§ 22.1-137.2.).

Tornado Drills

Tornado drills are held at least once every school year (§ 22.1- 137.1.).

Bus Emergency Exit Drills

In accordance with Virginia regulations (8VAC20- 70-110) 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.

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 Safety & Emergency Response Team (SER TEAM)
- 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. The Standard Response Protocols

During an emergency, there are five standard response protocols. Specific procedures are detailed in Section VI. Incident/Emergency Response

1. Hold

There are situations that require students and staff to remain in their classrooms or stay out of the access area. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. Students and teachers are to remain in their classrooms or area, even if there is a scheduled class change until the all-clear is announced. Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room. Students and staff outside the building should remain outside unless the administration directs otherwise. Teachers may open doors to allow students into their classrooms once the hold has been initiated.

2. Secure

The secure action is called when there is a threat or hazard outside of the school building, Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, secure uses the security of the physical facility to act as protection. Students and staff will be asked to come indoors and ensure all exterior doors are closed and locked. When possible, classroom activities would continue uninterrupted. The initial directive is

to retain students and staff within the building and prevent entry into the building. There may be times when entrances may be monitored by law enforcement and students who must leave the building may be monitored or escorted. A controlled release may be needed for an unresolved situation at the end of the school day. During a controlled release, buses may run as normal but law enforcement will be monitoring dismissal.

3. Lockdown

The lockdown action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of windows, turning off lights to make the room look unoccupied, cover the windows, and having occupants maintain silence. Once the door has been closed and locked, they are not to be opened for others. Students and staff who are outside of classrooms when a lockdown is activated should try to get into the closest available classroom, or room with a door that can be secured. When this is not an option staff and students should run away from the building or hide. If you run away from the building, call 911 and provide them with your location. After the threat is mitigated, it may take significant time to evacuate a building. During this time teachers may allow three or four students to text their parents as this can reduce stress for both parents and students.

4. Evacuate

Evacuate is called when there is a need to move people from one location to another for safety or when locations outside of the school building are deemed safer than inside the school. An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak. Students and staff will be allowed to bring their belongings with them. Directions will be provided to teachers regarding the location of the off-site evacuation.

5. Shelter

Shelter is called when specific protective actions are needed based on a threat or hazard such as tornadoes or earthquakes. During a tornado shelter the safest place is in an area away from windows and doors or an interior room. Stay low to the ground and cover your head and neck. During an earthquake shelter drop to your knees, cover your head and neck, and get under a table or desk. Stay away from windows and move into a hallway or against an inside wall. Stay in this position until the shaking stops, then immediately evacuate the building.

C. Responses to Specific Hazards, Critical Incidents, or Medical Emergencies

Responses to specific hazards, critical incidents, or medical emergencies are described in Section VI.

D. Communication

The delivery of timely and accurate information before, during and after an incident is a crucial component of safety 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 Safety & Emergency Response Team (SER TEAM) and the RCPS Community Relations Specialist.

The RCPS and (name of school) Safety & Emergency Response Teams assess school crisis communications needs, identify available technology, and match appropriate high- and low-technology applications as part of the prevention/mitigation phase of safety & emergency response planning. Further, during the preparedness phase of planning, basic communication products and templates have been developed for use in the event of critical incidents. These are included in the Appendix.

1. Available Modes of Communication

Multiple modes of communication are available. Modes of communication employed will vary according to the circumstances and requirements of the critical incident or medical emergency. The modes of communication available to schools are:

- Landline telephones and cellular phones are used as a 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.
- Two-way radios
- Staff email
- RCPS instant notification system
- Raptor App communication
- Emails to parents
- Staff telephone tree
- Websites
- Public address/intercom, fire alarm systems, and bullhorns
- Signs can be posted on-site to provide directions and information.
- Fax machines can be used to transmit and receive information
- Runners (staff or reliable older students) can be used to shuttle messages on site.
- Backpack letters are carried home by students to provide parents with notice and information.
- Faculty meetings for debriefing after an incident or in preparation for a coming event

2. External Communications

All external communications will be reviewed by the Incident Commander, RCPS Public Relations Specialist, and 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 first responders to a critical incident/emergency is calling 9-1-1 via landline or cell phone. The Raptor App once initiated will also contact 9-1-1 with information provided by the App. Assigned school staff and School Resource Officers have two-way digital radios that can communicate an emergency to 9-1-1.

Parents

The Public Version of the (name of school) Safety & Emergency Response Plan will be provided to all parents via the school website. In the event of a critical incident, parents will be provided specific directions for contacting the school, procedures for release of students, and provisions for family reunification/information/support. These communications are included in the Appendix.

In the event of a critical incident, communicating effectively with the parents/guardians of students directly involved in or affected by the critical incident is top priority. These parents will be contacted by a member of the school SER Team as soon as possible. If a large number of parents must be notified, the instant notification system will be used. A call team will be assembled to field the large volume of calls that are expected to come into the school.

The school website and messages sent via the instant notification system are 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 and 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 principal.

Media

During a critical incident, the goal of RCPS is to keep the public informed about the incident while maintaining the safety and privacy of students and ensuring as little interruption of the educational process as possible.

During an emergency, the RCPS Public Relations Specialist is responsible for providing the

public and media with incident-related information which must be approved by the ICS Incident Commander. The public information officer will assist division and building administrators in handling interviews with news media and coordinates 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. Parent Reunification and Family Assistance

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

The Parent Reunification Organizer, associated staff and security/police will be present at the parent reunification area. Information released to parents will be coordinated by the IC Information.

In the event students are relocated to an off-site evacuation area, parents will be notified via the parent notification system and the location will also be available on the school website. Staff or public safety officials will direct parents who arrive to the school campus to the off-site evacuation location.

The Standard Reunification Method created by the "I love You Guys" Foundation is the reunification method used by the division. The information on the Standard Reunification Method can be found in the Appendix along with the Division Team Operational Chart.

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

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, appropriate department(s)] 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 Continuity Recovery is the restoration of administrative and business functionality and services by activating the Roanoke County Continuity of Operations Plan (COOP). The RCPS Safety & Emergency Response Team will decide what components of the COOP to implement, 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 off-site locations, implementing online learning or other continuity of learning activities. RCPS 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 Public Relations office 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

A. Overview of Response Protocols

Response Protocols provide step-by-step directions for responding effectively to high-stress critical incidents and medical emergencies. The first section provides protocols for implementing the **five general incident responses** and the second section provides protocols for responding to **specific types of threats or hazards, organized by critical incidents and medical emergencies**.

B. Standard Response Protocols

1. Standard Responses

- Lockdown
- Secure
- Shelter
- Evacuation
- Hold

2. Identification of Sites

During the planning phase, the following site types will have been identified:

- Shelter locations within the school (e.g. auditorium, gym, cafeteria)
- On-site evacuation locations outside of the building
- Off-site evacuation and/or reunification primary location and alternate locations

3. Evacuation Route Considerations

- **Bomb threat routes:** if bomb threat assessment justifies evacuation, administration notifies staff if there are suspicious areas to be avoided
- **Fire:** follow primary routes unless route blocked by smoke, fire, or obstructions; in which case, use alternate route
- **Hazardous materials spill inside the building:** Total avoidance of hazardous materials is necessary as chemical and natural gas vapors can overcome people within a short period of time.