



# The Virginia Educator's Guide for Planning and Conducting School Emergency Drills

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March 2026

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This document can be found online at:

<https://www.dcjs.virginia.gov/critical-incident-and-crisis-management-training-and-resources>

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





# Introduction

Conducting exercises is critical to a division’s overall school safety program. A strong exercise program builds organizational and individual resiliency and essential relationships with community partners who will respond to actual emergencies. Ideally, the division will collaborate with School Safety Audit Committees (SACs) to develop an exercise program that enables all stakeholders to become familiar with the plans and be prepared in the event of an actual emergency. Significant progress has been made to transform the perception of “schools implementing emergency drills” into all schools having comprehensive, all-hazards emergency plans. While each school division must work with first responders and emergency planning groups within its jurisdiction to develop comprehensive all-hazards emergency plans for each school, these documents can be overwhelming for administrators, faculty, and staff who interact daily with students. This guide was developed to give those serving in direct service positions the hands-on information they need to practice the emergency response actions (drills) required.

## Statement of Purpose

The primary purpose of this document is to provide an overview of the emergency planning cycle and to outline how conducting emergency drills will enhance the scope of emergency preparedness for Virginia schools. Furthermore, this guide will provide more detailed information on implementing drills in accordance with the required schedule outlined in the *Code of Virginia*, as well as on establishing a trauma-informed exercise program that supports the needs of all students and staff, including vulnerable populations within the school community.

As safety planning teams begin the important work of developing crisis management plans (CMPs), the right stakeholders must be at the table to ensure those plans are inclusive of everyone. CMPs should address the needs of children, students, staff, and visitors who require additional support. Through deep and meaningful collaboration, school safety teams can establish the relationships needed to ensure the safety and security of everyone on our campuses. Safety planning teams should include administration, staff, first responder partners, and mental health professionals. They may also include parents, students, and/or community members.

## Legal References

*Code of Virginia* [§ 22.1-137](#). Fire Drills.

Virginia Statewide Fire Prevention Code (SFPC) [Chapter 4, Sections 404-405](#).

*Code of Virginia* [§ 22.1-137.4](#). School building evacuation plans, policies, and protocols; students with mobility impairments.

*Code of Virginia* [§ 22.1-137.3](#). School safety procedures; emergency situation; annual training

Virginia Administrative Code Standards of Accreditation (SOA) [8VAC20-132-240](#)

*Code of Virginia* [§ 22.1-137.2](#). Lockdown drills.

SOA [8VAC20-132-240](#). School facilities and safety.

*Code of Virginia* [§ 22.1-137.1](#). Tornado drills.

*Code of Virginia* [§ 22.1-184](#). School bus emergency drills.

SOA [8VAC20-07-110](#). Pupil transportation safety instruction.

*Code of Virginia* [§ 22.1-274.8](#). School boards; bleeding control programs; bleeding control kits.

*Code of Virginia* [§ 22.1-271.9](#). Cardiac emergency response or emergency action plans required.

## Five-Step Approach to Emergency Planning

The cyclical approach to crisis and emergency planning typically includes a five-step process: Prevention/Mitigation, Protection, Preparedness, Response, and Recovery. Below is a broader understanding of what each of these terms means in the context of this guide and emergency planning and preparation. These steps are commonly categorized as **Before**, **During**, and **After**.

- 1. Prevention/Mitigation** refers to actions taken to avoid an incident or to intervene to stop an incident from occurring or lessen the impact of an unavoidable disaster.
- 2. Protection** refers to actions taken to safeguard all students, staff, assets, and critical infrastructure elements against threats and hazards.
- 3. Preparedness** refers to actions to ensure that all stakeholders can respond in a rapid, coordinated, and effective manner to help save lives and minimize damage.
- 4. Response** refers to the necessary actions to swiftly address the incident's short-term, direct impacts. These efforts are designed to reduce the likelihood of secondary loss or damage, save lives and property, establish a safe and secure environment, and facilitate the transition to recovery.
- 5. Recovery** refers to the ongoing process that includes not only the mental, emotional, and physical healing of students, faculty, and staff but also the restoration of a school's physical (buildings and grounds), fiscal (daily business operations), and academic (return to classroom learning) operations.

## Drills in the Context of Emergency Planning

In response to community tragedies that can occur during or otherwise affect the school day, such as natural disasters and armed attacks, emergency planning agencies, first responders, and schools must collaborate to prioritize crisis planning. When an emergency occurs, it is managed by the smallest group of responders necessary: first by school staff (i.e., on-site first aid) and then by calling local first responders (i.e., calling 9-1-1). When the size or scope of an emergency exceeds the capacity of the local first responders, additional assistance from neighboring jurisdictions and/or state resources may be obtained. In the most devastating instances, the Governor will seek assistance from federal resources (i.e., declaring a state of emergency). Thus, coordinating emergency responses across various agencies at local, state, and federal levels has led to broader acceptance of universal planning.

All schools in Virginia have comprehensive all-hazards Crisis Management Plans (CMPs).<sup>1</sup> The division's plan and each school's CMP should be completed by a collaborative planning team. Each school's CMP should be tailored to the unique risks and functional needs of the school, including the specific assets and realities, such as varying response times of first responders based on the school's location.

Administrators are encouraged to review the CMP for their school annually with the faculty and staff. Division leaders are encouraged to ensure that appropriate staff members are trained and familiar with both the division's plan and the specific details of individual school plans. Model templates are available for the [Division](#) and [School](#) Model Crisis Plans.

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[\*Virginia School Crisis Management Review and Certification\*](#), Virginia Department of Criminal Justice Services–Virginia Center for School and Campus Safety – Superintendents certify annually that school boards review CMPs for schools in the division.

Training and practice are integral parts of an effective CMP. To fully understand the need to drill and drill effectively, it is essential to recognize that drills are just one component of effective emergency preparedness. School division staff are encouraged to host and participate in additional, expanded training, including tabletop, functional, and full-scale exercises. A broader understanding of what each of these terms means in the context of emergency planning and preparation is provided below.

The Federal Emergency Management Agency (FEMA), through the Homeland Security Exercise Evaluation Program (HSEEP), defines each type of training activity in the following manner:

**Exercise:** An exercise is an instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for:

- Testing and validating policies, plans, procedures, training, equipment, and interagency agreements
- Clarifying and training personnel in roles and responsibilities
- Improving interagency coordination and communications
- Identifying gaps in resources
- Improving individual performance
- Identifying opportunities for improvement (essentially all training)

Exercises can be classified into two broad categories: discussion-based and operations-based.

- **Discussion-Based Exercise:** This type of exercise typically highlights existing plans, policies, mutual-aid agreements, and procedures and can be used to familiarize agencies and personnel with current or expected capabilities. Discussion-based exercises include seminars, workshops, tabletops, and games.
- **Operations-Based Exercise:** Operations-based exercises are characterized by actual responses, the mobilization of apparatus and resources, and the commitment of personnel. They are typically held over an extended period and can be used to validate plans, policies, agreements, and procedures. These exercises can include drills, functional exercises, and full-scale exercises. They help clarify roles and responsibilities, identify gaps in the resources necessary for implementing plans and procedures, and improve individual and team performance.

#### Discussion-Based Exercise Examples:

- **Seminar:** A seminar is an informal discussion designed to orient participants to new or updated plans, policies, agreements, and procedures.
- **Workshop:** A workshop resembles a seminar but is employed to build specific products, such as a draft plan or policy. It is typically used to test new ideas, processes, or procedures, train groups in coordinated activities, and achieve consensus.
- **Tabletop Exercise (TTX):** A tabletop exercise involves key personnel discussing simulated scenarios in an informal setting. TTXs can be used to assess plans, policies, and procedures.
- **Game:** A simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or assumed real-life situation.

#### Operations-Based Exercise Examples:

- **Drill:** A drill is a coordinated, supervised activity usually employed to test a single, specific operation or function within a single entity. Drills are commonly used to provide training on new equipment, develop or test new policies or procedures, or practice and maintain current skills.
- **Functional Exercise (FE):** A functional exercise examines and/or validates the coordination, command, and control between multi-agency coordination centers. It includes simulated deployment of resources and personnel, rapid problem-solving, and a highly stressful environment.
- **Full-Scale Exercise (FSE):** A full-scale exercise is a multi-agency, multi-jurisdictional, multi-disciplinary exercise involving functional and “boots on the ground” response.

# Purpose of Drills and Exercises

When an emergency strikes, immediate decisions must be made and actions taken to reduce the potential for injury. Practicing those actions reduces the time it takes each individual to enact the responses and behaviors that can decrease risk. The requirement and frequency of drills mandated in the *Code of Virginia* recognize that students and staff practicing action responses are an important component of school safety.

## Decision Authority

Directives are often given over the public address system during drills. However, when a real emergency strikes, immediate decisions must be made, and staff should be empowered to use any of the protocols they deem appropriate without administrator input if the emergency dictates.

## Protocol Framework

In late 2021, Virginia began a voluntary statewide adoption of the “I Love U Guys” [Standard Response Protocol \(SRP\) and Standard Reunification Method \(SRM\) Guide](#). As outlined below, five specific actions can be performed during an incident.

**IN AN EMERGENCY TAKE ACTION**

- HOLD! In your room or area. Clear the halls.**
  - STUDENTS**  
Clear the hallways and remain in room or area until the “All Clear” is announced.  
Do business as usual.
  - ADULTS**  
Close and lock the door.  
Account for students and adults.  
Do business as usual.
- SECURE! Get inside. Lock outside doors.**
  - STUDENTS**  
Return to inside of building.  
Do business as usual.
  - TEACHERS**  
Bring everyone indoors.  
Lock outside doors.  
Increase situational awareness.  
Do business as usual.  
Take attendance.
- LOCKDOWN! Locks, lights, out of sight.**
  - STUDENTS**  
Move away from sight.  
Maintain silence.  
Do not open the door.
  - ADULTS**  
Recover students from hallway if possible.  
Lock the classroom door.  
Turn out the lights.  
Move away from sight.  
Maintain silence.  
Do not open the door.  
Prepare to evade or defend.
- EVACUATE! (A location may be specified)**
  - STUDENTS**  
Leave stuff behind if required to.  
If possible, bring your phone.  
Follow instructions.
  - ADULTS**  
Lead students to Evacuation location.  
Account for students and adults.  
Notify if missing, extra or injured students or adults.
- SHELTER! Hazard and safety strategy.**
  - STUDENTS**  
Use appropriate safety strategy for the hazard.
  - ADULTS**  
Lead safety strategy.  
Account for students and adults.  
Notify if missing, extra or injured students or adults.

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

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**STANDARD RESPONSE PROTOCOL**

When communicating these actions, they are labeled and followed by a “Directive.” The active participants, including students, staff, teachers, and first responders, execute the action.

1. **Hold** is followed by “In Your Room or Area. Clear the Halls” and is the protocol used when the hallways need to be kept clear of people.
2. **Secure** is followed by “Get Inside, Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.
3. **Lockdown** is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.
4. **Evacuate** may be followed by a location and is the protocol used to move students and staff from one location to another in or out of the building.
5. **Shelter** is always followed by the hazard and safety strategy and is the protocol for group and self-preparedness.

#### NOTE

The differentiation between Secure and Lockdown is important. **Secure recovers people from outside the building, secures the building perimeter, and locks all exterior doors.** This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Secure response. While the Secure response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction. **Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights, and placing students out of sight of any corridor windows.** Student action during Lockdown is to remain quiet. It does not mandate locking exterior doors for a few reasons: risk is increased to students or staff in exposed areas attempting to lock the doors, and locking exterior doors inhibits the entry of first responders and increases risk as responders attempt to breach doors. If the doors are already locked, leave them as they are. Be aware that situations can change quickly. Depending on what’s happening, a Lockdown might change to a Secure condition, or the Secure condition might evolve into a Lockdown.

Please be aware that when an emergency occurs, steps taken that are not outlined in the sections below as part of drills may include:

- Calling 9-1-1
- Notifying the division office
- Activating the CMP, including activating an Incident Command System (ICS) if necessary or appropriate for the scope of the incident
- Additional decision-making
- Being flexible and adapting to change
- Making informed decisions
- Deploying resources
- Working with community partners and first responders
- Accounting for students and staff
- Assisting individuals with special needs
- Preserving evidence; not touching affected area(s) until cleared by first responders; keeping detailed notes of incident
- Managing communication with stakeholders (internal to the division, parents, and external in the community)
- Accelerating the Recovery Phase, including holding an emergency staff meeting to:
  - Advise all staff of known facts
  - Provide them with a written statement
  - Support their concerns and emotions
  - Identify resources for staff and students
  - Outline steps in the Recovery Phase (After)
- Documenting the incident, evaluating the response(s), and revisiting the overall emergency all-hazards plan based on “lessons learned”



## HOLD – In Your Room or Area. Clear the Halls.

Situations may require students to remain in their classrooms. For example, an altercation in the hallway or a medical emergency may require keeping students out of the halls until it is resolved.

### Announcement

**“Hold in your room or area. Clear the halls.”** This is repeated twice each time the announcement is made. Directives for students who are not in a classroom, at lunch, or in some other location where they should remain until the Hold is lifted may need to be added.

### Incident Command System

The school crisis/emergency response team should be initiated.

#### Actions

- Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the “all clear” is announced.
- Students and staff in common areas, such as 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.
- It is suggested that before locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

### Release Announcement

**“The Hold is released. All Clear.”**

#### Preparation

A trauma-informed approach to prepare students for this response action would include the following:

- Communicate in advance with students about the expectations of this response action, emphasizing how to follow the procedures in a calm and controlled manner.
- Adults should project a serious yet calm demeanor when practicing or responding to an emergency situation.

## Emergency Drill

**REQUIRED:** Cardiac Emergency Response

Minimum of one drill per year

**Relevant Code:**

The *Code of Virginia* [§ 22.1-271.9](#) Cardiac emergency response or emergency action plans

**RECOMMENDED:** Hold is a recommended drill.

- In general, Hold is a recommended drill; however, beginning in 2025, **Cardiac Emergency Response drills are required**. These drills are included here because of the need to keep hallways clear in a medical emergency.
- To comply with the Cardiac Emergency Response drill requirement, review legislation requirements in the *Code of Virginia* [§ 22.1-271.9](#).
- Locate Automated External Defibrillators (AEDs) and Bleeding Control Kits.

## Contingencies

Students are trained that if they are not in a classroom, they may be asked to identify the nearest classroom and join it for the duration of the Hold.

### Planning for Special Needs of Students and Staff

Use the TEAMS Planning Framework in Appendix A.

- **Transportation** – Ensure that support materials are available (noise-canceling headphones, comfort items, visual reminders, etc.).
- **Emotional, Mental, and Behavioral Health** – Ensure the individual feels secure and comfortable with the Hold procedures.
- **Auxiliary Communication** – Ensure that appropriate communication supports, tools, and transportation are available (translators, visual and auditory directions and signage, communication devices, lifts, wheelchairs, special needs busing, etc.).
- **Medical** – Ensure that required medications and support staff are readily available during Hold procedures.
- **Security and Supervision** – Ensure that appropriate staff are available and trained to maintain accountability and safety of the individual during Hold (i.e., in cases of known elopement or runaway, loud or aggressive behavior).

### Messaging to Parents

Examples of sample messaging can be found in the Virginia version of the Standard Response Protocol (SRP) and Standard Reunification Method (SRM) Guide located on the [DCJS website](#).

## SECURE – Get Inside, Lock Outside Doors.

The Secure action is used when a threat or hazard is outside the school building. Whether it is due to violence or criminal activity in the immediate neighborhood or a dangerous animal on the playground, Secure uses the security of the physical facility as a barrier and protection.

### Announcement

**“Secure! Get inside. Lock outside doors.”** It is repeated twice each time the announcement is made.

### Incident Command System

The school crisis/emergency response team should be initiated.

#### Actions

- All students and staff return immediately to a secure building, and all outside access points are locked.
- Classroom activities would continue uninterrupted when possible. Classes held in portable classrooms would move inside the school building and, if possible, continue.
- The initial directive and practice during the Secure action is to retain students and staff within the building and prevent entry into the building. Situations where students expect to leave the building due to commitments such as employment, doctor appointments, etc., must be evaluated to determine whether their release should be delayed. For this reason, it is essential to train parents on the Secure action, explaining that release may be delayed, but their cooperation is important to ensure student safety.

### Release Announcement

**“The Secure is released. All Clear.”**

Circumstances where a threat is perceived but not directly evident may warrant a controlled release. During a controlled release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as usual, but increased monitoring of the bus area should occur.

There may also be additional law enforcement presence.

### Preparation

A trauma-informed approach to prepare students for this response action would include the following:

- Communicate in advance with students about the expectations of the Secure action, emphasizing how to follow the procedures in a calm and controlled manner.
- Adults should project a serious yet calm demeanor when practicing or responding to an emergency situation.
- Identification of the doors to be locked and the primary and secondary responsibility staffing should be designated before the start of the school year.

## Emergency Drill

- **RECOMMENDED:** Secure is a recommended drill. Previously known as “Reverse Evacuation”; one drill per year is recommended.

## Contingencies

If an additional hazard manifests during a Secure protocol (e.g., fire, flood, or hazmat), additional directives will be given for the appropriate response.

### Planning for Special Needs of Students and Staff

Use the TEAMS Planning Framework in Appendix A.

- **Transportation** – Ensure that a teacher toolkit with student support materials is available (noise-canceling headphones, comfort items, visual reminders, etc.).
- **Emotional, Mental, and Behavioral Health** – Ensure that the student feels secure and comfortable with the Secure procedures.
- **Auxiliary Communication** – Ensure that appropriate communication supports, tools, and transportation are available (translators, visual and auditory directions and signage, communication devices, lifts, wheelchairs, special needs busing, etc.).
- **Medical** – Ensure that required medications and support staff are readily available during Secure procedures.
- **Security and Supervision** – Ensure that appropriate staff are available and trained to maintain accountability and safety of students during Secure (e.g., in cases of students known to elope or run away or engage in loud or aggressive behavior).

## LOCKDOWN – Locks, Lights, Out of Sight.

The Lockdown action is used when a threat or hazard is inside the school building. From parental custody disputes to intruders or active assailants, Lockdown uses classroom and school security actions to protect students and staff from the threat.

### Announcement

**“Lockdown. Locks, Lights, Out of Sight.”** It is repeated twice each time the announcement is made.

### Incident Command System

The school crisis/emergency response team should be initiated.

#### Actions

- If it is safe to do so, the teacher should gather students from the hallway and bring them into the classroom.
- Lock individual classroom doors, offices, and other securable areas, move students out of the line of sight of corridor windows, turn off lights to make the room seem unoccupied, and have everyone remain silent.
- Once the classroom door is locked, DO NOT open it. First responders will open the door once the building is secure.
- If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

### Release Announcement

Drills may be released by administrators or others designated by leadership; in an emergency Lockdown, it is a best practice to have each room released by law enforcement or other first responders. Depending on the situation, a school official (a key holder) may release the Lockdown once they have consulted with first responders on the scene. This procedure for release should be discussed with local first responders ahead of an emergency and clearly defined in the school’s crisis plan.

### Preparation

A trauma-informed approach to prepare students for this response action would include the following:

- Since Lockdown is a required drill, review legislation requirements in the *Code of Virginia* [§ 22.1-137.2](#).
- Communicate in advance with students about the expectations of this response action, emphasizing how to follow the procedures in a calm and controlled manner.
- Adults should project a serious yet calm demeanor when practicing or responding to an emergency situation.
- Teachers should emphasize to students how following procedures can make the drills and emergency response less stressful and scary. For example, “Sometimes these things happen, and we won’t know it ahead of time (they are unpredictable). When that happens, we must use what we have learned and practiced with the drills to be safe.”

- Some students may need gradual exposure to a drill or full-scale exercise, starting with an observation role before moving them into a participant role.
- Allow time for student questions following a drill or exercise.

## NOTES

Preparation should also include the identification of doors to be locked and the out-of-sight location(s) within the classroom. Students, staff, teachers, and parents should also be advised that a Lockdown may persist for several hours, and during an incident, silence is recommended.

**Armed Assailant Drills:** A critical incident in which a lockdown is necessary when an active, armed assailant is present. The following recommendations are provided by the [National Association for School Psychologist \(NASP\) Guidance](#):

Drill Approach and Planning:

- *Parental Consent and Opt-Out Option:* Develop a communications plan that gives parents and participants advance warning and the ability to opt out. Offer translated communication. Offer Frequently Asked Questions and contact channels.
- *Provide Alternative Training Methods for Opt-Out Students:* Provide tabletop exercises, classroom discussions, or video-based learning as substitutes.
- *Mental Health Support Before, During, and After Drills:* Involve school-employed mental health professionals at all stages, including post-drill counseling. Consider strategies appropriate for age and developmental stage per grade level.

While this event is highly unlikely, should it occur, an [Avoid, Deny, Defend](#) response may be added to the decision-making process. These behaviors are not part of compulsory, required drills. Avoid, Deny, and Defend empowers the Immediate Responder to make choices early in the decision cycle when tactical circumstances demand it. [Avoid, Deny, Defend](#) is based upon practices established by [Advanced Law Enforcement Rapid Response Training \(ALERTT\)](#). Although schools and divisions are not mandated to utilize it, the [DCJS Critical Incident Response and Preparedness \(CIPR\) Section](#) has formally adopted this protocol. Also of note, the RACE acronym (outlined below) is a key element of the [Avoid, Deny, Defend](#) principles and is included in DCJS's [Age-Appropriate Critical Incident Curriculum](#).

<b>R</b>	<b>REACT</b>	<b>Avoid-</b> Have situational awareness. Move away from the source to provide distance and time barriers. Know exits and have an exit plan. <b>Deny-</b> Deny entry when getting away is not possible. Lock the door, turn off the lights, and get out of sight. <b>Defend-</b> If you cannot Avoid or Deny, be prepared to defend yourself. Be aggressive and committed to your actions. Attack the threat.
<b>A</b>	<b>ACTIVATE</b>	Call 911 – get help involved!
<b>C</b>	<b>CARE</b>	Care for the injured.
<b>E</b>	<b>EVACUATE</b>	Evacuate to rescue.

## Emergency Drill

**REQUIRED:** Lockdown is a required drill.

**Relevant Code:**

Code of Virginia [§ 22.1-137.2](#). Lock-down drills.

SOA [8VAC20-132-240](#). School facilities and safety.

## Contingencies

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom or room with a door that can be secured. In the event someone cannot get into a room before the doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even self-evacuate away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be accounted for and safe.

### Planning for Special Needs of Students and Staff

Use the TEAMS Planning Framework in Appendix A.

- **Transportation** – Ensure that support materials are available (noise-canceling headphones, comfort items, visual reminders, etc.).
- **Emotional, Mental, and Behavioral Health** – Ensure that the individual feels secure and comfortable with the Lockdown procedures.
- **Auxiliary Communication** – Ensure that appropriate communication supports, tools, and transportation are available (translators, visual and auditory directions and signage, communication devices, lifts, wheelchairs, special needs busing, etc.).
- **Medical** – Ensure that required medications and support staff are readily available during Lockdown.
- **Security and Supervision** – Ensure that appropriate staff are available and trained to maintain accountability and the safety of students during Lockdown (e.g., in cases of students known to elope or run away or engage in loud or aggressive behavior).

### Messaging to Parents Example

Examples of sample messaging can be found in the Virginia version of the Standard Response Protocol (SRP) and Standard Reunification Method (SRM) Guide found on the [DCJS website](#).

## EVACUATE – Evacuate (to a location).

The Evacuate action is used when there is a need to move students and staff from one location to another. Reasons for an Evacuation include gas leaks, power outage, fire, or bomb threat. Evacuation may include on- or off-site reunification after an incident. An evacuation drill may also be known as a fire drill.

### Announcement

“Evacuate (to a location).” and it is repeated twice each time the announcement is made.

### Incident Command System

The school crisis/emergency response team should be initiated.

#### Actions

- Take Go-Kit/bag (no one should pause for other belongings).
- Use a pre-determined primary evacuation route or alternate route if the primary route is unsafe.
- Move students quietly with staff supervision at all times.
- Assemble at the pre-determined Evacuation Assembly Point or safe area (should be at least 300 feet away from the problem area).
- If there are injuries, provide first aid if possible.
- Teachers are instructed to conduct an accounting of students and staff after arrival at the Evacuation location.

### Release Announcement

“The Evacuation is concluded. All clear”.

### Preparation

A trauma-informed approach to prepare students for this response action would include the following:

- Since Evacuation is a required drill, review legislation requirements in the *Code of Virginia* [§ 22.1-137](#), [§ 22.1-137.4](#), and [§ 22.1-184](#), the Standards of Accreditation [8VAC20-132-240](#) and [8VAC20-07-110](#), and the **Virginia Statewide Fire Prevention Code (SFPC) Chapter 4 Sections 404-405**.
- Communicate in advance with students about the expectations of this response action, emphasizing how to follow the procedures in a calm and controlled manner.
- Adults should project a serious yet calm demeanor when practicing or responding to an emergency situation.
- Teachers should emphasize to students how knowing how to follow the procedures can make the drills and emergency response less stressful and scary. For example, “Sometimes these things happen, and we won’t know it ahead of time (they are unpredictable). When that happens, we must use what we have learned and practiced during the drills to be safe.”
- Some students may need gradual exposure to a drill or full-scale exercise, starting with an observation role before moving them into a participant role.
- Allow time for student questions following a drill or exercise.

## NOTE

The *Code of Virginia* mandates separate and distinct codes for a fire evacuation drill from a lockdown drill [[Statewide Fire Prevention Code \(SFPC\) Section 404.2.3.1](#)]. Regardless of the methods used for signaling emergency response actions, the signals should be well understood during drills and practiced by everyone at the school or on campus.

## Emergency Drill

Evacuation is a **REQUIRED** drill.

**Relevant Code:**

*Code of Virginia* [§ 22.1-137](#). Fire Drills.

*Code of Virginia* [§ 22.1-137.4](#). School building evacuation plans, policies, and protocols; students with mobility impairments.

SOA [8VAC20-132-240](#). School facilities and safety.

Virginia Statewide Fire Prevention Code (SFPC) [Chapter 4 Sections 404-405](#).

Additional Bus Evacuation Drills are **REQUIRED**.

*Code of Virginia* [§ 22.1-184](#). School bus emergency drills.

SOA [8VAC20-07-110](#). Pupil transportation safety instruction.

## Planning for Special Needs of Students and Staff

Use the TEAMS Planning Framework in Appendix A.

- **Transportation** – Ensure that support materials are available (noise-canceling headphones, comfort items, visual reminders, etc.).
- **Emotional, Mental, and Behavioral Health** – Ensure that the individual feels secure and comfortable with the Evacuation procedures.
- **Auxiliary Communication** – Ensure that appropriate communication supports, tools, and transportation are available (translators, visual and auditory directions and signage, communication devices, lifts, wheelchairs, special needs busing, etc.).
- **Medical** – Ensure that required medications and support staff are readily available during Evacuation.
- **Security and Supervision** – Ensure that appropriate staff are available and trained to maintain accountability and safety of individuals during Evacuation (e.g., in cases of students known to elope or run away or engage in loud or aggressive behavior).

### Messaging to Parents

Examples of sample messaging can be found in the Virginia version of the Standard Response Protocol (SRP) and Standard Reunification Method (SRM) Guide found on the [DCJS website](#).

# POLICE-LED EVACUATION AFTER LOCKDOWN

In rare situations where law enforcement is clearing classrooms and escorting students and staff out of the building, it is essential to provide advance instruction on what to expect.

## **Announcement**

There may or may not be a public address notifying students and staff that law enforcement is performing this action.

## **Incident Command System**

The school crisis/emergency response team should be initiated.

### **Actions**

- Keep hands visible and empty.
- Leave all personal items behind.
- Form a single line.
- Students and staff may be asked to put their hands on their heads or to hold hands.
- Follow the instructions of first responders.

## **Preparation**

A trauma-informed approach to preparing students for this response includes communicating with them in advance about the expectations of this response action. Although this action is led by law enforcement, teachers should provide age-appropriate information to students regarding what to expect in this scenario. Officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again at the assembly area.

## SHELTER – (State the Hazard and Strategy)

The Shelter action is used when specific protective actions are needed based on a threat or hazard.

### Announcement

**“Shelter. For a hazard. Using safety strategy.”** It is repeated twice each time the announcement is made.

Hazards may include:

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

Safety Strategies may include:

- Evacuate to the Shelter area
- Seal the room
- Drop, cover, and hold
- Get to high ground

### Incident Command System

The school crisis/emergency response team should be initiated.

#### Actions

- Most often, the Shelter action is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take.
- In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units, and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air.

#### NOTE

Listening to specific directives is critical to a successful emergency response.

## Release Announcement

“The Secure is released. All Clear.”

### Preparation

A trauma-informed approach to prepare students for this response action would include the following:

- Since Shelter is a required drill, review legislation requirements in the *Code of Virginia* [§ 22.1-137](#).
- Communicate in advance with students about the expectations of this response action, emphasizing how to follow the procedures in a calm and controlled manner.
- Adults should project a serious yet calm demeanor when practicing or responding to an emergency situation.
- Teachers should emphasize to students how following the procedures can make the drills and emergency response less stressful and scary. For example, “Sometimes these things happen, and we won’t know it ahead of time (they are unpredictable). When that happens, we must use what we have learned and practiced with the drills to be safe.”
- Some students may need gradual exposure to a drill or full-scale exercise, starting with an observation role before moving them into a participant role.
- Allow time for student questions following a drill or exercise.

### Emergency Drill

**REQUIRED:** Tornado Drill-Shelter

A minimum of one drill per year conducted in cooperation with VDEM

**Relevant Code:**

*Code of Virginia* [§ 22.1-137](#)

**RECOMMENDED:** Shelter

Minimum one drill per year

**RECOMMENDED:** Earthquake Drill

One drill annually conducted in cooperation with FEMA

## Planning for Special Needs of Students and Staff

Use the TEAMS Planning Framework in Appendix A.

- **Transportation** – Ensure that support materials are available (noise-canceling headphones, comfort items, visual reminders, etc.).
- **Emotional, Mental, and Behavioral Health** – Ensure that the individual feels secure and comfortable with the Shelter procedures.
- **Auxiliary Communication** – Ensure that appropriate communication supports, tools, and transportation are available (translators, visual and auditory directions and signage, communication devices, lifts, wheelchairs, special needs busing, etc.).
- **Medical** – Ensure that required medications and support staff are readily available during Shelter.
- **Security and Supervision** – Ensure that appropriate staff are available and trained to maintain accountability and safety of individuals during Shelter (e.g., in cases of students known to elope or run away or engage in loud or aggressive behavior).

### Messaging to Parents Example

Examples of sample messaging can be found in the Virginia version of the Standard Response Protocol (SRP) and Standard Reunification Method (SRM) Guide found on the [DCJS website](#).

## Staff Responsibilities in Emergency Preparedness

All administrators, faculty, and staff, including bus drivers, cafeteria workers, maintenance and custodial staff, office staff, and specialty staff, should be educated regarding the overall emergency plans for the school or campus, outlining roles and responsibilities for all parties. This includes understanding who handles details outside of direct student contact covered by compulsory drills, e.g., shutting off ventilation systems when deemed necessary. Procedures should be implemented to educate substitute teachers and newly hired staff. Everyone should be provided with written instructions on drilling procedures and educated about the importance of emergency drills. Time should be allocated for staff to ask questions and provide feedback. Drills may be announced or unannounced. Unannounced drills may be more effective than announced drills since they add a component of realism. **However, all drills should be conducted in a trauma-informed manner.**

At the beginning of the school year, or before an announced drill, staff should be given specific instructions regarding:

- Checklists of Action responses.
- Locations of plans, Automatic External Defibrillators (AEDS), paper or digital maps, and other items needed in an actual emergency not specifically listed below.
- Procedures for staff feedback as a part of the evaluation process of every drill.
- Special instructions and provisions for individuals with special needs and [Individual Safety Plan\(s\)](#) (ISPs), if applicable.
- Specific details of evacuation routes, safe assembly areas, safe spots in each classroom for each type of drill, etc.
- [Stop the Prop, Standard Response Protocol \(SRP\), and Standard Reunification Method \(SRM\)](#) if adopted by the division.
- Student cell phone and smart device possession and use to be managed with the *Code of Virginia § 22.1-79.3:1* and local procedures.
- The contents and placement of Go-Kits/bags.
- The drill's type, purpose, and objective, including possible scenarios when each action response would be appropriate.
- Their roles and the specific behavior(s) they are expected to display.
- Use of green and red notification cards and any other bell or code system(s) in place, if applicable.

## NOTES

1. While it is sufficient to review a digital or paper map with lines indicating primary and back-up evacuation routes and safe assembly areas; it is recommended that a first responder or building official on the emergency preparedness planning and crisis team visit each instructor in their classroom to physically point out load-bearing walls and lockdown areas that would be optimal. Each staff member should also know who to ask and be empowered to seek out this information.
2. The use of “codes” is discouraged and should be accompanied by plain language whenever possible to facilitate clear communication.

Staff should also receive training on policies surrounding lines of communication related to emergency incidents, as they are often the person(s) with whom parents feel most comfortable and who may be approached by the media. Recommendations surrounding the flow of communication include:

- A log of all telephone inquiries and conversations.
- Underscoring the need for all staff to pass along only known facts.
- Respecting the privacy of those affected and their families at all times.
- Monitoring social media to address “rumors” and offset them by presenting facts.
- Establishment of an Incident Command System, including:
  - A media information center away from the school, if needed (by the Division).
  - A Public Information Officer (PIO) or designated staff member to regularly provide media releases/updates to the media.
  - A process to notify other schools of the emergency and pertinent details.
  - A scripted response to inquiries or press releases will be used.

## NOTE

Never respond “no comment” to a question. Instead, opt for an honest answer such as: “Please get your information from (name), the principal” or “Those details have not been verified and are not able to be released at this time.”

## Student Responsibilities for Emergency Preparedness

Prior to each drill, students should be given specific instructions in developmentally appropriate language regarding:

- A review of the importance of emergency drills.
- The drill's type, purpose, and objective, i.e., to evacuate the building, should there be a fire or other reason the building is deemed unsafe.
- Their roles and the specific behavior(s) they are expected to display, i.e., walking silently in a single file, and how to duck and cover for a tornado.
- A review of the checklist of action responses.
- An explanation as to why they may not be told what prompted the drill or emergency action.
- Special provisions for individuals with special needs.

It is essential to discuss the sharing of appropriate information with students in this digital media age. At a minimum, it is recommended that students be informed that during and after an emergency, they should:

- Only provide known facts to others—do not guess, exaggerate, offer personal opinions, or promote rumors or sensationalism.
- Not post information about an emergency on social media sites such as Facebook, Snapchat, X, Instagram, etc.

Respect the privacy of affected individuals and their families.

## Go-Kits

This term generally refers to a container of items for crisis and emergency situations. It is essential that the Go-Kit or bag be readily available and easily grabbed either for evacuation or to attend to others while being sheltered. At a minimum, three types of kits/bags are recommended—main office, classrooms, and the nurse’s office, as the contents of each will differ.

Kits/bags should be revisited, evaluated, and restocked at the beginning of each semester.

Items should be placed in a container that is easily transportable and accessible.

A list of recommended items to be included in Go-Kits can be found in the School and Division Level Model Crisis Plans located on the [DCJS website](#).



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## A. TEAMS Information and Sample Documents 29

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- A-1 TEAMS Planning Framework for Individuals with Access and Functional Needs
- A-2 Sample Post-Drill Evaluation
- A-3 Sample Evacuation Site Form
- A-4 Sample Crisis Management Information for Parents and Guardians

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Virginia Department of Criminal Justice Services (DCJS)  
Virginia Center for School and Campus Safety (VCSCS)  
Virginia Department of Behavioral Health and Developmental Services (DBHDS)  
Virginia Department of Education (DOE)  
Virginia Department of Emergency Management (VDEM)  
    Preparedness Division  
    Office of Training and Exercises  
    Regional Coordinators  
    CERT program for individuals  
    VDEM Local Emergency Manager/Coordinator  
Virginia Department of Health (VDH)  
Virginia State Police (VSP)  
State Fire Marshal's Office (VDFP)

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## C. Resources 39

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## TEAMS Information and Sample Documents

- **Appendix A-1:** TEAMS Planning Framework for Individuals with Access and Functional Needs
- **Appendix A-2:** Sample Post-Drill Evaluation
- **Appendix A-3:** Sample Evacuation Site Form
- **Appendix A-4:** Sample Crisis Management Information for Parents and Guardians

# TEAMS Planning Framework for Individuals with Access and Functional Needs

The TEAMS Framework can be utilized to streamline identification and preparation for the access and functional needs of students and visiting community members such as volunteers, parents, delivery personnel, substitutes, and guests. While it is often not possible to know the needs of these individuals ahead of time, the TEAMS Framework can help SACs prepare with inclusivity in mind. Additional resources, forms, and the Individual Safety Plan template can be found in the *Virginia Safety Planning Guide for Students with Special Needs*.

Support Category	Definition	Examples of Need
<p><b>T</b></p> <p><b>Transportation and Mobility</b></p>	Accommodations necessary to support an individual’s movement to safety, alternative location, or protective position during and after a crisis.	Individuals in wheelchairs (manual and electric), with crutches, requiring lift and/or stair equipment, medically fragile individuals, pregnant individuals, etc.
<p><b>E</b></p> <p><b>Emotional, Mental, and Behavioral Health</b></p>	Accommodations, personnel, procedures, services, or specialized preparation required to ensure an individual’s emotional well-being and/ or behavioral health during a crisis.	Individuals with ADHD, sensory disorders, anxiety, trauma history, PTSD, cognitive or intellectual impairment, etc.
<p><b>A</b></p> <p><b>Auxiliary Communication</b></p>	Accommodations, personnel, equipment, or specialized training required to assist an individual’s ability to receive, understand, and relay information during a crisis.	Individuals with speech or cognitive disabilities and impairments, visual impairment or blindness, deaf or hard of hearing, etc., as well as English Language Learners and individuals who speak a language other than English.
<p><b>M</b></p> <p><b>Medical</b></p>	Medicine, medical care, specialized training, equipment, or medical protocols required to ensure an individual’s safety during a crisis.	Individuals with medical conditions such as asthma, allergies, diabetes, medical fragility, seizure disorders, traumatic brain injury, physical injury, or impairment, etc.
<p><b>S</b></p> <p><b>Security and Supervision</b></p>	Additional equipment, training, protocols, and personnel required to maintain accountability and security of an individual during and after a crisis.	Individuals for whom traditional lockdown presents a physical, sensory, or emotional challenge, those who cannot remain quiet or stationary, individuals who are known to elope (run away) or initiate self-evacuation in a crisis, etc.

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

# Sample Post-Drill Evaluation

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

**Drill Event (check all that apply):**

- Evacuation or Fire Drill
- Secure/Reverse Evacuation
- School bus evacuation
- Shelter
  - Earthquake
  - Tornado
- Hold
- Lockdown
- Announced Drill
- Unannounced Drill

Start time: \_\_\_\_\_ Weather conditions: \_\_\_\_\_

Time at which there was 100% accountability for students, staff, and visitors completing designated action: \_\_\_\_\_

End time: \_\_\_\_\_ Total time for drill: \_\_\_\_\_ Approximate number of participants: \_\_\_\_\_

**After Action Review Record:**

Date and Time after action review conducted: \_\_\_\_\_

Individuals included: \_\_\_\_\_ (continue as needed).

This guide is designed so that the list of components of each type of drill can be utilized as a check-off list for evaluation purposes. Each list can be printed and staff may provide feedback on the drill by completing the check-off list, including times and any concerns that were identified.

Commendations: \_\_\_\_\_ (continue as needed)

Recommendations: \_\_\_\_\_ (continue as

needed) Signature \_\_\_\_\_ Date: \_\_\_\_\_

Sent to \_\_\_\_\_ at division office on date \_\_\_\_\_

## Sample Evacuation Site Form

If it becomes necessary to evacuate the school building(s), the principal, in consultation with the division superintendent or their designee, may decide to transport the students and staff to another county school. The designated partner school, partner private church, or business facility is listed on the sample form. This partnership is reciprocal—if an emergency occurred at an affected partner school, the unaffected partner school would host students from the affected partner school.

This partnership is designed to avoid the problems and liability of dismissing and sending young children home early without proper supervision. This decision will be influenced by many related conditions at the time of the incident, including the time of day, season of the year, urgency of the evacuation, weather, or civil conditions in the community.

The receiving school or private facility will use the gymnasium, cafeteria, library, or other common area large enough to house the evacuated students for the remainder of the school day and/or possibly into after-school hours. Bus schedules must be adjusted to accommodate these circumstances.

School Name	Date
Emergency Evacuation Location 1	Emergency Evacuation Location 2
Point of Contact	Point of Contact
Address	Address
Telephone Number	Telephone Number
Other Information	

*(Use additional space below if applicable)*

Emergency Evacuation Location 3	Emergency Evacuation Location 4
Point of Contact	Point of Contact
Address	Address
Telephone Number	Telephone Number
Other Information	

# Sample Crisis Management Information for Parents and Guardians

## Drills and Crisis Response in Our Schools: A Message to Parents and Guardians

This message is designed to provide parents and guardians with information regarding SCHOOL NAME's all-hazard crisis planning and the initiatives in place to keep students, staff, and visitors safe. Below are examples of how our school division is providing a safe environment for staff and students before, during, and after a crisis.

### BEFORE THE CRISIS OCCURS

**Prevention and Mitigation** are the actions schools take to prevent a threatened or actual incident from occurring or to lessen the impact if prevention is not possible. The prevention and mitigation protocols in place in our division include:

- Alternative education programs in secondary schools.
- Anti-bullying and climate improvement programs.
- Completion of the annual, five-part school safety audits required at each school.
- Exterior doors locked during class times to ensure building security.
- Full-time parking lot attendants at all high schools.
- Inclusion of students and others with access or functional needs in crisis planning and drills, and development of Individual Safety Plans (ISPs) as needed.
- Multidisciplinary Behavioral Threat Assessment Teams to serve each school.
- Numbered exterior doors to ensure rapid response of first responders in the event of an emergency.
- Ongoing training for staff members.
- Partnerships with local law enforcement, Fire and EMS, the State Fire Marshal's Office, and local, regional, and state health departments and human services agencies.
- Photo identification badges for all school division personnel.
- Regular review of the Code of Student Conduct.
- School buses equipped with security cameras.
- Specialized training for school bus drivers.
- Student assistance programming.
- Surveillance cameras at the main entrance of all schools and closed-circuit television equipment placed in high school hallways, common areas, and parking lots.

**Protection and Preparedness** refers to preparing the school to respond in a rapid, coordinated, and effective manner in a crisis. Assembling effective plans, connecting resources, and conducting training exercises and drills are elements of preparedness. The protection and preparedness protocols in place in our division include:

- Division-level and school-based crisis plans developed with input from local law enforcement agencies, Fire and EMS, the State Fire Marshal, and other human services agencies to manage emergencies that may arise, including, if appropriate, evacuation of students and staff to another location or locking down the building, allowing only authorized personnel entrance into the school.
- Command center and classroom go-kits for school offices and instructional spaces to ensure class lists, ISPs, and other items are readily available should an emergency require a quick departure from the building.
- Utilization of the Standard Response Protocols to practice the Hold, Secure, Lockdown, Evacuate, and Shelter responses.
- Emergency and crisis planning drills to include fire/evacuation, school bus evacuation, lockdown, shelter, earthquake, and tornado drills conducted in accordance with state guidelines.
- Staff training in emergency management according to the National Incident Management System (NIMS) and Incident Command System (ICS).
- Prescreened volunteers enlisted by schools provide assistance with security (i.e., monitoring entrances and exits, welcoming visitors, and providing visitor badges, etc.).
- Telephones in all classrooms; two-way radios with access to the main office, transportation, law enforcement, and Fire/EMS, weather alert radios at all schools, school buses equipped with radios and base stations; automated external defibrillators (AEDs) in every school.
- Visitors are required to check in with and are screened by security.

## **DURING A CRISIS**

**Response** refers to the necessary actions to swiftly stabilize an emergency once it has already occurred or is certain to happen in an unavoidable manner; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

For several important reasons, the specific details about crisis response plans are not shared publicly. However, it is important for parents to understand the following:

- Safety is the priority for staff at the school when a crisis or emergency is unfolding. Staff members and first responders will focus on managing the emergency and caring for the students.
- A key part of all response plans includes timely communication of accurate information to stakeholders. As soon as accurate information is available, it will be shared as follows:
  1. Parents of individual students directly involved in the event;
  2. Parents of students indirectly involved in the event;
  3. School Board and staff; and
  4. Local media as appropriate.

Information will be shared appropriately as required by the Family Education Rights and Privacy Act (FERPA) with sensitivity to issues of public safety, public health, confidentiality, and respect for individuals and families.

- Information will be shared using one or more of the following methods as appropriate to each situation:
  - Telephone
  - Email
  - Letter
  - Website
  - Local media
- The school division understands the anxiety that parents feel when there is potential danger to children. Probably the most difficult, but very important way that parents can assist schools in responding effectively to emergencies, is NOT to call or come to the school during an emergency. Important considerations are:
  - Telephone lines are needed for emergency outgoing calls.
  - In the case of an intruder or acts of targeted violence, schools will be locked down, and only authorized personnel will be permitted to enter or exit buildings.
  - Access roads may be blocked by first responders.
  - Information about the emergency, including plans to open a reunification or family assistance center, if deemed appropriate, will be provided as soon as possible.

## AFTER THE CRISIS

**Recovery** refers to the ongoing process that includes not only the mental, emotional, and physical healing process of students, faculty, and staff, but also a restoration of a school's physical (buildings and grounds), fiscal (daily business operations), and academic (return to classroom learning) operations. The recovery protocols in place in our division include:

- Utilization of the [Standard Reunification Method](#) if reunification between students and families becomes necessary.
- School counselors and other human services professionals available to work with individuals and groups of students who may need help working through fear or grief following an emergency.
- Restoration of normal school activities as quickly as deemed appropriate.

The school division recognizes and appreciates the vital role that parents play in each phase and appreciates parental involvement and support of these efforts.

## State and Local Contacts

### 1. Virginia Department of Criminal Justice Services (DCJS)

Physical and Mailing Addresses: 1100 Bank Street, Richmond, VA 23219  
(804) 786-4000  
[www.dcjs.virginia.gov](http://www.dcjs.virginia.gov)

### 2. DCJS – Virginia Center for School and Campus Safety (VCSCS)

Physical and Mailing Addresses: *See DCJS above*  
[www.dcjs.virginia.gov/virginia-center-school-and-campus-safety](http://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety)

### 3. Virginia Department of Behavioral Health and Developmental Services (DBHDS)

Physical Address: 1220 Bank Street, Richmond, VA, 23219  
Mailing Address: PO Box 1797, Richmond, VA 23218-1797  
(804) 786-3921  
[www.dbhds.virginia.gov](http://www.dbhds.virginia.gov)

### 4. Virginia Department of Education (DOE)

Physical Address: James Monroe Building, 101 N. 14th Street, Richmond, VA 23219  
Mailing Address: PO Box 2120, Richmond, VA 23218  
(804) 225-2818  
[www.doe.virginia.gov](http://www.doe.virginia.gov)

### 5. Virginia Department of Emergency Management (VDEM)

Physical and Mailing Addresses: 10501 Trade Court, North Chesterfield, VA 23236  
(804) 897-6500  
[www.vaemergency.gov](http://www.vaemergency.gov)

- Preparedness Division: For technical assistance with crisis management plans (CMPs) and other preparedness actions
- Office of Training and Exercises: For technical assistance in developing, designing, and improving CMPs, exercise schedules, and tracking
- Regional Coordinators
- CERT program for individuals: training for citizens  
[www.vaemergency.gov/divisions/training](http://www.vaemergency.gov/divisions/training)

### 6. VDEM Local Emergency Manager/Coordinator

<https://lemd.vdem.virginia.gov/Public/Default.aspx>

### 7. Virginia Department of Health (VDH)

Physical Address: James Madison Building, 109 Governor Street, Richmond, VA 23219  
Mailing Address: PO Box 2448, Richmond, VA 23218-2448  
Office of Emergency Preparedness (804) 864-7026  
[www.vdh.virginia.gov](http://www.vdh.virginia.gov)

## State and Local Contacts *(Continued)*

### 8. Virginia State Police (VSP)

Physical Address: 7700 Midlothian Turnpike, North Chesterfield, VA 23235

Mailing Address: PO Box 27472, Richmond, VA 23261

(804) 674-2000

<https://vsp.virginia.gov>

### 9. State Fire Marshal's Office (VDFO)

Physical and Mailing Addresses: 1005 Technology Park Drive, Glen Allen, VA 23059

(804) 371-0220

[www.vafire.com/state-fire-marshals-office](http://www.vafire.com/state-fire-marshals-office)

## Resources

- U.S. Department of Homeland Security, [Active Shooter: How to Respond](#)
- Available guidance from the Virginia Department of Criminal Justice Services Virginia Center for School and Campus Safety:
  - [Virginia Statewide Adoption “I Love U Guys,” Standard Response Protocol and Standard Reunification Method](#)
  - [Emergency Manager Guidance](#)
  - [Division and School-Level Model Crisis Plans](#)
  - [School Safety Inspection Checklist Guidance](#)
  - [Threat Assessment and Management in Virginia Public Schools: Model Policies, Procedures, and Guidelines](#)
- [Guide for Developing High-quality School Emergency Operations Plans](#)
- [Multi-Hazard Emergency Planning for Schools Tool Kit](#)
- [National Incident Management System | Readiness and Emergency Management for Schools Technical Assistance Center](#)
- Safe and Sound Schools, [Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#)
- U.S. Department of Education, [Readiness and Emergency Management for Schools Technical Assistance Center](#)
- [Cybersecurity and Infrastructure Security Agency \(CISA\) Bomb Threat Checklist](#)
- National Association of School Psychologists, [Guidance at a Glance](#)
- National Association of School Psychologists, [Best Practice Considerations for Armed Assailant Drills in Schools](#)



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