



United Independent School District

Emergency Response Plan

Laredo, TX
2011 – 2012

Compiled by: Risk Management Department
Revised 7/2011

UISD Emergency Response Plan

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INTRODUCTION

The United Independent School District is committed to the welfare of its students, staff, and visitors by ensuring a safe and healthy environment within its schools and facilities. This emergency response manual has been developed to assist administrators and staff in planning and preparing for the effective management and successful resolution of any emergency situation. Knowing what actions to take when faced with an emergency can protect life, prevent personal injuries, reduce emotional trauma, and minimize property damages.

No plan can fully anticipate all the actions required to deal with an emergency situation. However, the availability of a plan can provide a suitable framework for the effective coordination of efforts by all parties involved in an unforeseen situation. The key in dealing with any emergency is early prevention, advanced planning and training, and implementation of a coordinate response through established procedures.

For the purpose of this manual "*Emergency*" is defined as: "A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population."

The present Emergency Response Manual is written in accordance to the Board Policy CKC (Local) that states the following:

"Each school shall have effective emergency procedures that can be implemented on short notice and that will ensure optimum safety for students and school personnel."

This document is available at www.uisd.net under the Risk Management icon.

SUPERINTENDENT'S STATEMENT

School officials in the United Independent School District are always concerned about the welfare of the students in our schools. We know we have an obligation and responsibility for their protection while they on school grounds as well as the protection of school facilities.

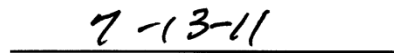
The District has developed a comprehensive emergency plan. This plan along with the procedures outlined by our building principals will be prepared should any emergency arise on our campus.

All campus-level procedures and the communication plan should be reviewed annually by each school. It is for us to foresee all possible emergencies, but we have researched the most effective way to use our resources and to respond immediately to those situations that cannot be avoided.

Our main objective will always be to attend to the health and welfare of each child and staff member.



Roberto J. Santos
Superintendent



Date

EMERGENCY MANUAL INSTRUCTION

The building principal/director, other building personnel, and central office administrators who receive copies of this Emergency Response Plan shall:

- Keep manual readily accessible for personal use and reference;
- Ensure that every member of Campus Emergency Response Team (CERT) has a copy of this manual;
- Maintain and update current names and phone numbers in manual;
- Have readily accessible all local building information and plans as designated in this manual;
- Provide campus training and activate plans;
- Provide a copy of manual to all new administrators and staff;
- Forward copy of completed Campus Emergency Response Team Form plan to Risk Management Office

SECTION I

DEVELOPING A

CAMPUS EMERGENCY RESPONSE TEAM

(CERT)

CAMPUS EMERGENCY RESPONSE TEAM (CERT)

SELECTION-

Team members should include those individuals who perform critical functions or who are needed to provide maximum service.

1. Principal
2. Assistant Principal
3. A team member from each hall
4. Nurse
5. Counselor
6. UISD Police Security (head of campus security)
7. Head Custodian
8. Coach
9. Secretary – Administrative Assistant

TRAINING-

Risk Management will provide training to all Principals/Designees/Directors who in turn will train the campus staff on the contents of the Campus Emergency Response Plan.

RESPONSIBILITIES OF PRINCIPAL, DESIGNEE, DIRECTOR-

- Designate a CERT group (Campus Emergency Response Team)
- Facilitate training to all staff
- Submit documentation and report such training (copies of sign-in sheets) to Risk Management Office
- Conduct emergency drills as required (notify UISD Police, Risk Management of date and time)

RESPONDING EFFECTIVELY TO EMERGENCIES

- What are the plans to train/re-train **CERT** members (including backup personnel)?
- How will existing and new personnel receive orientation to the emergency plan?
- What warning system will be used if there is an emergency during work hours?
- How will the personnel be informed if the emergency event has taken place before or after school hours?
- What are the plans to notify families in emergency situations?
- What procedure will be used to control traffic if release of students is required?
- What process will be used to disseminate information during work hours? Before or after school hours?
- What procedures will be used if normal communications devices fail, i.e., no telephone and /or PA system?

ESTABLISHING THE CERT

Establishing A Local Campus Emergency Response Team

Identify team members and their assigned roles and responsibilities. Be flexible in determining which functions best fit the needs of your faculty and your personnel resources.

NAME	RESPONSIBILITIES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Establishing Backup for Key Members in the Event of Absence

NAME	RESPONSIBILITIES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CAMPUS EMERGENCY INFORMATION

Campus Nurse

Name _____

Location _____

Phone Number _____

School Personnel certified

Name _____

First Aid (Date) _____

Location _____

CPR (Date) _____

Phone Number _____

Other (Describe) _____

Name _____

First Aid (Date) _____

Location _____

CPR (Date) _____

Phone Number _____

Other (Describe) _____

Name _____

First Aid (Date) _____

Location _____

CPR (Date) _____

Phone Number _____

Other (Describe) _____

Name _____

First Aid (Date) _____

Location _____

CPR (Date) _____

Phone Number _____

Other (Describe) _____

Name _____

First Aid (Date) _____

Location _____

CPR (Date) _____

Phone Number _____

Other (Describe) _____

Name _____

First Aid (Date) _____

Location _____

CPR (Date) _____

Phone Number _____

Other (Describe) _____

FACILITY CONSIDERATION IN AN EMERGENCY

- What provisions have been made to orient emergency workers to the building's layout? Where are the up-to-date floor plans and room assignments?

- Where will the emergency coordination center be located?

PROVISION FOR SPECIAL POPULATION

- Which special need populations, both staff and students, need provisions?

- Where are these populations located in the building and what would their specific need be during a emergency?

- What provisions have been or need to be made to meet these needs

STEPS OF EMERGENCY MANAGEMENT

A well thought-out plan that has been rehearsed by the CERT will help relieve the stress and possible long-lasting effects of the trauma. Some steps need to be carried out simultaneously; others will fall into sequence. Whether all team members need to participate in a particular emergency will depend on its nature and level. If there is a high level emergency having a major impact, area and central administrators will assist in this coordination.

1. Verification and Initial Assessment

- Begin to gather information and make decisions based on that information.
- Obtain an accurate description of what, who, how many, where and when the incident occurred.
- Control rumors and generalizations immediately.
- Contact UISD Police Department

2. Notification of Emergency Services for Life Threatening Situations

If there is a threat to safety or indications of escalation the first responsibility is to obtain assistance from the appropriate emergency services:

- Call **911** (if appropriate)
- Call UISD Police at **473-6361**
- Call Administrator on Call at **206-0911**
- Call Risk Management Department at **473-6390**

3. Activate CERT (Campus Emergency Response Team)

- The CERT is activated when the building principal or any members of the Emergency Team activates the warning system.
- EXAMPLE:

EVACUATE
EVACUATE
EVACUATE
- Establish a phone tree in case the event happens after school hours and if an early morning meeting may be needed.
- Call **911** if the situation warrants. The decision whether or not to call 911 (police, fire department and/or an ambulance) rests with the building or department administrator.

4. Assessment of Situation and Planning with CERT

- Review facts to determine how the school and community are going to react.
- Decide if additional personnel from the outside sources are needed. Assign roles and responsibilities to each team member. Type and level of emergency will determine which action will be taken.
- If there is a death, grief counseling will be offered individually or in groups.

5. Implementation of Appropriate Tasks by Team

- a. Dispersing accurate information is a top priority:
 - Send memos to teachers asking them to explain the facts to their class. Take time to discuss the situation, and talk about feelings.
 - Call a brief meeting before school and/or after school.
- b. Make rooms available for counseling:
 - Implement a triage system (prioritizing and assigning) to reduce the likelihood of students, upset or otherwise, roaming the halls.
 - Identify witnesses, student known to be vulnerable, and friends.
 - Provide the faculty with the opportunity to talk to the emergency counselors.
 - Keep the school schedule as normal as possible.
- c. Concerned parents may contact the school for reassurance or information:
 - A fact sheet for the secretary will ease the confusion in the office.
 - Establish a procedure for the possible release of students if requested by parents.
 - For elementary schools, a letter home may explain what has happened, alert parents to anticipate certain reactions from their children, and offer the help of the school counselors.
 - High schools may choose other methods of contacting parents such as a PTA telephone tree.
 - Depending on the situation, a parent meeting may be called in order to discuss the events.

6. Debriefing Sessions

- Begin debriefing sessions with the **CERT** members immediately after the event or next day.
- Emergency intervention is stressful for all those involved.

7. Follow-up Services

- Counseling services may be extended beyond the first days for those who continue to have a difficult time.
- Teachers should monitor the students and contact the counseling department if there is a concern.
- The school psychologist may need to work with the students and their families to help them recover.
- If any of the faculty continues to be in distress, a referral for counseling or leave of absence may be considered.

MEDIA PROCEDURES

The district's goal is to position itself as the primary source for credible information for both the media and citizens.

1. The Director of Public Relations or Assigned Spokesperson will be sent to the department/building to speak to the media for the District. The individual designated as spokesperson will:
 - Gather initial facts, and
 - Remain with the media in the designated area AT ALL TIMES!
2. The District Emergency Representative will:
 - Help spokesperson gather facts
 - Coach the spokesperson on presentation of those facts
 - Serve as liaison between the principal and spokesperson if different
 - Write statements for the spokesperson, office staff and for distribution to media
 - Prepare principal to make a statement and/or respond to media questions
 - Assist principal, or designee with writing letters to parents and/or employees, if deemed necessary
 - Communicate factual information to Administration Building
 - Coordinate media calls referred to the scene from Administration
3. The building administrator must designate an area for media conference. **AT ALL TIMES** during a emergency this location should be staffed by Emergency Response Team Member or person designated by the Superintendent.
4. The principal or designee must keep the office staff apprised so that they may respond to calls from parents and/or community:
 - Prepare a written statement to be read by all office personnel to the caller
 - Protect student(s) confidentiality rights
 - Do not relay unsupported information not contained in the prepared statement
 - Obtain name and phone number of callers and call them back with the facts

BEFORE making any statements to the media, the Administrator or his designee must **IMMEDIATELY** relate factual information about the emergency to the Superintendent's office. The Superintendent or Administrator on Call will brief the Public Relations Department.

PLEASE ALERT ALL STAFF TO THE FOLLOWING:

ONLY the designated district or campus media spokesperson should respond to the media. No statements should be made **UNLESS** the spokesperson is absolutely sure of the information. Isolated statements from different individuals may be incomplete, misleading or erroneous.

If you are contacted by a newsperson, photographer or camera crew, and you are not the designated spokesperson: simply state that the facts are being gathered and will be released through the district spokesperson as soon as possible.

CAMPUS EMERGENCY MANAGEMENT CHECKLIST

Campus Principal/Designee/Director will:

- ____1. Determine the facts surrounding the emergency event, level of emergency and potential impact.
- ____2. Request emergency services, 911, UISD Police, and Administrator on Call.
- ____3. Assemble and brief **CERT**. Request that team members carry out pre-planned responsibilities.
- ____4. Designate rooms and space for counseling, media, and emergency coordination.
- ____5. Determine what information will be shared and with whom.
 - ____a. Memos, meetings, personal contact with faculty
 - ____b. Letters to parents
 - ____c. Fact sheet for secretary
 - ____d. Statement for media
- ____6. Debrief at the end of each day with all of the emergency team members.
- ____7. Schedule additional planning sessions.
- ____8. Plan for parent community meetings.

SECTION II

EMERGENCY RESPONSE PROCEDURES

ABUSE OR NEGLECT OF A CHILD (1 of 2)

The Department of Protective and Regulatory Services (**DPRS**), local law enforcement agencies, and United ISD have certain obligations pursuant to the Texas Family Code, Texas Penal Code, and the Texas Code of Criminal Procedures. In accordance with Texas Family Code Section 261.101, any person suspecting abuse or neglect of a child or death of a child from abuse or neglect shall report immediately or within 24 hours this belief to the Child Protective Services or local law enforcement agencies.

Reports may include any of the following:

- Death of a child
- Physical injury of a child
- Parent is threatening injury or death to a child or child is threatening suicide because of abuse or neglect
- Failure to thrive syndrome or severe malnourishment of a child
- Sexual abuse of a child by a relative or household member
- Child is left alone, deserted, lost, abandoned, or totally without parental or other caretaker supervision
- Child, due to lack of medical attention, is in danger of death or serious physical harm
- Caretaker is behaving in a bizarre, psychotic, intoxicated or drugged manner
- Child is in serious distress or danger

It shall be the duty of all school personnel (teachers, principals, etc.) to report child abuse or neglect to the DPRS or local law enforcement agencies. It is the responsibility of the individual, not the school district, to make the report. A person who has cause to make a report, but knowingly fails to do so, commits a criminal offense (Texas Family Code, Section 261.101 and 261.109)

To report suspected abuse or neglect you should call:

- Child Protective Services at **1-800-342-3720**
- UISD Police at **473-6361**

The investigating caseworkers must present his/her official Texas Department of Protective and Regulatory Services identification upon request of school personnel. Prior notification of parents regarding an interview of a child is not required, but the law does require reasonable efforts to notify parents within 24 hours of the interview (Texas Family Code, Section 261.311).

The school will provide a place for the investigating caseworker to interview the child that assures the privacy, comfort, and confidentiality of the interview. The interviews of the alleged victim(s) may be video or audio taped (Texas Family Code Section 261.302).

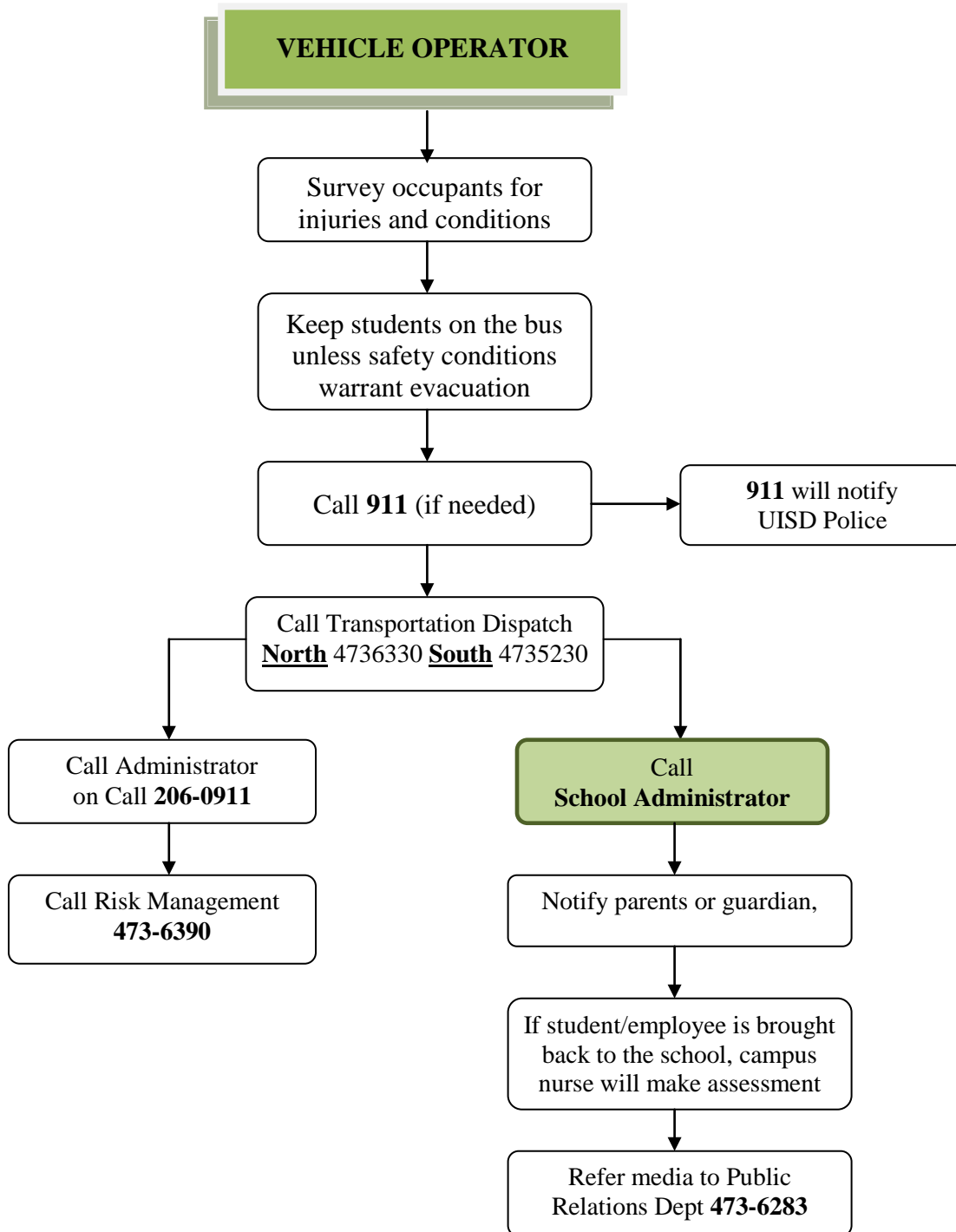
To assure confidentiality of the interview, only the investigating *caseworker* and child will be present during an interview conducted as part of an investigation. A third party present during the interview may be subpoenaed to testify in a criminal or civil court proceeding. A third party may attend as an observer on when:

- The child has already told the third party about the alleged abuse and neglect, and
- The worker believes that the third party's presence will make the child comfortable, or
- The child asks for the third party to attend

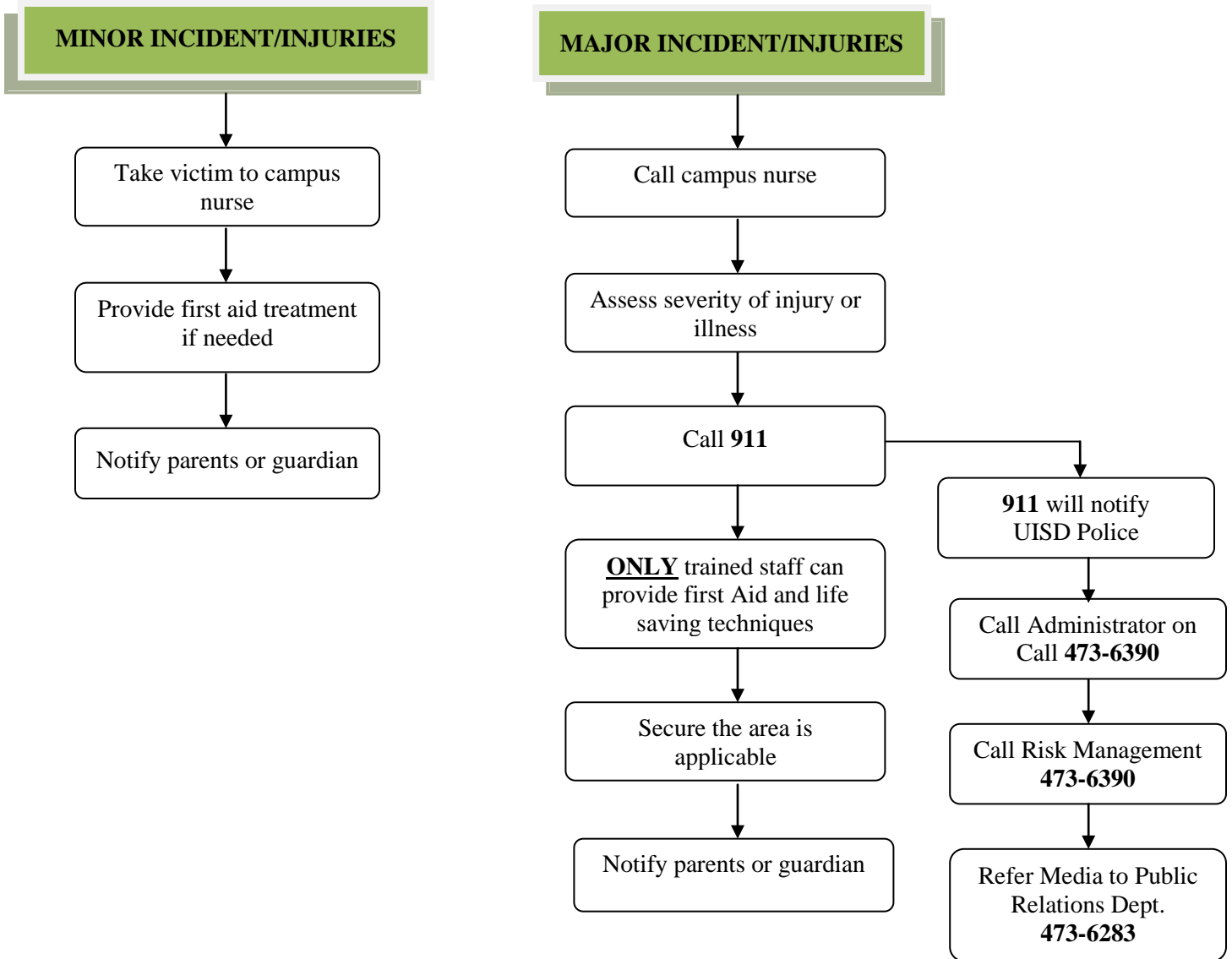
The legislature has empowered authorized representatives of the Texas Department of Protective and Regulatory Services to take immediate physical possession of a child in emergency circumstances without a written court order pursuant to Texas Family Code, Section 262.104. In these situations the caseworker will present a form containing, an Emergency Verbal Order from a judge allowing the caseworker to take possession of the child. School personnel should ask for a phone number where verification of the proposed actions may be verified.

BUS INCIDENTS TO AND FROM SCHOOL

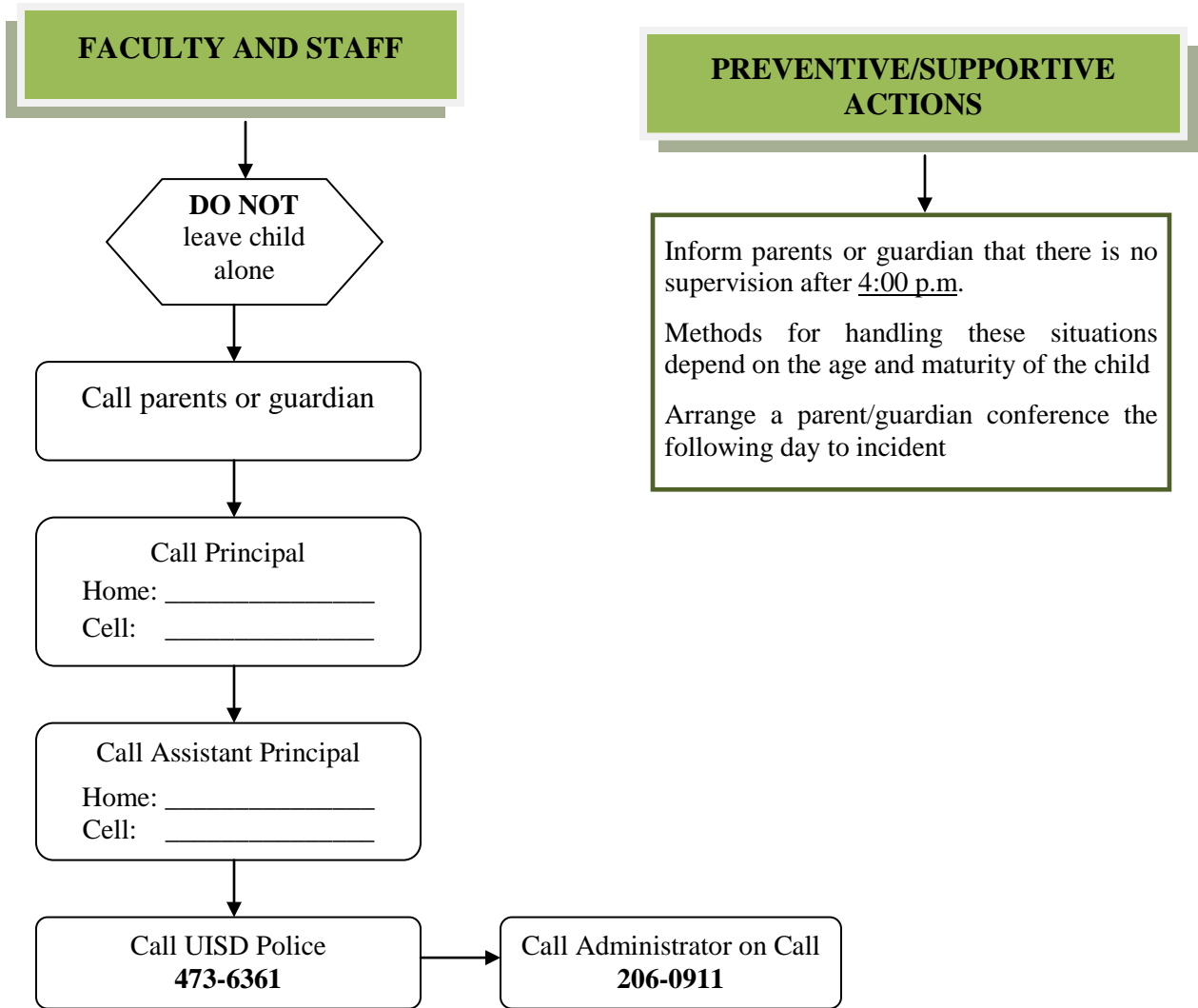
NOTE: For all off-campus trips, a list of students and adults on each bus or vehicle should be left at school. Students and adults **MUST** ride the same bus/vehicle both ways.



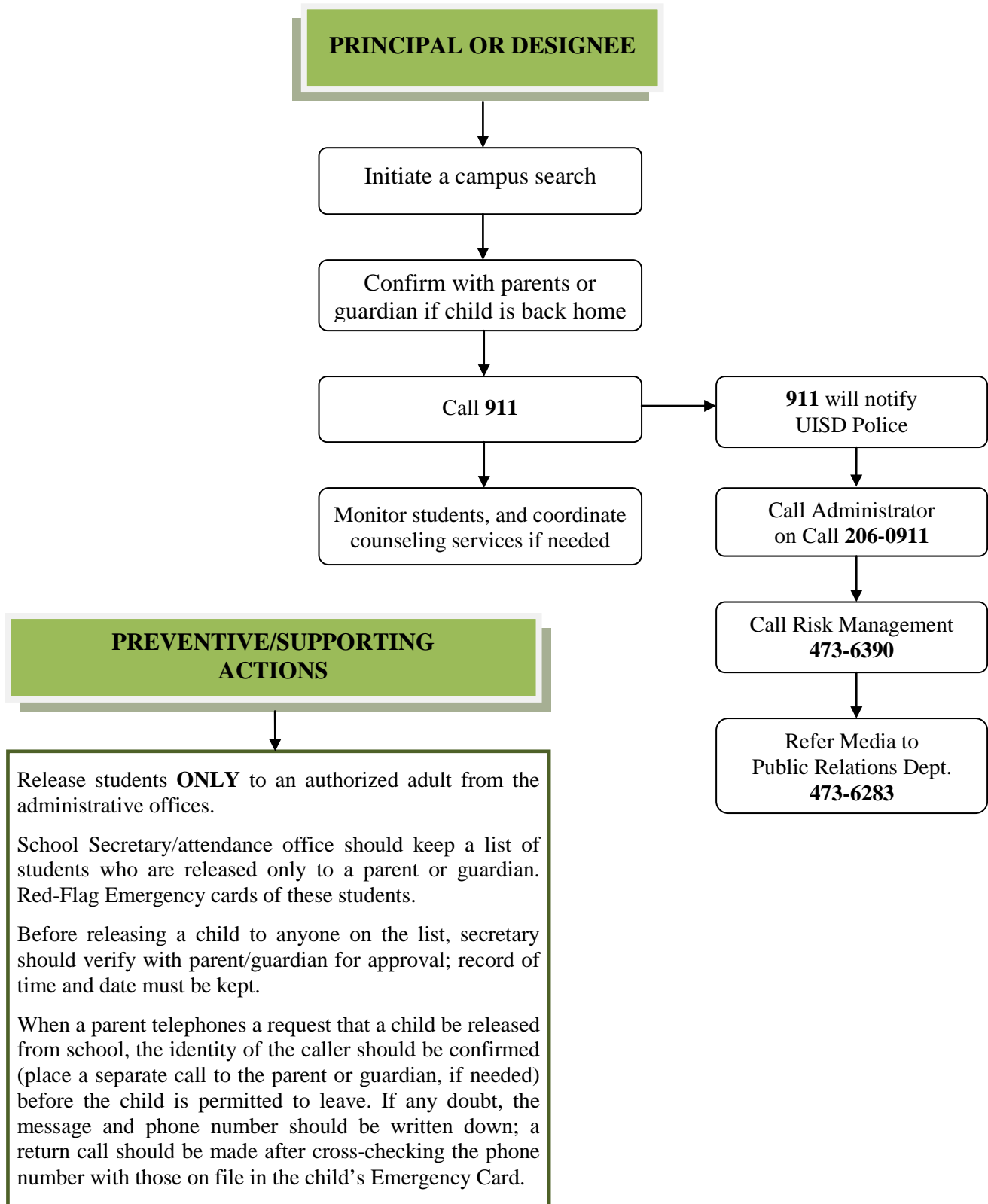
INCIDENTS OR INJURIES AT SCHOOL



CHILDREN LEFT AT SCHOOL

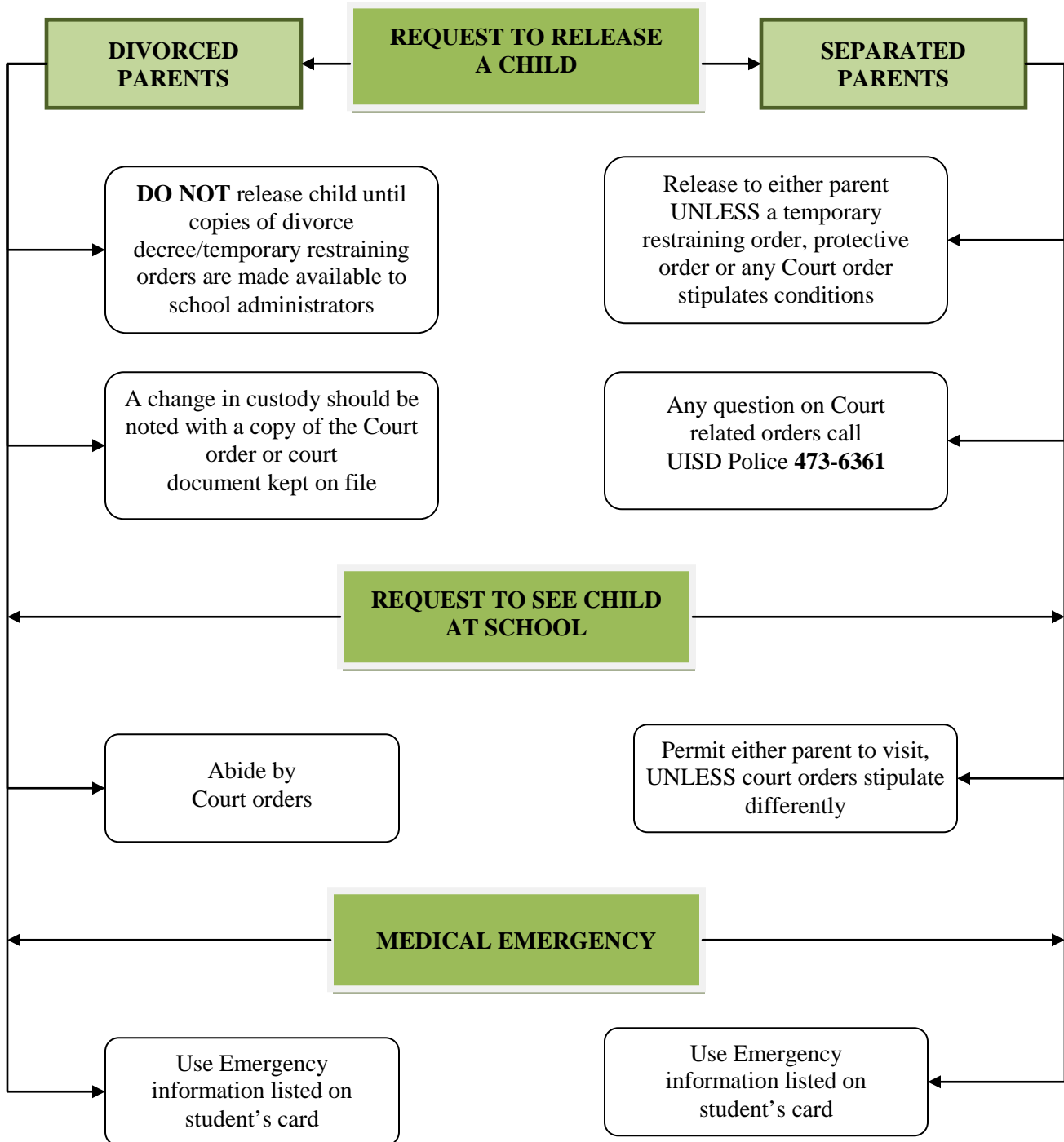


MISSING STUDENT

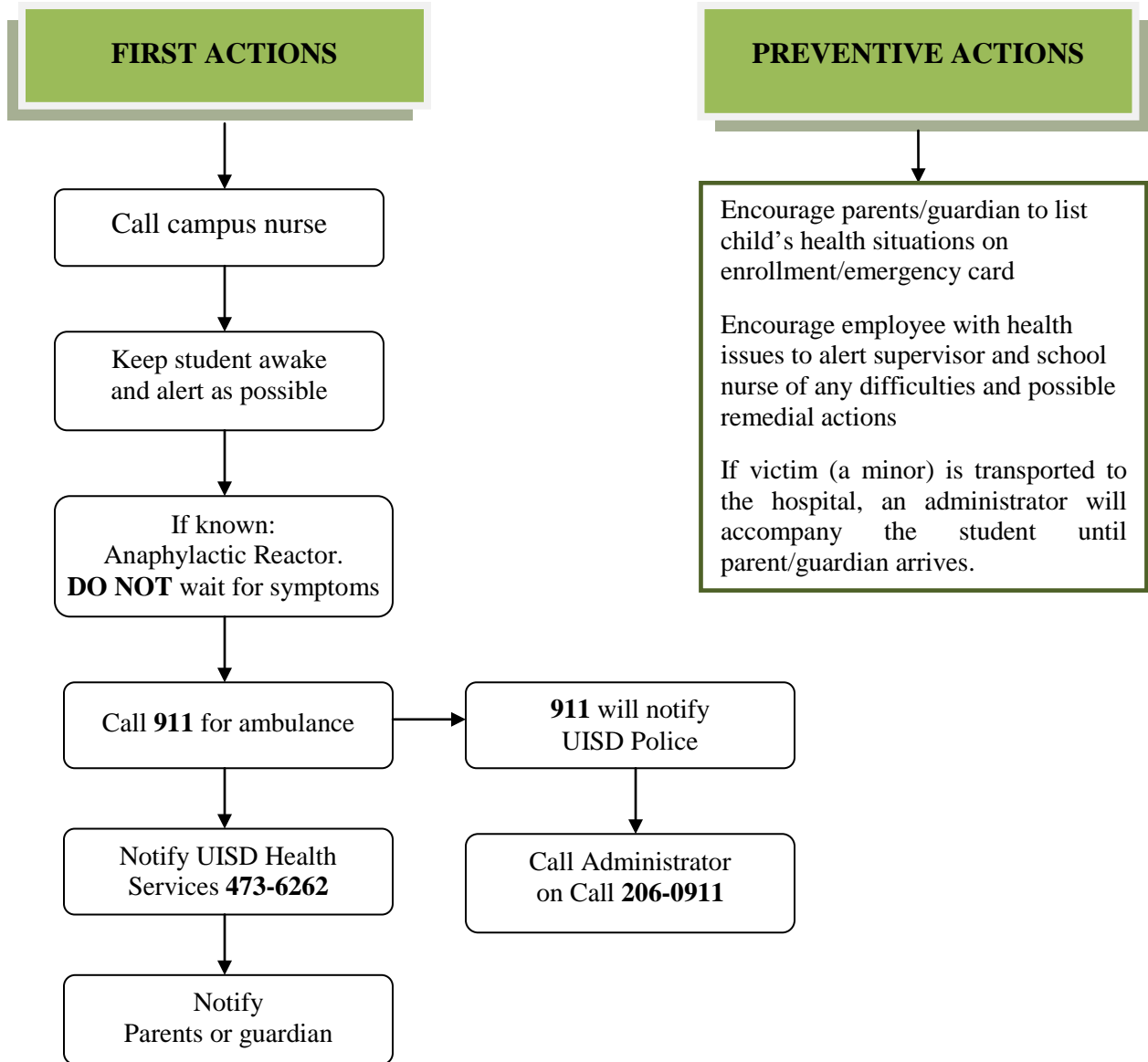


CUSTODY LAWS AFFECTING THE SCHOOL

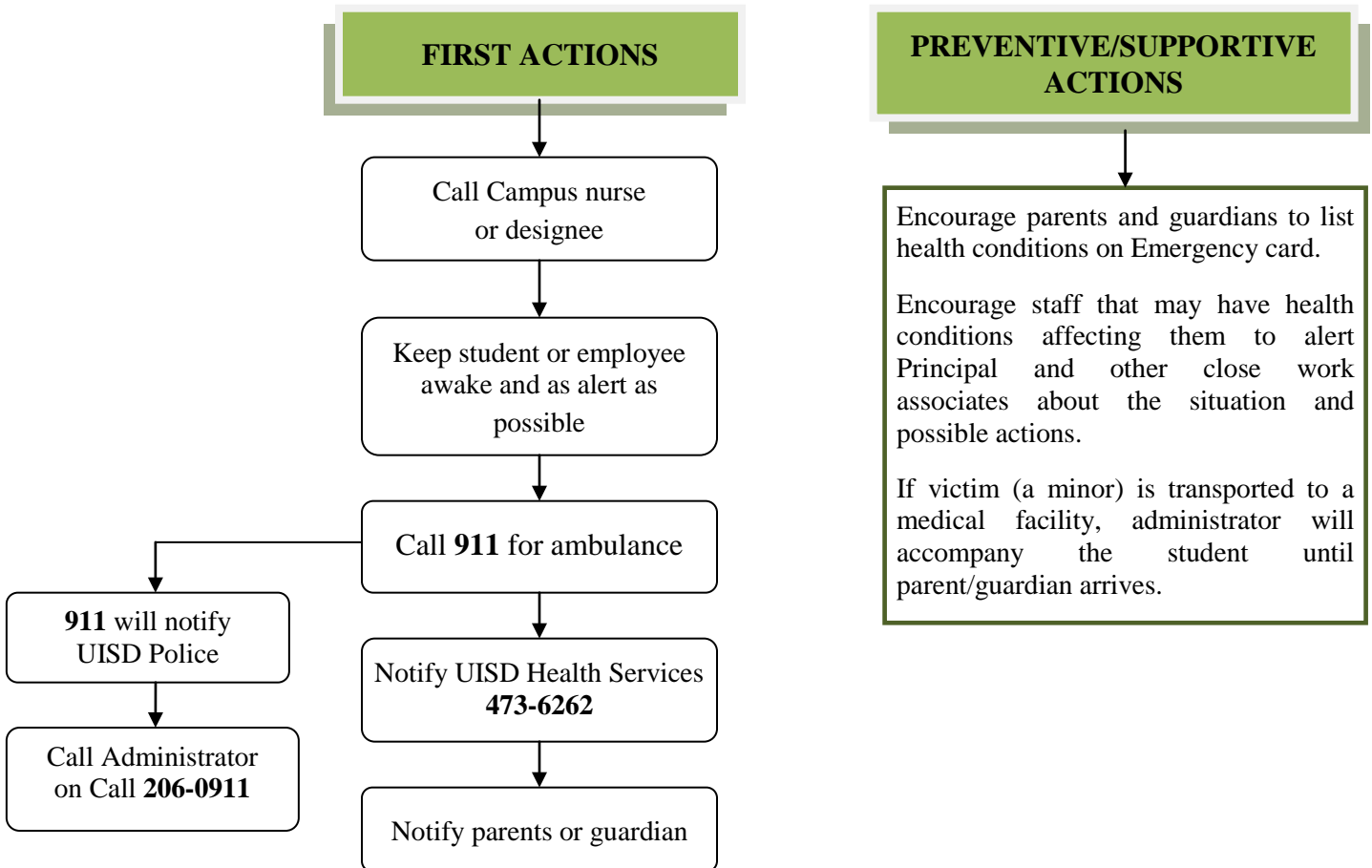
NOTE: By law, both parents, whether married, separated, or divorced have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.



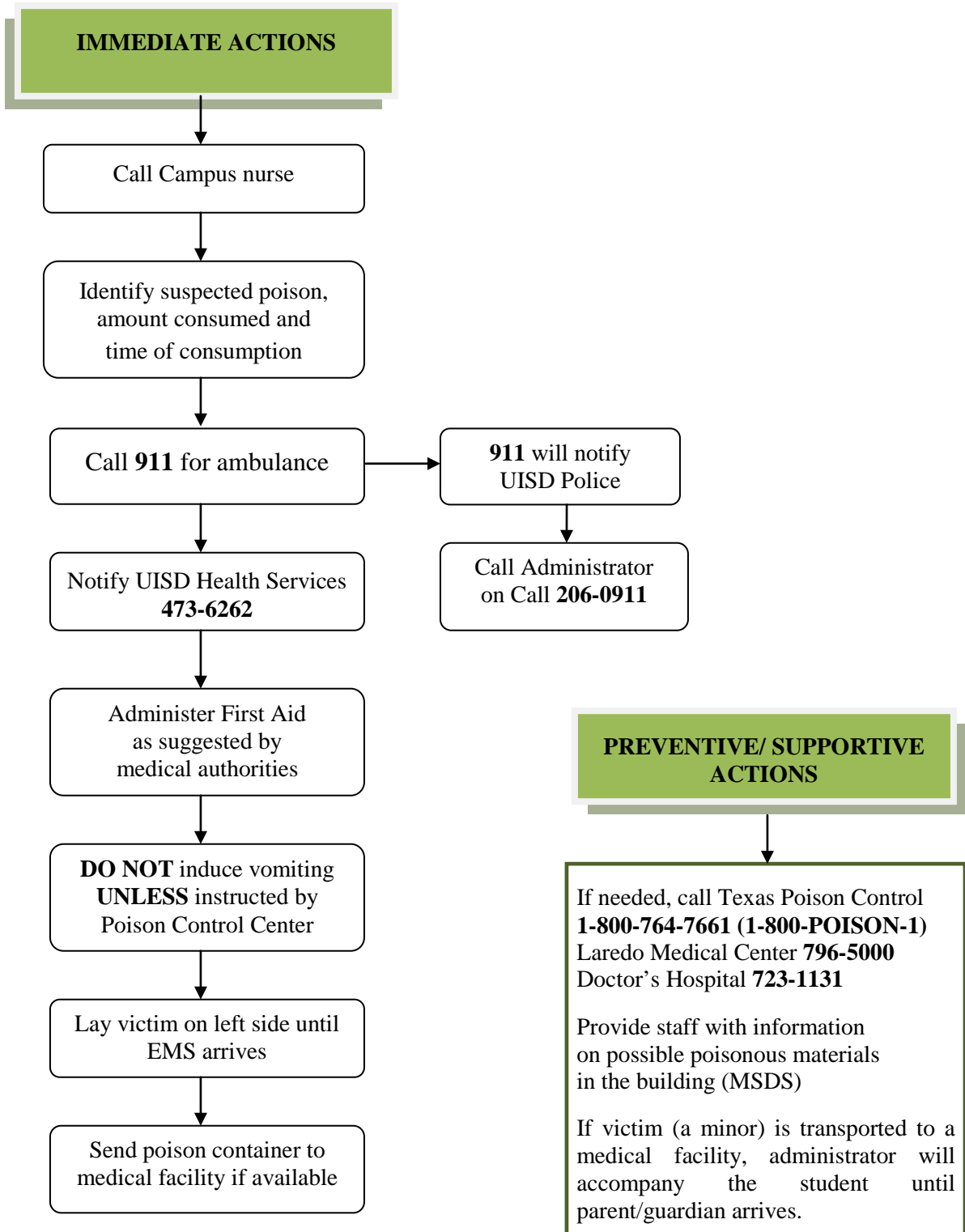
ALLERGIC REACTION



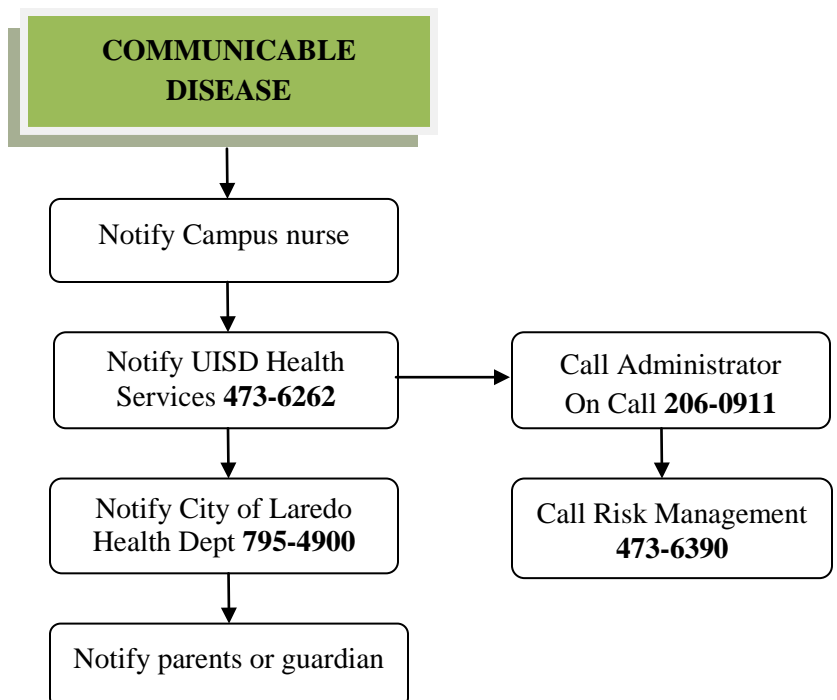
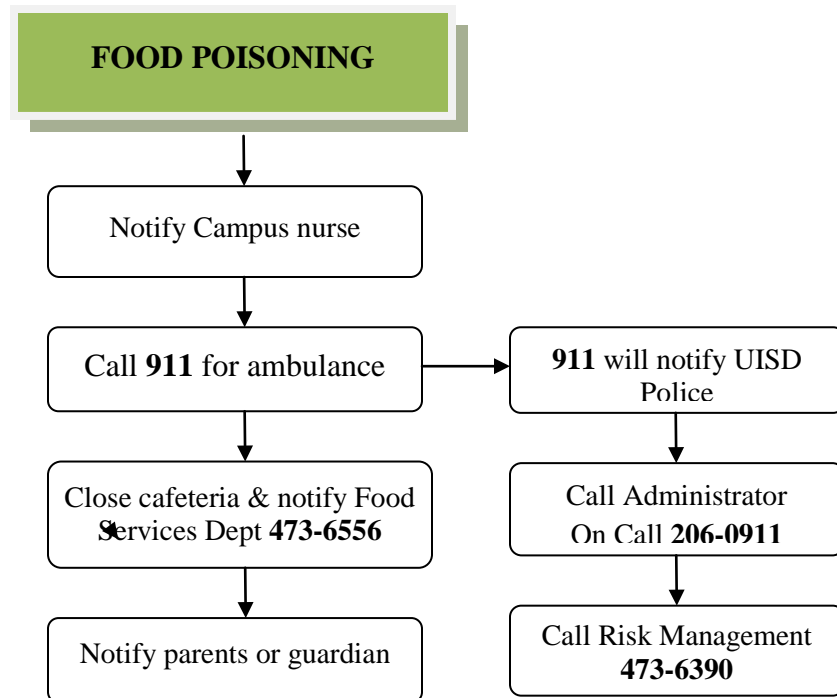
MEDICATION OVERDOSE



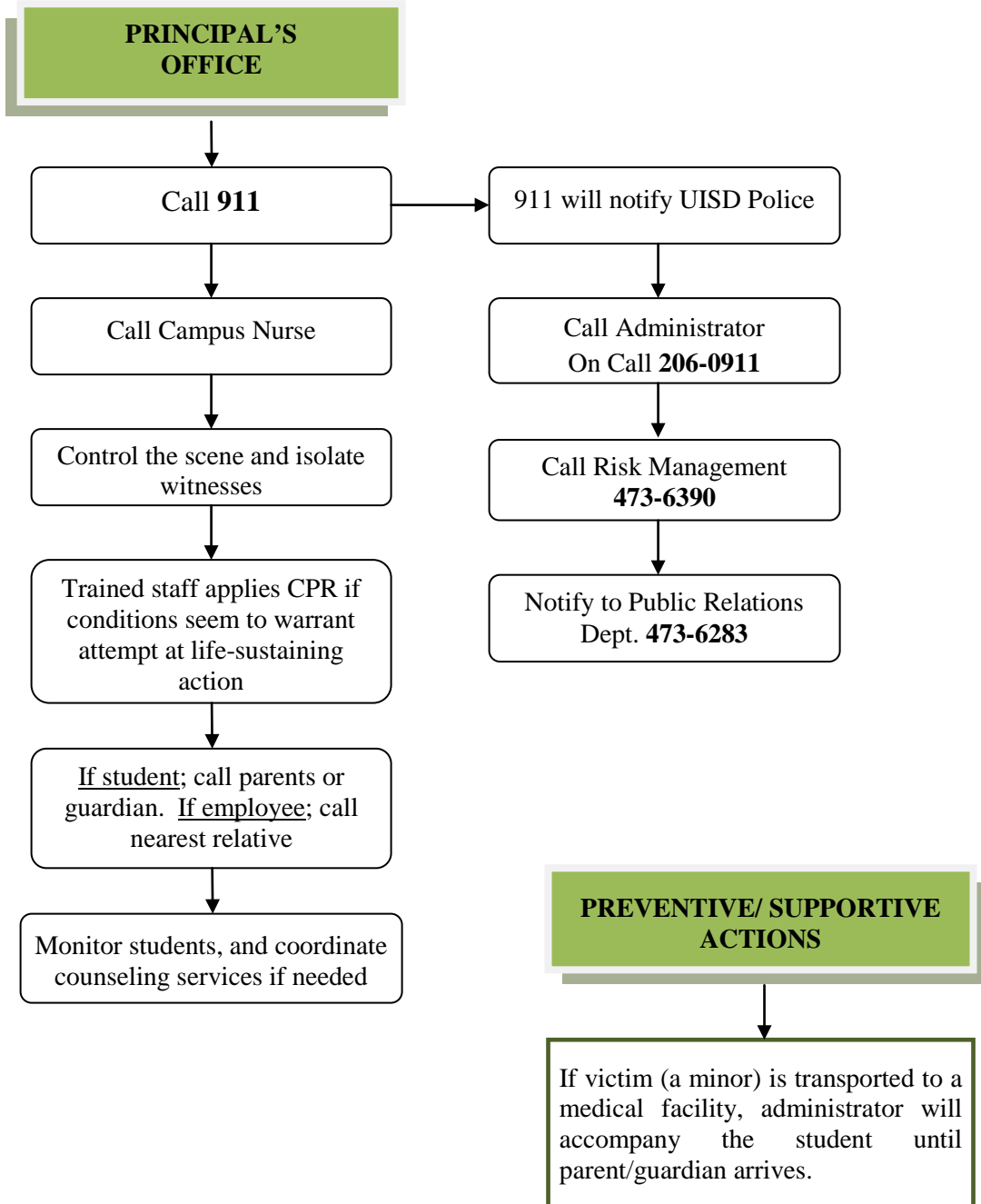
POISONING



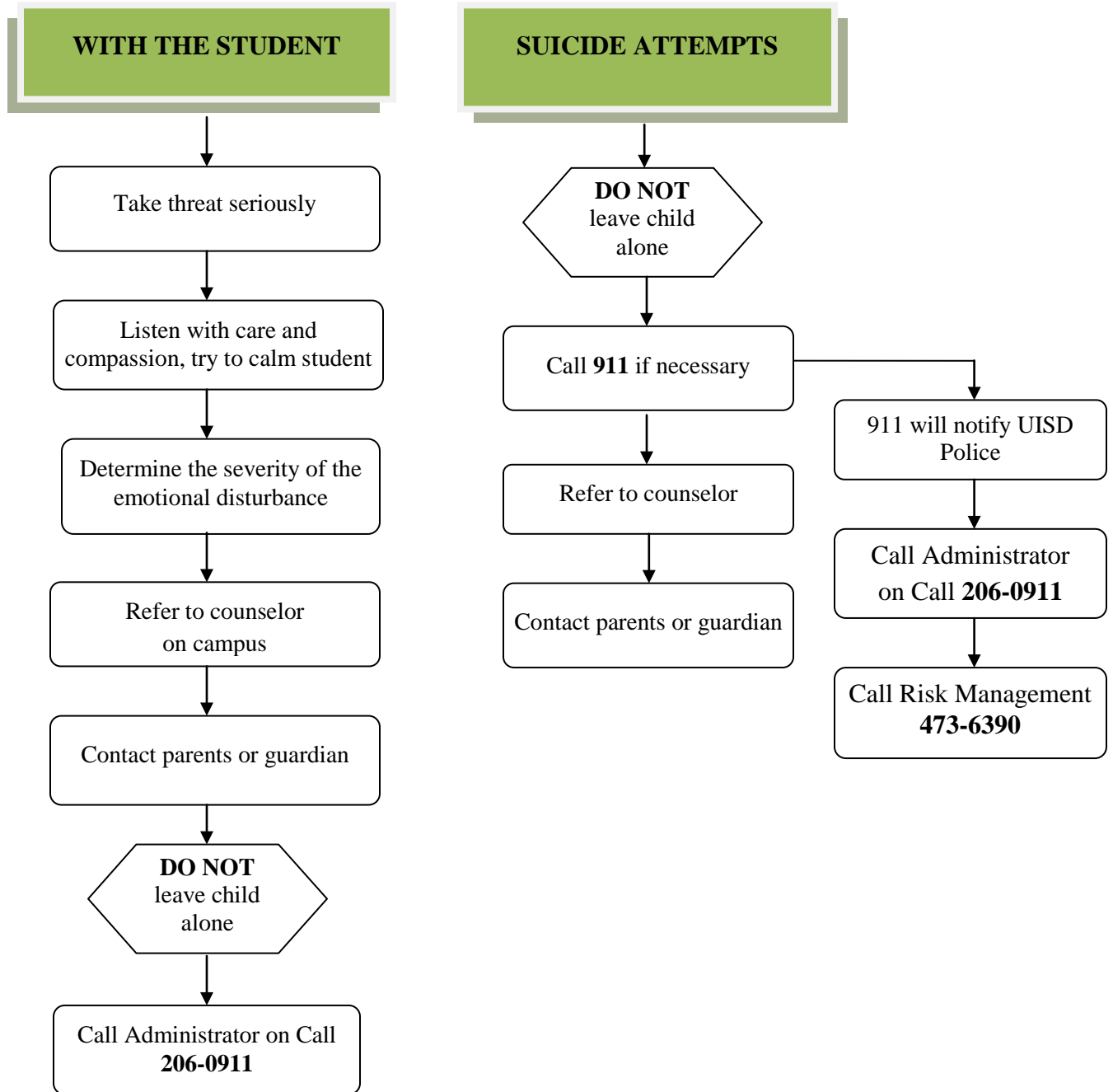
MASS INVOLVEMENT OF STUDENTS IN LARGE GROUP CRISIS



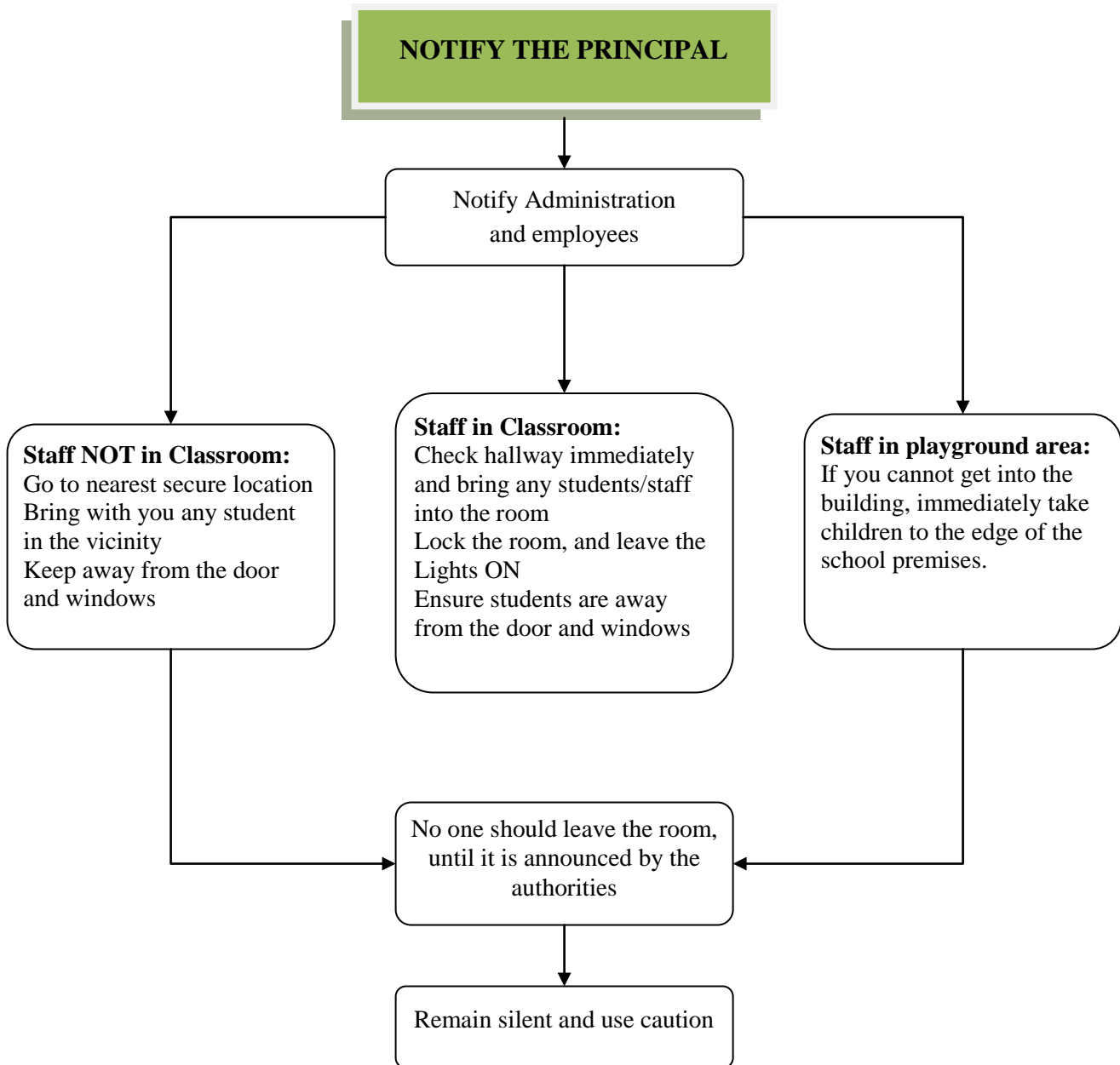
DEATH AT SCHOOL



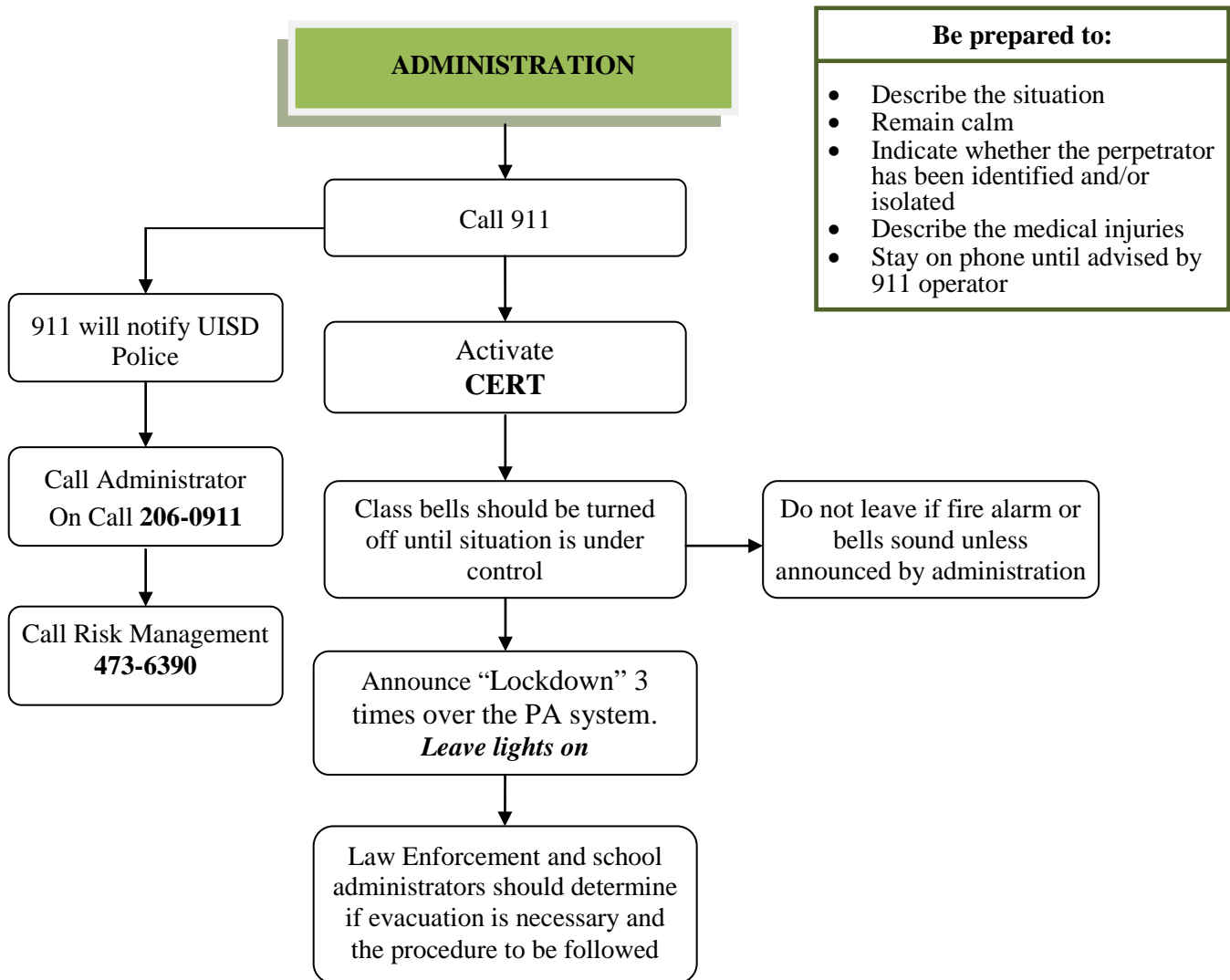
SUICIDE THREATS



INTRUDER ON CAMPUS (1 of 2)

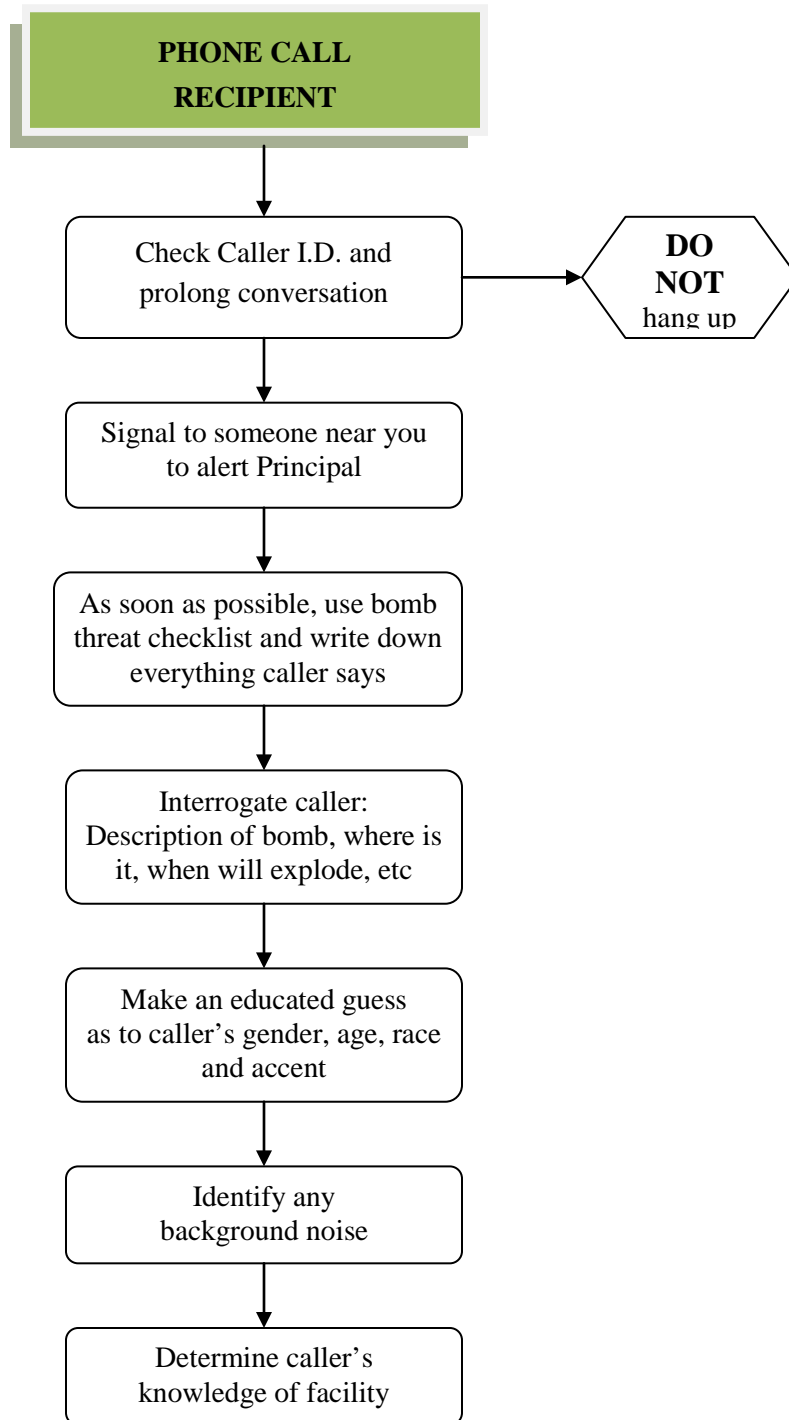


INTRUDER ON CAMPUS (2 of 2)

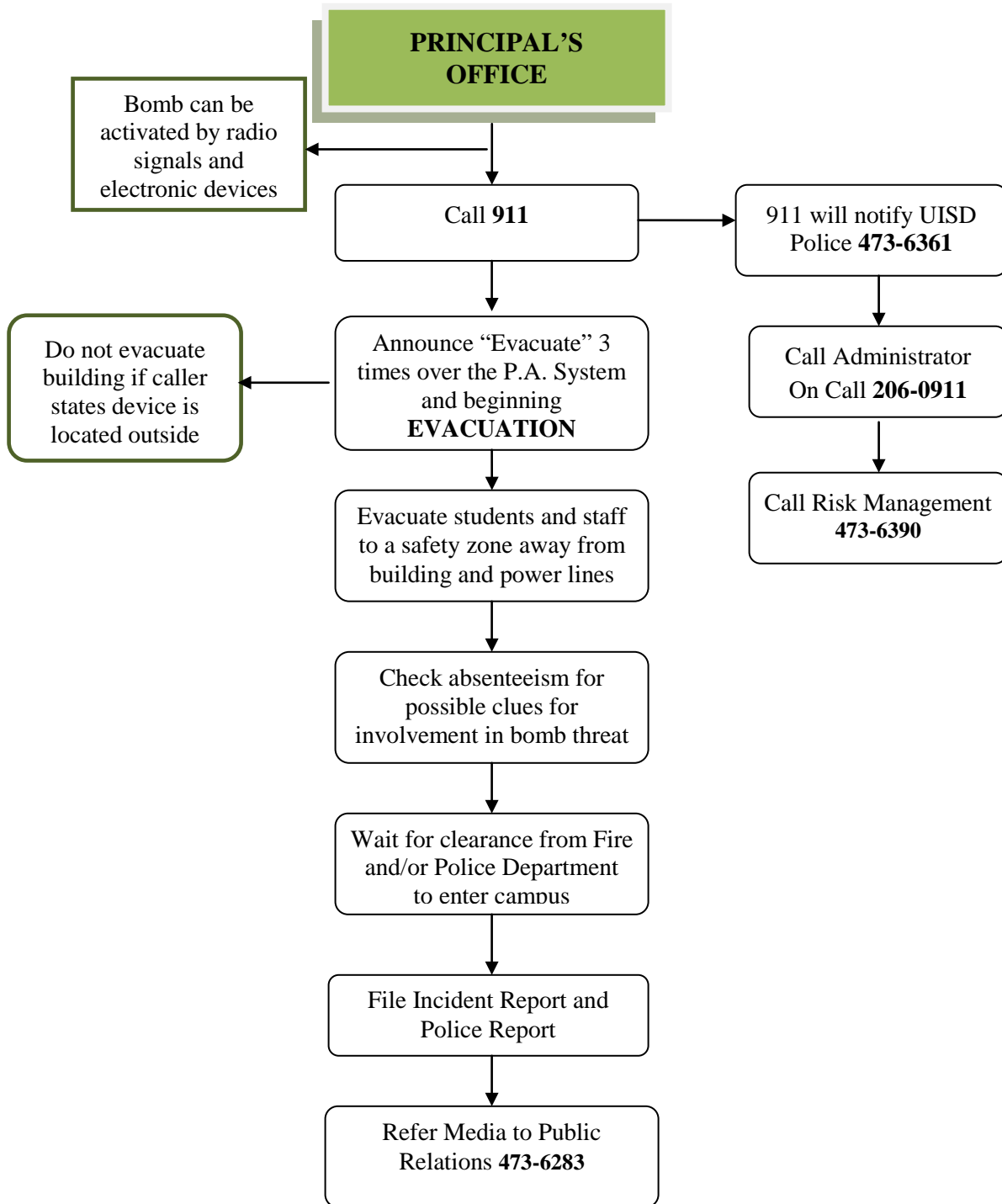


BOMB THREAT (1 of 3)

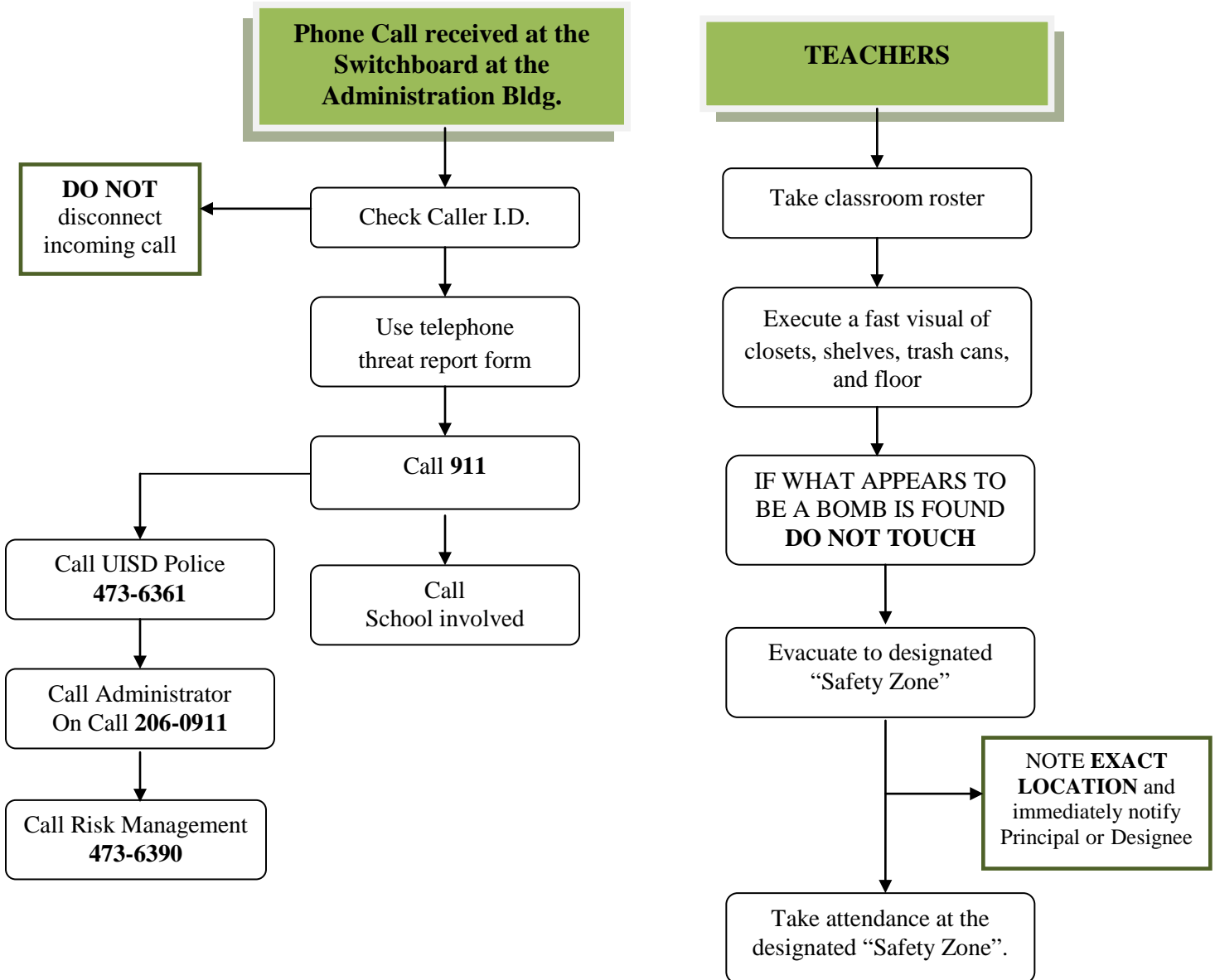
NOTE: Cell phone usage is **ABSOLUTELY PROHIBITED** when an explosive device is suspected to be in or around the school.



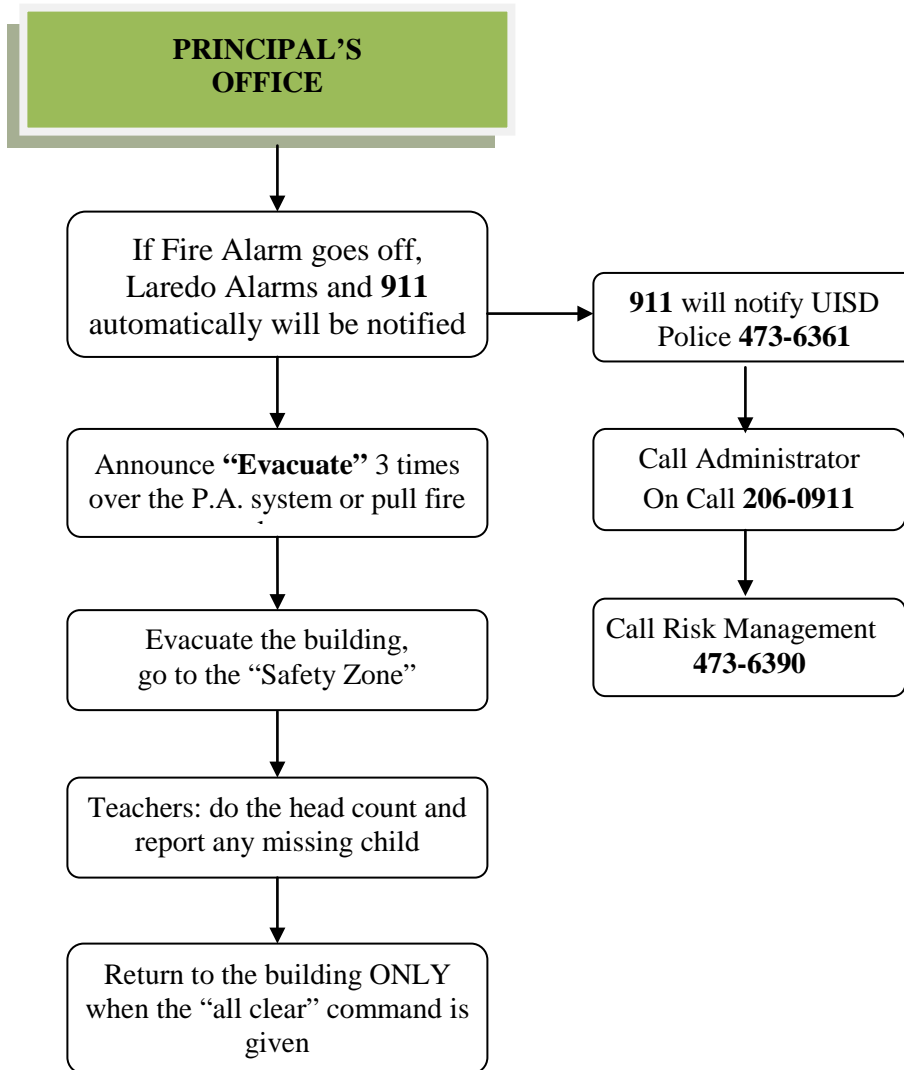
BOMB THREAT (2 of 3)



BOMB THREAT (3 of 3)



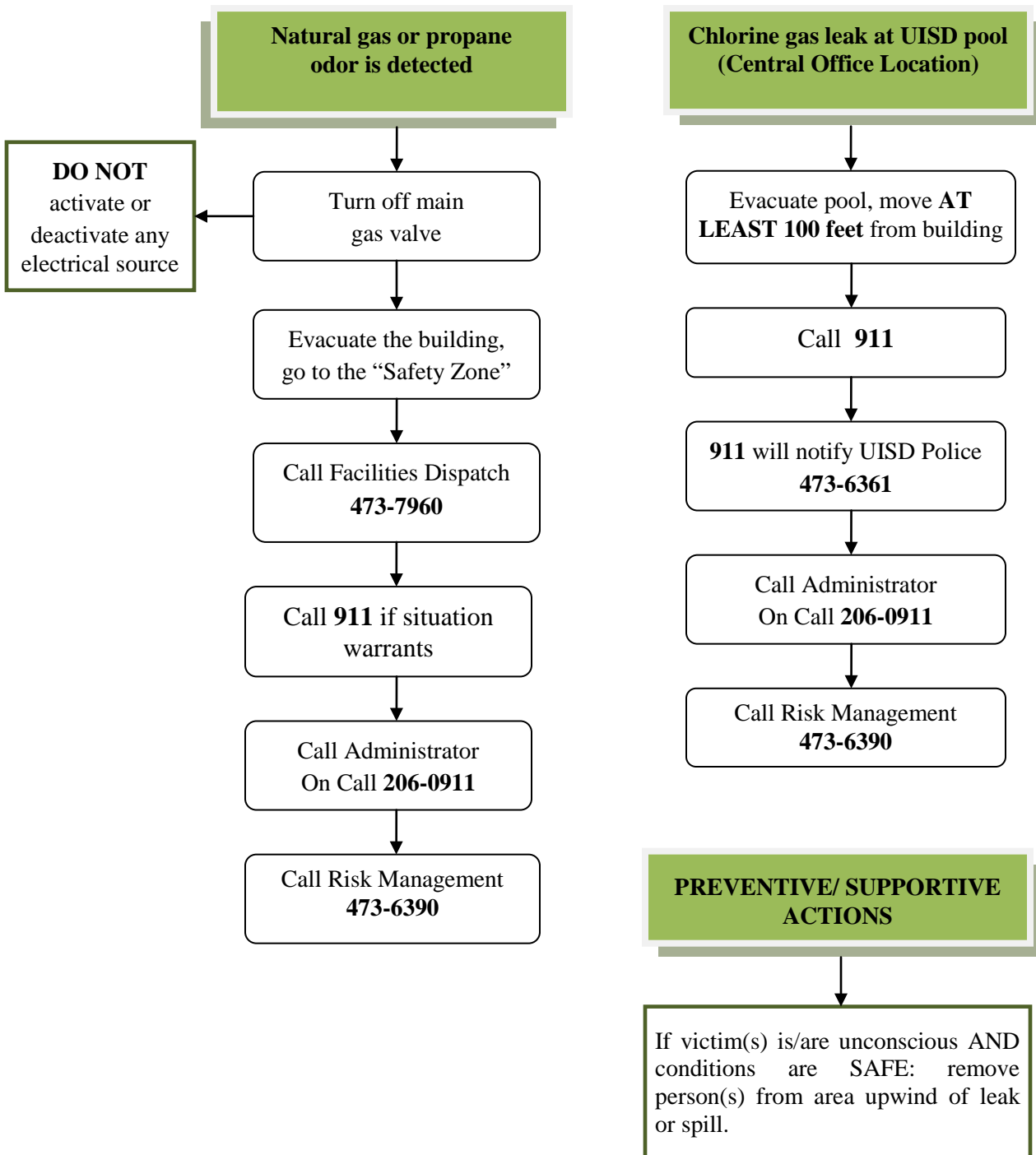
FIRE EVACUATION



GAS LEAK

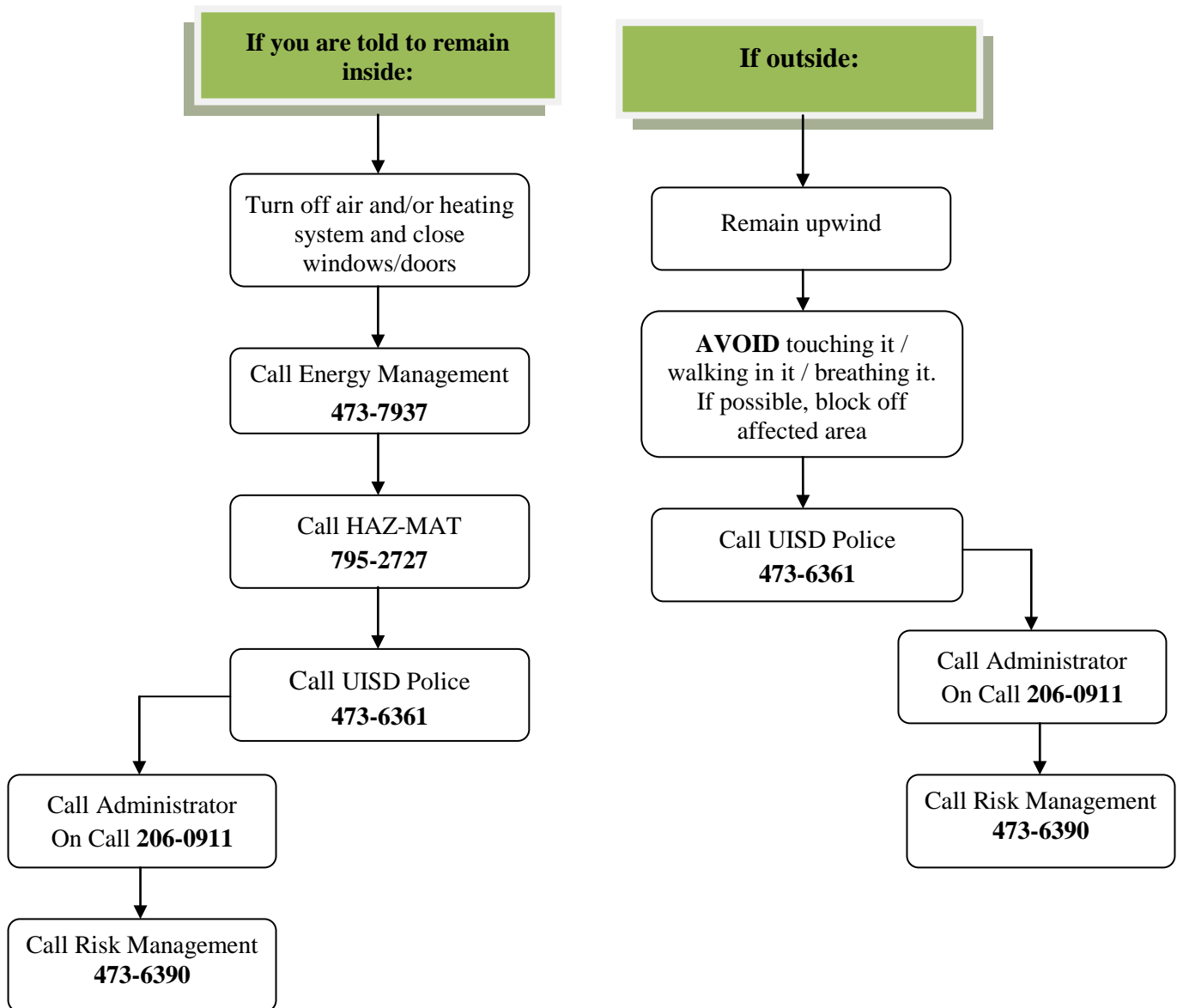
Natural Gas leaks, evidenced by a distinctive odor, may bring the danger of explosion. Natural gas is lighter than air and will rise. Mercaptan is added to natural gas to give it a unique odor.

Propane gas is used in UISD as a fuel in vehicles. Propane is a flammable gas, heavier than air, causing it to settle in low places. Propane has a distinctive, pungent odor.

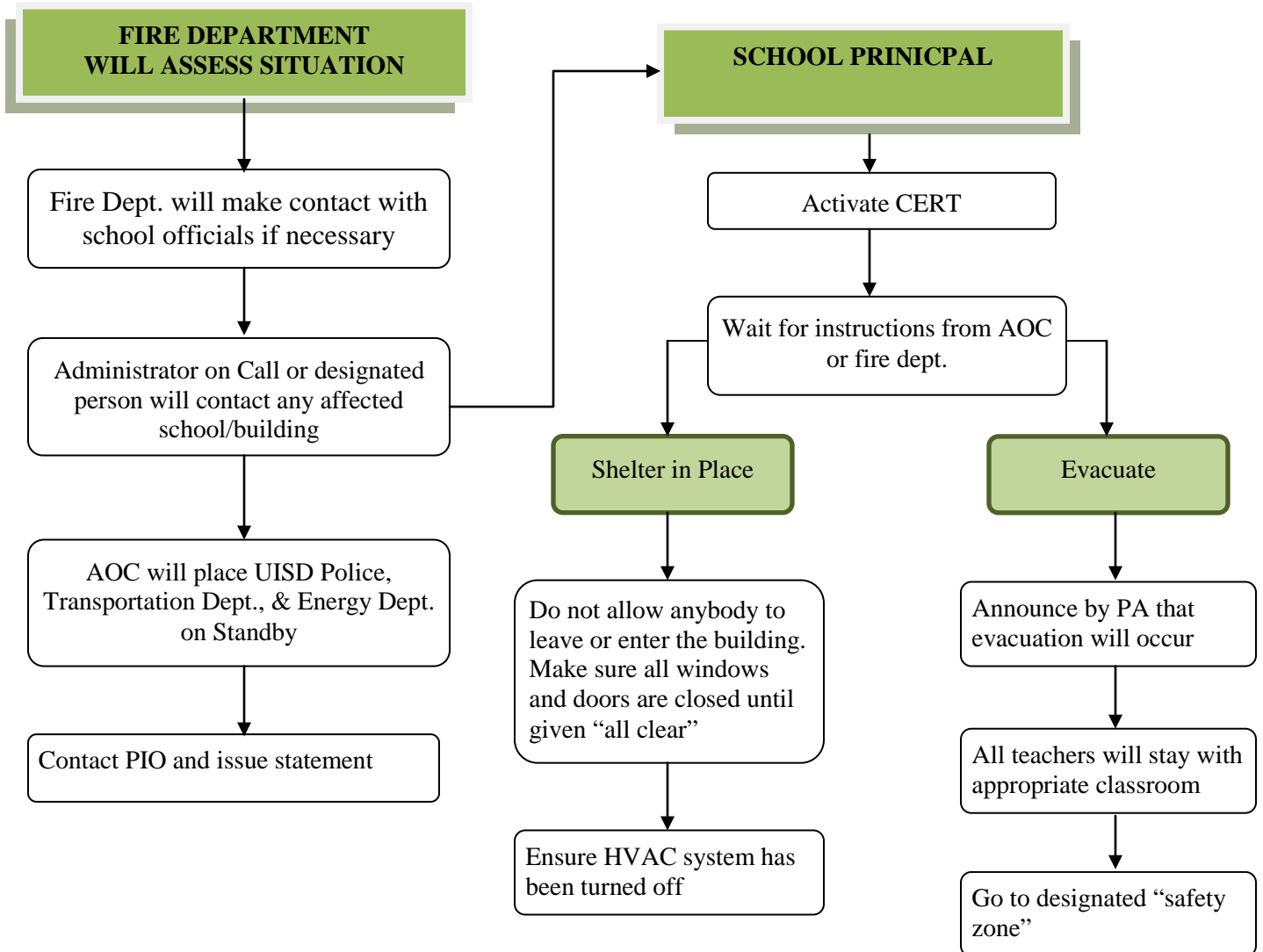


HAZARDOUS MATERIAL SPILLS

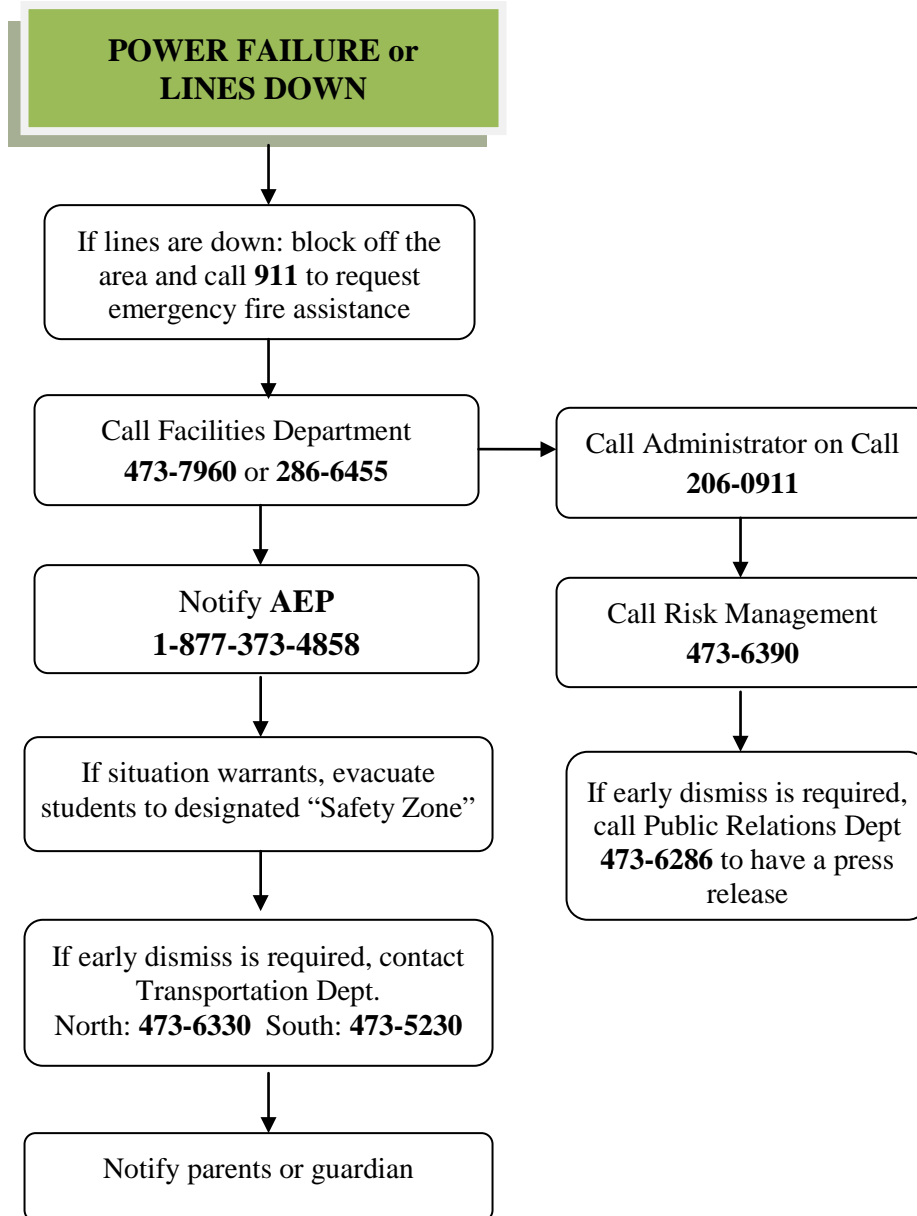
NOTE: A chemical is classified as "hazardous" when it has been determined that there is a physical or health hazard associated with that chemical's use. A Material Data Safety Sheet (**MSDS**) gives you all the information you need about how to keep yourself and others safe around a particular hazardous chemical. Keep it at hand.



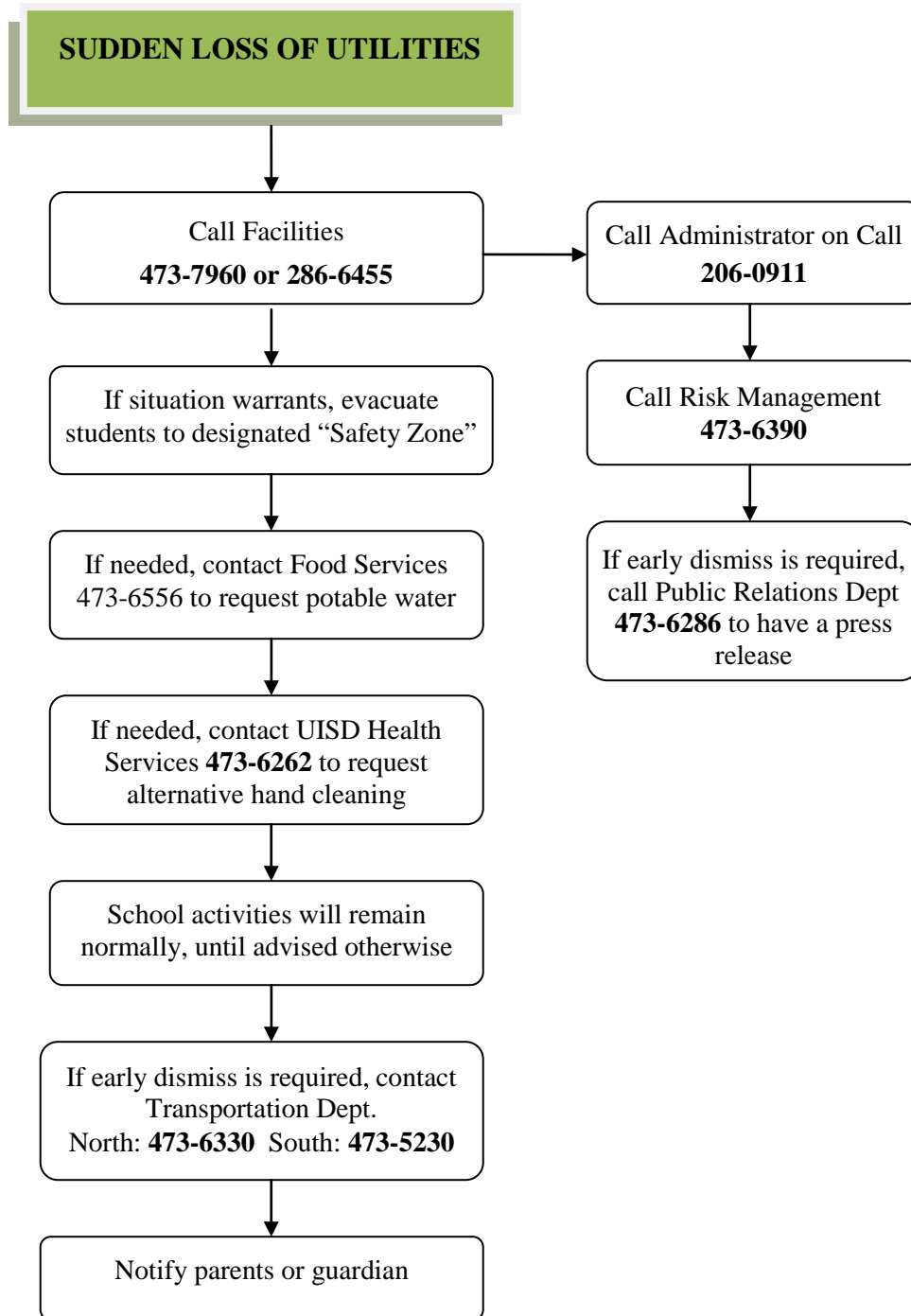
TRAIN DERAILMENT NEAR SCHOOLS/BUILDINGS (Within 1000yds)



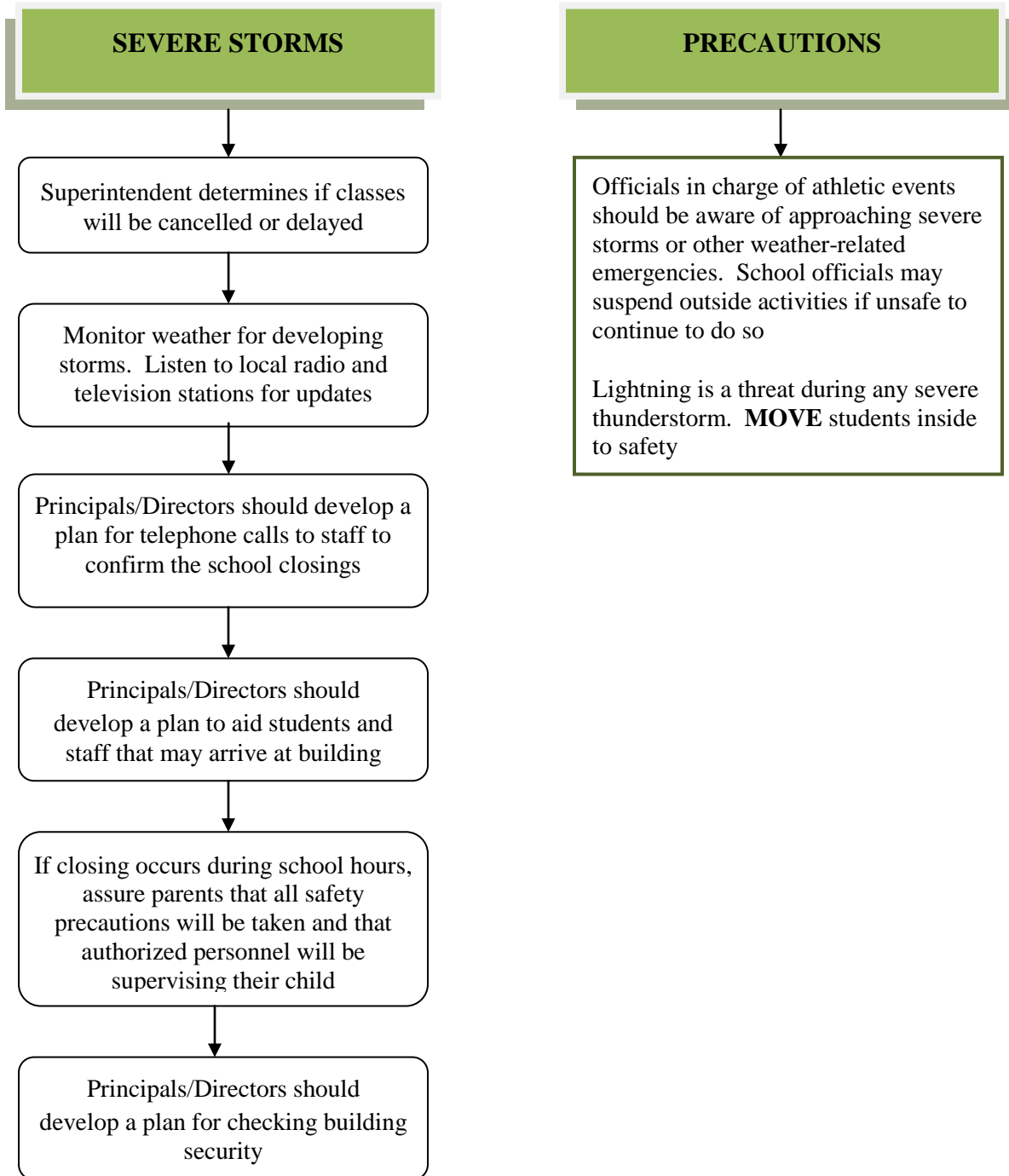
POWER FAILURE OR LINES DOWN



SUDDEN LOSS OF UTILITIES



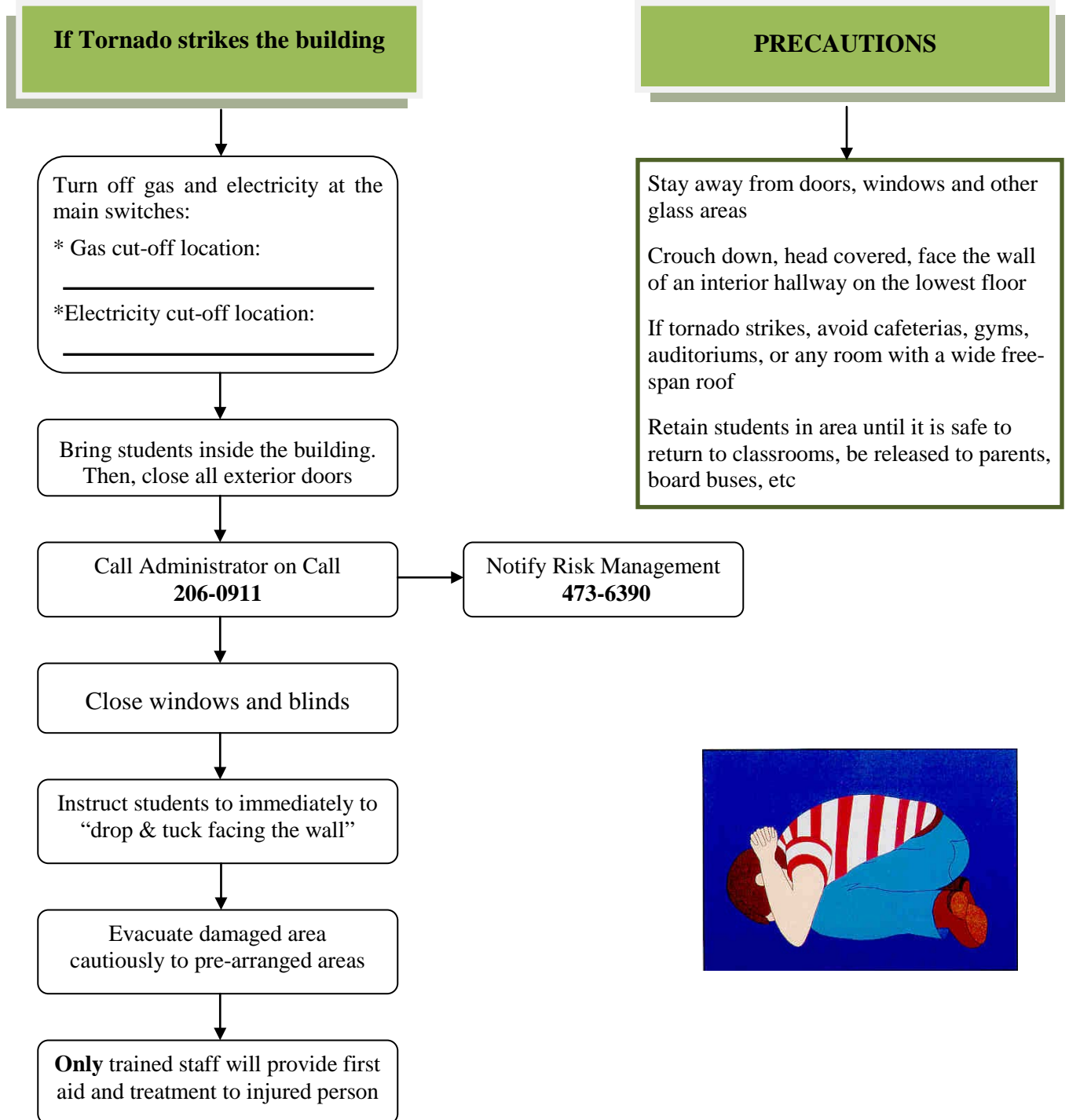
SCHOOLS CLOSING DUE TO WEATHER RELATED EMERGENCIES



TORNADO

Tornado Watch — means no funnel clouds have been sighted but the current conditions are conducive to dangerous weather with damaging winds or possible tornadoes.

Tornado Warning — means a funnel cloud has been spotted. The approximate location and direction for travel are usually given when the warning is broadcast.



SECTION III

NIMS

National Incident Management System

NIMS - National Incident Management System - Basics

On February 28, 2003, the President issued Homeland Security Presidential Directives 5 (HSPD-5) “Management of Domestic Incidents” which directs the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). NIMS work hand in hand with the National Response Framework (NRF). NIMS provides the template for the management of incidents, while the NRF provides the structure and mechanism for national-level policy for incident management. NIMS is applicable to all levels of government, the private sector, and nongovernmental organizations, who have an active role in emergency management, to work together effectively to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, location, or complexity.

NIMS is based on the premise that utilization of a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities. NIMS is **flexible** because the system components can be utilized to develop plans, processes, procedures, and roles for all types of incidents. Additionally, NIMS provides an organized set of **standardized** operational structures, which is critical in allowing disparate organizations and agencies to work together in a predictable, coordinated manner.

Benefits of NIMS

- Standardized approach to incident management that is scalable and flexible
- Enhanced cooperation and interoperability among responders
- Comprehensive all-hazards preparedness
- Efficient resource coordination among jurisdictions or organizations
- Integrates of best practices and lessons learned for continuous improvement

NIMS Components

I. Preparedness

Effective emergency management and incident response activities begin with a host of preparedness activities conducted on an ongoing basis, in advance of any potential incident.

- (1) **Planning** Describe how personnel, equipment, and resources are used to support incident management and emergency response activities.
- (2) **Training** Includes standard courses on multiagency incident command and management, organizational structure, and operational procedures.
- (3) **Exercises** Organizations and personnel participate in realistic exercises to improve integration and interoperability and optimize resources utilization during incident operations.
- (4) **Personnel Qualification and Certification** Ensure that incident management and emergency responder personnel are appropriately qualified and officially certified to perform NIMS-related functions.
- (5) **Equipment Acquisition and Certification** that will perform to certain standards, including the capability to be interoperable with similar equipment used by other jurisdictions.
- (6) **Mutual Aid** is the means for one jurisdiction to provide resources, facilities, services, and support to another jurisdiction during an incident.
- (7) **Publications Management** refers to developing publication materials, administering and revising it.

II. Communications and Information Management

Emergency management and incident response activities rely on communications and information systems that provide a common operating picture to all command and coordination sites. NIMS describes the requirements necessary for a standardized framework for communication. This component is based on the concepts of interoperability, reliability, scalability, and portability to ensure that personnel from different disciplines, jurisdictions, organizations, and agencies are able to communicate with each other.

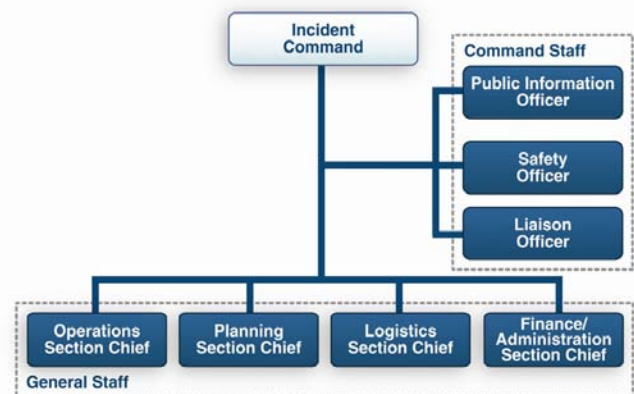
III. Resource Management

The flow of resources (such as personnel, equipment, or supplies) must be fluid and adaptable to the requirements of the incident. NIMS defines standardized mechanisms and establishes requirements for processes to describe, inventory, mobilize, dispatch, track, and recover resources over the life cycle of an incident.

IV. Command and Management

It is a process that allows all levels of government to work together more effectively by providing a flexible, standardized incident management structure. The structure is based on three key organizational constructs:

- (1) **The ICS- Incident Command System** defines the operating characteristics, interactive management components, and structure of incident management and emergency response. The organization can be enlarged or minimized to meet the specific level of the emergency
- (2) **Multiagency Coordination Systems** define the operating characteristics, interactive management components, and organizational structure of supporting incident management entities engaged at the Federal, State, local, and regional levels through mutual-aid agreements.



- (3) **Public Information Systems** refer to processes, procedures, and systems for communicating timely and accurate information to the public during emergency or emergency situations.

V. Ongoing Management and Maintenance

Consist of processes, procedures, and systems for communicating timely, accurate, and accessible information related to an incident.

Note: School Districts are included in the definition of "local government" by the 2002 Homeland Security Act.

NIMS Resource Center: www.fema.gov/nims

APPENDIX I

BOARD POLICIES OVERVIEW

A summary of board policies and administrative regulations affecting emergency and emergency management include:

CK (Local) Safety Program: Risk Management. This regulation charges the district with the responsibility for developing, implementing, and promoting a comprehensive safety program.

CKC (Legal) Safety Program: Emergency Plans, states that each school shall have effective emergency procedures that can be implemented on short notice and that will ensure optimum safety for students and school personnel. This policy also covers procedures for dismissal of schools in case of unusual or emergency situations.

CKE (Legal) UISD Police Department, This policy describes the jurisdiction and duties of the UISD Police Department.

CL (Legal) Buildings, Grounds, and Equipment Management: Security. This policy lists security provisions including regular building checks, key control, damage reports, student cooperation and payment for damages.

CLA (Legal) Authorizes the District to refuse to allow persons not having legitimate business to enter school property.

CLB (Legal) Buildings, Grounds, and Equipment Management: Maintenance. These policies speak to maintenance including custodial services, pest control policy requirements, and integrated pest control programs.

CRE (Legal) Insurance and Annuities Management: Worker's Compensation. This regulation discusses worker's compensation as it relates to UISD staff when injured during the course and scope of employment.

DHE (Legal) Drug-Free Workplace. These policies speak to maintaining a drug-free workplace and include provisions for informing employees of the dangers of drugs in the workplace, any available assistance programs, and penalties for violations.

FFAC (Local) Health Requirements, Services and Medical Treatment:

Emergency and First Aid This policy outlines expectations for the provision of first aid by personnel; administering medication; and obtaining medical treatment.

FFAD (Local) Health Requirements and Services: Communicable Diseases. This regulation refers to contagious and communicable diseases and their handling within UISD.

FFG (Legal) Student Welfare: Child Abuse and Neglect. This regulation identifies the individual responsibility of any person to report suspected child abuse, the reports to be filed, guidelines for reporting, and personal immunity from liability.

FL (Legal) Student Records: This policy includes provision for the release of student records to health and safety officials without consent of any part/ when necessary to protect the health and safety of students or others.

FN (Local) Student Rights and Responsibilities: This series addresses student rights and student conduct including dress code, care of student property, having, tobacco use, alcohol and drug use, weapons, assaults, and disruptions as well as interrogations and searches.

FNCB (Legal) Student Conduct: Care of school property. This regulation speaks to vandalism and the responsibility for payment of damages by parents or by other responsible persons.

FNF (Local) Student Rights and Responsibilities: Interrogations and searches. This policy outlines provisions for permissible search of students, search of garments, and other items. It further defines the use of trained dogs during searches.

FO (Legal) Student Discipline: This policy provides direction on the various forms of discipline and discipline management techniques used within the district.

GBB (Local) Public Information Program: Public's right to know. This policy refers to the disclosure of public information as governed by the Texas Open Records Act and other applicable law and includes definitions of various terms. Also included are provisions for request for records, identifying custodian of records, procedure for inspecting and obtaining records, Attorney General's opinions, and the cost of copies.

GBBA (Local) Public Information Program: News Media Relations. Concerns information made available to the press and public through coverage of board meetings, district wide news releases, appearances/interviews, school news releases, and coverage of school events.

GRA (Legal) Relations with Governmental Entities: Local Governmental Authorities. This policy addresses arrest or interrogation of students by police or other officials, student involvement in criminal investigations, and reports of action by police officers in relation to interrogation of students.

APPENDIX II

BOMB THREAT CHECKLIST

TELEPHONE THREAT REPORT FORM [Place by main phones]

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

Voice on Phone

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Nasal |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Clearing throat |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Deep breathing |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Cracking voice |
| <input type="checkbox"/> Normal | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Slurred | <input type="checkbox"/> Familiar |
| <input type="checkbox"/> Whispered | |

If voice is familiar, who did it sound like?

Exact wording of the threat:

Background Sounds

- | | |
|---|--|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> Animal Noises |
| <input type="checkbox"/> Crockery | <input type="checkbox"/> Clear |
| <input type="checkbox"/> PA System | <input type="checkbox"/> Local |
| <input type="checkbox"/> Music | <input type="checkbox"/> Long Distance |
| <input type="checkbox"/> House Noises | <input type="checkbox"/> Booth |
| <input type="checkbox"/> Office Machinery | <input type="checkbox"/> Other |
| <input type="checkbox"/> Factory Machinery | _____ |
| <input type="checkbox"/> Threatening Language | |
| <input type="checkbox"/> Well Spoken (educated) | |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Message read by threat maker | |

Time: _____ Date: _____

Sex of Caller: _____ Race: _____

Number at which call is received: _____

Person making report: _____

Remarks: _____

SEND COPY OF THIS REPORT TO RISK MANAGEMENT (Fax: 473-6310)/ UISD POLICE

APPENDIX III

PREPAREDNESS DRILL DOCUMENTATION

SY 11/12



PREPAREDNESS DRILL DOCUMENTATION FORM

District: _____ School/Facility: _____

Person Completing Form: _____ Contact Ph: _____

Drills & Recommended Frequency	Date conducted	Person conducting drill	Time required to conduct drill	Date After-Action Review Conducted
BUILDING EVACUATION (Fire Drill) (At least one per month for each month school is in session 10 or more days) (one obstructed drill)				
LOCK DOWN (At least two per year)				
SEVERE WEATHER (At least two per year)				
SHELTER IN PLACE (At least two per year)				
REVERSE EVACUATION (At least two per year)				
*OTHER				

*Bus Evacuation Drill documentation information may be found on TX Dept. of Public Safety website

Distribution: Original—Superintendent or District Safety Coordinator
 Copy—Insert into the School Emergency Operation Plan



Comments: _____

Distribution: Original—Superintendent or District Safety Coordinator
Copy—Insert into the School Emergency Operation Plan

APPENDIX IV

FIRE EXIT DRILLS & FIRE PREVENTION



TEXAS DEPARTMENT OF INSURANCE
STATE FIRE MARSHAL'S OFFICE Mail Code 112-FM
 333 Guadalupe • P. O. Box 149221, Austin, Texas
 78714-9221
 512-305-7900 • 512-305-7922 fax • www.tdi.state.tx.us

Fire Exit Drills & Fire Prevention Education in Schools

One form is required for each campus.

Please complete this form and keep it in
 your school or school district records
 for three years.

SCHOOL NAME		SCHOOL DISTRICT		SCHOOL YEAR 2011-2012	
PHYSICAL ADDRESS				ZIP CODE+4	
PHONE NUMBER ()	CITY	COUNTY	DISTRICT ID #	CAMPUS ID #	
Name of Fire Department serving school campus					

Please mark an X in each appropriate box to show the grade levels in your school.

Sp.Ed.	SCE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

Fire Exit Drill Information

School Fire Drills are required by local fire code adoption or, in areas without codes, the fire inspection rules of the State Fire Marshal.

DATE OF EXIT DRILLS	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
Please mark an X in each appropriate box to show that a fire drill took place.												

Fire Safety Education

Fire safety education should include items such as home escape plans, kitchen safety, monthly smoke detector checks, etc. Lessons may be found in *Fire Safety for Texans* curriculum guides at www.tdi.state.tx.us/fire.

The percentage of students participating in age-appropriate Fire Safety Education during the school year is: _____ %

Certification

I certify that the above information is correct.

SCHOOL ADMINISTRATOR	SIGNATURE: _____	Title _____
	Type or Print Name _____	Date _____

Preparation of this form is mandated by the Texas Insurance Commissioner through the adoption of the "Texas Addendum to the Fire Suppression Rating Schedule." This schedule enumerates specific credit points used in calculating local insurance rates. A minimum of nine (9) drills is needed, one (1) per month for each month having 10 school days or more to achieve full credit for fire drills. If you have questions on fire drills, contact your local fire official.

Information solicited in this form will be combined with that of other schools served by specific fire departments and used to calculate insurance rates for your community. In addition to the enhancement to student safety that comes from holding regular fire exit drills and by providing fire prevention education, the residents in your community may benefit from lower insurance rates. Questions relating to this form may be directed to the State Fire Marshal's Office by E-mail to fire.marshall@tdi.state.tx.us.

Thank you!

APPENDIX V

EMERGENCY RESPONSE PROCEDURES CHECKLIST

The Emergency Crisis Response Team (CERT) is activated when the campus principal, assist. principal or any member of the CERT activates a crisis situation. Please follow the procedures described below when you hear any of the following commands through the PA system:

A. LOCKDOWN, LOCKDOWN, LOCKDOWN

(Intruder/weapon/hostage/active shooter/hostile individual/criminal activity/dangerous animal)

1. Leave classroom lights **ON**.
2. Lock the door from the outside. Bring any student you see in the vicinity into the room.
3. Place **GREEN CARD** on door glass panel and window if NO immediate assistance is required. If no glass panel is present; slide the card under the door. Put window blinds down.
4. Keep students inside the classroom. Place yourself and students as far away from doors/windows as possible.
5. Instruct students to remain quiet and to provide minimum visibility.
6. Turn cell phones to silent mode. Avoid phone use unless it is critical.
7. Teachers will not leave their students unattended for any reason.
8. **DO NOT** open your classroom door for anyone or for any reason.
9. Staff/students in hallways should go to the nearest classroom/safe area.
10. Staff/students in restrooms that cannot get easy access to a classroom should stay in place, lock door, and stand by stall.
11. Staff/students in gyms/cafeterias should find shelter under tables or by walls as far away from the door as possible.
12. Staff/students in recess should go to an area farthest from the building, within the school premises. Instruct students to remain in order.
13. If the fire alarm goes off during a lockdown, **DO NOT** evacuate until it is announced by an administrator.
14. CERT members/security staff will monitor assigned areas for any student wandering, but should seek for their own safety
15. Proceed with regular activities after you hear "**ALL CLEAR, ALL CLEAR, ALL CLEAR**" command on the PA system.

B. EVACUATE, EVACUATE, EVACUATE

(Fire/explosion/bomb threat/chemical spill inside the campus)

1. Total evacuation, fire alarm will sound off
2. Take student roster
3. Do not lock your doors. Do not turn off lights
4. Instruct students to leave the room promptly and orderly
5. Follow evacuation route
6. While exiting, scan areas for any unexpected situation
7. Go to the designated safe area
8. Account for all the students
9. Do not reenter building until directed by an administrator
10. If relocation is necessary, account for all students before and after they are relocated

C. WEATHER DRILL, WEATHER DRILL, WEATHER DRILL

(Based on the severity of the situation, portable occupants will be instructed to move inside the building)

1. Face an interior wall, hands and arms covering face and chest in a squatting position
2. Get away from windows. If necessary, go to the nearest hallway

D. STAY IN PLACE, STAY IN PLACE, STAY IN PLACE

1. Make sure door is locked
2. No one leaves the classroom until instructed to do so
3. Proceed with activity/lesson inside the classroom until you are instructed to do otherwise

E. REVERSE EVACUATION, REVERSE EVACUATION, REVERSE EVACUATION

(Suspicious/threatening person or hazardous chemical spill **outside** the building)

(Based on the severity of the situation, portable occupants will be instructed to move inside the building)

1. Instruct staff to physically notify any groups that may be too far from the building
2. Bring all students/staff that are outside into the building as quickly as possible
3. Check hallways and bring students into classrooms
4. Initiate student accountability. Report any missing
5. Administrator monitors the situation and provides staff with any updates or additional instructions
6. Announce “all clear” when the emergency has ceased

F. TRAIN DERAILMENT

1. Fire Department will instruct whether or not to evacuate
2. Make sure all windows and doors are closed until the command “all clear” is given
3. If shelter in place:
 - a. Do not allow anybody to leave or enter the building
 - b. Make sure all windows and doors are closed until given the command “all clear” is given
4. If Evacuate:
 - a. Announce by PA that evacuation will take place
 - b. Teachers stay with their groups