



**CLEAR CREEK  
INDEPENDENT SCHOOL DISTRICT**

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**EDUCATE ★ EQUIP ★ EXCEL**

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**Clear Creek ISD  
Campus  
Emergency Operations Guide**

**2012-13**

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## Table of Contents

Abduction .....	7
Accidents at School .....	8
AED .....	9
Arson .....	10
Assault .....	13
Bomb Threat.....	14
Campus Possible Emergency Evacuation Locations .....	19
Chemical Accidents.....	20
Crisis and Emergency Kits.....	22
Crisis Plan for People with Disabilities.....	23
Communication with the News Media .....	27
Death at School.....	28
Evacuation Guidelines .....	29
Explosion .....	30
Fire .....	31
Flooding.....	33
Gas Leak.....	35
General Duties of CCISD Personnel.....	36
Hostage Situation .....	41
Hurricane Procedures.....	42
Incident Command Organizational Chart and Responsibilities.....	48
Lightning and Severe Weather Guidelines.....	81
Lockdown.....	86
Ozone – General Response Plan Guidelines.....	90
Heat Illness - General Response Guidelines.....	91
Phone Numbers.....	101
CCISD Law Enforcement Agencies.....	102
Important Phone Numbers.....	103
Liaison Officers.....	104
Poisoning.....	105
Rape / Sexual Abuse .....	106
Remote Evacuation and Family Reunification .....	107
Reverse Evacuation .....	119
Shelter in Place .....	120
Shooting in the School.....	122
Special Education Students Out-of-District Placements .....	124
Suicide .....	126
Terrorism / Homeland Security Color Codes .....	131
Trespassing / Stranger on Campus .....	133

Tornado.....	134
Utility Failure .....	136
Weapons .....	138
FORMS.....	139
Bomb Threat Data Collection Sheet.....	140
Bomb Threat Response Team Member Information.....	143
Campus Mobility Sheet .....	153
Evacuation Roll Call Form.....	154
Reunification ID Tag – Templates .....	155
Student Accounting Form.....	158
Student Release / Runner Form.....	159

# **Forward**

## **Emergency Planning in Clear Creek ISD**

Sooner or later, our schools – or school district – will have an emergency. How we manage and communicate during that emergency will directly impact the emergency's outcome.

This manual contains information concerning CCISD employees' responsibilities and resources information that can be encompassed in a campus emergency management plan. Working cooperatively, campuses and departments will be able to ensure the safety of students and staff, protect district property, and restore normal education processes as quickly as possible.

With effective pre-planning, we will better control even the most devastating emergency. With a plan, we can act and communicate in a proactive fashion rather than in a reactive mode.

In case of an emergency, you will need to find information quickly. An emergency flip-chart has been developed for this purpose. Add local information (such as telephone numbers, campus procedures, etc.) as you see fit. Throughout the year, you may receive additional information that can be added to this manual.

A minimum of two district-wide campus emergency drills will be held each year. Each campus must prepare its staff and students for the practice drills. After each practice drill, the campus emergency plan should be reviewed and necessary revisions and adjustments made to the plan.

If you have any questions or concerns about this manual, please contact me.

Mark A. Smith  
Director of Safe and Secure Schools

## **Abduction**

An increasing number of children are being kidnapped and taken from their homes and schools by strangers and by family members involved in custody battles. Care should be taken at all times to protect the safety of the children entrusted to the public schools.

### **Prevention**

Parents who hold court orders prohibiting the other parent from contact with a child should report that to the school office and so indicate on the student's emergency card. These cards should be tagged for easy recognition.

The school secretary and the attendance office should have on hand a list of students who are not to be released to anyone except a particular parent or guardian. This information should be shared with the student's teachers.

When a parent telephones a request that a child be released from school, the identity of the caller should be confirmed with a separate phone call if needed before the child is permitted to leave. Phone numbers may be cross-checked with the numbers on the child's emergency card.

### **If you witness a kidnapping:**

1. Notice the appearance of the person taking the child, i.e., clothing, length of hair, sex, weight, height, etc.
2. Attempt to determine the color, make and license number of any vehicle used by the kidnapper
3. Watch for the direction taken when the vehicle leaves the school grounds.
4. Immediately call 9-911 and the Liaison officer and relay the above information
5. Contact the appropriate Assistant Superintendent.
6. Notify the parents
7. Convene the campus crisis team, including counselors
8. Decide on a plan of action:
  - a. Convene a special faculty meeting to discuss the crisis.
  - b. Visit classrooms as requested, to inform students about the incident.
  - c. Send letters home to parents, discussing the incident and prepare the staff to field questions
9. Work with Public Information on a fact sheet

# Accidents at School

## **Staff actions:**

- Report accident to principal, office; call 9-911 if needed
- Provide for immediate medical attention including performing necessary life sustaining measures (CPR, etc.), until trained Emergency Medical Services arrives
- For relatively minor events, have students taken to office or school clinic for assistance

## **Principal actions:**

- Provide appropriate medical attention, call 9-911 if needed
- Complete appropriate documentation
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

## **Other suggested preventive/supportive actions:**

- Post in the office or school clinic the names of building staff who have completed first aid or CPR training
- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., District First Aid Manual, Blood Borne Pathogen Program)
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide a standard location for placement of classroom emergency procedures
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

Additional steps for our school/facility (if any):

- 
- 
- 
-

**AED**

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# Arson

## **All fires must be reported.**

Sometimes small restroom fires do not appear to have caused significant damage or disruption yet if a fire is set the arsonist needs to be caught. Arson is an attention seeking activity. As such arsonists, especially youth arsonist, are asking someone to catch them and give them some attention. Most of the time the arsonist who does not get caught or cause a disruption they can boast about, will continue starting fires until one of those things happen.

Immediately report arson fires to the SLO or (if called) to the fire chief responding to the fire alarm. The police or fire department will contact the fire marshal.

## **Arson Prevention**

Statistics show that: Students don't seem as inclined to burn the school in the evening but are more inclined to start fires when there is the possibility of hurting other students or staff. School arson fires are nearly always (97%) set inside rather than outside the school. School fire-starters nearly always start the fire in a restroom (about 70%). Classrooms and storage rooms are about equally likely to be the fire-starter's target with about 10% of school fires in each. School arsonist like setting fires during and just after lunch during the midweek.

As with many other criminal activities by juveniles arson is more likely among students who feel disconnected from school or who perceive school as unfair. Juvenile fire-starters are more likely than other students to express a feeling that they can not succeed academically or socially. Students who are victims of bullying or other forms of harassment are more likely to seek attention by fire-starting behavior.

Juvenile arsonists rarely stop starting fires until they are caught. Among young people arson is a way to gain attention.

Cigarette lighters and matches are the most likely ignition source and toilet paper or waste paper is the most likely fire fuel. Students have been known to use combustible liquids – but this is usually an issue of access. Juveniles are generally prohibited from possessing a convenient container of flammable liquid (since most are classified as abusable volatile chemicals).

Outside the school the trash or recycling container is the most likely target for arson. These should be kept away from the building at least ten feet. This is

also the reason temporary or storage buildings built of combustible materials should be kept away from the building.

### **What can be done to prevent arson?**

As with other criminal and self-harming behaviors students are asking for help.

Each campus should have an action plan that includes: deterring unauthorized site access and deterring unauthorized building entry. The more important issues are; limiting the opportunity for the student to start a fire, reducing the ability for early extinguishing of the fire.

Deterring unauthorized access to the site:

- Fences, signs and policies that require visitor access through a specific monitored route are good ways to reduce access by arsonists (as with other crime a 'hard target' will be bypassed in favor of a softer target).
- CCTV and lights to allow monitoring after hours are also good ways to 'harden' the school as a possible target.
- If a specific threat is detected ask the SLO to place the campus on extra patrol for a time. The additional visibility of a marked police car around the campus is a deterrent.

### **Preventing unauthorized building access:**

- Some parts of the school are not behind fences and during the day the school may be open to unauthorized access. Locked exterior doors are the single most effective means of keeping people out.
- If possible have one access point, with travel between buildings limited to doors that are enclosed by fences. The one access point should be monitored. If other doors must be kept open, they too should be monitored if possible.
- Knowing who is on campus helps. Every staff member and every secondary student or adult visitor should have a clearly visible identification tag on.
- Think like a bad guy. Look around your campus where would you go if you didn't want to be seen? Restrooms are private, that is why arsonists like them. Under stairways is another quiet secluded spot (and a fire there could be really effective in cutting off an escape route). Storage areas should be locked because they are not only quiet and lonely places they are also often sources of combustible materials.
- Doors and windows should not be hidden by landscape plants. Landscaping and play structures should also not allow roof access.
- While exterior doors should be locked from entry they must not be locked for exit.
- Every campus has a security system that should be activated when the building is empty. Using the alarm system is a good way to deter unauthorized access.

- When the school is used outside school hours, limit access to the areas being used, monitor who is on campus and be sure someone is responsible to secure the school at the end of the program.

**Limiting the arsonist's opportunity to start a fire:**

- Here the means differ depending on the age of the students. Preventing younger students from carrying matches is easier than preventing older students.
- Outside the school keeping combustible materials away from the building deters fire-starting since it is less fun to start a fire in a trash can if it is not near the building. Keeping the area around recycling containers free of loose material and emptying them as they get full reduces the fuel available for a fire.
- Maintenance storage for the athletics department should be carefully secured to prevent access to combustible liquids (gasoline for lawn equipment). Gas service meters should be enclosed in fenced areas and/or observable from the street to reduce unsupervised access.
- The skirt around the bottom of the temporary buildings should be carefully maintained to reduce the potential for student access under the buildings.
- Drama facilities (stages and lofts) should not be accessible without teacher supervision. Other facilities including science labs and shops should never be left unlocked and unattended.

**Limiting damage and potential loss of life from arson fires:**

- Limit the use of materials which are combustible and produce toxic smoke when ignited. Plastic sheets and foam panels should not be used in classroom projects. Packing "peanuts" are also highly combustible and produce toxic smoke.
- Fire separations should not be compromised by adding hold-open devices to fire doors or making holes in fire or smoke rated walls. Stairwells with doors at the top and bottom are designed to be enclosed – the doors should not be disabled.
- Problems with evacuation plans with alarm systems should be reported each time a drill results in the identification of a problem.
- Combustible materials should not be stored in air handler rooms since smoke would then be transported throughout the school.

Egress routes should be kept clear and clearly marked by being posted in each classroom.

# Assault

**When student(s) or staff have been assaulted use the following guidelines:**

**Staff observing the incident:**

- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot, give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid and get medical attention if needed

**Principal:**

- Notify SLO and Call 9-911 if warranted
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- If threat still persists, determine whether to initiate Lockdown
- Make additional notification as appropriate
- Document actions and complete incident reports
- Secure written statement from those involved
- Separate multiple witnesses
- Allow the school professional providing support to accompany victim and police/parents to the hospital
- Additional steps for our school/facility (if any):

# Bomb Threat

"A BOMB WILL EXPLODE IN THE SCHOOL AT 10 O'CLOCK." Unfortunately, words such as these are being heard in schools around the country and threats such as these are increasing at an alarming rate. The reasons for these bomb threats may vary from a student not wanting to take a test to the weather being too nice to attend school. Sometimes the reason is simply to instill fear in school officials and students. Regardless of the reasons, each threat must be taken seriously.

If you receive a bomb threat via telephone, stay **CALM** and try to get as much information from the caller as possible.

Call 9-911 and the school liaison officer to report the incident and notify the on-site administrator. If the threat appears credible, an on-site administrator will make the call to evacuate the location. All information must be reported to the Asst. Superintendent for Elementary or Secondary Education.

When evacuating students and staff, have all students take all personal belongings with them. Tell students to turn **OFF** cell phones. Leave doors unlocked upon exiting and place the green card on the door. **Do not turn light switches on or off.**

\*See Bomb Threat Data Collection Sheets in forms sections.

\*See Bomb Threat Response Team Assignments in forms section to be completed by the campus administrator.

To carry out the Bomb Threat Response Plan, Bomb Threat Response Team members will have to fill seven roles. Roles must be assigned so that, when the team is activated in case of a credible bomb threat, each member knows their duties. The major roles to be filled are:

1. The **Communications Coordinator** and **Kit Updater** will:
  - a. Keep all emergency numbers and notifications current and make sure the Emergency Kit is updated regularly as staff, students, and locations change.
  - b. Supervise staff training in how to handle a bomb threat.
  - c. Make all emergency notifications in the event of bomb threat, evacuation, or suspicious item or device found.
  - d. Designate communication channels in the event of mobilization.
  - e. Coordinate communication with school outbuildings or co-located facilities.
  - f. Call all mobilization codes for response team and notifications of evacuation.
  - g. Obtain a daily listing of all students and staff in attendance and provide this to the evacuation coordinator in the event of evacuation.
  
2. The **Search Team Coordinator** will:
  - a. Supervise the training of Search Teams.
  - b. Coordinate the search in the event of mobilization, including determining where to search first, marking cleared areas on the floor plan, and initiating search of evacuation routes in the event of evacuation.

- c. Supervise the training of all staff and faculty in suspicious item identification and what to do if they find one.
3. The **Evacuation Coordinator** will:
    - a. Coordinate evacuation, taking into account evacuation routes and threat areas. In the event of evacuation, this person determines, with the Site Decision Maker, how to safely get everyone out of the building, what routes to use, and what order to evacuate.
    - b. Work with the designated Evacuation Teams (or Search Team members assigned to evacuation) to ensure the building is completely evacuated and keep records of the evacuation's progress.
    - c. Supervise the training of the Evacuation Teams.
  4. The **Rumor Control and Recorder** will:
    - a. Solicit and note any and all rumors and report them to the Principal.
    - b. Record the chain of events in the crisis and the team's response.
  5. The **Perimeter Control Coordinator** will, in the event of evacuation, ensure that:
    - a. Emergency routes are not blocked.
    - b. Traffic does not impede evacuation.
    - c. Crowds are kept away from the location.
  6. The **Parent Liaison** will:
    - a. Keep parents notified and updated as to decisions and activities at the scene, as directed by the Site Decision Maker.
    - b. Listen to and address parent concerns and questions.
    - c. Coordinate and supervise the reunification of children and parents according to the direction of the Site Decision Maker.
    - d. Ensure that children are released only to authorized persons.
    - e. Keep records of children sign out times and by whom.
  7. The **Emergency Needs Coordinator** will coordinate the implementation of any additional resources requested by the Principal. This person should maintain a list of school personnel, district personnel and offices, and local vendors who can provide the following goods and services:
    - a. Vehicles
    - b. Food and beverage
    - c. Law enforcement (contact directly or through SLO)
    - d. Fire service
    - e. Security equipment
    - f. Medical services (school nurse, EMS, and/or local facility)
    - g. Transportation
    - h. Needs of special populations (persons with disabilities, LEP, ESE students, very young students, etc.)

The **Site Decision Maker (Incident Commander)** will be responsible for coordinating all these activities and making the decisions that these team members will carry out. The Site Decision Maker will work directly with emergency responders to inform them of the situation, all measures taken, and direct them to any suspicious item and/or injured

persons. The Site Decision Maker will also issue the code or call to mobilize the response team.

In addition to these main roles, there may be other requirements or needs. For example, a Media Liaison may also be appointed. Many districts require that a communications officer from central administration fill this role. This person should know the pre-established media holding area (away from the command post, the school, emergency services routes, and evacuation assembly areas). Statements to the press should be made only by the official Spokesperson or Director of Public Information (PIO). Questions on criminal acts or investigations should be referred to the SLO. The PIO should be trained in how to handle this type of situation and what to tell the media. All statements about the incident should come from the PIO, rather than other staff members or students. Encourage staff and students to respect this role and refrain from talking to the press so they do not inadvertently give out incorrect or sensitive information. Remember that parents should always be notified first, before the media. Giving frequent, regular media briefings will help control rumors, get crucial information out, and keep the press from looking for a story. You may want to set a policy where you do not give out information about bomb threats and discourage the press from reporting them so that the exposure does not breed more threats.

The **School Nurse** should be prepared to coordinate medical needs of students and staff in the event of injuries. The School Nurse should know where the designated medical treatment area is in the event of evacuation. The School Nurse should maintain a list of local medical facilities, including addresses and phone numbers. The School Nurse should have a portable “trauma kit” that includes:

1. 2 – 4 Blankets
2. Bottle of sterile water
3. Bottle of saline solution
4. Antiseptic wipes
5. Bottle of antibacterial hand cleansing gel
6. Standard size Sam Splint
7. Bottle of rubbing alcohol
8. Band-aids
9. Gauze
10. Adhesive tape
11. Scissors
12. Tweezers
13. Instant ice packs
14. Sterile pads
15. Disposable latex gloves
16. CPR Microshield
17. Penlight
18. Fast-aid first aid card

This kit should be brought to the command center and carried out in any evacuation.

## **Bomb Threat Data Collection Reference Card**

Following are the procedures for recording data on a bomb threat. Remember to remain calm and gather as much information as possible.

### **Phoned Threat:**

1. Start recording device, if one is available.
2. Signal another staff member to listen, if possible.
3. Transcribe the threat.
4. Fill out as much of the Phone Threat Data Sheet as possible, including detailed questions.
5. Notify the Site Decision Maker of the threat.
6. Complete any unanswered questions on the Phone Threat Data Sheet.
7. Be available after the call for the school's Bomb Threat Response Team and law enforcement to interview you.

### **Written Threat:**

1. Handle the item as little as possible.
2. On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record:
  - a. Where the item was found
  - b. The date and time you found the item
  - c. Any situations or conditions surrounding the discovery
  - d. Any other person you are aware of who saw the threat
3. Secure the original item. If small, place in a bag or envelope. DO NOT fold, crumple, tear, or mark the item in any way. If on a large object, secure the location.
4. Notify the Site Decision maker, \_\_\_\_\_, of the threat.

### **E-Mailed Threat:**

1. Leave the message open on the computer.
2. Notify the Site Decision maker, \_\_\_\_\_, and the Computer Lab Supervisor, \_\_\_\_\_ of the threat.
3. Print, photograph, or copy down the message. Include the header of the e-mail
4. Save the e-mail, if you know how to do so.
5. Leave the e-mail open until assistance arrives.

### **Verbal Threat:**

1. Detain the person making the threat, if possible and practical.
2. If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify the Site Decision maker, \_\_\_\_\_.
3. Note the description of the person who made the threat:
  - a. Name, if you know them
  - b. Race
  - c. Sex
  - d. Type and color of clothing
  - e. Body size
  - f. Hair color
  - g. Distinguishing features
  - h. Write down the threat exactly as it was communicated to you
  - i. Exact wording
  - j. Who made the threat
  - k. The date and time of the threat
  - l. Where the person who made the threat is now

4. Notify the Site Decision Maker, if someone else has not already done so.

**Rumor:**

If you overhear a rumor about a bomb or explosive device, threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the Site Decision Maker.

## **Campus Possible Emergency Evacuation Locations**

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## Chemical Accidents

**Warning Signal:** Warning of a chemical emergency is usually received from the fire department, police department or from emergency preparedness officials. Warnings will be issued when the accident occurs sufficiently near the school to be a safety threat or when the school lies generally downwind from the accident.

An overturned tanker, truck, or train, a broken pipeline, and an accident in an industrial plant or commercial facility that uses chemicals are all potential hazards. School personnel should be aware of the campus' proximity to all such facilities.

Whether or not the accident occurs on school grounds, the following procedures should be followed:

1. Bring all children inside the main building and lock down the facility unless a chemical accident spill is inside the school, then seek an alternate location. Turn **OFF** the HVAC and close windows to prevent outside air from entering the building.
2. Render first aid as necessary. Call emergency services if needed. Keep list of all persons transported to the hospital and to which hospital they were taken.
3. Notify SLO and the appropriate Assistant Superintendent.
4. Turn OFF main gas supply.
5. While waiting for the evacuation call, determine which direction you will need to evacuate the building and whether or not time will permit transportation of students to an alternate site.
6. If evacuation is immediate, evacuate the area, moving cross wind, never directly away from or toward the accident scene.
7. When you reach your evacuation point, each teacher should take roll to insure that all students are present on the Evacuation Roll Call Form.
8. The principal will direct further action with input from the emergency personnel on the scene.
9. The evacuation should not be recalled until emergency personnel declare the area clear.
10. Children should be released only to their parents or their designee on the emergency cards. Use Campus Mobility Forms for all students released.
11. Log all activities and decisions.
12. See Flip Chart "Emergency Operations Preparedness Guide" for additional information.

## **Interior Release – Chemical Accident**

There is always a slight risk of an accidental chemical release within the school building, particularly in vocational shops or chemistry labs. In the event of an interior release, take the following precautions:

1. Move staff and students from affected area. Evacuate building if necessary.
2. Verify information about the chemical using the Material Safety Data Sheets (MSDS).
3. Turn off HVAC.
4. Render first aid as necessary. Call emergency personnel, if needed.

## **Crisis and Emergency Kits**

The following items should be gathered together and located at strategic locations:

- Campus maps with streets and entrances
- Blank nametags, nametags that designate PERSON IN CHARGE
- Notebooks
- Pens and markers
- Heavy duty tape
- Flashlight
- Battery powered AM/FM radio
- Extra batteries
- First Aid supplies
- Megaphone
- Walkie Talkies
- Separate place cards with directional words such as PARENTS, COUNSELORS, MEDIA, CLERGY, VOLUNTEERS, or other words as appropriate
- Caution tape
- Emergency phone tree
- Emergency response telephone numbers
- Student, teacher and staff home phone numbers and emergency contacts
- District telephone numbers
- List of teachers with cell phones and their cell phone numbers
- Schedules of students and teachers
- School sites, layouts and floor plans
- Copies of student records, especially health identification
- Attendance rosters
- Bus rosters and routes
- List of emergency equipment and location of that equipment (flashlights, radios, etc...)
- List of staff trained in CPR, First Aid, AED's, and restraint techniques
- List of Campus/District Crisis Teams and Plans

# **Crisis Plan for People with Disabilities**

## **Identification**

It is critical that we identify those persons in our schools that may need assistance during a crisis. This is no simple task, as medical confidentiality needs to be protected as well.

As part of the campus crisis plan each school should identify students whose disability is such that they would need additional assistance during a crisis. Students with disabilities such as reduced mobility, hearing impairment, blindness, emotionally disturbed or mentally retarded should be included in the plan.

Staff members with disabilities who would either require assistance or who could not perform the emergency tasks usually assigned to staff should be included in the campus crisis plan.

Visitors to assembly events (athletic competitions, plays or programs) may require assistance should a crisis occur. Specific plans cannot be developed for these events since each situation will be different. Staff should take note of individuals with special needs so that they may inform fire, EMS or police officials should a crisis occur.

The school staff should also make an effort to get to know the parents who have disabilities. If a parent is unable to hear or speak or is unable to drive, these might effect how a student crisis would be handled.

## **Buddy System**

The recommended first step in planning for assisting a disabled person in a crisis is to assign a knowledgeable person to watch out for the disabled individual. Each campus should in the campus plan assign each disabled person a buddy. The buddy should be responsible for finding the disabled person after an evacuation or during a sheltering operation. The buddy should know what the disabled person's special needs might be and, be able to communicate those needs to rescue or law enforcement officials.

## **Planning**

Plans should be developed for the needs of identified students and staff. Each plan should address: evacuation, sheltering, communication, providing health care and transportation based on the specific disability.

## **Evacuation**

1. Evacuation plans should provide for the needs of the disabled person. Each disability will require a unique plan. The following are specific issues and solutions:
2. A blind individual will need audible alarms, a clear path to an exit and possibly someone to guide him to the exit.
3. A deaf individual will need visible alarms, and possibly someone to communicate instructions to her.
4. An individual with limited mobility may need assistance getting down stairs. Evacuation chairs are available at all two story facilities. These individuals should be advised of locations of rescue refuge- normally these areas are enclosed stairways with fire doors at the top and bottom.
5. Planning for persons with respiratory conditions should include plans to limit exposure to smoke and plans to assess the person's condition once outside the building.

## **Tornado Shelter**

Tornado plans should provide for the needs of the disabled person. Each disability will require a unique plan. The following are specific issues and solutions:

1. Blind individuals may need assistance getting to a designated safe zone.
2. Hearing impaired individuals will need to have the need to shelter communicated by some method other than audible signals or verbal instructions.
3. A mobility-impaired person may need assistance particularly if she is in a temporary building. Consideration should be given to locating classrooms with mobility-impaired teachers in more storm resistant construction (permanent buildings).
4. Mentally or emotionally disabled persons may become disoriented and need assistance when an alarm sounds. Plans for persons with these type disabilities should include assistance in focusing on moving to and staying in the safe zone.

## **Shelter in-place (Hazardous Materials Release)**

During a hazardous materials release the primary concerns are persons with respiratory disabilities. Plans should include assessing these individuals if an exposure occurs.

## **Lockdown**

During a lock down it is critical that plans include how to care for persons with mental or emotional disability who may become upset by the confinement. Also plans should address care for individuals with blood sugar problems (diabetic or hypoglycemia).

**Training**

A utility failure may create a crisis for an individual with a disability. Schools should know what students and staff may be affected by a utility failure. If electrical power is required for a certain person then the school should plan for the person to have access to an outlet connected to the generator.

**Communication**

The campus crisis plan should also address how to communicate with the disabled parents of students. Do parents with hearing disability have TDD access? Some parents will be unable to travel to the school so plans should address when and how a crisis involving the parent’s student will be handled. The campus plan should also address the need to inform first responders about individuals who may require additional assistance.

**Training**

Once students and staff with disabilities are identified and plans are developed all staff should be trained on specific differences included in the campus plan for those individuals. The training should be tested during each drill.

CRISIS PLAN FOR DISABLED STUDENTS AT

\_\_\_\_\_  
(Name of School)

Example:

<i>Student Name</i>	<i>Identified Need</i>	<i>Assistance Needed in Crisis</i>	<i>Prescription(s)</i>	<i>Staff Assigned</i>
EXAMPLE: John Doe	Emotionally Disturbed	He is afraid of the alarm-will need assistance to evacuate.	Yes or No	Jane Doe
<i>Staff Member</i>	<i>Identified Need</i>	<i>Assistance Needed in Crisis</i>	<i>Assistance Needed</i>	

<b>Question</b>	<b>Answer</b>
Does each disabled person identified above have an assigned "buddy" to assist them in a crisis?	
Is the "buddy" knowledgeable about the disability, willing and able to assist the disabled person? Has the disabled person agreed, if appropriate, to the assistance?	
Are audible and visual alarms provided as needed?	
Have all disabled persons and "buddies" been trained in assisting with: Evacuation Sheltering Utility Failure and Communications	
Have locations for rescue assistance from second floor been selected? Is staff assigned to assist with second floor rescue? Are staff members trained in use of evacuation chairs?	
Does plan include students with reactive airway disease? How will such students be protected from smoke or ozone exposure during a fire or other evacuation?	
Is there a plan for assisting mobility impaired students in portable buildings into the main building during a tornado drill or warning?	
Other medical needs addressed by this plan.	

# Communication with the News Media

## Campus Administrators

The district's communication plan is designed to help you through an emergency situation.

**Your first call in most emergencies is to your campus School Liaison Officer. In extreme emergencies, also dial 9-911.**

The Clear Creek School District Office of Public Information is ready to assist each principal with any situation that requires communication with the news media and the general public. Communication in emergency situations is a partnership between the district and the building administrator. In most emergency situations, the building administrator is occupied with matters of student/staff safety and administering the step-by-step process of emergency management. The Director of Public Information is charged with handling media relations after discussion with the Principal and Superintendent. From time to time, statements from the Principal may be necessary to provide reassurances to students, staff and parents. Communication in an emergency is frantic and prone to rumors and misinformation. Care should be taken to provide accurate and timely information to staff, parents, students and the media.

- ◆ Control faculty rumor mill.
- ◆ No one except authorized personnel may speak to the media. All media requests should be referred to the Office of Public Information.
- ◆ Remove student workers from phones for the duration of the emergency. They do not need to be subjected to the problems and responsibilities associated with the emergency.
- ◆ Rein in your emotional involvement and be aware of its tendencies in others.
- ◆ The media does not have an inherent right to be on school property. You can restrict access to certain areas of your building. Clear Creek ISD communication staff and liaison officers will be there to assist.
- ◆ When it becomes necessary to restrict access to the scene, enforce the rules without favoritism.
- ◆ Be professional and expect professionalism from your staff.

In any building level emergency, it is possible that the news media will contact the campus first. Refer all media requests to the Director of Public Information at 281-284-0020.

# Death at School

Call school nurse to site. Call 9-911 or SLO on radio.

Notify campus administrator.

## **Person in Charge Will:**

- Notify appropriate Assistant Superintendent of Education
- Clear students from the area
- Convene Campus Crisis Team
- Secure building to prevent media/public from entering without authorization (Liaison officers and administration)
- Ensure the family of deceased is notified in person by two crisis team members (district or campus) through pre-determined method
- 

Determine method to inform classmates, their parents and community of death. Review with the Public Information Officer prior to disseminating.

- Alert counselors and nurse at schools in which siblings are enrolled
- Identify channels of information and present information as it comes available
- Inform staff and student body
- Permit students to leave campus only with parental permission. Release students only to own parents or guardian.

Debrief crisis teams and faculty.

Log all activities and decisions.

Provide counseling individually or in groups.

- Hold Faculty meeting as soon as possible to process feelings and plan for student reactions
- Prepare to hold community meetings
- Process with community when possible
- Plan long term response and follow-up

# Evacuation Guidelines

## Person in Charge Will:

- Determine the Evacuation Site
- Notify the appropriate Assistant Superintendent for Education and School Liaison Officer (SLO)
- Using the fire drill plan, evacuate the building
- Direct teachers/staff to the pick up site for transportation or alternate site for evacuation by foot
- Students will remain with assigned staff and relocate to the alternative site. Refer to the relocation plan.
- Office staff will evacuate, taking their emergency kit (student roster with phone numbers, cell phone, staff roster, check out list, crisis management guidelines and other items as appropriate)
- In case of emergency evacuation, appropriate public notification (radio/television) will be coordinated through the Director of Public Information. Notification of alternate site will be posted on all external entrances if circumstances permit.
- Students will be released to an adult only when the adult has provided staff with appropriate identification. Written or verbal authorization to transport a child other than their own parent is required.
- Each person removing a student shall provide the following information:
  1. A signature
  2. Denote relationship to child
  3. Phone number
  4. Location where the child will be taken

# Explosion

**Warning Signal:** Tremor. If prompt evacuation is necessary, use the fire drill alarm. Immediate cover is to be taken.

If an explosion occurs within the building, or threatens the building, the teachers will evacuate the students from the building.

In case of an explosion in or around the school building:

- ◆ Sound the school fire alarm signal.
- ◆ Move to an area of safety and maintain control of the students
- ◆ Call a SLO and 9-911.
- ◆ Contact the appropriate Assistant Superintendent of Education
- ◆ Contact the Director of Public Information. Refer media calls to that office.
- ◆ Render first aid as necessary. Maintain a list of persons transported for medical care and to which hospital they have been taken.
- ◆ If it is possible to fight small fires without endangering life, do so.
- ◆ Teachers will take roll when they have reached the evacuation area using the Evacuation Roll Call Form. Report any missing children to the principal.
- ◆ Notify utility companies and Maintenance Director of any breaks or suspected breaks in lines that might present an additional hazard.
- ◆ The principal will direct further action as required.
- ◆ Students and staff will not return to the building until given the "ALL CLEAR" by emergency personnel.
- ◆ Log activities and decisions.
- ◆ Use counselors to diffuse the trauma associated with the explosion and return school to normal status as quickly as possible.



5. Teachers shall remove their class registers or records from the building when they evacuate. Roll should be taken when the students reach their designated holding location.
6. Make plans to alert and include yard crews, custodians, maintenance workers or others who might be on your campus during the drill.

# Flooding

Floods are the most common and widespread of natural disasters. Some floods develop over a period of several days, but flash floods can result in deep waters in just a few minutes. The largest danger associated with flash floods is becoming trapped in an automobile or swept away by rushing water. Small streams, gullies, creeks, culverts or drainage systems that look harmless in dry weather can flood.

## **Definitions:**

**Flood Watch:** Verbal alert – conditions are favorable for flooding. Make staff aware, but take no action.

**Flood Warning:** Rising water threatens to close roads, wash out bridges and inundate property. Move to shelter on higher ground if property is likely to flood.

## **Before the Flood:**

1. Understand the terms used to describe flooding conditions.
2. Keep emergency supplies on hand.
3. Keep portable telephones, radios and flashlights in working order.
4. Determine if your school is in a flood prone area and what the average flood depths are in the surrounding area.
5. Determine your evacuation route if flood waters begin to rise.

## **During or after heavy rains:**

1. If there is a possibility of a flash flood or if flooding has already occurred, keep children out of flood waters. Do not release them to go home until an "All-Clear" has been given.
2. If flood waters threaten the building, turn **OFF** utilities. Disconnect electrical appliances, but don't touch any electrical equipment if the floor is wet or under water.
3. Protect contents of the building by moving books, files and equipment from floors and bottom shelves to tables and cabinet tops.
4. Report broken utility lines to the Maintenance Department.
5. Remember that water sources could be contaminated. Do not use the water for drinking until given the "All Clear".
6. Call emergency personnel for evacuation to higher ground if the school is threatened by flood waters.
7. Watch out for poisonous snakes seeking higher ground.

### **Transportation**

1. Bus drivers should be familiar with street locations prone to flooding.
2. Do not attempt to drive through flooded underpasses of unknown depth. Reroute buses around flooded areas.
3. Do not release students if they will have to cross flood waters to reach home.
4. If vehicle stalls in deep, rising water, evacuate the bus and move to higher ground.

### **If vehicle stalls:**

1. If vehicle stalls in an area of mildly flowing water and the water is not above the children's knees, abandon bus to higher ground (A FLASH FLOOD MAY BE IMMINENT).
2. If vehicle stalls in deep water, or fast flowing water, act quickly to save yourself and those depending on you. Request help from passersby (YOU MAY HAVE ONLY SECONDS).

## Gas Leak

Natural gas leaks, with odor in the building, may occur and bring danger of explosion. Natural gas rises and will often be outside the building because most gas lines are outside. Natural gas is mixed with a chemical agent to give it odor. The gas goes up and the odor goes down.

### **If odor is detected in the building:**

1. Evacuate the building immediately, following the campus evacuation plan. Get students a safe distance away from the building (UPWIND).
2. Turn off main gas valve located at \_\_\_\_\_. All administrative and custodial staff should know this location.
3. Call 9-911, the SLO, and the appropriate Assistant Superintendent of Education.
4. Call the Maintenance Department of the school district.
5. When time permits, call the Public Information Office. Refer media calls to that office.
6. Keep students at a safe distance until the problem has been corrected and you have been given the "All Clear" by emergency personnel.
7. **DO NOT** turn **ON** or **OFF** any light switches.

### **If the gas leak is near the school:**

1. Bring all children inside.
2. Lock down the building and close the windows.
3. Shut off the HVAC system to prevent gas from entering the building.
4. Stay in touch with emergency personnel to determine the threat posed by the leak.
5. Prepare to evacuate the building.
6. Notify the Public Information Office and appropriate Assistant Superintendent of Education.

# General Duties of CCISD Personnel

In any emergency or disaster situation, school personnel play key roles in handling the situation until the emergency is resolved. It is very important that employee groups have specific assignments. During any emergency situation, employees should follow the lead of the administrator in charge to quickly assess and address all concerns and cover all possibilities. The following pages outline the general assignments for each employee group. Please understand that these assignments are meant to be guidelines and may vary depending upon the situation and the person delegating responsibilities.

## **Principals and Assistant Principals**

- Check all communication
- Develop an emergency plan for the campus that correlates with the directives and guidelines of the district's emergency procedures.
- Keep school personnel current on potential emergency situations and responses.
- Keep school personnel current on the meaning of all emergency alarms.
- Develop a back-up plan in case of power blackouts.
- Plan ahead by surveying the physical and structural advantages and disadvantages of the campus and select areas of comparative safety for groups to use in any disaster
- Plan primary and alternate traffic patterns within the school plans.
- Conduct all required drills for student and staff safety.
- Maintain and inspect periodically all emergency equipment and supplies.
- Know the location and mechanics of the main electrical power disconnects and gas shut-off valves on campus.
- Appoint an alternate who shall assume the duties of the principal in his/her absence and serve as the administrator in charge during emergency situations.
- Assign a qualified member of the staff to assume emergency first-aid duties in the absence of the school nurse until emergency medical personnel arrive.
- Make sure all fire lanes are kept clear of parked vehicles and other obstructions.
- Conduct an evaluation of the campus response to each emergency to improve procedures in the future.
- **Enforce the wearing of district ID badges.**

## **Teachers**

- The teachers' primary responsibility in any emergency is the care and supervision of the children charged to them.
- Know and understand the emergency guidelines outlined in the district's Emergency Procedures.
- Participate in all drills and emergency activities.
- Keep student information and grade books readily accessible in case of emergencies.
- Prepare planned activities (music, games, lessons, etc.) for use during periods of confinement or evacuation to lessen possible tension and hysteria caused by the disaster situation.
- Direct the evacuation of children under supervision to pre-determined assembly areas, in accordance with signals, alarms, warnings and orders. Carry Evacuation Roll Call Forms and Student Mobility Sheets with you to designated areas.
- Remain with the pupils until relieved by the principal or someone in authority.
- Take roll on Evacuation Roll Call Form when class relocates in an outside or inside assembly area or to another location as soon as the condition of order and safety has been sufficiently established.
- Report any missing students to the principal. If a student appears to be endangered, attempt rescue with any competent personnel.
- Contact school nurse when first aid is needed.
- If not on classroom duty, report at once to pre-assigned stations or to the school principal.
- Document any students who leave your care on the Student Mobility Sheet.
- **Wear your district ID badge at all times and question anyone not wearing one.**

## **Campus Clerical Staff**

- Document any student mobility on the Student Mobility Form within campuses and release of students from your campus.
- Operate telephones as assigned.
- Monitor radio emergency broadcast.
- Act as messengers when needed.
- Follow other directives of principal or administrator in charge.
- **Wear your district ID badge at all times and question anyone not wearing one.**

## **School Nurses**

- Stock, maintain and keep current a stock and inventory of all first aid supplies.
- Conduct first aid and medical self-help courses for school personnel and students.
- Assist the principal in designating a qualified member of the staff to assume emergency first aid duties in the absence of the nurse until emergency personnel arrive.
- Establish a list of staff that is qualified in CPR, EMT or first aid training.
- Set up procedures for care of injured within the school including first aid teams and training.
- Establish locations on campus for a first aid station, emergency intervention and temporary morgue.
- Devise a plan for solving potential health and sanitation problems.
- Organize the distribution and use of first aid.
- Triage
- Supervise administration of first aid trained staff members.
- Identify and tag victims.
- Maintain a list of hospitals where victims are sent.
- Plan, with parents and teachers of special needs students, for the need of students with chronic conditions that require medication and/or treatments. This includes students with:
  - Diabetes, needing insulin and dietary requirements
  - Asthma, needing medication or nebulizer treatments
  - Seizures, need medication
  - Special equipment or supplies, such as G-tube, suctioning, catheterization, diapers, gloves, changes of clothing, etc.
  - Other needs as identified by the nurse.
- **Wear District ID badge at all times and question anyone not wearing one.**

## **Building Custodians**

- Train staff in disaster preparation and disaster management.
- Know the location of all fire fighting equipment for immediate use. Check fire extinguishers for maintenance inspection date. Report any out-of-date extinguishers to the building operator.
- Know the location of the main electrical power panel, all lighting panels, disconnects for mechanical equipment, shut-off valves to gas supply
- Assist in rescue operations, if necessary.
- Take necessary actions to limit additional damage to the facility (windows, roofs and minor items)

- Survey and report damage to the building principal.
  - Assist food service personnel in safeguarding water supplies in the building.
- Wear your district ID badge at all times and question anyone not wearing one.**

### **Transportation/Bus Drivers**

- Assist in the evacuation of the bus fleet to inland communities in the threat of hurricane.
- Secure all loose equipment.
- Service and ready all emergency vehicles, i.e., wheelchair buses
- Transport food and emergency supplies to schools as needed.
- Place all emergency generators in "ready" position to control gasoline pumps and radio repeater. Portable radios will be available in maintenance, operations and transportation
- Service government agency and emergency vehicles.
- When emergencies occur while students are on the bus, the driver will be responsible for the care and safety of the students.
- Buses should head away from a tornado's path at a right angle. If danger is imminent, the bus driver should move children to the nearest shelter or ditch to take cover.
- Render first aid as needed.
- Take roll call after an emergency to account for each child.
- Bus drivers should remain with their students until relieved by authority of the school district.
- Prepare to assist in the immediate evacuation of students from danger zones.
- **Wear district ID badge at all times and question anyone not wearing one.**

### **Maintenance Personnel**

- Maintain emergency generators on a scheduled program.
- Deliver fuel where needed if long-term use of generators will be required.
- Move portable generators on site and install or prepare for installation as directed
- Supply keys as needed to the shelter manager.
- When school facilities are used as shelters, district personnel should, as much as is practical, assist the shelter manager in securing, protecting and using the school facility.
- Assist building personnel in locating and operating water, gas, and electrical systems

- Assist building personnel in gathering emergency equipment and supplies (fans, extension cords, small pieces of equipment).
- **Wear district ID badge at all times and question anyone not wearing one.**

### **Operations Department**

- Provide fans as needed for ventilation.
- Provide post-disaster clean-up.
- **Wear district ID badge at all times and question anyone not wearing one.**

### **Technology Department**

- Execute departmental contingency of operations plan
- Provide post-disaster support to restore communications and systems
- **Wear district ID badge at all times and question anyone not wearing one.**

## Hostage Situation

When a person enters the campus and takes one or more hostages, implement the following procedures:

- ◆ Go to emergency **Lockdown** and keep students away from windows and doors.
- ◆ Assess the situation. (Weapons, number of students involved, location)
- ◆ Contact the SLO and 9-911. Provide as much information as possible.
- ◆ Call the appropriate Assistant Superintendent of Education if time permits.
- ◆ Isolate the situation as quickly as possible, moving students and staff away from the location of the hostage situation.
- ◆ Recruit school personnel to assist in intervention activities.
- ◆ **Disable** the school bell system so classes will not be moved.
- ◆ Activate the intercom system, if available, to monitor the classroom or office where the hostage situation is occurring (listen only).
- ◆ Provide communication devices to key personnel.
- ◆ Contact the Director of Public Information and refer media calls to that office.
- ◆ Develop a class list or ascertain the names of the people being held or those which are missing.
- ◆ Provide emergency personnel with a campus map.
- ◆ In conjunction with your campus SLO, designate an area for parents and other interested parties to gather in case of a prolonged emergency.
- ◆ Establish a first aid area with nursing staff and emergency personnel.
- ◆ Coordinate the emergency team to initiate emotional support for students, school faculty and families.
- ◆ Release students only to parents or those designated on the student's emergency card.
- ◆ Follow the direction of on-site emergency personnel.

### Follow-up

After the emergency, post intervention activities may include:

- ◆ Scheduling a faculty meeting to provide information about the emergency situation and the interventions, etc.
- ◆ Provide information to students and parents the next school day regarding the handling of the emergency situation and proceed with business as usual.
- ◆ Identify students and staff still having serious emotional reactions.
- ◆ Provide counseling services through the emergency team as needed.
- ◆ Request assistance from outside agencies.

# Hurricane Procedures

## PHASE 1

### PRE-STORM CONDITION ENTERING HURRICANE SEASON

Hurricane Season is from June 1 through November 30 and with it comes a threat of possible substantial losses and interruption to the school district operation. Proper preparations and procedures can minimize the severity of losses.

1. Notify all schools of hurricane season and create awareness for preparation and response in the event of a hurricane.
2. Update the District Emergency Response Team as necessary, once a hurricane has been identified in the Gulf of Mexico.
3. Evaluate and revise, as necessary, all hurricane procedures to reflect any changes in staffing or operations.
4. CCISD and city officials need to determine which facilities will be used as shelters to the public.
5. Evaluate the condition of designated shelter locations. Clear roof drains, trim trees and shrubbery to minimize damage to buildings.
6. Take inventory of emergency supplies, tools, equipment and place orders as necessary (plywood, nails, saws, poly, batteries, tape, chain, saws, electrical generators, gas cans, food, water, etc).
7. Update vendor contacts for emergency supplies
8. Update emergency list of personnel (phone numbers, volunteers etc).
9. Identify valuable records (disks, tapes, paper, etc.), consolidate and determine protective measures and locations.
10. Make contact with the city and county emergency management offices.
11. Advise essential employees of their responsibilities and keep them updated.
12. Review departmental plans with staff and update as necessary.
13. Confirm location where busses and maintenance vehicles will be relocated. Renew as necessary.
14. Validate district IDs with local law enforcement agencies ensuring that District staff will be allowed back in to the district after the storm.
15. Review communication systems and procedures and functionality of the Emergency Communication Center.
16. Establish jurisdiction rights between Liaison office and local law enforcement agencies
17. Review insurance deductibles for the year
18. Develop all Recovery Response Teams and outline all duties

19. Develop departmental contingency plan for possible relocation and continuation of functions.

Cabinet

Maintenance

Transportation

Public Information Office

Food Service

Instruction

Law Enforcement

Technology

Facilities

Business

## **PHASE 2**

### **THREAT CONDITION MINIMUM 36-HOUR NOTICE 500 Miles**

1. Track all movements of the hurricane and update the District Emergency Response Team as necessary.
2. The District Emergency Response Team will convene as necessary to discuss response to the threat condition of a hurricane and school closing. If necessary, preparations should begin by priority to shutdown mechanical, A/C, utilities and other systems.
3. Consider when to notify the public of school closures and how it will be accomplished.
4. Notify essential employees and shelter administrators
5. Notify departmental heads to implement departmental plans.
6. Send notice to all departments, campus locations to protect valuable records/back-up systems and/or relocate.
7. Fill all vehicles that will be relocated.
8. Secure all movable material, trailers, lumber, etc, at construction sites and other district locations.
9. Assemble emergency supplies and equipment at central locations for response when needed.
10. Execute contracts for emergency supplies (fuel, generator, lumber, equipment, etc.)
11. Provide for emergency crews (food, first-aid supplies, equipment, water, radio, lights, etc.)
12. Conduct press briefings, interviews to inform community.
13. Update phone numbers from key persons who will evacuate their homes to other locations.
14. Check and secure all radios and recharge batteries, test equipment, reassign cellular phones.
15. Assign back-up people and vehicles in the event of communication failure.
16. All communication systems and equipment are to be checked.
17. Coordinate Communication and Safety Evacuation Procedures with local law enforcement agencies.
18. Stock shelters and the emergency command center as needed.
19. Follow Technology Department contingency operations plan to secure district data and ensure communication devices are functional.

## **PHASE 3**

### **HURRICANE WARNING 24-HOUR NOTICE 250 Miles**

The National Hurricane Center will issue a Hurricane Warning and an action notice 24 hours before hurricane conditions are expected. Warnings identify where winds of at least 74 miles per hour are expected or where dangerously high waters of exceptionally high waves are forecast.

**The State of Texas may make a determination that the hurricane warrants a mandatory evacuation. If so, the district will follow the prescribed guidelines.**

1. Open the Emergency Command Center at the Technology Learning Center, and monitor radio/TV weather reports and report to the District Emergency Response Team.
2. All key response personnel are to be notified and assigned to their locations.
3. Ensure schools are properly secured, locked, armed and monitored. This would also include other non-school facilities such as the ESC, Records Center, etc.
4. Begin planning an information system to news media and activate measures with city and county offices of emergency planning.
5. Upon notice from the City's Emergency Management Office, open shelters at designated schools
6. Activate Emergency Command Center with supplies (food, water, first aid kits, bedding, etc.)
7. Place sandbags at vulnerable locations.
8. Ensure all flammable, combustible liquid lines are shut-off at source to buildings. Coordinate with Technology department before shutting off electrical power and insure generator is operational and fuel storage topped off..
9. Obtain portable power generators and fuel cans.
10. Begin moving busses and maintenance vehicles to higher ground
11. Follow Technology department contingency operations plan and shut down all non-essential systems. (Essential systems are defined as those that facilitate emergency communications)

## **PHASE 4**

### **HURRICANE STRIKE 0-12 HOURS OR LESS 125 Miles**

National Hurricane Center will issue a Hurricane Strike with landfall prediction of 12 hours or less.

If hurricane is categorized at "2" or higher, all CCISD personnel will evacuate the command center and campus areas.

1. All hurricane preparations should be completed by this time.
2. Shelters should be opened to serve community and should be properly staffed.
3. Represent CCISD at City Emergency Management Office if needed.
4. Power off utilities to non-essential buildings

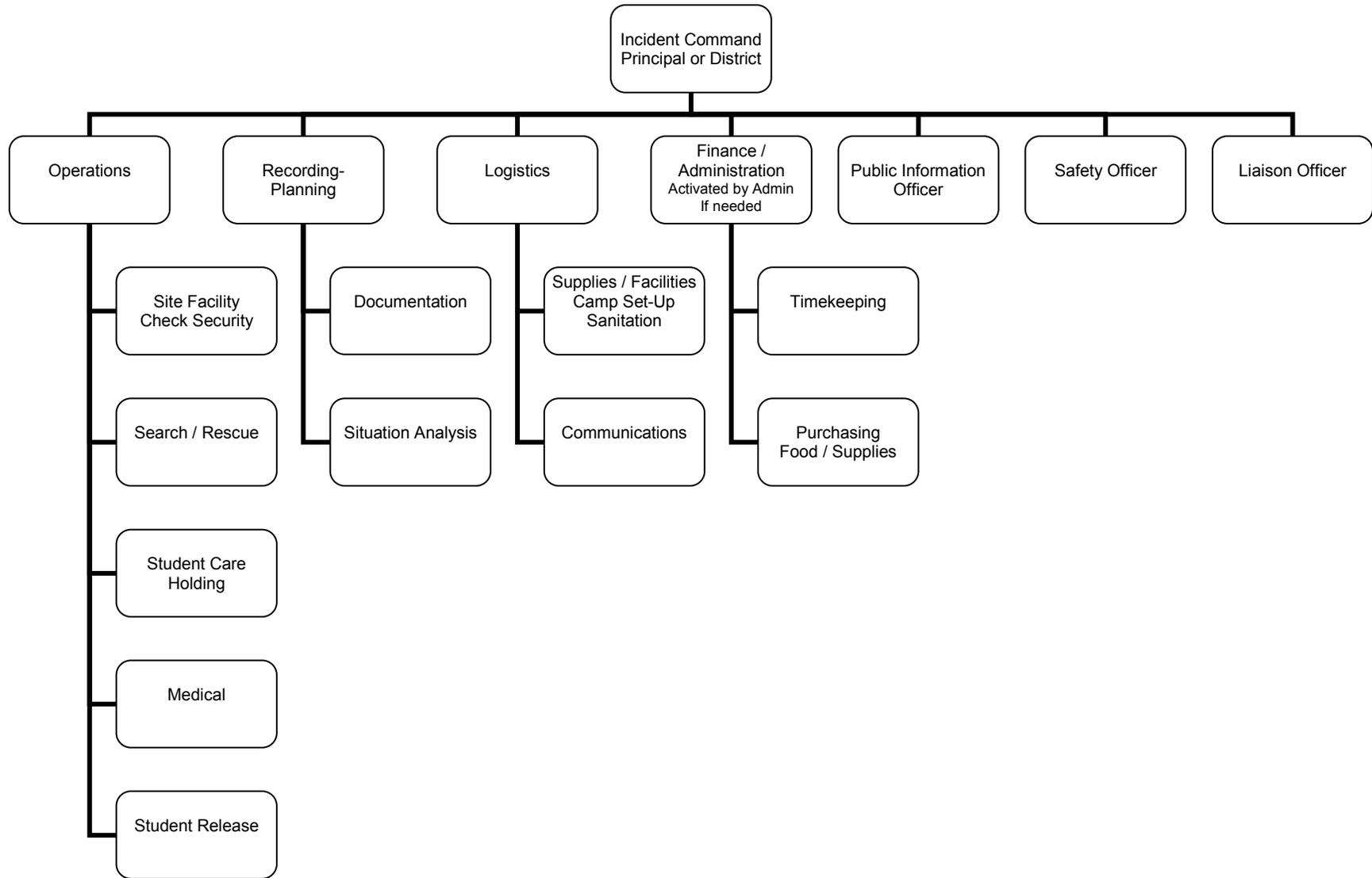
## **PHASE 5**

### **RECOVERY AND RESTORATION ASSESSMENT AFTERMATH**

Actions are needed to protect the District's assets from further loss or theft and to reestablish the District's facilities for operation.

1. Assure chain of command
2. Move to alternate headquarters and discuss pending issues; first official day of work, pay schedule, etc.
3. Establish campus damage assessment team for estimated restoration costs, surveys, reconstruction, etc. This may include professional engineers and coordinate architects.
4. Provide employee support (flexible work hours, crisis counseling, care packages, etc.)
5. Video tape damage of all property
6. Conduct salvage operations and debris removal (branches, wires, etc)
7. Take inventory of damaged foods, equipment, storage and begin replenishing.
8. Complete damage reports for FEMA (with 24 hours)
9. Ensure security against potential looters.
10. Evaluate facilities and their capability to handle instruction (alternate facilities).
11. File necessary insurance loss reports.
12. Restore Fire/Intrusion Alarm Systems
13. Action(s) as needed and or required by conditions as they are presented.

# Incident Command Organizational Chart and Responsibilities



## **Incident Commander Responsibilities**

### **Responsibilities**

The Incident Command (IC) is solely responsible for emergency disaster operations and shall remain at the Command Post (CP) to observe and direct all operations, ensure the safety of students, staff, and others on campus. The IC should lead by example. Your behavior sets the tone for staff and students.

### **Start Up Actions**

- Obtain your personal safety equipment: hard hat, vest, clipboard (with job description attached).
- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement emergency/disaster plan and hazard specific procedures.
- Develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in "Incident Assignments" form
- Appoint a backup or alternate IC

### **Ongoing Operations Duties**

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with Chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through Communications) to school district on status of students, staff, and campus as needed. (Site Status Report)
- Devise and communicate revised incident action plans as needed.
- Begin student release when appropriate.
- Note: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.
- Authorize release of information.
- Utilize your backup; plan and take regular breaks 5-10 minutes per hour; relocate away from the Command Post.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Release teachers as appropriate per district guidelines. By law, during a disaster, teachers become "disaster workers".
- Remain on and in charge of your campus until redirected or released by the Superintendent.

### **Closing Down**

- Authorize deactivation of sections, branches, or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear", contact the district before taking any further action.
- Ensure that any open actions not yet complete will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

### **Command Post equipment/Supplies**

- Campus Map
- Master Keys
- Job description clipboards
- Command Post Trays (pens, etc.)
- Flashlight with batteries
- School district radio
- Campus Two-Way radios
- AM/FM radio with battery
- Bullhorn
- Vest
- Helmet
- Staff and Student Rosters
- Duplicate rosters
- Disaster response forms
- Table and Chairs (if CP is outdoors)
- Campus Emergency Planning Guides.

# Incident Safety Officer Responsibilities

## Responsibilities

The safety officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.

## Start Up Actions

- Check in with the Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as a vest, if available.
- Open and maintain a position log.
- Maintain all required records and documentation to support the history of the emergency or disaster:
  - Messages received
  - Action taken
  - Decision justification and documentation
  - Requests filled

## Operational Duties

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that the responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the IC advised of your status and activity and on any problem areas that now need or will require solutions.

## Closing Down

- When authorized by the IC, deactivate the unit and close out all logs.
- Provide logs and other relevant documents to the Documentation Unit.
- Return all equipment and reusable supplies to logistics.

## Equipment/Supplies

- Vest or identifier
- Hard hat
- Clipboard, paper, pens
- Two-way radio (with batteries)

## **Incident Liaison Officer Responsibilities**

### **Responsibilities**

The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

### **Start Up Actions**

- Check in with Incident Commander (IC) for situation briefing.
- Determine your personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on your position identifier, such as vest, if available.
- Open and maintain a position log.
- Maintain all required records and documentation to support the history of the emergency or disaster.

### **Operational Duties**

- Brief agency representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- Provide periodic update briefings to agency representatives as necessary.

### **Closing Down**

- At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members are to sign out through Timekeeping.
- Return all equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Equipment**

- Vest or position identifier, if available
- Two-way radio
- Clipboard, paper, pens

## **Incident Public Information Officer (PIO) Responsibilities**

### **Personnel**

Available staff with assistance from volunteers

### **Policy**

The public has the right to know important information related to an emergency/disaster at the school site **as soon as it is available**.

The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.

News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).

Information released must be consistent, accurate, and timely.

### **Start Up Actions**

- Determine a possible "news center" site as a media reception area (located away from the Command Post and Students). Get approval from the Incident Commander.
- Identify yourself as the PIO (by vest, visor, sign, etc.)
- Consult with the district PIO to coordinate information release.
- Assess the situation and obtain a statement from the Incident Commander. Tape-record it if possible.
- Advise arriving media that the site is preparing a release and the approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

### **Operational Duties**

- Keep up-to-date on the situation.
- Statements must be approved by the Incident commander and should reflect:
  - Reassurance (EGBOK – "Everything's going to be OK").
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation – condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.

- Best routes to the school, if known and if appropriate.
- Any information the school wishes to be released to the public.
- Read statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality and employment impact. Avoid speculation, bluffing, lying, taking "off the record", arguing, etc. Avoid using the phrase "no comment".
- Remind school staff and volunteers to refer all questions from the media or waiting parents to the PIO.
- Update information periodically with the Incident Commander.
- Ensure that announcements and other information are translated into other languages as needed.
- Monitor news broadcasts about the incident. Correct any misinformation heard.

### **Closing Down**

- At the Incident Commander's direction, release PIO staff when they are no longer needed. Direct staff members are to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Supplies / Equipment**

- Id Vest
- Paper/pencils/marketing tape
- School site map(s) and area maps
- Laminated poster board size for display
- Battery-operation AM/FM radio
- Scissors
- 8 ½ x 11 handouts

### **Forms**

- Disaster Public Information Release Work Sheet
- Sample Public Information Release
- School Profile or School Accountability Report Card (SARC)

# Incident Operations Chief Responsibilities

## Responsibilities

The Operations Chief manages the direct response to the disaster, which can include the following:

- Site Facility Check/Security
- Search/Rescue
- Student Care
- Medical
- Student Release

## Start Up Actions

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

## Operational Duties

- Assume the duties of all operations positions until staff is assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Provide logs and other relevant documents to the Documentation Unit.
- If additional staff or supplies are needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search/Rescue operations. Appoint S&R Team Leader to direct their operations if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

## Closing Down

- At the Incident commander's (IC) direction, release Operations staff no longer needed.
- Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs.

**Equipment/Supplies**

- Vest or position identifier, if available
- S&R equipment
- Two-way radio
- Clipboard with job descriptions
- Paper, pens
- Forms: Sweep & Rescue maps; Large campus map

## **Incident Site Facility Check / Security Responsibilities**

### **Responsibilities**

Take no action that will endanger you.

### **Start Up Actions**

- Wear hard hat and orange identification vest, if available.
- Take appropriate tools.
- Put batteries in flashlight, if necessary.

### **Operational Duties**

- As you do the following, observe the campus and report any damage by radio to the command post. Remember, if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
- Lock gates and major external doors.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, *if gas is leaking*, shut down gas supply.
- Shut down electricity only if the building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is "locked down" and report same to CP.
- Advise CP of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Route fire, rescue, police, etc. as appropriate.
- Direct all requests for information to the Public Information Officer.

### **Closing Down**

- Return all equipment and reusable supplies to Logistics.
- When authorized by the Incident commander, close out all logs. Provide logs and other relevant documents to the Documentation unit.

### **Equipment/Supplies**

- Wear vest, hard hat, work gloves, and whistle.
- Carry campus two-way radio, master keys, and clipboard with job description.
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape and shutoff tools – for gas (crescent wrench).

## **Incident Search / Rescue Teams Responsibilities**

### **Safety**

Buddy System: Minimum of two persons per team. Take no action that will endanger you.

### **Start Up Actions**

- Obtain necessary equipment from container. See list below.
- You must be wearing sturdy shoes and long sleeves.
- Put batteries in flashlight.
- Check at Command Post (CP) for assignment.

### **Operational Duties**

- Report gas leaks, fires, or structural damage to CP immediately upon discovery.
- Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader.
- Use yellow caution tape to barricade hazardous area.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio that the room has been cleared (ex: "Room 303 is clear."). Remember, if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
- When an injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.
- Record exact location of damage on triage tally. (I=immediate, D=delayed, DEAD=dead on map and report information to CP.)
- Keep radio communication brief and simple. No codes.

### **Closing Down**

- Return all equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/Supplies**

- Wear vest, hard hat, work and latex gloves, & whistle with master keys on neck lanyard.
- Wear first aid backpack.
- Carry campus two-way radio and clipboard with job description & map indicating search plan.
- Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

## **Incident Student Care / Teacher Responsibilities**

All teachers and substitute teachers

### **General Responsibilities**

- Assess the situation and remain calm.
- If the ground is shaking or wind is blowing to the point that glass breakage or other damage to the school poses a risk to students, lead "drop, cover, and hold."

### **Lockdown or Shelter in Place**

- If gunfire or explosions are heard, get everyone to lie flat on the floor.
- If shelter in place is activated, follow procedures as described in your school's plan.

### **Evacuation**

- Check with your buddy staff and assist as necessary.
- Take classroom kit, emergency cards, and roll book.
- Evacuate to emergency assembly area
  - o Check with your buddy and assist or, if necessary, to evacuate both classes together.
  - o Use the safest route; stay alert for hazards; move quickly and quietly.
  - o Close the classroom door, but leave it unlocked for search and rescue access.

### **Assembly Area**

- Instruct the students to sit on the grass or blacktop.
- Take attendance and complete a Student Accounting Form.
- One of each pair of buddy teachers must take the accounting forms to Documentation and Reports (at Command Post)

### **Remaining Supervising Teacher / Support Staff**

- Supervise and reassure students.
- Administer first aid as necessary, or send to First Aid area with emergency card.
- Keep record of the location of students at all times using the student accounting form.
- Be alert for latent signs of injury/shock in all students.

### **Student Release**

- Student runners will bring the form requesting student.
- Note that the student has left on student accounting form.

**Equipment/Supplies**

- Class lists
- Student information sheets / Emergency Forms / Student Accounting Form
- First Aid Kit and Classroom Kit (if available)
- Clipboard
- Pen or pencil

## **Incident Student Care-Holding Responsibilities**

### **Personnel Responsibilities**

- First Aid trained staff and volunteers.
- Take no action that will endanger you.
- Staff must be able to both supervise the students and assemble the first response teams to the incident.
- Designated employees and substitute staff will remain with the students while other staff are forming the first response teams.

### **Start Up Actions**

- Wear identification vest if available.
- Take job description, clipboard, and radio.
- Check in with Operations Chief for situation briefing.
- Assign personnel to assignments as needed.
- If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the set-up of portable toilet facilities and hand washing stations.
  - Gather appropriate supplies. (See below)

### **Operational Duties**

- Monitor safety and well-being of the students and staff in the Assembly Area.
- Teachers and/or Teacher Buddies bring students to designated holding area.
- Determine the extent of injuries (teachers or teacher buddies assess each class and report to you.) Administer First Aid as needed. Report to OP.
- Support the Student Release process by releasing students with appropriate paperwork. Keep accurate records of care given.
- Update records of the number of students and staff in the assembly area (or in the buildings)
- Determine need for shelter or protection from weather.
- Provide activities and keep students reassured.
- Coordinate shelter and food if shelter in place is required.
- Coordinate student movement to and from hygiene/toilet facilities.
- Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions. (diabetes, asthma, etc.).

### **Closing Down**

- Return all equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment / Supplies**

- Blankets; bags
- Vest, radio, clipboard, pens
- Ground cover, tarps
- First aid kit, water, food, sanitation supplies
- Activity supplies
- Forms: Student Accounting, Notice of First Aid Care

## **Incident Medical Responsibilities**

### **Responsibilities**

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief (OC) or Incident Commander (IC) when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

### **Start Up Actions**

- Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate, two to delayed, and two to psychological.
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry ("triage") into treatment area.
- Establish "Immediate" and "delayed" treatment areas.
- Set up a separate Psychological First Aid area if staff levels are sufficient.

### **Operations Duties**

- Oversee care, treatment, and assessment of patients.
- Ensure caregiver and rescuer safety.
- Latex gloves for protection from body fluids, replace with new gloves for each patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate, secure area; follow guidelines.
- Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions. (diabetes, asthma, etc.)

**Closing Down**

- At the Incident Commander's direction, release any medical staff that are no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment / Supplies**

- First Aid Supplies
- Job description clipboards
- Stretchers, blankets
- Quick reference medical guides
- Vests, if available
- Table & chairs
- Marking pens
- Ground coverings, tarps

## **Incident FEMA Recommendations – Medical Branch Morgue Responsibilities**

### **Personnel**

To be assigned by Operations Section Chief if needed.

### **Start Up Actions:**

- Check with Operations Section Chief for direction.
- If directed, set up a morgue area. Verify:
  - Tile, concrete, or other cool floor surface.
  - Accessible to coroner's vehicle.
  - Remote from the assembly area.
  - Security: keep unauthorized persons out of the morgue.
- Maintain a respectful attitude.

### **Operations Duties**

After pronouncement or determination of death:

- Confirm person is actually dead.
- Do not move the body until directed by the command post.
- Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- As soon as possible, notify the Operations Section Chief, who will notify Incident Commander who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the coroner.
- Keep accurate records and make them available to law enforcement and/or the coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified – how, when, by whom.
  - Name of person filling out tag.
- Attach one tag to body.
- If coroner's office will not be able to pick up body soon, place in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body, store separately near the body.

### **Closing Down**

After all bodies have been picked up, close down the morgue.

- Return equipment and unused supplies to Logistics.
- Clean up the area, dispose of hazardous waste safely.
- Complete all paperwork and turn in to the Documentation Unit.

### **Equipment / Supplies**

- Tags
- Plastic brush
- Vicks VapoRub
- Stapler
- Pens / pencils
- Duct tape
- Plastic tarps
- 2" cloth tape

## **Incident Student Release Responsibilities**

### **Personnel**

Available staff and disaster volunteers. Use buddy system.

- Student Release process is supported by student runners.

### **Responsibilities**

- Assure the reunification of students with their parents or authorized adult through separate Request and Release gates.
- Check with Operations Chief for assignment to Request Gate or Release Gate.
- Obtain necessary equipment and forms from Logistics.
- Secure area against unauthorized access. Mark gates with signs.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
- Set up Release Gate some distance from Request Gate.

### **Operational Duties**

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!

### **Procedures**

- Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification and verifies that the requester is listed on Emergency Form.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Forms (one at each gate), staff files the Emergency Form in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form to the designated holding area or classroom.
- Note: If the parent refuses to wait in line, don't argue. Note the time with appropriate comment on Emergency Form and place in box.

### **If Student is with class**

- Runner shows Student Release Form to Student Holding staff
- Student Holding marks the box "Sent with Runner"
- If appropriate, teacher sends parent copy of the first aid form with the runner.

- Runner walks student(s) to the Release Gate.
- Runner hands paper work to release personnel.
- Release staff match student to requester and asks requester to sign lower portion of Student Release Form and releases student.

### **If Student is not with class**

- Student Holding makes appropriate notation on Student Release Form:
  - Absent (if the student was never in school that day)
  - First Aid (if the student is in Medical Treatment Area)
  - Missing (if student was in school but now cannot be accounted for).
- Runner takes Student Release form to Command Post.
- CP verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "missing" forms to Command Post for verification.
- Parent should be notified of missing student status and escorted to Medical Treatment Area by adult.
- If student is in First Aid, parent should be escorted to Medical Treatment Area by adult.
- If student was marked absent, parent will be notified by staff member.

### **Closing Down**

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into Documentation Unit.

### **Equipment / Supplies**

- Job description clipboard
- Pens, stapler
- Binders of Emergency Forms (Schedules)
- Signs to mark Parent Request Gate and Release Gate
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes.
- Forms: Student Release Form (copies for every student).

## **Incident Recording/Planning: Recording/Planning Chief Responsibilities**

### **Personnel Responsibilities**

This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resources status.

### **Start Up Actions**

- Check in with Incident commander (IC) for situation briefing
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

### **Operational Duties**

- Assume the duties of all Planning/Intelligence positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the IC in developing and writing action plans.

### **Closing Down**

- At the IC's direction, deactivate the section and close out all logs.
- Complete all paperwork and turn into Documentation Unit.
- Verify that closing tasks of Recording/Planning have been accomplished.
- Return equipment and reusable supplies to Logistics.

### **Equipment / Supplies**

- Two-way radio
- File Box(es)
- Dry erase pens
- Tissue
- Large site map of campus, laminated
- Paper, pens
- Job description clipboard
- Forms
- Emergency Time / Situation Report
- Sample log
- Student Accounting Form

## **Incident Documentation Responsibilities**

### **Personnel Responsibilities**

This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and status of resources.

### **Start Up Actions**

- Check in with Recording/Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics
- Put on position identifier, such as vest, if available.
- Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

### **Operational Duties / Records**

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communications with district Emergency Operations Center. (EOC)
- Record verbal communication for basic content.
- Log in all written reports.
- Fill all reports for reference. (File Box)
- Important:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents.

### **Student and Staff Accounting**

- Receive, record, and analyze Student Accounting forms
- Check off staff roster. Compute number of students, staff, and others on campus Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

### **Closing Down**

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

**Equipment / Supplies**

- Two-way radio
- File boxes
- Paper, pens
- Job description clipboard
- Forms
- Emergency Time / Situation Report
- Sample log
- Student Accounting Forms.

## **Incident Situation Analysis Responsibilities**

### **Personnel Responsibilities**

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

### **Start Up Action**

- Check in with Planning/Intelligence Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

### **Operations Duties**

#### **Situation Status (Map)**

- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture of status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

#### **Situation Analysis**

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post (CP) to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post personnel. Refer all other requests to the Public Information Officer.

### **Closing Down**

- Close out all logs and turn all documents into Documentation unit.
- Return equipment and reusable supplies to Logistics.

### **Equipment / Supplies**

- Two-way radio
- Paper, pens, dry-erase pens, tissues
- Job description clipboards
- Large site map of campus, laminated
- File boxes
- Map of county or local area

## **Incident Logistics Chief Responsibilities**

### **Responsibilities**

The Logistics Section is responsible for providing facilities, services, personnel, equipment and materials in support of the incident.

### **Start Up Actions**

- Check in with Incident Commander (IC) for situation briefing.
- Open supplies container or other storage facility.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

### **Operations Duties**

- Assume the duties of all Logistics positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment, and personnel needs with the IC.
- Maintain security of cargo container, supplies, and equipment.

### **Closing Down**

- At the IC's direction, deactivate the section and close out all logs.
- Verify that closing task of all Logistics positions have been accomplished.
- Inventory equipment and supplies.
- Reorder/restock as needed.
- Secure all equipment and supplies.

### **Equipment / Supplies**

- Two-way radio
- Job description clipboard
- Paper, pens
- Container or storage facility and all emergency supplies stored on campus
- Clipboards with volunteer sign in sheets
- Forms
- Inventory of emergency supplies on campus
- Site Status report
- Communications log
- Message forms.

## **Incident Supplies / Facilities Responsibilities**

### **Personnel Responsibilities**

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

### **Start Up Actions**

- Check in with Logistics Chief for situation briefing.
- Open supplies container or other storage facility if necessary.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

### **Operational Duties**

- Maintain security of cargo container, supplies, and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.

### **Closing Down**

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Inventory supplies and equipment; reorder as needed.
- Secure all equipment and supplies.

### **Equipment / Supplies**

- Two-way radio
- Job description clipboard
- Master key for storage area
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Forms
- Inventory of emergency supplies on campus.

## **Incident Logistics: Communications Responsibilities**

### **Personnel**

Supported by student or disaster volunteer runners and disaster volunteer who is a qualified amateur radio operator.

### **Responsibilities**

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

### **Start Up Actions**

- Set up Communications station in a quiet location with access to the Command Post (CP).
- Turn on radios and advise CP when ready to accept traffic.

### **Operational Duties**

- Communicate with district EOC per district procedure.
- At the direction of the Incident Commander (IC) report status of students, staff, and campus, using Site Status Report Form.
- Receive and write down all communications from the district EOC.
- Use runners to deliver messages to the IC with copies to the Recording/Planning Chief.
- Maintain Communications Log: date/time/originator/recipient.
- Follow communications protocol. Do not contact the city directly if the district EOC is available.
- Direct the media or the public to the Public Information Officer.
- Monitor AM/FM radio for local emergency news.

### **Closing Down**

- Close out all logs, message forms, etc. and turn them over to the Documentation unit.
- Return all equipment and unused supplies to Logistics.

**Equipment / Supplies**

- Two-way radio with spare batteries
- Job description clipboard
- Paper, pens
- Table and chairs
- AM/FM radio
- File boxes, tote tray for outgoing messages
- Forms
- Site Status Report
- Message Forms

## **Incident Finance Administration Chief Responsibilities**

### **Personnel Responsibilities**

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintains financial records, tracks and records staff hours.

### **Start up Actions**

- Check in with the Incident Commander (IC) for situation briefing.
- Put on position identifier, such as vest, if available.
- Check in with Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

### **Operational Duties**

- Assume the duties of all Finance/Administration positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

### **Closing Down**

- At the IC's direction, deactivate the sectional and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished.
- Secure all documents and records.

### **Equipment / Supplies**

- Job description clipboard
- Paper, pens
- Forms: Staff Duty Log

## **Incident Finance Administration Timekeeping Responsibilities**

### **Personnel Responsibilities**

This unit is responsible for maintaining accurate and complete records of staff hours.

### **Start Up Actions**

- Check in with Finance/Administration Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Locate and set up work space.
- Check in with the Documentation Clerk to collect records and information which is related to personnel time keeping.

### **Operational Duties**

- Meet with Finance/Admin. Chief to determine process for tracking regular and overtime staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

### **Closing Down**

- Close out all logs.
- Secure all documents and records.

### **Equipment / Supplies**

- Job description clipboard
- Paper, pens
- Forms: Staff Duty Log

## **Incident Finance Administration Purchasing Responsibilities**

### **Responsibilities**

This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in an emergency situation, it may be necessary for school sites to acquire certain items quickly.

### **Start Up Actions**

- Check in with Finance/Admin. Chief for situation briefing.
- Put on position identifier, such as vest if available.
- Locate and set up work space.
- Check in with Documentation Clerk to collect records and information which relate to purchasing.

### **Operational Duties**

- Meet with Finance/Admin. Chief to determine process for tracking purchases.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

### **Closing Down**

- Close out all logs.
- Secure all documents and records.

### **Equipment/Supplies**

- Job description clipboard
- Paper, pens

# Lightning and Severe Weather Guidelines

The following is a lightning and severe weather guidelines for CCISD. This procedure is based on the latest research and position statements adopted by different professional societies and associations surrounding lightning and severe weather conditions.

## 1. Purpose:

To establish the procedures and guidelines for severe weather storms, in particular lightning strikes, thereby helping to ensure the safety of students, student-athletes, coaches, sponsors, and others associated with all outdoor activities, as well as indoor swimming-pool activities.

## 2. Information:

Lightning is the most consistent and significant weather hazard that may affect outside activities. It is considered to be the most frequently encountered severe storm hazard. According to the National Severe Storms Laboratory (NSSL) it is estimated that millions of lightning flashes strike the ground annually in the United States. From these lightning strikes, nearly 100 deaths and 400 injuries occur on a yearly basis. Three quarters of all lightning casualties occur between May and September, and nearly four fifths occur between 10:00 a.m. and 7:00 p.m., which coincides with the hours for most athletic activities. While the probability of being struck by lightning is extremely low, the odds are significantly greater when a storm is in the area and the proper safety precautions are not followed. Additionally, lightning casualties from sports and recreational activities have risen alarmingly in recent decades. The references and research associated with this procedure are appropriate resources for obtaining further information concerning lightning strikes.

## 3. Goal:

The goal of this lightning procedure has four main points. First, to establish an appropriate chain of command for identifying whom is responsible for making the call to remove individuals from outside activities and seek a safe-shelter. Secondly, designate a weather watcher, whereby a person looks for signs of threatening weather and notifies the chain of command if severe weather becomes dangerous. Thirdly, establish a formal guideline for monitoring local weather forecasts and warnings. And finally, establish guidelines for a safe-shelter at outside athletic and extra-curricular venues.

## 4. Participants / Responsibilities:

Participating in the lightning procedure is the responsibility of everyone associated with the school district. This will help ensure the safety and

wellbeing of all involved in physical education classes, athletics, and other outside sponsored activities.

- a. Physical Education Classes (all campuses)
  - i. The building principal has the highest level of authority to remove participants from outside physical education classes in order to seek a safe shelter within the guidelines established from the regulating criteria of this procedure.
  - ii. Physical Education instructors have the responsibility and authority to remove participants from outside activities in order to seek a safe shelter within the guidelines established from the regulating criteria of this policy.
- b. Athletic Activities (all campuses) (Table 1)

The Head Athletic Trainer and/or the Assistant Athletic Trainer

- i. Has the highest level of authority to remove participants from athletic venues or activities in order to seek a safe shelter within the guidelines established from the regulating criteria of this procedure.
- ii. Should act as a weather watcher and look for signs of threatening and/or severe weather during athletic practices and events.
- iii. Has the responsibility to check local forecast daily for the possibility of severe weather and notifying all head coaches and campus coordinators if there is a possibility of severe weather for that particular day.
- iv. May also monitor severe weather via a weather radio for the latest updates from the National Weather Service.
- v. If an athletic practice or event has been suspended due to severe weather, the head athletic trainer and/or assistant athletic trainer should notify the athletic director immediately.

Campus Coordinators, Head Coaches and/or Assistant Coaches

- i. In the absence of a licensed athletic trainer, the campus coordinators, head coach and/or assistant coach has the responsibility and authority to remove participants from athletic venues or activities in order to seek a safe shelter within the guidelines established from the regulating criteria of this procedure.
- ii. In the absence of a licensed athletic trainer, the campus coordinators, head coach and/or assistant coach has the responsibility and authority to act as a weather watcher and look for signs of threatening and/or severe weather during athletic practices and events.

- iii. If an athletic practice or event has been suspended due to severe weather, the Head Coach and/or Assistant Coach should notify the Athletic Director immediately.
- c. UIL Sponsored Activities and Other School District Sponsored Activities Activity Sponsor
  - i. In the absence of the building principal, the sponsored activity sponsor has the responsibility and authority to remove participants from outside venues or activities in order to seek a safe shelter within the guidelines established from the regulating criteria of this procedure.
  - ii. In the absence of the building principal, the sponsored activity sponsor has the responsibility and authority to act as a weather watcher and look for signs of threatening and/or severe weather during outside practices and events.

## **5. Regulating Criteria: (Table 2)**

### **a. Flash-to-Bang Method:**

This is the easiest and most convenient means for determining the distance to a lightning flash and can also be used to determine when to suspend or postpone activities. The flash-to-bang method is based on the fact that light travels faster than sound, which travels at a speed of approximately 1.61 km (1 mile) every 5 seconds. To use the flash-to-bang method, begin counting on the lightning flash, and stop counting when the associated clap of thunder is heard. When storms have a high flash rate, it is important to correlate a specific flash with the thunder it produced. Divide the time to thunder (in seconds) by five (5) to determine the distance (in miles) to the lightning flash. A flash-to-bang count of at least 30 seconds is the cut-off as when to suspend or postpone athletic activities. As the flash-to-bang count approaches 30 seconds, all persons should be seeking, or already inside, a safe structure or location. Criteria for resumption of activities is a wait period of at least 30 minutes after the last sound (thunder) or observation of lightning before leaving the safe shelter to resume activities. Each time lightning is observed or thunder is heard, the 30-minute clock should be reset.

### **b. SkyScan Lightning Detector:**

The SkyScan lightning detector will be used as an aid to the "Flash-to-Bang" method of lightning monitoring in this policy. Even though technology and instrumentation have proven to be effective, they cannot guarantee safety. The SkyScan will be used to enhance warning during the initial stages of the storm by detecting lightning in relation to the area of concern.

## **6. Definition of a Safe Shelter:**

- a. A safe location is any substantial, frequently inhabited building. The building should have four solid walls (not a dug out), electrical and telephone wiring, as well as plumbing, all of which aid in grounding a structure.
- b. The secondary choice for a safer location from the lightning hazard is a fully enclosed vehicle with a metal roof and the windows completely closed. It is important to not touch any part of the metal framework of the vehicle while inside it during ongoing thunderstorms.
- c. It is not safe to shower, bath, or talk on landline phones while inside of a safe shelter during thunderstorms. Furthermore, trees are not considered safe shelter.

## **7. Obligation to Warn:**

Lightning may be understood to all as a dangerous phenomenon, but the seeking of safe shelter and the specific time one should vacate to safety is generally not known.

### **a. Stadium Announcements (Table 3)**

Stadium announcements shall be repeated over the public address system.

### **b. Posted Awareness Instructions**

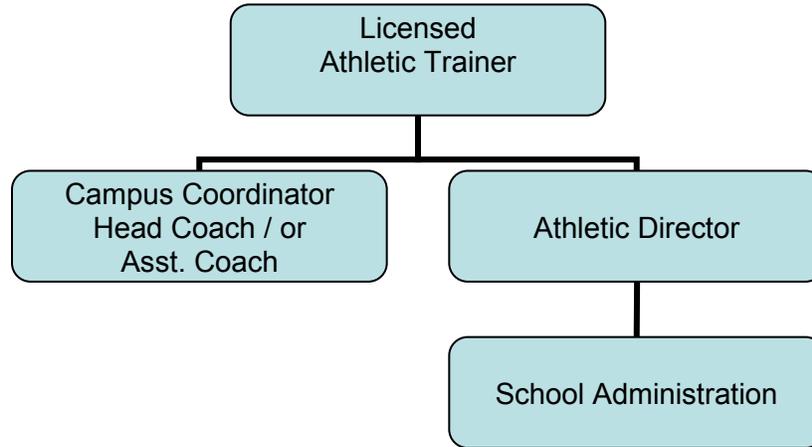
Colorful notices and safety instructions should be promulgated and posted in visible, high traffic areas at outdoor venues and practice facilities.

## **8. First-Aid for Lightning Strikes:**

- a. People who have been struck by lightning do not carry an electrical charge. Therefore, cardiopulmonary resuscitation (CPR) is safe for the responder. If possible, an injured person should be moved to a safer location before starting CPR.
- b. Lightning-strike victims who show signs of cardiac or respiratory arrest need emergency help immediately. Prompt, aggressive CPR and early activation of EMS has been highly effective for the survival of victims of lightning strikes.
- c. The athletic trainers, coaches, UIL sponsors, or other trained first-aid providers and/or medical personnel should consider his or her own personal safety before entering into a dangerous situation and rendering care.

**Table 1**

### **Chain of Command for Lightning Policy**



**Table 2**

### **Regulating Criteria for Lightning Strikes The 30-30 Rule**

Criteria for suspension of activities	As the flash-to-bang count gets shorter, approaching 30 seconds, all individuals should already be inside a safe shelter.
Criteria for resumption of activities	Wait at least 30 minutes after the last sound (thunder) or observation of lightning before leaving the safe shelter to resume activities.

**Table 3**

### **Public Address Announcements**

*"May I have your attention please? Due to the weather conditions and threat of lightning, we are delaying play on the field for the safety of our athletes and you the fans. We recommend that you exit the stands in an orderly manner and seek shelter under the bleachers or exit the stadium for safety. This suspension will last a minimum of 30 minutes." (repeat twice)*

## Lockdown

This procedure is used when an intruder invades the premises or there is an imminent danger to the campus. In the event that a crisis occurs report the incident to the front office, all students should be kept behind locked doors and the following steps should be taken:

### Faculty/Staff Response:

- An alert phrase should be used and all students kept in classes until the "All Clear" is given. The bell system should be shut off, if possible. Each building should use the alert phrase "**SECURE THE BUILDING.**" Available personnel should then be given a gathering location (i.e. principal's office) where they are to meet.
- Each teacher should be assigned a "Safety Partner/Buddy Teacher" who is next door or across the hallway. Name of safety partner \_\_\_\_\_ in the event that your safety partner has a substitute make certain that the substitute teacher knows what steps should be followed to ensure safety of the students.
- All teachers will have a **green laminated card** with their room number printed on the card. This green card should be located near the door in their classrooms. If "SECURE THE BUILDING" alert is given, all teachers and personnel who are supervising students will lock their doors and place the green laminated card in the hallway in front of their door if they are free of the incident. This will allow administrators and law enforcement agencies to know which classrooms are clear, and that the situation / perpetrator is not in these rooms. Lights should be turned off and students should be moved to an area in the room that cannot be observed from the door. **No paper should cover windows in classroom doors at any time.**
- Available personnel who are not with students should report to the "Staging Area" (if identified) immediately to meet with the Person in Charge. Any students who are found in the hallway should be placed in the closest classroom. The receiving teacher should call the student's teacher or campus administrator as soon as possible and inform them that the student has been accounted for.
- Students who are in physical education classes should be secured in the gyms.
- Students who are in the library will remain in the library until the all clear is given. Doors should be locked.
- If a crisis occurs during a passing period, students will be told to enter the nearest classroom. When all students are out of the hallways, all doors should be securely locked.
- Office personnel designated safe areas are front office with doors locked.
- All phone usage should be limited to those calls dealing with the crisis. Lines should be kept clear for instructions. **NO outside calls should be made on school phones without permission from the Person in Charge.**
- An available staff member will be assigned to escort all non-school personnel to a designated location. The staff member will serve as the liaison between the non-school personnel and the administration and remain with them for the duration of the

crisis. A list of non-school personnel can be secured from the check-in sheet at the front desk (Raptor).

**After the "All Clear Signal" is given, the following should occur:**

Available personnel and some members of the Campus Crisis Team will be assigned to check the campus sector by sector. These personnel will report back any problems to the campus administration or designee.

**REMEMBER** the goals of the Law Enforcement Officers who arrive on the scene will be to find the perpetrator/situation and to keep you and all school personnel safe. Please be aware of the following:

1. You are the most important people if a crisis occurs on campus. Your ability to remain calm and take care of your students is imperative.
2. You may be locked in your classroom for a long period of time until the crisis has passed. You and your students will not be forgotten, so DO NOT put yourself or your students at risk by leaving.
3. If Law Enforcement Officers appear mean or abrupt during a crisis, please remember that they are responding to an emergency they know little about, and their job is to keep you safe.
4. If you carry a cell phone, enter the number of the local police department into memory. You may be able to provide valuable information to the police as to the location of the perpetrator.
5. Do not use your cell phone to give out information to anyone except the emergency personnel.

# ATTENTION!

This building is under a

## **SAFETY** **“LOCKDOWN”**

- Please **DO NOT** attempt to enter the school. Doors are locked to prevent entry and exit from the building.
- The school will not release students during the safety Lockdown.
- Please do not call the school or expect your child to call you; this or the use of cell phones will tie up emergency lines that must remain open.
- Information and instructions will be relayed through the telephone automated Parental Notification System, on the district’s website [www.ccisd.net](http://www.ccisd.net), and through the district Public Information Office (281)284-0020.
- If your child’s stay at school is extended beyond regular school hours, you will receive information regarding the place and time you can pick up your child through the Parental Notification System.

# **ATENCIÓN!**

## **“Este edificio esta cerrado bajo seguridad”**

- Por favor no trate de entrar a la escuela. Las puertas estaran cerradas para prevenir la entrada y salida del edificio.
- La escuela no dejara salir a los estudiantes durante el cierre de seguridad.
- Por favor no llame la escuela y no espere que el estudiante le llame. Se prohíbe el uso de telefonos celulares, debido a que las lineas deben estar abiertas para llamadas de emergencias.
- Informacion e instrucciones seran transmitidas a traves del sistema de notificacion de telefonos automatizados para los padres. Puede informarse en la pagina de internet - [www.ccisd.net](http://www.ccisd.net), tambien puede llamar al la oficina de informacion del distrito al telefono (281) 284-0020.
- Si el estudiante se queda en la escuela despues de las horas regulares usted recibira informacion a traves del sistema de notificacion de padre, le daran los detalles de en donde y a que hora podra recoger al estudiante.

## **Ozone – General Response Plan Guidelines**

Ground-level ozone is the most common air quality problem in Harris and Galveston Counties. Ozone pollution is mainly a daytime problem when temperatures are high, sunshine is strong, and winds are weak. When this occurs, ozone can accumulate to unhealthy levels, especially for people with respiratory conditions who are participating in strenuous outdoor activities.

The school district has developed a plan to respond to high concentrations of ground-level ozone. The district's plan follows the recommendations for Harris County Office of Emergency Management and Texas Natural Resource Conservation Commission.

When the district receives an ozone alert from Harris County, district personnel including the high school trainers, will carefully monitor ozone levels. When the ground-level ozone reaches unhealthy levels, campuses will be notified of specific ozone warnings: orange, red, or purple. Based on the ozone warning level, certain strenuous outdoor activities, such as physical education, athletics, marching band, cheerleading, dance or recess will be curtailed for some or all students.

**FOLLOWING OZONE WARNINGS, CAMPUSES WILL IMPLEMENT THE FOLLOWING GUIDELINES:**

### **Orange Alert**

Students in the sensitive groups will curtail all outdoor activities. The sensitive group includes students with respiratory or heart conditions. Trainers, sponsors, directors, nurses, and coaches will have developed a list of students in this group based on physicals and health card information. All other students will participate as scheduled.

### **Red Alert**

Students in the sensitive group will curtail all outdoor activities. All other students will limit outdoor activity to one hour or less if the scheduled outdoor activity is longer than one hour, alternate plans will be implemented.

### **Purple Alert**

All students will curtail all outdoor activities regardless of the duration.

**NOTE:** If an ozone warning is expected, but has not yet occurred at the time an interscholastic game or event is scheduled to begin, that event may begin as scheduled.

If an interscholastic game or event is scheduled to begin and a warning is in effect, the event should be cancelled, delayed or rescheduled.

# Heat Illness - General Response Guidelines

Trainers will notify the coaches, sponsors, and principals when the Heat Index reaches Level 3.

(See specific procedures for physical education, non-athletic, athletic activities, and extracurricular outside activities following this section)

## I. Heat Illnesses

### Prevention

- a. Shade – be sure to identify the spot before the season starts, the site may have to be indoors
- b. Water and sports drinks throughout the day
- c. Drink water during practice
- d. Allow everyone to drink their fill on water breaks
- e. During football practice/games, have each child remove their helmets during water breaks
- f. Make everyone take a water break even if they feel they don't need it. This is an indication that the body's fluid levels are already too low.
- g. Stay in air-conditioned areas when not practicing so the body has time to cool itself.
- h. Avoid caffeine such as tea, coffee, and soda
- i. Avoid carbonated drinks
- j. Avoid spicy foods
- k. Three proper meals are a must every day
- l. Avoid a lot of fatty foods
- m. Add a small amount of additional salt on foods
- n. Discourage salt tablets. A little extra table salt on food is plenty
- o. If a child has been sick, do not attempt to have him/her go through an entire practice when he/she first returns.
- p. Encourage these foods: potatoes, bananas, oranges, and orange juice
- q. Always have students wear light colored, lightweight, loose fitting clothes when possible.

## **Types of Heat Illnesses**

### Heat Cramps

1. Signs and symptoms include painful spasms usually in the calves and abdomen
2. Treatment is cooling techniques and stretching

### Heat Exhaustion

1. Signs and symptoms include weakness, exhaustion, headache, dizziness, pupils are dilated, temperature can be normal – 102° F., hyperventilation, vomiting, profuse sweating, decreased attention span, skin can be pale, and unconsciousness.
2. Treatment includes cooling techniques, lie down with feet elevated, student should be removed from practices for the remainder of the day unless qualified medical personnel clears them to play.

### Heat Stroke

1. This is a medical emergency and can lead to permanent brain damage or even death.
2. When heat exhaustion has not been properly treated, heat stroke is the result.
3. Signs and symptoms include disorientation, collapsing, unconsciousness, red dry hot flushed skin, dark-skinned people look ashen, temperature of 104° F and higher, no sweating
4. Treatment is an immediate call to 9-911. While you await the arrival of the ambulance, begin cooling techniques.
5. Return to play should not occur without a doctor's release

## **Cooling Techniques**

1. Get to a shady area – identify before the start of the season
2. Use of icy water towels
3. Drink water and sports drinks
4. Remove equipment
5. Remove tight fitting clothing, if possible
6. Remove clothing that is sweat-soaked and replace with dry clothing, if possible
7. Identify who the person is responsible for staying with that student
8. Know where your phones are if 9-911 is needed
9. Know where your emergency cards are at every practice so the parents can be called expeditiously if needed.

## Heat Related Disorders

<b>Disorder</b>	<b>Signs and Symptoms</b>	<b>Treatment</b>
Heat Cramps	<ul style="list-style-type: none"> <li>• Profuse Sweating</li> <li>• Cramps in larger muscle groups (esp. in calf, hamstring, quads, abdomen)</li> </ul>	<ul style="list-style-type: none"> <li>• Stop the exercise/activity</li> <li>• Rest in cool environment</li> <li>• Passive stretching involved muscle</li> <li>• Begin fluid consumption</li> </ul>
Heat Exhaustion	<ul style="list-style-type: none"> <li>• Weakness, faintness, dizziness</li> <li>• Headache, loss of appetite, nausea</li> <li>• Profuse sweating, chills</li> <li>• Cool, clammy skin</li> <li>• Anxiety, confusion, hyperventilation</li> <li>• Slight temperature elevation</li> <li>• Rapid pulse rate</li> <li>• Usually have heat cramps initially</li> </ul>	<ul style="list-style-type: none"> <li>• Stop activity immediately</li> <li>• Remove from heat immediately and try to place in cool environment to reduce body temperature.</li> <li>• Replace fluids immediately</li> <li>• Monitor</li> <li>• If unconscious, get medical care</li> </ul>
Heat Stroke	<ul style="list-style-type: none"> <li>• Irritable, aggressiveness, hysteria progressing to disorientation</li> <li>• May collapse and become unconscious</li> <li>• Skin is hot and dry</li> <li>• Strong rapid pulse</li> <li>• Blood pressure falls</li> <li>• Increasingly high core temperature, 104° or higher</li> <li>• Can come on without a warning</li> </ul>	<ul style="list-style-type: none"> <li>• MEDICAL EMERGENCY</li> <li>• Remove from heat immediately</li> <li>• Cool the body by sponging with cool water and fanning with a towel</li> <li>• The longer the body temperature stays elevated, the greater the risk of death.</li> <li>• Transport to hospital immediately, don't wait on an ambulance.</li> </ul>

# **Ozone and Heat Procedure for CCISD Athletic Activities and Extracurricular Outside Activities**

**1. Purpose:**

To establish the procedures and guidelines for handling days of extreme heat and high level ground ozone, thereby helping to ensure the safety of students, student-athletes, coaches, sponsors and others associated with all outdoor activities.

**2. Background Information:**

Regardless of the level of physical conditioning, individuals must take extreme caution when exercising in hot, humid weather. Prolonged exposure to extreme heat can result in heat illness. Heat stress is preventable, but each year many individuals suffer illness and even death from some heat-related cause. People who exercise in hot humid environments are particularly vulnerable to heat stress. The physiological processes in the body will continue to function only as long as the body temperature is maintained within normal range. Maintenance of normal temperature in a hot, humid environment depends on the ability of the body to dissipate heat, which is often directly related to a person's ability to maintain proper hydration.

The Houston region (including Brazoria, Chambers, Fort Bend, Galveston, Harris, Liberty, Montgomery, and Waller counties) exceeds federal health-based standards for ground-level ozone. Ground-level ozone is different from atmospheric ozone in that it pollutes the air we breathe. Ozone is a main ingredient of smog. It is harmful because it irritates the airways and makes it harder to breathe. Older adults and children who spend a lot of time outdoors during the day and people with breathing problems such as asthma and allergies are particularly vulnerable to ozone's effects. Research into health effects of air pollution has led the U.S. Environmental Protection Agency to identify children as particularly sensitive to outdoor air pollution. For this reason, it is important that school faculty, staff, and administrators are aware of changes in air quality, and that they consider air quality when planning and conducting outdoor activities involving children.

### 3. Regulating Criteria

#### Heat

To identify heat stress conditions, regular measurements of environmental conditions are recommended. Using the ambient temperature and humidity to assess heat stress (figure 1) the following guidelines should be used for:

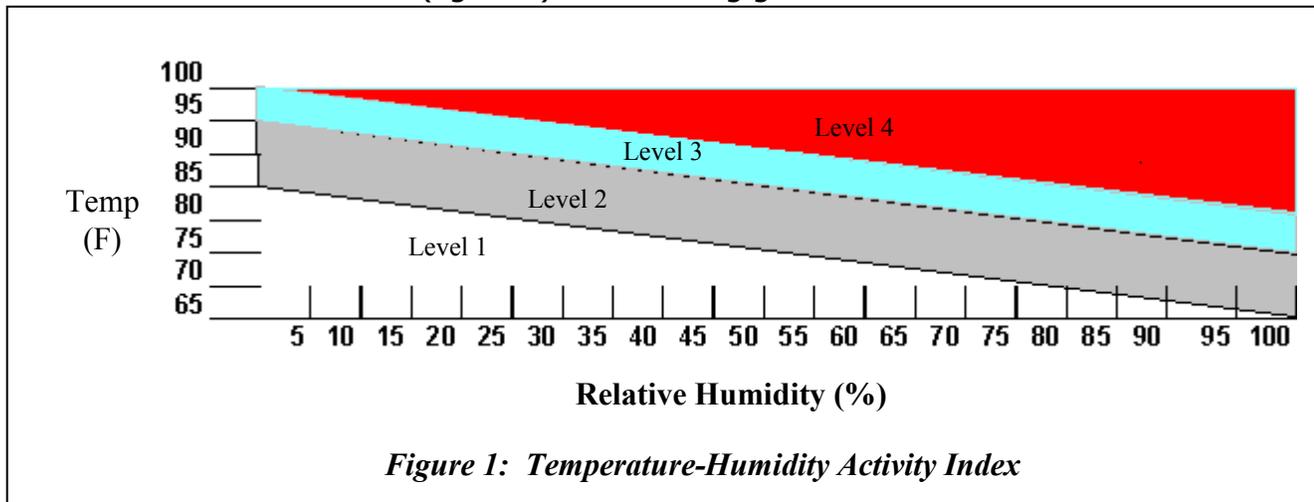


Figure 1: Temperature-Humidity Activity Index

#### Intermediate Athletic and Extracurricular Outside Activities

**Level 1:** Unrestricted practice with water made available at all times during the practice session. Players are free to pickup water and return to their work group. It is recommended that if the practice session lasts longer than two (2) hours that a scheduled 5-10 minute break be given halfway through the practice session.

**Level 2:** Unrestricted practice with water made available at all times during the practice session. Players are free to pickup water and return to their work group. It is required that a scheduled break of 10 minutes be provided for every 45 minutes of practice. Players are allowed to remove equipment such as helmets and shoulder pads.

**Level 3:** Restricted practice. Practice should be limited to 1-½ hours. Water is made available at all times during the practice session. Players are free to pickup water and return to their work group. It is required that a scheduled break of 10 minutes be provided for every 30 minutes of practice. Players are to be allowed to remove equipment such as helmets and shoulder pads. Coaches and other supervisory personnel are to closely monitor students for signs of heat related problems.

**Level 4:** No practice will be allowed until the Temperature-Humidity Activity Index falls below Level 4.

## **Secondary Athletic and Extracurricular Outside Activities**

**Level 1 & 2:** Unrestricted practice with water made available at all times during the practice session. Players are free to pickup water and return to their work group. It is recommended that if the practice session lasts longer than two (2) hours that a scheduled 5-10 minute break be given halfway through the practice session.

**Level 3:** Restricted practice. Practice should be limited to two (2) hours. Water is made available at all times during the practice session. Players are free to pickup water and return to their work group. It is required that a scheduled break of 5-10 minutes be provided for every 45 minutes of practice. Players are to be allowed to remove equipment such as helmets and shoulder pads. Coaches and other supervisory personnel are to closely monitor students for signs of heat related problems.

**Level 4:** Restricted practice. Practice should be limited to 1-½ hours. Water is made available at all times during the practice session. Players are free to pickup water and return to their work group. It is required that a scheduled break of 5-10 minutes be provided for every 30 minutes of practice. Players are to be allowed to remove equipment such as helmets and shoulder pads. Coaches and other supervisory personnel are to closely monitor students for signs of heat related problems. If the heat index goes beyond 115 degrees Fahrenheit, practice will stop or not begin until the heat index has dropped below that mark.

**Heat indexes are determined at the start of the outside activity. If it is believed that heat indexes will rise during the activity, the activity should be adjusted based on the guidelines stated above.**

### **Ground Level Ozone**

#### **All Campuses**

- a. When the ground-level ozone reaches unhealthy levels, campuses will be notified of specific ozone warnings (Orange, Red, and Purple). Based on the ozone warning level, certain strenuous outdoor activities, such as physical education, athletics, marching band, cheerleading, dance or recess will be curtailed for some or all students.

#### **Orange Alert** – Unhealthy for sensitive groups

- a. Susceptible individuals, primarily children with heart or respiratory disease such as asthma or allergies should minimize outdoor activity.
- b. Healthy individuals with noticeable health effects associated with existing conditions should minimize outdoor activity.

#### **Red Alert** – unhealthy

- a. All children should discontinue prolonged, vigorous exercise outdoors lasting longer than one hour.
- b. Susceptible individuals, primarily children with heart or respiratory disease such as asthma or allergies should avoid outdoor activity and remain indoors in air-conditioned spaces.
- c. Outdoor activities that should be avoided include, but are not limited to, calisthenics, basketball, baseball, running, soccer, football, tennis, swimming, and water polo.

**Purple Alert** – very unhealthy

- a. All children should discontinue vigorous outdoor activities, regardless of duration, and they should remain indoors in air-conditioned spaces.
- b. All outdoor physical education classes, sports practices, and competitions should consider rescheduling.

**4. Procedure:**

Weather information with regards to heat indexes will be a collection of data available at different weather points through out the area, as well as the use of a sling psychrometer/thermohygrometer used by the athletic trainers. The ground ozone level should be monitored via the Texas Natural Resource Conservation Commission Internet website (<http://www.tnrcc.state.tx.us/ozone.html>). The athletic trainers for the school district will be responsible for monitoring the heat index and ground ozone levels regularly throughout the day. Should either the heat index and/or ground ozone level become elevated to present a level of danger as outlined in the regulating criteria, they shall notify the superintendent, athletic director or other designated representative and/or the principals of each school.

## **Ozone and Heat Procedure for CCISD Physical Education Classes and Non-Athletic Outside Activities**

### **1. Purpose:**

To establish the procedures and guidelines for handling days of extreme heat and high level ground ozone, thereby helping to ensure the safety of students involved in physical education classes and other non-athletic outside activities.

### **2. Background Information:**

Heat Stress is preventable. Children who exercise in hot humid environments are particularly vulnerable to heat stress especially if not properly acclimated to the environment. Administrators, teachers, and parents must be made aware of the potential hazards of high-intensity exercise in hot climates and of the measures needed to prevent heat-related illness in preadolescents and non-acclimated adolescents. Because of the following morphologic and functional differences, exercising children do not adapt to extremes of temperature as effectively as adults when exposed to a high-climatic heat stress.

- a. Children have a greater surface area-mass ratio than adults, which induces a greater heat transfer between the environment and the body.
- b. Children produce more metabolic heat per mass unit than adults when walking or running.
- c. Sweating capacity is not as great in children as in adults.
- d. The capacity to convey heat by blood from the body core to the skin is reduced in the exercising child.

The physiological processes in the body will continue to function only as long as body temperature is maintained within normal range. Maintenance of normal temperature in a hot, humid environment depends on the ability of the body to dissipate heat, which is often directly related to a person's ability to maintain proper hydration.

The Houston region (including Brazoria, Chambers, Fort Bend, Galveston, Harris, Liberty, Montgomery, and Waller counties) exceeds federal health-based standards for ground-level ozone. Ground-level ozone is different from atmospheric ozone in that it pollutes the air we breathe. Ozone is a main ingredient of smog. It is harmful because it irritates the airways and makes it harder to breathe. Older adults and children who spend a lot of time outdoors during the day and people with breathing problems such as asthma and allergies

are particularly vulnerable to ozone's effects. Research into health effects of air pollution has led the U.S. Environmental Protection Agency to identify children as particularly sensitive to outdoor air pollution. For this reason, it is important that school faculty, staff, and administrators are aware of changes in air quality, and that they consider air quality when planning and conducting outdoor activities involving children.

### **3. Regulating Criteria:**

#### **Heat**

##### **a. Elementary Schools**

When the heat index reaches 100 degrees or above, elementary students will remain in air-conditioned areas of the school. Any after-school programs will be held in air-conditioned areas of the school until 6:00 p.m. and/or after the heat index is below 100 degrees, after which outside activity is permissible. This pertains to physical education classes, recess, and any other planned outside activity.

##### **b. Intermediate and Secondary Physical Education Classes**

When the heat index reaches 103 degrees or above all physical education classes will remain in air-conditioned areas of the school. Any after-school programs will be held in air-conditioned areas of the school until 6:00 p.m. and/or after the heat index is below 100 degrees, after which outside activity is permissible. This pertains to physical education classes, recess, and other planned outside activity.

#### **Ground-Level Ozone**

##### **c. All Campuses**

- i. When the ground-level ozone reaches unhealthy levels, campuses will be notified of specific ozone warnings (Orange, Red, and Purple). Based on the ozone warning level, certain strenuous outdoor activities, such as physical education, athletics, marching band, cheerleading, dance or recess will be curtailed for some or all students.

##### **Orange Alert** – unhealthy for sensitive groups

- i. Susceptible individuals, primarily children with heart or respiratory disease such as asthma or allergies should minimize outdoor activity.
- ii. Healthy individuals with noticeable health effects associated with existing conditions should minimize outdoor activity.

##### **Red Alert** - unhealthy

- i. All children should discontinue prolonged, vigorous exercise outdoors lasting longer than one hour.

- ii. Susceptible individuals, primarily children with heart or respiratory disease such as asthma or allergies should avoid outdoor activity and remain indoors in air-conditioned spaces.
- iii. Outdoor activities that should be avoided include, but are not limited to calisthenics, basketball, baseball, running, soccer, football, tennis, swimming, and water polo.

**Purple Alert** – very unhealthy

- i. All children should discontinue vigorous outdoor activities, regardless of duration, and they should remain indoors in air-conditioned spaces.
- ii. All outdoor physical education classes, sports practices, and competitions should consider rescheduling.

**4. Procedures:**

Weather information with regards to heat indexes will be a collection of data available at different weather points through out the area, as well as the use of a sling psychrometer/thermohygrometer used by the athletic trainers. The ground ozone level should be monitored via the Texas Natural Resource Conservation Commission Internet web site (<http://www.tnrcc.state.tx.us/ozone.html>). The athletic trainers for the school district will be responsible for monitoring the heat index and ground ozone levels regularly throughout the day. Should either the heat index and/or ground ozone level becomes elevated to present a level of danger as outlined in the regulating criteria, they shall notify the superintendent or designated representative and/or the principals of each school.

*Reprinted by permission from Brent Jaco, Former AD for GISD*

# Phone Numbers

## CCISD Law Enforcement Agencies

Clear Lake Shores Police Department.....	281-334-5414
Friendswood Police Department.....	281-996-3300
Galveston County Sheriff's Office .....	409-766-2322 281-534-3515
Harris County Sheriff's Office.....	713-221-6000
Houston Police Department.....	713-222-3131
Kemah Police Department.....	281-334-5414
Lakeview Police Department.....	281-326-5900
League City Police Department.....	281-332-2566
Nassau Bay Police Department .....	281-333-2212
Pasadena Police Department.....	713-477-1221
Seabrook Police Department .....	281-291-5610
Texas City Police Department.....	409-948-3111
Webster Police Department .....	281-332-2426

## Important Phone Numbers

Southeast Texas Poison Control	800-222-1222
Director of Safe and Secure Schools	281-284-0054 409-682-5202 143*734774*6
Associate Superintendent of Operations	281-284-0041
Chief Financial Officer	281-284-0181
Director of Policy and Administration	281-284-0013
Assistant Superintendent for Curriculum and Instruction	281-284-4678
Assistant Superintendent for Elementary Education	281-284-3536
Assistant Superintendent for Secondary Education	281-284-7263
Associate Superintendent for HR	281-284-0169
Director of Public Information	281-284-0020
Chief Technology Officer	281-284-0401
After Hours Sheriff Liaison Officer	281-212-7093 142*103*22428
Head Liaison Officer	281-284-0053
Clear Creek Area Sergeant	281-284-1700
Clear Brook Area Sergeant	281-284-3687
Clear Lake Area Sergeant	281-284-1918

## Liaison Officers

On-Call Phone # 281-212-7093

On-Call Radio 142\*103\*22428

Fax 281-284-9903

Bay	Val Ramirez	142*103*49367	281-284-3118
Brookside	Josette Birdow	142*103*49223	281-284-3687
Brookwood	Robert Duplechin	142*103*40521	281-488-1296
Clear Brook	Glenn Maddux	142*103*17000	281-284-2190
Clear Brook	Stacy Killgore	142*103*34259	281-284-2191
Clear Brook	Pat Kemp	142*103*38109	281-284-2192
Clear Creek	Pete Sifuentes	142*103*47202	281-284-1791
Clear Creek	Ivery Stewart	142*103*47210	
Clear Creek 9th	Fred Sweeney	142*103*47208	281-284-2318
Clear Lake	Mark Gerald	142*103*38736	281-284-1918
Clear Lake	Kevin Walker	142*103*41318	281-284-2018
Clear Lake 9th	Mark Salinas	142*103*47204	281-284-2418
Clear Lake Int.	Robert Duplechin	142*103*40521	281-284-3218
Clear Path	Chris Trochesset	142*103*49513	281-284-1600
Clear View	Robert Duplechin	142*103*40521	281-284-3218
Creekside	Renita Glaze	142*103*43034	281-284-3518
ESC	Mary Johnson	142*103*48678	281-284-0053
Evening Shift	Gilbert Villareal		
Falcon Pass	Reyes Hernandez	142*103*49389	281-284-3318
Ferguson	Larry Stewart	142*103*49402	281-284-3718
Gilmore	Renita Glaze	142*103*43034	281-284-3518
Goforth	Karjeffrey McIntosh	142*103*49322	281-284-3418
Greene	Josette Birdow	142*103*49223	281-284-3687
Hall	Renita Glaze	142*103*43034	281-284-3518
Hyde	Karjeffrey McIntosh	142*103*49322	281-284-3418
Landolt	Charles Cook	142*103*49420	281-284-3830
League City Elem	Chris Trochesset	142*103*49513	281-284-1600
League City Int.	Karjeffrey McIntosh	142*103*49322	281-284-3418
McWhirter	Robert Duplechin	142*103*40521	281-284-3218
North Pointe	Robert Duplechin	142*103*40521	281-284-3218
Officer On-Call Pager		142*103*22428	281-212-7093
Robinson	Val Ramirez	142*103*49367	281-284-3118
Ross	Renita Glaze	142*103*43034	281-284-3518
Seabrook	Val Ramirez	142*103*49367	281-284-3118
Space Center	Reyes Hernandez	142*103*49389	281-284-3318
Stewart	Val Ramirez	142*103*49367	281-284-3118
Victory Lakes	Larry Stewart	142*103*49402	281-284-3718
Ward	Robert Duplechin	142*103*40521	281-284-3218
Weber	Charles Cook	142*103*49420	281-284-3830
Wedgewood	Josette Birdow	142*103*49223	281-284-3687
Westbrook	Charles Cook	142*103*49420	281-284-3830
Whitcomb	Reyes Hernandez	142*103*49389	281-284-3318
White	Val Ramirez	142*103*49367	281-284-3118

## Poisoning

*In the event of the poisoning or suspected poisoning of a student or an employee:*

### **Immediate Actions:**

- Call 9-911/SLO and school nurse
- Call the Poison Center Hotline (1-800-722-5725)
- Administer first aid directed by poison information center
- Notify principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc.
- Notify parents
- Seek additional medical attention as indicated

### **Preventive Measures:**

- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
- Provide staff with information on possible poisonous materials in the building
- Additional steps for our school/facility (if any):

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## Rape / Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the school must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at assisting the victim, addressing and minimizing the fear of fellow students, and quelling the spread of rumors. Services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers, such as a rape crisis center, children's advocacy center, or hospital emergency room.

### **Rape / Sexual Abuse becomes a crisis to be managed by school staff only when one or more of the following conditions exist:**

- A rape or other sexual abuse occurs on campus
- A member of the alleged victim's family requests intervention
- The alleged victim's friends request intervention
- Rumors and myths are widespread and damaging
- Students witness police action or emergency services response

### **When one or more of the above conditions exists, the following should be implemented:**

- Direct the person providing the information, and others who hear the report, not to repeat it elsewhere in the school
- Ensure the short-term physical safety of the student
- The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment
- Notify appropriate Assistant Superintendent of Education and SLO
- Designate the school counselor or staff member closest to the alleged victim to talk about the types of support he or she needs
- Determine which peers close to the victim may need support
- Take action to quell rumors
- Store all records related to rape or other sexual abuse incidents and services provided in a confidential file

### **Additional steps for our school/facility (if any):**

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# Remote Evacuation and Family Reunification

## Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones.

## Alert Signal

Announcement over the public address system

*"All staff initiate Emergency Evacuation at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location"*

## Lead Administrator Response

1. Notify the appropriate assistant superintendent of your decision to implement the remote evacuation protocol. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
2. Request SLO / 9-911 dispatched to the staging area.
3. Activate appropriate crisis teams.
4. Make the announcement by public address system, runners, e-mail or whichever means is most practical:

*"All staff Emergency Evacuation at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location"*

5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement officials to conduct the evacuation room by room.
6. Designate a staff member to serve as your representative at the family reunification location. Instruct them to take student information from one of the Emergency Evacuation Kits with them.
7. Notify the appropriate crisis team member to serve as your representative at the staging area.

## **Staff Response**

1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses, if used.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. Once students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

# Reunification Student / Parent Directions

## 1. What you need

- a. Identification tag / volunteers:  
(\*ID tag template can be found under forms in this manual)
  - 3-7 green – Runners – can be staff/volunteers/students
  - 3 Red – security/counselor type person – staff/adult volunteers – 1 at each post to help calm & explain process; prevent parents from running to field to pick up students without following the process. 1 at Request and 1 at Release, & 1 at First Aid.
  - 3 Yellow – request gate – staff only
  - 2-3 Blue – release gate adult or older student volunteers
  - 2 Orange – staff or adult volunteers – student holding & attendance station
  - 1 first Aid volunteer
- b. Emergency Information forms completed for each of the students
- c. Student Release/Runner forms at Request Gate
- d. Orange Binders “Confidential Student Emergency Information” at Request Gate
- e. Signs identifying the Request, Release, Holding Areas, etc.
- f. Location pre-identified for parent reunion (small signs – not so visible to avoid confusion)
- g. Pens, pencils, tape, paper

## 2. Prior to the event

- a. Train staff and student runners in the reunion procedures.
- b. Decide location for parent request/check-in.
- c. Post VISIBLE signs.
- d. Place students with ID tags in various locations – holding and first aid.
- e. Distribute Parent ID tags to volunteers and ask them to wait at the check-in area.
- f. Keep Emergency forms alphabetized in orange CONFIDENTIAL Emergency Information binders

## 3. Now you are ready

Parents begin arriving at Request/Check-In

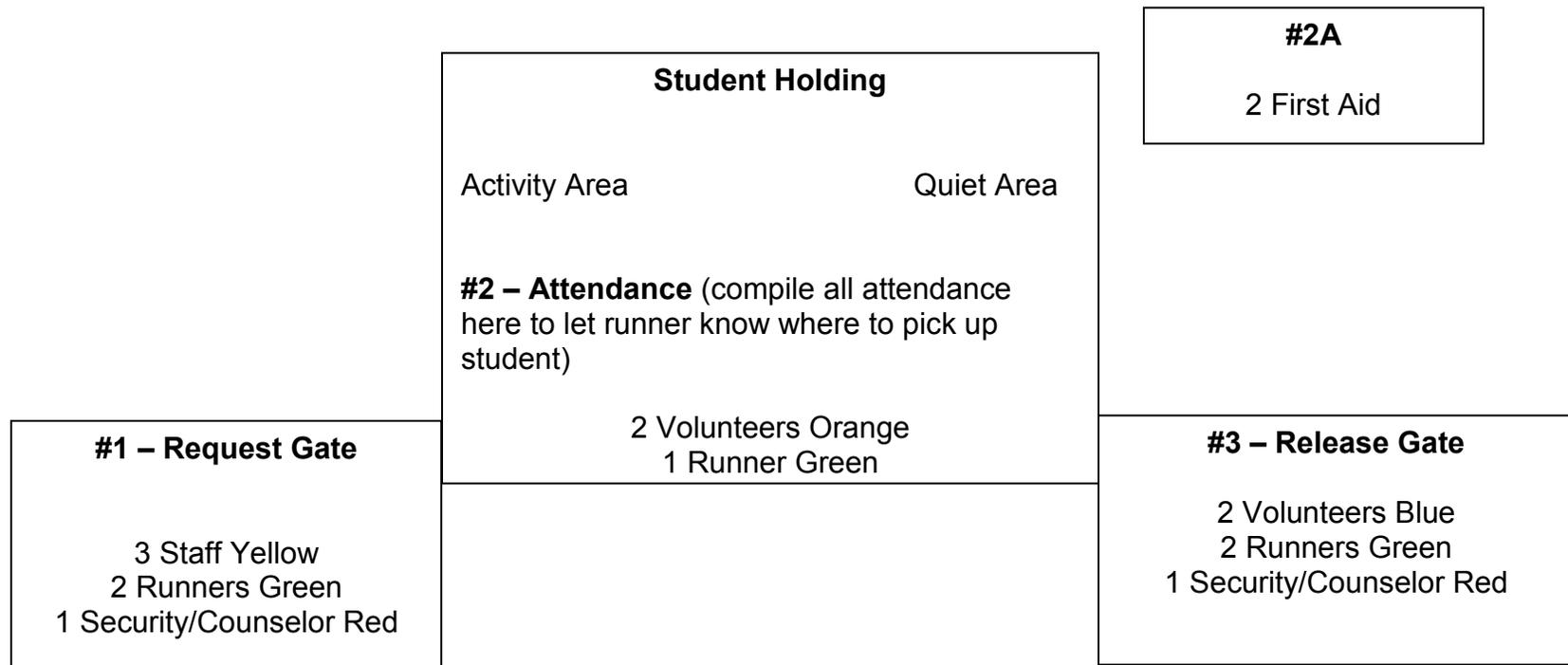
- a. Parent completes Release Form (box 1) at Request Gate or at location in front of Request Gate.
- b. Only staff members can check Emergency Information forms (kept alphabetically in orange books – confidential information); staff to verify Photo ID & sign off in (Box 2).

- c. Back/pink copy of form stays at Request Gate behind emergency form in binder; emergency forms kept alpha & stays with staff (split up if needed for more than one staff but keep alpha A-I, J-P, Q-Z).
- d. Parent goes to Student Release Area to wait, may be escorted by runner if necessary.
- e. Runner takes top 2 copies of form with them then gets student from Holding Area.
- f. Holding Area Staff complete (box 3) & return form to runner informing runner of the student location.
- g. Runner takes top 2 copies of form, gets student and goes to Release Gate personnel. If a student is in first aid, attendance/holding area staff will mark the First Aid box on the form; runner will then go to First Aid. First Aid Security/Counselor Staff will either direct runner to bring parent back to First Aid or if student is okay to leave, release student at that point to go with runner to Release Gate.
- h. Release Gate personnel checks (box 4), verifies it is the same person as (box 1), verifies photo ID if available or student/adult verification of identity if ID not available; Release Gate personnel signs off on (box 4).
- i. Parent or person picking up student signs in (box 5), writes destination/phone, time & date.
- j. 2<sup>nd</sup> copy/yellow Release Form stays with Release Gate in alpha order (just in case someone else comes to pick up student there – cross check)
- k. Runner takes top white copy back to Request Gate staff to file behind Student Emergency Form in case someone comes there looking for same student at a later time.
- l. Runner is now ready for the next form.
- m. After event, everything but white release forms can be thrown out, white should be kept alpha in separate file – send to district office to keep as incident report for 3 years.

## Sample Student / Parent Reunification Plan

### Drill – Identification Tags / Volunteers

1. 3-7 Green – Runners – can be staff/volunteers/students
2. 3 Red – security/counselor type person – staff/adult volunteers – 1 at each post to help calm & explain process; prevent parents from running to field to pick up students without following the process. 1 at Request & 1 at Release, & 1 at First Aid.
3. 3 Yellow – request gate – staff only
4. 2-3 Blue – release gate adult or older student volunteers
5. 2 Orange – staff or adult volunteers – student holding & attendance station
6. 1 First Aid volunteer



**Parent Pick-Up  
Start Here**

***REQUEST  
GATE***

**Show ID – after completing the form, the pickup person is to  
proceed to the *Release / Pick-Up Gate* for the Student**

# ***REQUEST GATE***

**You must first check in at the Request Gate – SHOW ID**

*Student  
Holding  
Area*

# *Parents*

*Please keep your ID out  
for the Request Gate  
and keep it out until you  
have your student*

**A**

**—**

***I***

***J - P***

**Q-Z**

## Reverse Evacuation

A reverse evacuation is defined as the process for moving students/staff indoors quickly. Some reasons for Reverse Evacuation include gunshots, drive by shootings, school is notified by law enforcement that an armed individual may be in the area, etc.

### Staff

1. Assist returning students.
2. All should return to shelter-in-place or Lockdown.
3. Take attendance; report to campus administrator immediately.

### On-Site Administrator

1. Call 9-911 & Liaison Officer.
2. Make announcement "*Return to building immediately*".
3. Monitor exterior doors as students reenter. Secure doors once everyone is inside.
4. All individuals remain in place until the "All Clear" is announced.
5. Campus Admin. will report situation to the appropriate Assistant Superintendent.
6. If deemed necessary, "Lockdown" should be ordered & communicated.

### ESC

1. Follow same as On-site Administrator.
2. Monitor situation.
3. Superintendent will make decision to activate EOC.

## Shelter in Place

**Shelter In Place** is a special designation used when a situation requires the **Lock-Down** of the school campus in order to protect students and staff from threats usually associated with, but not limited to, chemical or environmental disasters.

### **Initial Response**

When the district receives the initial, verified report, it will give the Shelter in Place order to all potentially affected school and building locations. Shelter in Place is designed to maintain a safe environment within the building by preventing outside air from entering the facility. Only the district's designated emergency personnel will be allowed to move about outside the building during a Shelter in Place order.

### **The district will:**

1. Notify all campuses potentially affected by the situation to enforce a Shelter in Place of the school facilities. Signs should be posted on campus main entrance doors in both English and Spanish that no one can enter or exit. The signs should also provide a telephone number to call for additional information.
2. Maintain regular contact with local emergency officials to gather and assess information about the incident.
3. Seek to comply with county and city advisories for Shelter in Place or evacuation of students and personnel from affected campuses.

### **The Shelter in Place order requires each building to:**

1. Turn **OFF** HVAC systems.
2. Bring all students who are in portable buildings, on playgrounds or athletic fields inside the building.
3. Lock exterior doors and close any open windows.
4. Allow no one, including parents, visitors and staff, to enter or leave the building until further instructions are received from the appropriate Assistant Superintendent of Education.
5. Locate alternative spaces for all classes with exterior windows or doors.

If the event occurs near dismissal times for students, the school will hold students on site until clearance is given to release the students to parents or to send the students home by normal methods. All after-school activities shall be cancelled or postponed until the "All Clear" is given.

Students on transfer from a school conducting a Shelter in Place operation should be held at the serving campus until the all-clear is given. These students may be released to parents as long as the serving school is not under a Shelter in Place order. List all students released on the Campus Mobility Form.

## **Communication Checklist**

1. The principal or building supervisor should turn ON the **cell phone** to accept incoming, priority calls from the District's EOC.
2. The principal or building supervisor should periodically check **voice mail** for updates on the situation.
3. The principal or building supervisor's computer should be monitored for **e-mail** messages providing further instructions.

## **Follow-Up Response**

Once the District Emergency Operations Center gets additional clarification from the local emergency officials, it will assign "levels of threat" to the various areas of the district associated with the district's school attendance zones. If any portion of the area is threatened by a situation, all schools within that area will operate under the same procedures unless notified differently by the District's Emergency Operations Center.

## **Threat Assessments**

Campuses will be notified concerning its threat level and status as quickly as possible.

**Level 1** - requires continued operation of the Shelter in Place order until further notice.

**Level 2** - allows schools to release children to parents who come to the school while maintaining all other precautions required by Shelter in Place. Students in portable buildings should be brought inside the main building at this time to allow access to rest rooms and other school facilities.

**Level 3** – allows schools to return to normal operation while staying on alert for the possibility of reissuing the Shelter in Place if conditions change.

## **"All-Clear" Notice**

School district officials will notify all schools as quickly as possible once local emergency officials have given the "ALL CLEAR". Once campuses receive the "ALL CLEAR", they may return to normal operations.

## Shooting in the School

### **A shooting has occurred at school and the gunman has left the premises.**

1. Call 9-911 and the Liaison officer.
2. Notify the building principal immediately.
3. Initiate a Lock Down of campus facilities.
4. Call together the campus crisis team and quickly review the incident/procedures.

### **While awaiting the arrival of emergency personnel, secure help to:**

1. Maintain the Lock Down status.
2. Insure the immediate physical safety of the students and school personnel. Use the school code to inform school personnel of the incident and instruct them to remain in the classrooms and lock doors and keep students away from windows and doors.
3. Turn **OFF** the bell system.
4. Secure the area around the shooting incident.
5. Provide medical attention to the injured students or staff involved in the shooting.
6. Identify the persons involved in the situation. Have emergency cards ready for police and emergency personnel.
7. Contact the Public Information Office and refer media calls to that office.
8. Notify parents/family members of those involved in the shooting. Do not release students to anyone other than the parents or those designated on the emergency cards.
9. Designate an area for parents and other interested parties to gather in case of prolonged emergency.
10. Designate a place for media representatives away from parents and other parties.

### **Assess the situation**

1. Crisis team members will discuss the details of what happened, share what details are known and determine the need for additional information. Hold in a secure location any students or staff who were in the vicinity of the shooting or who may have witnessed the incident.
2. Develop a statement to the rest of the student body and staff about the incident. Seek assistance from the Public Information Office to draft the statement.
3. Call in the district's Crisis Intervention Team to provide counseling services to students and staff as needed.

**Follow-up**

1. Provide information to faculty members about the situation, planned interventions and counseling opportunities.
2. Provide information to students the next day regarding the handling of the crisis situation and proceed with business as usual.
3. Continue to work with those people directly affected.
4. Request additional counseling assistance as needed for students and staff.
5. Send letter home with students informing the parents of what happened and the campus response to the situation.

## **Special Education Students Out-of-District Placements**

### **Students of ABC – East**

7703 South Loop East  
Houston, Texas 77012  
713-242-8036

### **Students of Providence Treatment Center**

3026 Barnhill Ln  
Sugarland, TX 77479  
281-208-1117

If ABC/Providence closes:

- ABC/Providence counselor (or representative) notifies home district of circumstance.
- ABC/Providence assists home district about recommendations regarding the circumstances, specifically as to keeping students at ABC/Providence or arranging for transporting students home.
- If "Shelter in Place", ABC/Providence counselor (or representative) will notify home district when it is safe to transport the students.

If CCISD closes:

- CCISD representative (special education) will contact ABC/Providence to discuss the situation and appropriate transportation options for students.
- CCISD special education department will notify transportation department.
- ABC/Providence will maintain students until CCISD can return them to the district.

### **Students in Galveston-Brazoria Co-Op for the Hearing Impaired (GBCHI)**

#### **GBCHI**

Hall Elementary School  
5931 Meadowside  
League City, TX 77573  
281-338-1664

## **CCISD Students at Alvin High School**

If Alvin High School closes:

- Alvin High School will notify GBCHI office
- Alvin will assist GBCHI with recommendations regarding the circumstances, specifically as to keeping students at Alvin or arranging for transporting students home.
- If "Shelter in Place", Alvin will notify GBCHI office, which will notify CCISD, when it is safe to transport the students home.
- GBCHI will notify transportation department.

If CCISD Closes:

- CCISD will notify GBCHI office.
- GBCHI office will contact Alvin to discuss the situation and appropriate transportation options for students.
- GBCHI office will notify transportation department.
- Alvin will maintain students until CCISD can return them to the district.

## **Out-of-District Students at CCISD Campuses:**

If other districts close:

- Closing district will notify GBCHI office of circumstances.
- GBCHI office will contact CCISD to discuss the situation and appropriate transportation options for students.
- CCISD will maintain students until GBCHI notifies CCISD that their home district will pick up students.

If CCISD Closes:

- CCISD will notify GBCHI office.
- GBCHI office will contact other school districts to discuss the situation and appropriate transportation options for students.
- CCISD will maintain students until they can return them to their home districts.
- GBCHI will notify other district when it is safe for students to return home.

# Suicide

## Introduction

Hinting, writing, or talking about suicide is a call for help, and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the imperative for initiating life saving intervention.

The guidelines which follow offer three (3) levels of suicide risk with students:

- 1) Suicidal Threat or Ideation
- 2) Suicide Attempt
- 3) Suicide Completed

## Do's and Don'ts Regarding Suicidal Ideation

- **DO LISTEN** to what the student is saying and take the suicidal threat seriously.
- **DO GET HELP** by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.
- **DO OBSERVE** the student's nonverbal behavior. Facial expressions, body language, and other concrete signs are often more telling than what the student says.
- **DO ASK** whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent take immediate action).
- **DO ASSURE** the person that you care and you will find help that will keep him/her safe.
- **DO STAY** with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.

\*\*\*\*\*

- **DON'T** leave the student alone for even a minute.
- **DON'T** act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.
- **DON'T** let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).
- **DON'T** take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist.

## Suicidal Threat or Ideation

In the event a staff member has reason to believe that a student is a suicide risk or has made a suicidal threat they should:

### Staff actions:

- Keep the student under continuous adult supervision
- Notify the principal and the counselor, social worker, or school psychologist, but do not leave the student alone

### Principal or Team:

If, after meeting with the student, the counselor deems the situation to be an emergency and believes the student to be in imminent danger, the counselor or other mental health professional shall;

- Contact the student's parents/guardians and make appropriate recommendations for treatment
- If the student has a therapist, recommend that parents make an immediate contact with that person or provide to the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.)
- Have parents sign a release form to allow communication between the school and the treating agency
- If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the SLO and Child Protective Services to intervene on behalf of the student (potentially a medical neglect referral)
- Make a follow-up check with the family, student, or treating agency, as appropriate, to ensure that adequate care has been afforded
- In collaboration with any specific treatment plan formulated for the student by the treating agency, meet with the student's teachers to alert them of the risk and to request that they assist in monitoring the student's behavior
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

### Additional steps for our school/facility (if any):

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# Suicide Attempt

## In the event of an actual suicide attempt...

### Staff Actions:

- Notify principal
- Ensure the short-term physical safety of the student

### Principal:

- Call 9-911/SLO, and the appropriate Assistant Superintendent of Education
- School nurse, counselor or other staff shall administer first aid until emergency responders arrive
- The student will be kept under constant observation at all times
- The school principal, (or other designated professional) will communicate with appropriate school personnel, parents/ guardians, counselors, to establish immediate plan of action
- The school counselor, social worker or school psychologist will refer the parents/guardian to a therapist or other appropriate professional for implementation of long-term plan of action for the student (in follow-up to immediate physical safety needs)
- Follow-up should be made by counselor with parent/guardian to determine that treatment services were obtained, current status of the student, if additional services are needed, etc.
- Document all actions taken of behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

### Additional steps for our school/facility (if any):

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## **Suicide Completed (off campus)**

School staff should exercise caution when discussing an “apparent suicide” with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students. Parents often want to know what is being done to assist classmates, and they often want to know what impact the suicide will have on friends.

If news of death by suicide is received, the principal or designee shall initiate efforts to address emotional reactions within the school community and to decrease the potential for a contagious effect.

### **Staff Actions:**

- Notify principal
- Avoid spreading rumors
- Watch for warning signs in other students who may be affected by the news

### **Principal:**

- Verify the information with the SLO
- Notify the appropriate Assistant Superintendent of Education
- Identify any family member(s) that may be at school and provide crisis counseling
- If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students
- Call a faculty meeting or send an e-mail alert
- Disclose all relevant facts
- Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions
- Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support
- Outline procedures for the remainder of the school day
- Distribute a written statement announcing the information to be released to students and determine the method of making the statement
- Provide support meetings for school personnel if the need exists; refer employees to an employee assistance program as indicated

- Compile a list of other students deemed to be at risk; consider immediate counseling opportunities as part of the school and district’s commitment to responsible follow-up and recovery
- Allow students to leave class during the day to receive support offered from school personnel, the District Support Team and other designated volunteer resources (such as a Drop in Room)
- Avoid any large group meetings or assembly of students (in order to maintain order and control)
- Consider an after school faculty meeting; the following points may be covered:
  - Debrief the events of the day
  - Provide for the emotional support for all staff
  - Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day
  - Announce the plans made by the family for services
  - To the extent possible, make efforts to ensure that regular routine is followed
  - In general, recognize a tragic loss of life, without emphasizing the means of death. Activities to be avoided include special memorial services within the school building, flying the school flag at half mast, special yearbook notices, large student assemblies; suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately

Additional steps for our school/facility (if any):

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## **Terrorism / Homeland Security Color Codes**

### **Green – Low:**

Low risk of terrorist attack:

- ◆ Exercise the campus emergency action plan.
- ◆ Ensure that staff members are kept up-to-date on those plans.
- ◆ Assess your facility's vulnerabilities and request assistance to reduce those vulnerabilities on a regular basis.

### **Blue – Guarded: Inclusive of all of Green**

#### Precautions

General risk of terrorist attack:

In addition to the previously outlined protective measures, the following shall be applied:

- ◆ District will communicate significant events as necessary and exercise the emergency radio system.
- ◆ Review and update emergency response procedure and notification lists.
- ◆ Provide parents and patrons with necessary information.

### **Yellow – Elevation: Inclusive of all of Green and all of Blue**

#### **Precautions.**

#### **Significant risk of terrorist attacks:**

In addition to the previously outlined protective measures, the following shall be applied:

- ◆ Increase surveillance of critical campus areas.
- ◆ Coordinate emergency procedures with your staff and the liaison officer.
- ◆ Assess further refinement of protective measures within the context of the current threat level and information.
- ◆ Be prepared to implement appropriate contingency and emergency response plans.
- ◆ Report any unusual situations or incidents to your liaison officer and the district administration.

## **Orange – High: Inclusive of all of Green, Blue, and Yellow Precautions:**

### **Schools:**

Action to be taken:

- ◆ Outside Activities – monitored by a staff member with campus radio system and/or cell telephone.
- ◆ Field Trips – staff member with cell phone, notify the district of time and location of field trips, list of students and staff members who are on each individual trip, and cell phone number of staff member on trip.
- ◆ Schools are to have all doors secured and monitor the campuses and surrounding areas for suspicious activity.

### **Liaison Department:**

Action to be taken:

- ◆ Continue pro-active patrols

## **Red – Severe: Inclusive of all Green, Blue, Yellow and all of Orange Precautions:**

### **Schools:**

Action to be taken:

- ◆ Field trips cancelled.
- ◆ Athletic and outside activities curtailed and possibly cancelled depending on the situation.
- ◆ No visitors allowed in the schools.
- ◆ Main front doors locked at all times.
- ◆ Regularly approved volunteers are still authorized.
- ◆ Daily radio test of emergency radio system.
- ◆ Beginning and ending of school day – all exit doors monitored by staff.
- ◆ Notify the liaison department and the district of any suspicious items. Check all mail and packages and deliveries to the schools or to campuses and departments.
- ◆ Review early dismissal plans, parent/guardian check-out procedures.
- ◆ Review procedures with staff.
- ◆ Develop, if not already in place, procedures to bring additional staff members in to help with early dismissal.
- ◆ Weapons of mass destruction shelter in place – A/C off. Wait for further instructions.
- ◆ Close and secure all doors and windows/vents.

## **Trespassing / Stranger on Campus**

**ALL TRESPASSERS/STRANGERS IN BUILDING SHOULD BE TOLD TO REPORT TO THE OFFICE.**

**Preventative measures will include:**

- Posting decals at all building entrances asking visitors to go to the office.
- Properly marked maps throughout school directing visitors to office.
- Identification of maintenance/custodial staff by photo ID badge.
- Faculty and students should wear their name badges at all times.
- Have visitors sign in (using Raptor) and wear visitor name tags while in the building.

**Procedures to follow if an individual is loitering or trespassing:**

- Report suspicious person/vehicles to the front office
- Call SLO
- Advise individuals of your authority; ask for identification and reasons on campus (note descriptions)
- Ask person/persons to leave campus immediately; advise that failure to leave upon request is a crime; warn that the proper authorities will be called
- If the situation warrants, remove students from vicinity
- If warranted issue a "**Secure the Building**" announcement over PA system
- Hold change of class bell

# Tornado

Local building plans for tornadoes should be developed and kept for reference immediately following this page. Train your teachers of the desired response and plans in case of tornado activity.

## **Warning Signal:**

- Watch – Verbal Alert (conditions are right for tornado development)
- Warning – Verbal Alert (a tornado has been spotted in the vicinity)
- Take Cover – Continuous bell alarms (tornado impact is imminent)
- All Clear – Two short bells (return to classrooms) or Verbal Announcement

Warning of an impending windstorm/tornado is usually received via NOAA weather alert radio, commercial radio, and television or civil defense alarms. The United States Weather Bureau can usually forecast severe windstorms and the probability of tornadoes.

With advanced warning, custodians should make sure all entrances are unlocked; turn off electrical power and gas. Close or pull out hallway gates after students are in position. Locate battery-powered radios and make sure batteries are fresh.

If high winds/tornadoes develop during school hours without sufficient warning, the following emergency actions will be called:

1. Take cover. Students and staff should be assembled inside shelters or buildings. Evacuate portable buildings if time permits.
2. Close windows and blinds.
3. Remain near an inside wall of a ground level floor if the building has more than one story.
4. Evacuate classrooms that bear the full force of the wind (usually those on the southwest side of a building).
5. Avoid auditoriums, gyms, or other enclosures with long roof spans.
6. Keep radio tuned to the local station or a NOAA weather alert radio so you will have the benefit of current advisory information.
7. Take roll. Complete the Student Accounting Form if there are any missing or unaccounted for students.
8. Students and staff should be kept in safe areas at the school until winds have subsided and it is safe to return to the classroom.
9. Return to the classroom and take roll again.

Lightning is a threat. During any outdoor athletic or extracurricular event, personnel should adhere to the thirty-second flash-to-bang guidelines. Students must be moved to a safe and secure location.

Officials in charge of athletic events should be aware of approaching severe storms or other weather-related emergencies. School officials should use the public address system to warn spectators of approaching severe weather. Game officials may stop play when unsafe weather conditions exist.

In the event that a storm strikes the building:

1. Secure damaged area to prevent staff and students from entering unsafe areas.
2. Contact the Liaison officer and 9-911 if damage and injuries have occurred.
3. Evacuate the building if necessary.
4. Custodian should turn off electrical power and gas until it is determined to be safe to restore utility service.
5. Treat injuries as required.
6. Contact parents of those injured if possible.
7. Release students only to parents or those on the emergency card. Do not release students on their own at the end of the school day if they must enter damaged neighborhoods.
8. Assess damage and report any damage to the building to the Associate Superintendent of Operations.
9. Notify the utility companies of any damage that might create additional hazards.
10. Report damage to the Associate Superintendent for Operations for insurance purposes.
11. Report damage to the Public Information Officer for media queries. Refer all media to that office.

# Utility Failure

Whether or not a school can continue to operate when faced with a sudden and prolonged loss of one or more utilities depends on the degree of inconvenience to the school caused by the failure, the availability of an alternate source of supply, the availability of alternate school locations, the area affected, and the resourcefulness of the staff and community.

Loss of utilities may be caused by natural or man-made disasters. To minimize the effects of a utility failure, the following preventive measures should be taken:

1. List the possible effects of the loss of each utility on the campus program (lighting, heat, air-conditioning, gas, and telephone).
2. List alternative sources of supply in the community.
3. Locate nearby facilities to which school personnel and students may be moved for temporary housing.

In the event of the loss of any utility service, contact the Maintenance Department. Maintenance personnel will determine the nature of the problem and will render repairs or call in the appropriate utility company.

## **Water Loss**

1. Contact Maintenance to have water levels checked.
2. Child Nutrition personnel may need to provide sack lunches for students and staff.

## **Electrical Loss**

1. Contact maintenance.
2. Child Nutrition personnel may need to provide sack lunches for students and staff.
3. Consider relocating students and staff from areas without windows or exterior lighting.

## **Gas Loss**

1. Have custodian turn **OFF** main gas valve until repairs are complete
2. Child Nutrition should turn **OFF** any gas appliances until service is restored
3. Relight furnaces and heating units as necessary.

## **Pupil Dismissal Procedures:**

Once the dismissal order is received from the Superintendent or designee, the principal will follow these procedures:

- Relay dismissal instruction to every classroom by most rapid and efficient means.
- Once dismissal is completed, designated school personnel (identify on each campus) will inspect the entire structure to ensure the building is empty and any precautions

dictated by the Fire Drill Procedures or other site specific disaster plans are completed.

- School principals may request assistance from the appropriate Assistant Superintendent of Education to assure that students disperse from the school building.
- All dealings with the news media must be handled through the district PIO.

# Weapons

A weapon is any instrument, which may produce bodily harm or death. Weapons include, but are not limited to, any knife, firearm, air gun, sword, spear, axe, tomahawk, club, explosive device, fireworks, or other incendiary device. This definition also includes a throwing instrument of the martial arts, firearm silencer, firearm ammunition, knuckles, blackjack, night stick, mace, chain belt, spiked bracelet, razor, box cutter, ice pick, screwdriver, cattle prod, homemade weapon, or any other device, classified as an unlawful weapon, or which may produce bodily harm or death.

## **Weapon Procedure**

1. Upon learning of possession of a weapon on CCISD property, immediately initiate steps to reduce the risk.
2. Gather information to determine the location of the weapon or possible offender.
3. Call the SLO.
4. Protect the identity of the informant.
5. Request assistance of the other adults, if needed, until the police or liaison officer arrives.
6. Do not attempt to forcibly disarm a suspected individual.
7. If possible, confiscate the weapon from the person or the possession (locker) of the student.
8. Have the student relocated to the principal's office.
9. Take appropriate disciplinary action.
10. Make a written report, in detail, of your action.
11. Notify the appropriate Assistant Superintendent of Education of all handguns or weapons used in an assault upon another student or a teacher.
12. If necessary, draft a letter to go home to parents and share with staff.

# FORMS

## Bomb Threat Data Collection Sheet

This checklist should be duplicated and placed at phone stations that receive direct incoming calls from outside lines. All staff who man those lines must be trained in the use of this checklist.

### Step 1: Record the Threat

If you have recording equipment, START IT.

Telephone number at which call was received: \_\_\_\_\_ Ext: \_\_\_\_\_

Date call was received: \_\_\_\_\_

Time Call was received: \_\_\_\_\_

Write down the threat exactly as made by the caller:

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Phone number appearing on the caller ID: \_\_\_\_\_

### Step 2: Get More Information

"Where is the bomb right now?" (if caller refuses to answer, say "The building is occupied and that the detonation could result in death or serious injury to many innocent children.")

1. "When is the bomb going to explode?"
2. "What does the bomb look like?"
3. "What kind of bomb is it?"

4. "What will cause the bomb to explode?"
5. "Who planted the bomb?"
6. "Why was the bomb planted?"
7. "When was the bomb planted?"
8. "How did the person get the bomb in the building?"
9. "What is your address?"
10. "What is your name?"

**Step 3: Describe the Caller:**

Sex of the caller:  Male       Female       Unsure

Approximate age of the caller: \_\_\_\_\_

Caller's voice was: (check all that apply)

Speech and Pitch	Emotion	Quality	Language
<input type="checkbox"/> Hurried or Rapiid <input type="checkbox"/> Moderately Paced <input type="checkbox"/> Slow <input type="checkbox"/> Hushed or quiet <input type="checkbox"/> Loud <input type="checkbox"/> Deep <input type="checkbox"/> High-pitched <input type="checkbox"/> Squeaky Other: _____ Other: _____ Other: _____	<input type="checkbox"/> Distant <input type="checkbox"/> Excited <input type="checkbox"/> Angry <input type="checkbox"/> Sad <input type="checkbox"/> Happy <input type="checkbox"/> Calm <input type="checkbox"/> Agitated <input type="checkbox"/> Matter-of-fact <input type="checkbox"/> Boastful <input type="checkbox"/> Sincere Other: _____ Other: _____ Other: _____	<input type="checkbox"/> Stutter <input type="checkbox"/> Lisp <input type="checkbox"/> Slurred <input type="checkbox"/> Whispered <input type="checkbox"/> Laughing or giggling <input type="checkbox"/> Raspy <input type="checkbox"/> Nasal <input type="checkbox"/> Deep Breathing <input type="checkbox"/> Crying <input type="checkbox"/> Stressed <input type="checkbox"/> Whining <input type="checkbox"/> Clearing Throat <input type="checkbox"/> Cracking Voice Other: _____	<input type="checkbox"/> Accented <hr/> <input type="checkbox"/> Well-spoken <input type="checkbox"/> Foul <input type="checkbox"/> Taped <input type="checkbox"/> Incoherent <input type="checkbox"/> Message read <input type="checkbox"/> Irrational <input type="checkbox"/> Broken <input type="checkbox"/> Drunk

Could you tell if the call was:

Local?                     Long Distance?                     Cell Phone?

Was the voice familiar?  Yes     No    If yes, how or who? \_\_\_\_\_

Was the voice disguised?  Yes     No    If yes, how? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Step 4: Describe the Atmosphere:**

Did it sound like (check):                     A cellular phone call?     A land line phone call

Background Sounds Heard on the Call (Check all that apply)

<input type="checkbox"/> Street Noises	<input type="checkbox"/> Voices	<input type="checkbox"/> Music
<input type="checkbox"/> House Noises	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Motor
<input type="checkbox"/> Vehicle Noise	<input type="checkbox"/> PA system	<input type="checkbox"/> Factory machinery
<input type="checkbox"/> Office machinery	<input type="checkbox"/> Trains	<input type="checkbox"/> Airplanes
<input type="checkbox"/> Party	<input type="checkbox"/> Children	<input type="checkbox"/> Quiet
<input type="checkbox"/> Stasis	<input type="checkbox"/> Echo	Other _____
Other _____	Other _____	Other _____

Could you make out anything said in the background? \_\_\_\_\_

\_\_\_\_\_

**Step 5: Person Who Received Call:**

Your Name: \_\_\_\_\_

Your Position: \_\_\_\_\_

Your Telephone Number: \_\_\_\_\_

Was a recording of the call made:  Yes                     No

Any other remarks about the call: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Bomb Threat Response Team Member Information

## Bomb Threat Response Team Assignments

One Primary and one Alternate should be designated for each position. All team members should be familiar with all positions, but particularly skilled in their assigned area.

**School Name:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Members of the Team:** (list all names, titles, and phone numbers)

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

<b>Name:</b> _____	<b>Title:</b> _____	<b>Phone Numbers:</b> _____
<b>Coverage Person:</b> _____		<b>Home</b> _____
		<b>Cell</b> _____
		<b>Pager</b> _____

**Roles Assigned to Team Members:**

**Principal or Site Administrator**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Evacuation Coordinator**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Communications Coordinator**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Search Team Coordinator**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Rumor Control and Recorder**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Perimeter Control Coordinator**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Emergency Needs Coordinator**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Additional Personnel (Not necessarily Team members)**

**Bi-Lingual Translator**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**School Nurse**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Media Liaison**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Evacuation Zone Monitors**

**Zone or Area:** \_\_\_\_\_  
**Monitor Name:**  
**Primary:** \_\_\_\_\_  
**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_  
**Monitor Name:**  
**Primary:** \_\_\_\_\_  
**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_  
**Monitor Name:**  
**Primary:** \_\_\_\_\_  
**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_  
**Monitor Name:**  
**Primary:** \_\_\_\_\_  
**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_  
**Monitor Name:**  
**Primary:** \_\_\_\_\_  
**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Monitor Name:**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Monitor Name:**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Monitor Name:**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Monitor Name:**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Monitor Name:**

**Primary:** \_\_\_\_\_

**Alternate:** \_\_\_\_\_

# Search Team Members

**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

\_\_\_\_\_

\_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

\_\_\_\_\_

\_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

\_\_\_\_\_

\_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

\_\_\_\_\_

\_\_\_\_\_

**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

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**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

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**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

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**Zone or Area:** \_\_\_\_\_

**Searcher Names: (two per team)**

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## **Alternates for Search Team Members**

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**Reunification ID Tag – Templates**



**Runner**



**Security**

**Reunification ID Tag – Templates**

**Request  
Gate**

**Release  
Gate**

**Reunification ID Tag – Templates**

**Holding  
&  
 Attendance**

**First  
 Aid**

## Student Accounting Form

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Class: \_\_\_\_\_ Period: \_\_\_\_\_ Room # \_\_\_\_\_

Who is your staff buddy? \_\_\_\_\_

Can you account for your teacher buddy?  Yes  No If no, last known location

\_\_\_\_\_

# of Students enrolled per register \_\_\_\_\_

# of Students not in class today \_\_\_\_\_

# of Students present now \_\_\_\_\_

# of Students not accounted for \_\_\_\_\_

<b>Students or Classroom Volunteers Elsewhere (library, office, nurse, etc)</b>			
Name	Location	Time student left the classroom	Current Location

Prepared by: \_\_\_\_\_

Send to the Attendance Clerk via a student runner

<b>Missing / Unaccounted Students</b>		
Name	Last Known Location	Time Last Seen

If all students are present and accounted for, please place an "X" through the above table.

Additional Comments (report fire, gas/water leaks, blocked exits, structural damage, etc...)

Incident Command notified of missing person(s): \_\_\_\_\_



**5.** Completed by  
**Parent and or  
Requestor**

Requestor Signature \_\_\_\_\_

Destination / Phone \_\_\_\_\_

Address / directions if needed \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

Yellow copy stays with the Release Gate / Alphabetized

Runner takes White copy back to Request Gate to put behind emergency form

## **DICKINSON INDEPENDENT SCHOOL DISTRICT**

### **School Violence Prevention**

### **And Violent Criminal Acts Report**

The Dickinson ISD Student Code of Conduct is adopted in order to promote a safe and orderly learning environment for students. The District has organized various programs to promote and facilitate safety on campuses. Schools have created anti-bullying clubs for students, and Dickinson ISD has a district wide plan and procedure for investigating allegations of bullying in order to help prevent violence on campuses. In addition, all of our campuses are protected by Raptor's V-Soft visitor management and screening system to protect children and employees from sex offenders, domestic dispute offenders, and other trespassers.

- District administration has completed the Texas School Safety Center District Facility Safety and Security Audit for all schools. (3 year cycle)
- Campus administration and teachers are equipped with updated Emergency Action Guides.
- CARES (Confide and Report Emergency Situations) trains students to report possible problems to an adult on campus.
- The Dickinson Alternative Learning Center houses students who have exhibited behavior that requires them to be separated from other students.
- The Galveston County Juvenile Justice Alternative Education Program is located in Dickinson ISD and houses students who have been adjudicated to attend school at an alternative site. The Coastal Alternative Program (CAP) is also administered by DISD. CAP was created to educate students with discretionary expulsions from their Galveston County home school districts.
- The District has an active Safe and Drug Free Schools Committee that promotes safe behavior and drug awareness.
- The Dickinson High School PALs (Peer Assisted Leadership) program promotes student harmony and provides a setting for high school students to serve as mentors to younger students who are experiencing difficulties.
- Each campus has a Crisis Response Team that is trained to mobilize in case of a campus emergency, and the District has organized a Crisis Recovery Team that is trained to assist campuses with the after effects of a crisis.
- Each campus practices emergency drills that are designed to keep students safe during potentially dangerous situations.
- Teachers have telephones in classrooms so they can communicate quickly with the campus office if assistance is needed with a problem in the classroom.

- District administrators and campuses have been trained using the “Active Shooter” program.
- All campuses have entry door systems that require visitors to check in with the office staff before being allowed to enter areas where students are housed.
- The District has installed surveillance cameras in buildings and buses to assist with monitoring potential safety problems and to identify culprits after a violation of the Student Code of Conduct.

Many of our campuses have additional counseling staff from BACODA (Bay Area Council on Drugs & Alcohol) and Community in Schools to provide additional services for our students in need and proactively deal with violent situations before they occur. In addition we have a new organization, Resolve It Inc., which provides counseling and interventions to children who have been primary or secondary victims of trauma or violent crimes.

## **Report of Violent or Criminal Acts in Dickinson ISD 2011-2012**

The following are defined as violent criminal acts: Attempted murder, Indecency with a child, Aggravated kidnapping, Assault on student, Aggravated assault on student, Sexual assault or aggravated sexual assault against a student, and Aggravated robbery.

Elementary School Level –	0 reported acts
Middle School Level –	0 reported acts
Junior High School Level –	0 reported acts
High School Level –	0 reported acts

COMMUNITY RELATIONS  
VISITORS TO THE SCHOOLS

GKC  
(LOCAL)

**NOTICE TO VISITORS** Prominent notices shall be posted at each campus that all visitors must first report to the campus administrative office. This shall apply to all visitors to the school, including but not limited to parents, Board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, salespersons, representatives of the news media, and former students.

**CAMPUS AND CLASSROOM VISITS** Visits to campuses and individual classrooms during instructional time shall be permitted only with the principal's approval and the issuance of a visitor pass. Permanent visitor passes shall not be issued. Campus or classroom visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

**REGISTERED SEX OFFENDERS ON DISTRICT PREMISES** The Superintendent, working with campus administrators, shall develop and implement procedures regarding campus visitors who are identified as sex offenders. These procedures shall address:

1. Parental rights;
2. Escort by District personnel;
3. Access to common areas of the campus;
4. Access to classrooms;
5. Drop off and release of students;
6. Eligibility to serve as volunteers; and
7. Any other relevant issues.

**SAFETY PROGRAM/RISK MANAGEMENT  
EMERGENCY PLANS**

**CKC  
(LEGAL)**

**EMERGENCY  
OPERATIONS PLAN**

The District shall adopt and implement a multihazard emergency operations plan for use in the District's facilities. The plan must address mitigation, preparedness, response, and recovery as defined by the Commissioner in conjunction with the governor's office of homeland security. The plan must provide for:

1. District employee training in responding to an emergency;
2. Mandatory school drills and exercises to prepare District students and employees for responding to an emergency;
3. Measures to ensure coordination with the Texas Department of State Health Services (TDSHS) and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency; and
4. The implementation of a required safety and security audit [see CK].

**TRAIN DERAILMENT**

The District shall include in its multihazard emergency operations plan a policy for responding to a train derailment near a District school. The District is only required to adopt the policy if a District school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The District may use any available community resources in developing the policy.

**DISCLOSURE**

A document relating to a school multihazard emergency operations plan is subject to disclosure under Government Code Chapter 552 if the document enables a person to:

1. Verify that the District has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the District to respond to an emergency, including TDSHS, local emergency services agencies, law enforcement agencies, health departments, and fire departments;
2. Verify that the District's plan was reviewed within the last 12 months and determine the specific review dates;
3. Verify that the plan addresses the four phases of emergency management listed at EMERGENCY OPERATIONS PLAN;
4. Verify that District employees have been trained to respond to an emergency and determine the types of training, the number of employees trained, and the person conducting the training;

## **VANDALISM**

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Care of building and grounds:

The cooperation of the students is necessary to keep the school grounds looking attractive. Students are expected to do the following:

- Put paper and other trash in wastebaskets
- Keep the walls and desks free from marks
- Leave gum at home. Gum Chewing is prohibited on school property.
- Eat food in designated areas only.

## **VIDEO CAMERAS**

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

## **VISITORS TO THE SCHOOL**

### **General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the front office, present a government issued photo ID in order to obtain a visitor's badge, and must comply with all applicable district policies and procedures. The photo ID will be scanned through our Raptor system in order to ensure the safety of all students and staff. All visitors must wear a badge while on campus.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Visitors who wish to eat lunch in the cafeteria may invite their own child to sit with them and eat. Visitors are not permitted to eat lunch with other students without being listed as an emergency contact for that child and with the written consent of that child's parents.

## Emergency Drills

All campus/building employees and students will be required to participate in all of the Duck-and-Cover, Evacuation/Fire, Lock-Down, and Shelter-in-Place drills. Failure to hold the adequate number of drills can cause the community's insurance rates to rise. All occupants of a building, including students, teachers, administrators, paraprofessionals, and visitors must follow the procedures for each drill.

### **Duck-and-Cover Drill (*Continuous Bell*)**

All campuses/buildings are required to hold a Duck-and-Cover Drill at least once per semester. A verbal alert will be given for "Tornado Watch" (conditions are favorable for a tornado) or "Tornado Warning" (a tornado or funnel cloud has been spotted) status. Specific information on Duck-and-Cover Procedures can be found on page 19. The following are general guidelines:

- Students and teachers/building personnel in portable buildings, outside or in the gym must move immediately to the main building to designated locations.
- Teachers are required to check all restrooms, labs, workrooms and closets to determine that no students are left behind.
- Teachers are to leave the classrooms with the Emergency Information binder.
- All occupants must assemble in the halls, sit down, bend their heads to their knees and put their hands over the heads (duck-and-cover).
- Teachers shall maintain direct supervision of all students.
- Alert and include yard crews, custodians, Physical Services personnel or others who might be on your campus during the drill.

### **Evacuation/Fire Drill (*Continuous Bell*)**

All campuses/buildings are required to hold an Evacuation/Fire Drill at least once a month when school is in session. These drills should alternate between obstructed and unobstructed drills. Specific information on Evacuation Procedures can be found on page 22. The following are general guidelines:

- Teachers are required to check all restrooms, labs, workrooms and closets to determine that no students remain in the building. Teachers should turn off all lights and leave all doors unlocked and closed.
- Teachers shall maintain direct supervision of all students.
- Teachers shall evacuate with the Emergency Information binder.
- Once at the designated location, students and building personnel should be accounted for.
- Alert and include yard crews, custodians, Physical Services personnel or others who might be on the premises during the drill.

### **Lock-Down Drills (*Verbal notice - "Teachers secure your rooms."*)**

All campuses/buildings are required to hold one (1) Lock-Down Drill per semester. Specific information on Lock-Down Procedures can be found on page 24.

- Students and Teachers/Building Personnel in portable buildings, outside or in the gym must move immediately to the main building to designated locations.
- Teachers are required to check all restrooms, labs, workrooms and closets to determine that no students are excluded.
- All occupants must assemble in classrooms and offices away from all windows.
- All windows and doors are to be closed.
- Teachers shall maintain direct supervision of all students.
- Alert and include yard crews, custodians, Physical Services personnel or others who might be on your campus during the drill.

## Lock-Down Procedures

### Alarm

- Campus/building: Verbal notification will be given.

### Principal/Building Administrator

- Alert building personnel of lock-down verbally with “*Teachers secure your rooms.*”
- Secure self, slide green card or ID under the door and notify the School Officer Liaison Program and/or local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Remain secured until the **All Clear** is given directly from Law Enforcement.
- After receiving the **All Clear**:
  - Activate the Crisis Management Team.
  - Account for all students/employees.
  - Prepare for student dismissal.
  - Document all activities and decisions.
  - Coordinate with Superintendent, Director of Communications and affected personnel in preparing public statements.

### Campus/building personnel

- Close and lock doors and windows. Before closing the door, quickly scan the hall for students and direct them into the closest room.
- Slide the green card with room number under the door.
- Turn off lights so room appears empty.
- If possible, move students to a secure area, away from doors and windows.
- Remain secure until the **All Clear** from Law Enforcement or Principal/Building Administrator.
- If you and your students are outside, line up students and calmly walk away from campus.
- After receiving the **All Clear**:
  - Account for all students/employees.
  - Notify nurse of injuries.
  - Wait for further instructions from Principal/Building Administrator.

### Nurse

- Secure self and slide green card or ID under the door.
- Remain secure until the **All Clear** from Law Enforcement or Principal/Building Administrator.
- After receiving the **All Clear**:
  - Administer first aid as needed.
  - Be prepared to alert emergency personnel of major injuries as necessary.
  - Direct emergency personnel to victims needing immediate attention.
  - Assist emergency personnel as needed.
  - Await further direction from Principal/Building Administrator or emergency personnel.

### Custodian

- Secure self and slide green card or ID under the door.
- Remain secure until the **All Clear** from Law Enforcement or Principal/Building Administrator.

## **Lock-Down Procedures** (continued)

- After receiving the **All Clear**:
  - Await further instructions from Principal/Building Administrator or Director of Physical Services and Transportation.

### **Nutrition Services Cafeteria Manager**

- Close and lock all doors and windows.
- Remain secure until the **All Clear** from Law Enforcement or Principal/Building Administrator.
- After receiving the **All Clear**:
  - Await further instructions from Principal or Director of Nutrition Services.

### **Transportation**

- Move to a secure location.
- Do not allow students or adults to exit the bus.
- Secure bus by closing and locking doors and windows.
- Notify Transportation Department of location.
- Await further direction from Transportation Department.

### **Central Administration**

- Notify the School Officer Liaison and emergency personnel.
- Assist Principal/Building Administrator in evacuation if necessary.
- Coordinate with Principal/Building Administrator and Director of Communications to prepare public statements.

## **Lock-Down Drills** (once a semester)

### **Drill Alarm**

- Campus/building: Verbal notification will be given.

### **Principal/Building Administrator**

- Contact School Officer Liaison Program and the Director of Elementary Education/Director of Secondary Education to inform them of your scheduled drill.
- Alert building personnel of the lock-down drill verbally with “*Teachers initiate the drill.*” Please do not use the the lock-down verbal command “secure your rooms” during a drill. We don’t ever want there to be a question as to whether it is a drill or not, so “secure your rooms” should only be said in a true lock-down situation.

## **Criminal Trespasser/Intruder**

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Any person who enters or remains on property or in a building of the Texas City Independent School District without effective cause and/or refuses reasonable requests to vacate the campus/building is considered a criminal trespasser/intruder. There are several measures designed to prevent unwanted trespassers:

- Post decals or signs at building entrances instructing visitors to enter via the main entrance, go directly to the office and receive a visitor's pass.
- Prohibit access to the interior of the building by locking doors allowing traffic to exit the building, but not enter from the outside.

### **Alarm Signal**

- If required, Lock-Down notification will be given.

### **Campus/building personnel**

Since building personnel are those most likely to first encounter the criminal trespasser/intruder, certain steps should be followed.

1. Approach the person, introduce yourself, ask his/her name and determine the nature of his/her presence in the building.
2. Accompany him/her to the proper office.
3. If he/she has no obvious purpose in the building, ask him/her to leave the premises, accompany him/her or observe that he/she has followed your instructions.
4. If he/she refuses to leave, inform him/her of violation of the law and that police will be called.
5. Immediately notify the Principal/Building Administrator.
6. If notification is given, immediately activate lock-down (see Lock-Down Procedures, page 24).
7. Await further direction from the Principal/Building Administrator.

**NOTE:** When confronting a stranger on the premises, always try to have another adult present or nearby.

### **Principal/Building Administrator**

1. Immediately notify the School Officer Liaison Program (SOLP) and/or local emergency personnel depending on the nature of the incident.
2. Approach the person, introduce yourself, ask his/her name and determine the nature of his/her presence in the building.
3. Accompany him/her to the proper office.
4. If he/she has no obvious purpose in the building, locate the criminal trespasser/intruder and ask him/her to leave the premises. Accompany him/her or observe that he/she has followed your instructions.
5. If criminal trespasser/intruder refuses to leave:
  - Remind the intruder that he or she is violating the law.
  - Alert him/her that police will be called.
  - Activate lock-down using verbal code (see Lock-Down Procedures, page 24).
  - Maintaining a safe proximity, keep the criminal trespasser/intruder within eyesight until the SOLP or local police arrive.
6. Document all actions and decisions.
7. Coordinate with Superintendent, Director of Communications and affected personnel to prepare public statements.

**Criminal Trespasser/Intruder** (continued)

**Evaluation**

Principal/Building Administrator will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

## **Hostage Situation**

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### **Alarm**

- If lock-down is required, verbal notification will be given.

### **Principal/Building Administrator**

1. Activate Lock-Down (see Lock-Down Procedures, page 24).
2. Activate CMT.
3. Notify the School Officer Liaison Program (SOLP) and/or local emergency personnel depending on the nature of the incident.
4. Remove students and employees from the area.
5. Notify the Superintendent.
6. Disable bell system to ensure students will not change location.
7. Activate intercom system in the area to monitor situation.
8. Ascertain the names of those being held hostage.
9. If possible, evacuate classrooms/offices near situation.
10. Lock outside doors to prevent others from entering the building.
11. Await further direction from Superintendent or emergency personnel.
12. Document all activities and decisions.
13. Coordinate with Superintendent and affected personnel to prepare public statements.
14. Activate Crisis Intervention Procedures (see Crisis Intervention Procedures, page 18).

### **Campus/Building Personnel**

1. If notification is given, activate Lock-Down Procedures (see Lock-Down Procedures, page 24).
2. Await further direction from Principal/Building Administrator.

### **Nurse**

1. If notification is given, activate Lock-Down Procedures (see Lock-Down Procedures, page 24).
2. Once crisis has subsided:
  - Administer first aid as needed.
  - Be prepared to alert emergency personnel of major injuries as necessary.
  - Direct emergency personnel to victims needing immediate attention.
  - Assist emergency personnel as needed.
  - Await further direction from Principal/Building Administrator or emergency personnel.

### **Transportation**

1. Activate Bus Hijacking Procedures (see Bus Hijacking Procedures, page 39).

### **Central Administration**

1. Notify the SOLP and emergency personnel.
2. Assist Principal/Building Administrator in campus/building evacuation if necessary. [see Evacuation (Campus or District), page 23].
3. Coordinate with Principal/Building Administrator to prepare public statements.

### **Evaluation**

Principal/Building Administrator will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

## **Shooting**

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If a shooting has occurred on or near the campus/building, measures should be taken to secure the campus/building and ensure the safety of students and personnel.

### **Alarm**

- If lock-down is required, verbal notification will be given.

### **Principal/Building Administrator**

1. Alert building personnel of lock-down using verbal code (see Lock-Down Procedures, page 24) if necessary.
2. Activate CMT.
3. Take immediate steps to ensure the safety of children and building personnel by clearing the scene.
4. Notify the School Officer Liaison Program (SOLP) and/or local emergency personnel depending on the nature of the incident.
5. Notify nurse.
6. Secure the area where the shooting occurred.
7. Await arrival of emergency personnel.
8. Notify Superintendent.
9. Notify family of students or employees involved or injured in the incident.
10. Accompany victim(s) (students and/or employees) to the hospital.
11. Await further direction from Superintendent or emergency personnel.
12. Document all activities and decisions.
13. Activate Crisis Intervention Procedures (see Crisis Intervention Procedures, page 18).
14. Coordinate with Central Administration in preparing public statements.

### **Campus/Building Personnel**

1. If given notification, activate Lock-Down (see Lock-Down Procedures, page 24).
2. Do not physically intervene.
3. Notify Principal/Building Administrator.
4. Notify the SOLP and/or local emergency personnel depending on the nature of the incident.
5. Notify nurse.
6. Await further direction from Principal/Building Administrator.

### **Nurse**

1. If given notification, activate lock-down (see Lock-Down Procedures, page 24).
2. Report to designated area for CMT.
3. Once danger has subsided:
  - Render first aid as needed.
  - Direct emergency personnel to severely injured.
  - Assist emergency personnel as needed.
4. Await further direction from Principal/Building Administrator.

### **Central Administration**

1. Assess damages and injuries and report to district insurance agency.
2. Coordinate with Principal/Building Administrator and Director of Communications to prepare public statements.

**Shooting** (continued)

**Evaluation**

Principal/Building Administrator will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

## Santa Fe ISD Press Release 2012-2013 School Year

# Indian News & Headlines

**Santa Fe Independent School District**

**Office of Public Relations**

**P.O. Box 370**

**Santa Fe, TX 77510**

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**[Patti.hanssard@sfisd.org](mailto:Patti.hanssard@sfisd.org) or 409-925-9030**

**Friday, December 14, 2012**

SANTA FE INDEPENDENT SCHOOL DISTRICT

4133 Warpath

Web site: [www.sfisd.org](http://www.sfisd.org)

## SANTA FE ISD Prepare – Achieve-Succeed

### SANTA FE ISD TAKES A PROACTIVE STANCE ON SAFETY AND SECURITY

This most recent incident reported in a Connecticut elementary school is disturbing and heightens the awareness of our crisis and safety procedures in Santa Fe ISD. Safety and security have long been a number one priority in Santa Fe ISD. "Providing a safe and secure environment for our students is our top priority," according to Public Relations Director, Patti Hanssard.

Santa Fe ISD has implemented a clear Crisis Management plan, specific training, security equipment and procedures to ensure the safety of our students and staff. Our District procedures and protocols are in place and are reviewed and practiced routinely. Santa Fe ISD has taken a proactive approach in implementing safety measures throughout the District. Those measures include a visitor tracking system, secure vestibules at every campus, security cameras, a crisis management plan, routine safety and intruder drills, safety and security audits, and our own Santa Fe ISD Police Department. Visitors to the District gain access through secure entrances, provide a photo ID and are screened through the Raptor process.

All new employees to the District receive in-depth training on the District's Crisis Management Plan. Additionally, employees are required annually to participate in monthly safety drills and bi-annual intruder drills. The District also participates in routine safety and security and intruder audits. The SFISD Police Department has seven (7) full time employees and five (5) part-time employees. All our SFISD Police Officers have received the Nationally Standardized Active Shooter Training. The SFISD Police Department utilizes "mock" intruders to access procedures that are in place. Any vulnerability discovered is remediated and a follow up intruder assessment is conducted to re-assess the safety of the school or facility.

"Santa Fe ISD wishes to remind parents to be cautious and aware at all times so that we can continue to work together to keep all our children safe and protected," said Patti Hanssard, Public Relations Director. "Please keep the families of those involved in this most recent incident in Connecticut in your thoughts."

*Prepare – Achieve - Succeed*

# Hitchcock

Independent School District

Crisis Management Plan

## **OVERVIEW**

The purpose of this manual is to provide building administrators a quick reference guide to use in a crisis. It is Hitchcock Independent School District philosophy that a preplanned and organized approach is more effective in reducing psychological and social difficulties following a crisis in a school.

The Crisis Management Plan includes procedures that were designed to deal with a number of crises that could occur in the district. These procedures do not cover every condition that might develop and it may not always be possible to follow every procedural step. This manual can be used in conjunction with your building emergency plans.

## EMERGENCY PLAN

STEP 1 Contact the office

STEP 2 Indicate whom you need:

- A. The nurse for medical emergency.
- B. Principal and/or Assistant Principal for school disruption

NOTE: Be sure to give your name and where you need help.

STEP 3 Take appropriate actions to take care of student(s) at the scene. Send a student(s) to get help from the appropriate office at the same time.

STEP 4 If you have a phone nearby, call to be sure the appropriate office has been contacted.

- A. Nurses phone number is (409)739-6463
- B. Office number is \_\_\_\_\_.

If it is necessary to call for outside emergency help, the office personnel or the nurse will make that phone call. If the situation warrants, others may make that phone call.

Principal	_____	Custodian(s)	_____
Asst. Principal	_____	Counselor(s)	_____
Secretary	_____	Nurse	_____

## **MEDIA PROCEDURES**

The only means to inform the general public is by the mass media. Please turn to Channel 13, 11, or 2 on the TV for information. For a crisis involving the police, fire dept., or EMS, information will go out over radios that media have access to. The majority of the time, an explanation of some type will be sought by the media. Prompt and accurate information must be provided. Any misinformation can create confusion. Isolated quotes from individuals are usually incomplete or misleading and there for **MUST BE AVOIDED**.

The principal is in charge of building level communications. He/she will assume the role as chief communicator to the media, or he/she may designate one or more persons to assist with information going to the media.

The Superintendent is the spokesperson for the district. All persons from the media are to be sent to the District Administration Building, 8117 Hwy 6.

### **In an emergency situation,**

- a. Notify Superintendent's Office
- b. Refer media contact to Superintendent's Office
- c. Inform office staff of the situation and how to handle phone inquiries
- d. Recommend that students and staff not talk to the media
- e. Do not allow media personnel in the building without Superintendent's approval

## **EVACUATION PROCEDURES**

For the protection of all occupants of the building, it is important that everyone is informed and understands what to do in the event of a fire, bomb threat, or other type of emergency that would necessitate the evacuation of the building. The following evacuation procedures should be discussed with your classes:

1. The purpose of an evacuation drill is to familiarize building occupants to be able to evacuate the building in case of a fire or other emergency quickly and safely.
2. Discuss the various types of warning systems that mean to evacuate.
3. Discuss nearest exits with students and where to go if the exits are blocked.
4. Drills should be quiet. If teachers and students are talking, directions and other information will not be heard.
5. Everyone should clear the building immediately. **DO NOT ASSUME IT IS A DRILL.**
6. Appoint one student to close the door and see that everyone is out of your area or class.
7. Please get as far away from the building as possible in a designated area. Take your grade book to check roll.
8. Exit according to plans. If an area is barricaded, then the next nearest exit should be used.
9. After all areas have been reported safe, a principal will give the “all clear” signal to return to the building:                   ”Two (2) bells”

### **EVACUATION/ALTERNATE SCHOOL LOCATIONS**

Although it is highly unlikely, some crisis situations may require that school be evacuated and the students be relocated. If emergency personnel determine that the building will be unsafe for some time:

- Notify the Superintendent’s Office
- Make arrangements for the transportation of special needs students
- Keep the media informed of evacuation/relocation plans so parents will have accurate information.

ELEMENTARY SCHOOLS

- Select and notify the nearest appropriate school building as an alternate site.
- Arrange for school transportation to relocate students.

SECONDARY SCHOOLS

- Middle School and High School students will be dismissed to return home for the day.

**GAS LEAKS**

Gas leaks are identified by an odor similar to a skunk. If a gas leak is suspected, do the following:

IF OUTSIDE

1. Move upwind from the odor.
2. Contact principal.

IF INSIDE

1. Contact principal/designee
2. Evacuate the building immediately, following the EVACUATION PROCEDURES. If possible, allow fresh air ventilation. Get students a safe distance from the building. Natural gas leaks may bring danger of explosion.
3. Custodian turns off main gas valve. Location: \_\_\_\_\_
4. Office calls maintenance department 409-316-6549 or 409-682-6681
5. Principal/assistance principal calls fire department (911)
6. If time permits, call Superintendent's Office 409-316-6545 to alert that office to the current situation.
7. Superintendent will alert transportation for possible evacuation.
8. Superintendent will seek the direct aid of the media, if necessary.

## **FIRE/EXPLOSION**

The signal to leave the building is Three (3) bells.

1. When advised by principal/designee, evacuate building using EVACUATION PROCEDURE, with possible modification.
2. Office will call the fire department (911).
3. Principal will call the Superintendent's Office 409-316-6545 if possible, and superintendent will enlist aid of the police department, if necessary.
4. Administrator takes emergency kit and meets fire department with map of building, etc.

## **HAZARDOUS MATERIAL SPILL**

Major hazardous material spills are most likely to occur on major transportation routes. The main threat is toxic fumes. If HISD administration notifies the building principal of a spill, keep students inside.

### **IF OUTSIDE**

1. Move upwind away from spilled material.
2. Contact building principal/designee.

### **IF INSIDE**

1. Avoid direct or indirect contact with materials spill.
2. Flush with water immediately any area of direct contact.
3. Remove contaminated clothing.
4. Move to alternate location without common ventilation system to avoid fumes.
5. Contact building principal.
6. Principal/assistant principal will call (911) and consult Product Safety Manual as resource.

## **BOMB THREATS**

The principal must evaluate the seriousness of bomb threats using input from all sources, the principal acts in such a manner that reflects the best safety and interests of those under his/her charge.

### IF A BOMB THREAT IS RECEIVED BY PHONE

1. Note time and line call came in on.
2. Get next caller's number coming in on same line
3. Notify principal/designee
4. Principal/designee will make the following announcement: **"Example: Mr. Green is in the building."**  
This will be the signal for teachers to quietly check their rooms.
5. A fire alarm signal will be used to evacuate the building.
6. Principal will report the threat to the proper authorities: Fire 409-986-7131      Police: 409-986-5559  
Superintendent/designee: 409-316-6545
7. Complete bomb threat report form.

## **OTHER THREATS**

### IF BY TELEPHONE

1. Keep the caller engaged on the phone and attempt to trace the call.
  - a. Threat to individual: Contact Hitchcock Police Department 409-986-5559, Police (911) or telephone company (1-800-481-0722).
  - b. Threat to building: Contact Hitchcock Fire Department 409-986-7131, fire department (911), or telephone company (1-800-481-0722).
2. Remain calm. Report to the principal/administrator to determine need for further action. Make a record of the call immediately, using the bomb threat form.

### BY MEANS OTHER THAN TELEPHONE

1. Notify principal/designee
2. Note pertinent information.

## SEVERE WEATHER

In cases of severe weather, the principal may be notified by the HISD administration to hold students at school or to release them early. Teachers will be expected to stay with students until release by principal.

## TORNADO

Five (5) bells – signal means tornado or other severe weather is imminent. Take the following measures:

1. Move the pre-designated area: generally along the wall of an interior hallway on the lowest floor available. Move my class to \_\_\_\_\_.
2. Take your roll book with you. Turn out the lights and close the door upon leaving your classroom.
3. Take cover and remain calm. Drop to your elbows and knees and cover your head with locked hands. If possible, get under furniture, such as a desk.
4. Stay away from windows.
5. Avoid auditoriums, gyms, or any room with a wide, free, high roof.
6. Custodians and Office Personnel Check restrooms for students. My designated area to check is \_\_\_\_\_.
7. Wait for the “all clear” signal before returning to classrooms. “All clear” signal is two (2) bells.

### IF BUILDING IS STRUCK BY TORNADO:

1. Custodian will turn off gas and electricity at the main switch as soon as possible.
2. First aid person/team and designated others reports to the office if possible.
3. Evacuate damaged area cautiously to nearest safe area. One teacher should escort students to safe area. One teacher should stay with injured.
4. If able to do safely, try to get grade book so that you can account for all students.
5. A list of injured or missing should be reported to the office as soon as possible.
6. The injured should be moved as little as possible.

7. Office personnel call 911 and then superintendent's office. IF NO PHONE IS WORKING \_\_\_\_\_ will leave campus to locate nearest phone and report emergency.
8. Building secretary will man phones as soon as information is given to her about plan for evacuation, dismissal, etc. Establish parent information response team as soon as possible.
9. Crisis team will help principal disseminate information to other teachers.
10. Superintendent's office will notify transportation if buses are needed to evacuate students.
11. Superintendent will enlist aid of the police department which in turn will notify media of situation and how and where to pick up children.
12. All other central office personnel will be on call to aid in situation.
13. Retain students in area until it is considered safe for students to return to class, go home, be released to parents, or board school buses.

### **FLOODING**

If buses are unable to drop students off due to flooding, transportation will notify principal. Students will be returned to campus. Administrators and designees will notify parents by phone relay. Teachers and Administrators will be expected to remain at school to supervise students.

### **HURRICANE**

Hurricane warnings can be issued approximately 24 hours before the storm strikes land. School would normally not be in session at the time a hurricane strikes. Schools may be used as shelters during and after a hurricane so listen for announcements through the media.

### **CHOKING**

1. If a student is able to cough, talk or make sounds, allow him to try to dislodge object unassisted.
2. If a student cannot cough, talk or make sounds, begin first aid procedures (Heimlich maneuver) to dislodge the object. The principal or nurse will notify the Hitchcock fire department or (911)
3. Contact the nurse or other trained personnel by phone or runner.
4. Nurse or office will secure appropriate medical attention.
5. Nurse or administrator will notify parent or guardian listed on emergency card.

### **SEIZURES**

1. Move desks, other objects and students away from the person having the seizure. Lie student on the floor if student is sitting in a desk. Do not put anything in student's mouth. The principal or nurse will notify Hitchcock fire department or (911). Note time seizure began, if possible.
2. Call nurse or other qualified personnel.
3. Nurse or administrator will contact parent or guardian listed on emergency card.
4. Nurse or administrator will call 911 if appropriate.

### **POISONING**

1. Call nurse with name of student, location, and name of poison. The nurse or administrator will notify Hitchcock fire department or (911).
2. Nurse will call the regional poison information center (1-800-764-7661).
3. Administer first aid suggested by poison information center.
4. Administrator will notify parent or guardian listed on emergency card.
5. Principal will notify Superintendent's Office 409-316-6545 and if necessary, superintendent will seek aid of police department.

### **LOSS OF CONSCIOUSNESS**

1. Evaluate airway, breathing, and circulation. Is the person breathing?
2. Begin appropriate first aid (according to your training) and/or principal will notify the Hitchcock fire department or (911).
3. Send for nurse and/or other trained personnel.
4. Secure appropriate medical attention.
5. Nurse or administrator will notify parent or guardian listed on emergency card.

## ABDUCTION

A student should be released from school only to parents or guardians, through the office following campus procedures.

### IF A STUDENT IS MISSING FROM CAMPUS:

1. Notify the principal/designee.
2. The parent/guardian listed on the student's emergency card will be called by the principal/assistant principal/or counselor.
3. Principal will call the police 409-986-5559.
4. Principal will call the Superintendent's Office 409-316-6545 and keep office informed of important developments.
5. **Do not release any information to the press.** Refer requests for information to the Superintendent's Office.
6. Counselor will assist principal in working with parents and other students.
7. Counselors will contact the superintendent if additional counselors are needed.
8. The superintendent will call all counselors with instructions.

## LOST OR RUNAWAY CHILD

1. Notify principal or assistant principal.
2. Assistant Principal will check with parents for possible location or route of student.
3. Assistant Principal will notify police if student left from school. Assistant Principal will tell parents to notify police if student never arrived to school in morning or home from school in afternoon. This notification to the police must be made by a parent or guardian.
4. Notify Superintendent's Office 409-316-6545. Superintendent will notify the media, if needed.
5. Refer calls of inquiry from the media to the proper civil authority (police) or the Superintendent's Office. Keep the superintendent informed of developments.
6. Alert counselor to the situation. Counselor will determine need for additional support and will contact the superintendent.

F      CHOKING      SEIZURES      POISONING      LOSS OF CONSCIOUSNESS      ABDUCTION

LOST OR RUNAWAY CHILD

## THREATENING PERSON OUTSIDE BUILDING

1. Notify office immediately.
2. The office will make the following announcement. **“(Example: Mr. Blue is in the building.)”**
3. Office will call 911 and report incident.
4. Custodians/teachers lock all doors immediately and custodians then report the principal’s office.
5. Administration/Counselor checks restrooms for students.
6. Keep students in the room away from doors and windows.
7. If shooting occurs, EVERYONE should lie down on the floor immediately.
8. Remain calm, reassure students and wait for further instructions.

## UNAUTHORIZED/THREATENING PERSON INSIDE BUILDING

### WITHOUT WEAPON

1. School personnel first in contact with person should direct him away from the students and signal nearest school personnel to contact office.
2. Principal/designee approach person in order to deal with the situation.
3. Principal’s secretary contact police, if necessary.
4. If necessary to keep students in classrooms, the following announcement will be made: **“(Example: Mr. Orange is in the building.)”**
5. An administrator will indicate when it is safe to move students to another area.

### WITH WEAPON

1. School personnel first in contact with person should remain calm and signal nearest school personnel to contact office.
2. The following announcement will be made: **“(Example: Mr. Red is in the building)”**
3. Principal will notify police and then go to designated spot to meet police.
4. Custodians close and lock appropriate inside doors to try to isolate the person from the students and faculty.
5. Assistant principal be alert to students’ placement. Be ready to move students or assist principal.
6. Keep students in rooms away from doors. If shooting occurs, EVERYONE should lie down on the floor immediately. Close and lock your door immediately.
7. An administrator will indicate when it is safe to move students to another area.
8. Office personnel will meet police and supply blue prints, phone system information, and map of intercom system.

## HOSTAGE SITUATION

1. Notify principal/designee
2. Principal's secretary will call (911).
3. Office designee will notify Superintendent's Office 409-316-6545.
4. Superintendent's office will notify the police, if necessary.
5. Take caution to ensure the immediate physical safety of the students and school personnel. This may or may not include evacuation of students and school personnel. Listen for bell signals or verbal instructions from the office.
6. Assistant principal will develop a list to ascertain the names of the students and faculty who may be in the area of the hostage situation.
7. Counselors will notify parents of those involved in the hostage situation.
8. Once the police arrive, they will direct the course of action.

## RIOTS

1. Notify principal/designee.
2. The principal will make the following announcement: **"Example: Mrs. Yellow is in the (location)"**.
3. Principal's secretary will call police (911).
4. Keep students in classes or away from scene as much as possible.
5. Principal/Assistant Principal/Counselor report to the scene.
6. Principal's secretary will call Superintendent.
7. Superintendent will call police if needed.
8. Counselor will call for other counselors, if needed.

## GANGS

1. Notify principal/designee.
2. The principal will make the following announcement: **"Example: Mr. Black is in the (location)"**.
3. Principal/Assistant Principal and other designees: \_\_\_\_\_ will report to the scene to disperse students.
4. Teachers will keep all other students away from area.

### **DAYTIME CLOSING**

1. Information will come from Superintendent's Office.
2. Principal/designee will notify students and school personnel.
3. Activate phone relay teams.
4. Assure parents that their child will be safe and supervised at school if parents are unable to come to school immediately.

### **SUDDEN LOSS OF POWER**

1. Students will remain with the teacher in the classroom or designated area when power failure occurs until notice is given to move students.
2. Office personnel will call the power company to report power failure or lines down in the area: Centerpoint 1-800-332-7143
3. Principal call maintenance 409-316-6549 or 409-682-6681

### **SERIOUS INJURY/ACCIDENT**

(Major Accident/Medical Emergency)

1. Personnel must remain calm.
2. When calling 911 give the following information:
  - a. Nature of emergency (fire or medical)
  - b. Name of location. Tell them this is a school and who you are:
  - c. Number of victims and any other pertinent information.
  - d. Give call back number
3. The teacher or person in charge should call the nurse or send someone for the nurse giving the :
  - a. Location of the student/victim
  - b. Victims name.
  - c. Type of injury.
4. Keep victim awake and as alert as possible.
5. Utilize trained personnel as needed for first aid.
6. The nurse will communicate to an assistant principal the emergency.
7. The nurse and administrator will both report to the emergency scene.

8. If the Principal's secretary cannot be reached, notify the front office.
9. Keep all interested personnel and students uninvolved in the emergency away from the area!
10. Do not move the victim unless his location is potentially dangerous. Reassure the victim: keep him quiet and lying down.
11. The principal's secretary will find the emergency card on file in the clinic. The nurse or principal/assistant principal will notify the parents as soon as possible. (The principal or assistant principal may be consulted for advice when notifying parents.) Notification should be given tactfully and in such a manner as not to create undue panic. Parents should be given all known details rather than just advised that "your child has had a bad accident." If parents cannot be consulted immediately, follow instructions on emergency card regarding physician and hospital. Do not delay in securing medical attention when the emergency is so severe that it suggests immediate hospital care.
12. The following people are authorized to call for an emergency vehicle if it is needed: principal, assistant principal, nurse, principal's secretary, athletic coach, trainer, and others (as situation warrants).  
Others: \_\_\_\_\_
13. When calling 911 give the following information:
  - a. Nature of emergency (fire or medical).
  - b. Name of location. Tell them this is a school and who you are.
  - c. Number of victims and any other pertinent information.
  - d. Give call back number.
14. Once the ambulance has been called, the principal/designee will report to the entrance that was reported to the dispatcher. He/she will meet the emergency team and escort them to the victim(s).
15. As soon as possible, the principal/designee will notify Superintendent's Office of the emergency.
16. Counselor(s) report to the scene to help calm the students and staff. Communicate to parents of students, if needed.
17. Personnel witnessing the accident, complete accident report form which is obtained from the nurse's office.

### **BUS ACCIDENT**

1. Principal and/or other school personnel need to go to the scene of the accident to identify and comfort students.
2. Notify Superintendent
3. Someone needs to be available in the school office to answer questions.
4. The school should be ready to deal with the media.
5. Notify crisis team if appropriate.

### **DANGER OF SUICIDE**

1. Notify the principal, nurse, and school counselor and possibly (911).
2. Principal/designee will call parent or family member to report threat.
3. Counselor will make appropriate referral: Galveston Co. Mental Health (#) relative or friend.

### **DEATH AT SCHOOL**

1. Call nurse, principal, office.
2. Office will call EMS immediately (911).
3. Nurse will report to the scene.
4. Office will contact school counselor.
5. School counselor will contact other counselors, if needed.
6. Principal will call Superintendent's Office 409-316-6545.
7. Nurse, principal or designee will call victim's nearest relative listed on emergency card.
8. **Issue no statement to the press.** Refer press to the Superintendent's Office.
9. Principal will call faculty meeting to officially inform all faculty of situation.

### DEATH OF A WELL-KNOWN PERSON

1. Notify principal/designee and school counselor.
2. Notify Superintendent.
3. School counselor will contact other counselors, if needed.
4. Principal will call faculty meeting to inform faculty of situation.

### MASS HYSTERIA

1. Notify principal/designee.
2. The principal will make the following announcement: “**Example: Mrs. White is in the building**”.
3. Administrators, nurse, counselors, off duty teachers, and other trained personnel report to the given location in order to provide assistance.
4. Counselor will determine need for additional counselor and contact, if needed.

I	BUS ACCIDENT	DANGER OF SUICIDE	DEATH AT SCHOOL
	DEATH OF WELL-KNOWN PERSON	MASS HYSTERIA	EMERGENCY CODES

## EMERGENCY STATEMENT CODES

The Emergency Statement Codes given in this book are examples only. Each campus is to determine their own codes to be used on their campus.

Bomb Threat

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Threat Outside the Building

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Threat Inside the Building

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Riot

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Gangs

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Hysteria

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