

Sidney ISD Emergency Operations Plan

SECURITY STATEMENT

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PROMULGATION STATEMENT

Sidney Independent School District (Sidney ISD) and its stakeholders expect that schools are safe havens for education. However, Sidney ISD cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility and all staff must be prepared to efficiently and effectively respond to an incident. Through its emergency management program the District endeavors to ensure that Sidney ISD continues to provide a safe, orderly environment for students, staff, visitors, and support the community. The Sidney ISD emergency management program is comprehensive, all-hazard in nature and embraces state and federal standards as well as proven practices.

This plan is known as the Sidney ISD Emergency Operations Plan (EOP). **The plan and its support documents provide a framework that outlines the District's intended approach to managing emergencies and disasters of all types, and should be regarded as guidelines rather than performance guarantees.** The Sidney ISD planning process is supported by collaboration, training and exercise. This plan is designed to allow for integration with local, regional, state and federal emergency management and continuity of operations plans. The District EOP and related documents are reviewed at least annually by the District's School Safety and Security Committee, as set forth in Chapter 37.109 of the Texas Education Code. It shall be updated at least every three years as required by Chapter 37 of the Texas Education Code district audit process or as District policy changes dictate.

The Sidney ISD Superintendent is responsible for approving and ensuring promulgation of this plan, which supersedes and rescinds all previous Sidney ISD emergency plans. In the event that any portion of this Plan or support documents are held invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of the Plan. The Superintendent may designate, in writing, an individual who assumes the role of District emergency management coordinator (EMC) and is authorized to develop and distribute plan changes and updates. However, comprehensive or major revisions will be signed by the Superintendent of Schools.

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Preface

The Sidney Independent School District Emergency Operations Plan was developed in collaboration with District and Community Stakeholders as part of an ongoing process designed to ensure that Sidney ISD can manage any incident efficiently and effectively. This plan is designed to align with local, regional, state and federal plans, including guidance from the Texas Division of Emergency Management, Texas Education Agency, Federal Emergency Management Agency, and U.S. Department of Education. It is based on guidance including various Gubernatorial Executive Orders, Homeland Security Presidential Directives, CPG 101 and the National Incident Management System. Additionally, local and regional emergency management plans provided guidance for the deployment of local and regional emergency resources, mutual aid resources and response using incident command, and were adapted integrate with school emergency preparedness.

Therefore, the Sidney ISD plan summarizes the District's intended response for school incidents and special event planning. It provides resource summaries and guidance for requesting assistance through appropriate channels. It recognizes that Sidney ISD emergency operations may be supported by District or local emergency management resources.

A detailed list of references and acknowledgements is contained in Appendix # at the end of this document

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Overview and Purpose

This plan embraces school-centered emergency management strategic and operational processes before, during and after an emergency. It helps outline the responsibilities and duties of Sidney ISD and its employees. Developing, maintaining and exercising the plan empower employees to act quickly and knowledgably.

In addition, the plan educates staff, faculty, students and other key stakeholders about their roles and responsibilities before, during and after an incident. It also provides parents and other members of the community with assurances that Sidney ISD has established guidelines and guidance to respond to incidents or hazards in an effective and efficient way.

Guidelines for dealing with existing and potential student and school incidents are identified in the plan. It addresses the process for developing and maintaining capabilities for a whole-community approach both pre- and post- incident. As a strategic plan, it addresses capabilities needed for prevention, protection, response, recovery and mitigation activities and addresses processes for identifying and meeting training needs based upon expectations created herein. The process and schedule for developing, conducting and evaluating drills and exercises, and for correcting identified deficiencies are addressed. The plan and attachments also addresses operational considerations and infrastructure activities designed to mitigate the impacts of hazards that the District faces.

Sidney ISD will review and update the plan and support documents in a way that is consistent with the Texas Unified School Safety and Security Standards. Revisions will enhance the District's ability to support all phases of emergency management and homeland security mission areas.

Goal

The goal of this plan is to identify school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the District and guidance for departments and campuses to integrate emergency management into their emergency plans and processes in order to sustain educational and support missions.

Audience

This plan is intended for the "Sidney ISD community", which refers to the students, faculty, staff, emergency responders and community members and other stakeholders who regularly interact with Sidney ISD.

Scope

At all times, a safe and secure learning environment remains a priority for the District and its stakeholders. The Sidney ISD Emergency Operations Plan outlines the expectations of

staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized guidelines and procedures; and specific hazard vulnerabilities and responses/recovery.

The Sidney ISD plan operates within the framework of the Sidney ISD Board of Trustees policy. This plan is applicable to all District sites -- campuses, administration and support facilities. It ensures that specific concerns of population segments, including children and individuals with access and functional needs, are addressed.

This plan is based on an all-hazard approach to emergency management. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. This Plan provides a standardized format consistent with that of local and state standards and with the requirements of Chapters 37 and 38 of the Texas Education Code and Chapter 418 of the Texas Government Code, among others and may be considered a support or functional annex that complements state and local emergency plans.

Support Documents

The attachments to this plan serve as support documents and may contain private or secure information vital to a safe and secure school environment. They include operational and tactical tools and job aids designed to provide incident specific and action-oriented guidance as well as processes to test, review and sustain operations.

Maintained under separate cover are tactical Standard Operating Guidelines (SOGs) that represent approved methods for accomplishing a task or set of tasks. They are prepared and maintained by the sections and departments that know their operations, requirements and best practices. SOGs provide a greater degree of detail than are contained in Emergency Operations Plans and support documents. They also may contain private or secure information and will be used as a part of regular drills, exercises and review.

Situation and Assumptions

Situation

The Sidney ISD Emergency Operations Plan (EOP) is a strategic framework that includes guidance and structures to support the District's educational mission within a safe and secure environment. It is supported by a series of operational and tactical planning tools and documents. The objective of this plan is to minimize or mitigate the effects of natural, accidental or malicious incidents affecting infrastructure, safety, security and health. This plan is applicable to all Sidney Independent School District (ISD) sites – including campuses and support facilities.

The Sidney ISD is a diverse school district that covers less than 1 square mile and is located within Comanche county, Sidney city and has one non-campus facilities including Ag facility. The District has one campus. The District includes individuals with disabilities, others with access and functional needs, or individuals with limited English proficiency. It also is recognized that schools serve as en loco parentis, the legal doctrine under which an individual assumes parental obligations and responsibilities including those related to safeguarding children.

Sidney ISD will be exposed and subjected to the hazards described in Appendix # to this plan as well as other hazards inherent to school settings. With each hazard, the District bears unique responsibilities for student safety accountability, whether or not school is in session. Hazard and risk levels may vary from site to site and differ to some degree from the overall District analysis. This is to be expected because of the variations of geography and demographics from one end of the District to the other. Additionally, Sidney ISD, like most school systems, is part of the whole community and therefore may be called upon, or need to call upon, partner jurisdictions, entities and organizations in support of emergency or disaster response. As such, the District is prepared to work with local jurisdictions, and volunteer, state and federal organizations, to both access and share resources during an emergency. This may include, but is not limited to, facilities, personnel, vehicles, equipment, food and supplies.

Planning Assumptions

The Sidney ISD EOP assumes:

- The strategic-level Emergency Operations Plan (EOP) is a framework that provides guidance and structures to support the District's educational mission within a safe and secure environment. As every incident is different, no single document can outline a specific chronology for response and recovery. Therefore, this plan is intended to reduce

the effects of natural, accidental or malicious incidents affecting infrastructure, safety, security and health.

- The District is not an emergency response organization and therefore depends upon local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health.
- An incident could occur at any time, and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- Action is required immediately to save lives and protect school property. An incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from District administration or local response agencies.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- In some cases, external resources covered by mutual aid agreement will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the District or any of its campuses or facilities may have to rely on their own resources to be self-sustaining for several hours or even days.
- There may be injuries to faculty, staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Students, staff and visitors with disabilities and others access and functional needs have the right to be included in all phases of the District emergency management program and supported in the response and recovery operations.
- Proper prevention and mitigation actions, such as creating a positive school environment, maintaining fire and health protocols, and conducting inspections, will prevent or reduce incident-related losses.
- Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be employed during emergencies.

- Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special assignments, training or capabilities may be asked to perform tasks other than their daily duties.
- Whenever possible, the District will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.
- Faculty and staff are empowered to assess the seriousness of incidents and respond. The District regularly schedules training for faculty and staff.
- Non-District personnel who support the District, through written agreement or as identified in plans or guidelines are vetted through the District and authorized to work on its behalf. They may include representatives of local community, volunteer or faith-based organizations, as outlined Appendix # of this plan.

The plan is intended to provide guidance, but does not imply performance guarantees. Sidney ISD may deviate from the plan if certain assumptions prove not to be true during operations.

It is the policy of Sidney ISD that no guarantee is implied by this plan for an exact incident management. As personnel and resources may be overwhelmed, Sidney ISD will endeavor to make every reasonable effort to manage the situation, with the resources, capabilities and information available at the time.

Concept of Operations

The Sidney ISD multi-hazard Emergency Operations Plan (EOP) neither replaces the responsibility of each campus and department within the District to develop and test emergency processes, nor does it usurp traditional classroom management. Rather, it establishes delegation of authority, division of responsibilities and chains of command; strategic & operational guidance; interface with local and state partners; processes for emergency planning, auditing, training, drilling and exercising; operational sustainability and continuity of operations. The Sidney ISD Superintendent is responsible for overall emergency managing planning for the District and may designate an individual to serve as District emergency management coordinator to support a strong school-centered emergency management program for Sidney ISD. The superintendent also may identify individuals whose responsibility it is to support emergency management programs and emergency response.

The Sidney ISD has adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive 5 (HSPD-5), Texas Governor's Executive Orders and the National Response Framework (NRF). Additional information about the District's NIMS implementation is contained in the Appendix of this plan. In addition, the District takes a comprehensive, all-hazard approach to emergency management; it will endeavor to review and update its plan and support documents through activities that enhance the District's ability to prepare for, respond to and recover from emergency incidents of all kinds:

- Preparedness: Activities undertaken by the District to ensure that all stakeholders can respond in a rapid, coordinated and effective manner to an emergency in order to help save lives and minimize damage. Preparedness includes planning to respond when an emergency or disaster occurs and working to increase resources available to respond effectively. The District also supports local, regional and statewide emergency preparedness and response activities.
- Response: Activities accomplished by the District during or immediately following an incident or disaster in order to provide efficient and effective emergency assistance to those affected. Response efforts also are designed to reduce the likelihood of secondary loss or damage and to expedite recovery operations, including swift and appropriate resumption of educational services.
- Recovery: Both short-term and long-term activities undertaken by the District to restore educational and business operations following an incident, it includes processes intended to help faculty, staff, students and the community deal with the physical and psychological effects of a disaster or major incident. It supports and aligns with the district continuity of operations and education program. The District also will endeavor

to coordinate its assessment of damage to District property with its local jurisdictions and subdivisions to facilitate state and federal disaster assistance.

Stakeholders

While there is no reason to believe that any Sidney ISD campus or facility is in imminent danger from natural, accidental or malicious hazards, all stakeholders must be aware of what to do and how to protect themselves and students in an emergency. It is important for parents, caregivers and the community at large to understand the District's expectations of the safety and well-being of students and the community. Managing these expectations is vital to overall community resilience.

It is imperative to involve the whole district/campus community in school planning, and to integrate the resources necessary to allow for people with disabilities and others with access and functional needs or with limited English proficiency to maintain their safety, independence and dignity during an emergency incident. The District's intent is to ensure that people with disabilities and others with access and functional needs are considered in District and campus emergency management processes and guidance. The District recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

Interoperability

Sidney ISD uses the National Incident Management System (NIMS) to integrate response activities with internal and external partners using a set of standardized organizational structures that improves interoperability, including a commonality of terms and standards for efficient and effective management of an emergency or disaster. Neither the District, nor any of its campuses will use code words as part of emergency operations. NIMS provides the District with a set of principles that affords a systematic, proactive approach to work seamlessly with all stakeholders to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity. NIMS provides the District with a consistent approach to the effective management of situations involving natural, human caused or terrorism events.

Sidney ISD is responsible for organizing, training and equipping its campuses and staff for emergencies. Cities and counties are responsible for emergency management programs in their communities; and it is incumbent upon both local officials and school districts to build a collaborative process to support these missions.

Readiness Levels

Many emergencies follow a recognizable build-up period during which actions can be taken to gradually increase Readiness. Sidney ISD will use a readiness system that mirrors the readiness levels of Sidney/Comanche City/County emergency management in order to ensure a consistent and efficient emergency response. General readiness levels are detailed in the Appendix of this plan. More specific actions are part of departmental and campus Standard Operating Guidelines (SOGs).

Explanation of Terms

The unique relationship between educational systems and emergency management requires an understanding of terminology specific to both and a recognition that certain terms carry significantly different meanings between disciplines. For the purposes of this document:

- Sidney Independent School District also may be referred to as Sidney ISD or as the District.
- Accountability/Safety Accountability, unless otherwise specified, refers to safety and security such as measures to ensure the well-being of all students and staff.
- Staging Areas meets the definitions set forth in the National Incident Management System for the management of personnel and resources.

Emergency Authorities

Both Texas statutes and executive orders of the Governor provide school districts and local government with certain emergency powers. Those authorities include:

Emergency Declaration: In the event of riot or civil disorder, the chief elected official (mayor /county judge) may ask the Governor to issue an emergency declaration for the entire jurisdiction, including Sidney ISD, and take action to control the situation.

Disaster Declaration: When an emergency has caused severe damage, injury or loss of life or appears likely to do so, the Mayor/County Judge may, by executive order or proclamation, declare a local disaster, which could include all or part of Sidney ISD.

School District Emergency Declaration: When an emergency poses an undue threat or causes severe damage, injury or loss of life, or appears capable of doing so, the superintendent, in collaboration with the school Board of Trustees, may declare a District emergency and implement appropriate emergency procedures, up to and including curtailment or suspension of educational and school-based activities.

Authority for Evacuations: State law, under specific conditions authorizes the Governor or local officials to issue mandatory evacuation orders. Sidney ISD officials have evacuation authority only as it relates to school property and student safety accountability.

Resource Management

Various private and public sector entities and volunteer organizations respond routinely and/or provide critical services to Sidney ISD. A list of service providers, providers and contract information is maintained by the Sidney ISD office of the business manager. Additionally, the District relies upon Mutual Aid Agreements, Memorandums of Understanding (MOU) or similar agreements to supplement emergency management programs and support activities. Agreements and contracts involving the District are authorized by the officially designated administrator of each involved entity or organization and shall identify the District officials authorized to request assistance pursuant to those documents and include appropriate cost accounting details. Agreements involving the District may involve private and public entities, other jurisdictions including other school districts, and non-profit organizations.

Organization and Assignment of Responsibilities

Sidney ISD recognizes its role in and dependence upon the whole community to ensure that schools are safe, secure learning environments for students and staff and therefore takes a whole community approach in addressing risks that might impact the District. Therefore Sidney ISD endeavors to integrate and synchronize within its planning strategies preparedness, response and recovery efforts among stakeholder, inclusive of the multiple jurisdictions, governmental entities and special districts that are part of Sidney ISD as well as with neighboring school districts.

The District embraces the National Incident Management System (NIMS) and its Incident Command System (ICS) to ensure that those involved in incident response/recovery understand their roles and have the tools they need to be effective. In all emergency incidents the district retains responsibility for student care and safety. Additional tasking details including organizational charts and ICS implementation can be found in the Appendix of this plan.

When an incident expands to the extent that other responding agencies and organizations become involved, the District will be part of the resulting Unified Command structure and in the event that large or multiple incidents are occurring where all or part of the District is affected be part of Area Command as well.

Organization

For most emergency functions, successful operations require a coordinated effort among a number of departments, campuses, services, facilities and groups as well as a good working relationship with first responder and local emergency management officials.

Primary responsibility for an emergency function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. (When more than one person holds a specific title, assignments are based upon areas of authority and/or expertise). The individual having primary responsibility for an emergency function also is responsible for contributing to the preparation and maintenance of the portions of the plan that address their roles. The principal of each campus has primary responsibility for preparedness, response and recovery functions for their respective locations.

To facilitate a coordinated effort, essential employees within the District are assigned primary responsibility for planning and coordinating specific emergency functions. Many of these individuals also are part of the District Safety and Security Committee.

Assignment of Responsibilities

In most cases, within the Incident Command System (ICS) structure, the District has established primary responsibility for its emergency functions to the individual or department that has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills.

- Executive Group
 - Provide strategic guidance for emergency response, recovery and continuity of operations. Serve as the primary source of information to the general public and the news media.
 - Serve as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements.
 - The Executive Group includes the Superintendent, key members of the executive or leadership staff and other individuals designated by the Superintendent.

- Support Group
 - Assume roles within the incident command structure and assign personnel to both the incident scene and/or to the District EOC, staging and/or coordination areas.
 - Help sustain emergency response and recovery at the scene or as part of staging and logistical support
 - Support accountability and reunification efforts for campuses and other District facilities.

- District Staff:
 - Superintendent:
 - Develop, implement and promote a multi-hazard school-centered emergency management program where the planning process embraces each emergency management phase.
 - Communicate to the District's School Safety and Security Committee the objectives and priorities for a District emergency management program.
 - Advise school board members of emergency situations and provide periodic reports as needed.
 - Monitor situations; provide direction related to closing the District or a campus; seek mutual aid or other outside assistance; initiate requests for assistance from other jurisdictions at all levels of government; and authorize extraneous expenditures and use of resources using ICS.

- Upon activation of District EOC, serve as the EOC lead or assign a representative to do so.
 - Ensure, without compromising the confidentiality of the plan, that the public is informed about District efforts related to all phases of emergency management.
 - Authorize actions designed to effectively and efficiently manage an emergency and mitigate potential liabilities, losses and execute appropriate mutual aid agreements and similar documents.
 - Maintain documentation of administrative and legal activities. Assist in the gathering of information for situation or status reports and other recovery documentation.
- District Emergency Management Coordinator:
 - Serve as the emergency management lead for the District.
 - Ensure that departments and agencies participate in emergency planning, training and drills/exercises.
 - Ensures the District and campus emergency management programs include strategic, operational and tactical components.
 - Oversee a viable emergency management program including audit reporting, plan maintenance, personnel, equipment, facility and resource needs; assigning program tasks to departments and agencies, as appropriate.
- Campus Principals/Facility Managers:
 - Bear the responsibility for the emergency management program on their respective campus or facility.
 - Ensure development of campus emergency plans that contain operational and tactical guidance consistent with the District multi-hazard EOP.
 - Ensure completion of drills and exercises needed to ensure plan maintenance and as identified by best practices and incident or event after-action reviews.
 - Ensure that campuses where summer school, extracurricular and contract activities are conducted have emergency guidelines in place that have been reviewed and tested through training, drills, and exercises.
- Law Enforcement/Security:
 - Support for District strategic, operational and tactical planning before, during and after incidents.
- Transportation:
 - Support for District strategic, operational and tactical planning before, during and after incidents.
- Food Services:

- Support for District strategic, operational and tactical planning before, during and after incidents.
- Student Health:
 - Support for District strategic, operational and tactical planning before, during and after incidents.
- School Counselors and Social Workers:
 - Support for District strategic, operational and tactical planning before, during and after incidents.
- Other (Designate):
 - Support for District strategic, operational and tactical planning before, during and after incidents.
- All District Administrators will:
 - Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
 - Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
 - Remain current on planning, training and exercise requirements.
 - Develop training and conduct drills designed to strengthen the emergency management plan.
- All Campus Administrators will:
 - Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
 - Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
 - Remain current on planning, training and exercise requirements.
 - Develop training and conduct drills designed to strengthen the emergency management plan.
- Campus/Facility Staff will:
 - Be empowered to take protective action for the safety of students and staff.
 - Take on appropriate support roles as qualified and authorized.
 - Help ensure student, faculty and staff accountability and safety.
 - Relay emergency information and report concerns.
 - Support emergency shelter and mass care operations.

- Support District outreach efforts to educate themselves, students and the community about ongoing District preparedness efforts.
 - Participate in planning, training and exercising to become familiar with District emergency operations plans.
 - Help ensure that facilities are maintained, clean, safe and orderly.
 - Support damage assessment and emergency protective measures.
- Additional Support
 - District personnel not assigned a specific function in this plan may be called upon to support emergency operations at either the campus or District levels. Volunteer agencies that traditionally coordinate efforts with Sidney ISD and/or local government may be called upon to assist.
 - Common Responsibilities:
 - Be empowered to take protective action for the safety of students and staff.
 - Maintain internal emergency plans and SOGs including ongoing review, training and practice.
 - Maintain situational awareness to maintain a safe and secure District.
 - Support people with disabilities and others with access and functional needs in preparedness activities and during response.
 - Notify the Superintendent when a department, facility or campus cannot carry out roles as described in the planning documents, or when changing circumstances or drill results necessitate plan re-evaluation.
 - Provide regular status reports on department, facility or campus resources, activities and emergency conditions about which District administration and/or law enforcement should be aware.

Keep accurate records of costs of responding to emergency situations, including but not limited to personnel (regular and overtime), equipment, supplies and services. The documentation may be required to seek local, state and federal assistance and reimbursement.

Direction and Control

During emergency operations, the Sidney ISD administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Each campus and department in the District is responsible for having operational plans to support emergency incidents.

Emergency Operations

Most Sidney ISD departments, campus, and staff have emergency functions in addition to normal day-to-day duties. The District uses the Incident Command System (ICS) in managing emergencies. Many responsibilities are inherent to an individual's primary job. During emergency situations, normal organizational arrangements may be modified to facilitate emergency operations.

- Expectations
 - District:
 - Command and control of District Operations
 - Student and staff accountability and reunification
 - Parent notification and emergency public information
 - Resource management
 - City/County in support of the District:
 - Conduit to support District requests for assistance as well as requests from other entities for District resources
 - Support emergency warning and notification, including public information
 - Provide emergency response for life safety and protection
 - Support resource and information sharing
 - Support shelter and other emergency protective measures
 - Provide disaster recovery coordination

- Volunteer Organizations and Other District Partners:

If additional or unique resources are needed and available through existing local agreements and partnerships, the District will seek the additional support as outlined through the respective agreement.

- State, Tribal, Federal, & Other Support:

If additional or special resources are needed, the District will work through the appropriate city/county EOC to request or provide assistance.

- Emergency Communications

The District uses handheld two-way radio, on campus intercom system, and cell phones to ensure emergency communications. During emergency incidents, all non-emergency communication will be restricted on these devices. In addition, the District may use email, text messages, runners carrying hard-copy messages and/or School Messenger notifications to ensure emergency communications. All emergency communication using such mediums will be predicated with an “Emergency Communications” tag. Non-emergency communication will be given lesser priority and misuse of the Emergency Communications message tag may be subject to disciplinary actions if necessary. The District will coordinate emergency communication with local police, fire and emergency medical services via school phone system and cell phones.

- Emergency Alert and Warning

- Sidney ISD uses Internet Web Sites <http://www.sidney.esc14.net> and School Messenger notification service to inform the public.
- During emergencies, the District will work closely with local news media and use social and electronic media (such as Facebook, Twitter, websites, etc.) to provide clear and direct emergency information and updates.
- Emergency information will come from the Superintendent’s office, or their designee, using ICS principles and include updates about the incident, areas affected, impact/potential impact upon the District, measures the District takes to ensure the safety and well-being of students and where/when to find more information.
- Television, District and local websites and radio will support warning and emergency information and Sidney ISD coordinates response with local emergency management offices.

- The District will work with its local jurisdictional and governmental entity partners to incorporate other public warning and alert systems, including reverse 9-1-1, to provide additional emergency information to its constituents.
- District Emergency Operations Center (District EOC)
 - The District Emergency Operations Center (District EOC) is a pre-designated location where key decision makers gather to support incident management. This includes support of campus operations and the management of state and local resource requests.
 - The purpose of the District EOC is to coordinate command decisions, resources and public information on a strategic level and to serve as an area command post when the District is faced with multiple incidents.
 - The District EOC may be activated for any incident or event that occurs in or where the imminent threat exists that an incident will occur. This includes incidents where different emergency objectives are conducted at geographically separate locations within the District or where there is no single hazard impact site (such as a severe winter storm or area-wide utility outage).
 - Activation Considerations include, but are not limited to:
 - Resources are required beyond District capabilities and those of the immediate first responder network.
 - The emergency is of extended duration.
 - Major policy decisions and/or other executive group support are anticipated.
 - The incident has indications of expanding or intensifying.
 - The Superintendent or their designee anticipates a request from local, regional, state or federal officials for District resources to support an incident or event.
 - A threat becomes more likely and all or part of the District is or could be affected and additional readiness is required.
 - The hazard becomes more localized so that specific impact site(s) are identified that directly or indirectly affect District properties, resources or operational integrity, including bus routes and the conduct of classes.

- District Emergency Operations Center Primary Functions
 - Collect accurate information on the situation to make informed decisions.
 - Work with representatives of emergency services to determine and prioritize response and recovery actions.
 - Provide resource support for emergency operations.
 - Provide emergency information
 - Provide policy support.
 - Provide appropriate staff support for multiple shifts
 - Executive Group may staff the EOC with other support from the Response Group as available or needed.
 - Lines of Succession for Sidney ISD mirror those of day-to-day operations. The lines of succession for each campus, District facility or department shall be in accordance with the SOGs established by respective entities.
 - The line of succession for the Superintendent is:
 - Principal
 - Assistant Principal
 - Athletic Director
- Activation of the District EOC does not relieve individual campuses or facilities of their coordination responsibilities until or unless that operational phase has reached a logical and complete conclusion.
- Command Post(s)

The Incident Command Post usually is established at or near an incident or emergency scene and the Incident Commander is responsible for directing the emergency response and managing the resources at the incident scene. Usually, the incident commander at a campus will be the principal or their designee; however the role assignment may change based upon the incident progression. At non-campus District facilities, including the administration building, one of the administrators, or their designee, may fill that role.

- Unified Command

The District recognizes that some incidents may reach a level where command and control rests with other responding organizations. When this happens, the District will continue its support of the incident and retain its operational responsibilities toward students, staff and District resources. Sidney ISD recognizes that when criminal activity is involved, law enforcement likely will assume the command function and when fire or hazardous materials incidents are involved, that function likely will rest with the fire department.

In incidents where someone other than a District employee assumes command, the District will ensure that it provides ongoing operational and tactical support through Unified Command and/or Area Command, depending upon the incident scope and duration.

- Joint Operations and Area Command

The District also may elect to support the local EOC to ensure unity of effort and when Sidney ISD resources are requested for emergency support outside of the District. When this occurs, the District EOC usually will remain operational as well.

Requesting Assistance

- If District resources are insufficient to deal with an emergency, Sidney ISD may request, through appropriate channels, assistance from first responders, other Districts or jurisdictions, organized volunteer groups and/or State and Federal resources. The request process is set forth in Appendix # of this plan.
- All resource requests must be coordinated through the Superintendent or their designee. External agencies and organizations providing assistance are expected to coordinate with school leadership.

Administration and Support

An incident of any kind requires documentation such as reports, logs, safety accountability, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. The extent of documentation is contingent upon the size and scope of the incident.

Documentation

It is the responsibility of each campus, facility or District department to compile, maintain and submit documentation and reports in a timely fashion and to assist with preparation of documentation needed to ensure compliance with records management and open records. All original notes and records are legal documents that should be preserved.

The District will maintain an incident log and collect documentation for any incident. Individual departments, facilities and campuses will maintain logs of decisions, timelines, logistical deployment and other actions related to their areas of responsibility and accountability.

In addition, after each emergency incident, disaster response, drill or exercise, the District will ensure that After Action Reviews (AAR) are conducted and the results captured in a written format that may include a Corrective Action Plan (CAP) designed to ensure that plans, guidance and policies are up to date and reflective of the requirements of the District to ensure a safe and secure learning environment. Documents to support this process are included in Appendix # of this plan.

Vital Record Preservation

To continue normal District operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts
- Financial accountability
- Student accountability
- Other documents deemed vital to District operations
- If records are damaged during an emergency, Sidney ISD may seek professional assistance to preserve and restore them.

Policies Formal policies that support the District multi-hazard Emergency Operations Plan and the planning process are maintained under separate cover and available from administrator offices.

Agreements

The District recognizes that during an emergency additional resources not reflected within existing agreements may be needed by the District and/or requested of the District. In these cases, the District may enter into agreements that initially may be verbal. Execution of agreements will be managed by individuals identified within the Executive Group, and as described in the Organization and Assignment of Responsibilities section of this plan. It is understood that verbal emergency agreements enabled by this plan will be reduced to writing by the District as soon as possible and always within 30-days of the request. Implementation of agreements, either to access school resources or to supplement the District's emergency response, shall be coordinated through the Executive Group.

External agencies and organizations working with the District in the management of resources and support are expected to work through District Executive Group and appropriate state channels for requesting assistance as well.

A list of existing agreements, including their authorization and expiration or review dates, is contained in Appendix # to this plan along with guidance regarding the channels for requesting assistance. Each agreement is executed by individuals empowered to do so on behalf of their organization and reviewed annually, with renewals executed as applicable and approved by the Superintendent or their designee and in accordance with school board policy.

Maintenance and Changes

The Sidney ISD Superintendent is responsible for approving and ensuring promulgation of this plan.

Distribution

The superintendent shall determine the distribution of the plan and its support documents.

- Plan copies, in both electronic and hard copy, shall be distributed to individuals, departments, campuses, facilities and organizations tasked in this document.
- Copies also are made available to the District EOC and other key partners, as appropriate.
- Some individuals may receive only portions of this plan or its job aids.

Review

The Superintendent or designee is responsible for ensuring the development, implementation and revision of this plan in conjunction with internal stakeholders as well as with local, state,

regional and federal emergency management and Homeland Security partners and partner guidance.

Prior to the start of each school year, the District will complete a review of the Sidney ISD Multi-Hazard Emergency Operations Plan (EOP) and Campus Plans as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates. In addition, the entire Sidney ISD emergency management program undergoes an audit once every three years as prescribed by Chapter 37 of the Texas Education Code and reported to the Texas School Safety Center.

Drills and Exercises

As identified in state law (TEC §37.1081), as well as in state and national best practices, every campus and key facility within Sidney ISD school shall schedule appropriate drills and exercises each school year and evaluate the effectiveness of each, including reports and after action reports supported by Corrective Action Plans as needed. Drill and exercise guidance is contained in the Appendix of this plan.

APPENDICES & ATTACHMENTS

Sidney Independent School District: Multi-Hazard Emergency Operations Plan appendices, attachments, job aids, guidance and other support documents and tools.

For Official Use Only

In accordance with School District, State of Texas and/or Department of Homeland Security policy relating to FOUO information these materials are not to be distributed or shared without written permission of the Superintendent of Schools or their authorized designee.

APPENDIX 1: CAMPUS EMERGENCY OPERATIONS

Overview

Sidney ISD campuses have developed individual operational plans that include strategic, operational and procedural guidance tailored to the unique needs of their campus, students and staff. The following guidance is used to facilitate plan development and review for campuses. Actual campus plans are maintained under separate cover. As with the District EOP, campus plans are considered guidelines rather than performance guarantees.

Campus Template

Following is a sample of the format of the planning tool used by campuses in Sidney ISD:

APPENDIX 2: HAZARD ANALYSIS

Overview

Sidney ISD is an important part of the whole community and plays a unique role in ensuring a safe, secure and healthy environment for students, faculty and staff as well as for the community. Sidney ISD maintains resources that not only support its daily educational mission, but also may be viewed as an important resource when disaster strikes. The District, as the community in which it is located, is exposed many hazards that have the potential for disrupting the District and any or all of its operations.

A summary of potential hazards is outlined in Figure 1. Hazards are divided into three categories – natural, technological and security. Sidney ISD has researched historical records and utilized subjective estimates to determine criticality, which is a measure of event probability and the District's ability to mitigate the harmful effects of an incident upon health, safety and property. In addition, the District conducts ongoing self-assessments to ensure that planning assumptions are relevant to the whole community.

Figure 1: Hazards Summary

	LIKELIHOOD OF OCCURRENCE	ESTIMATED IMPACT ON PUBLIC HEALTH & SAFETY	ESTIMATED IMPACT ON PROPERTY
HAZARD	<i>UNLIKELY/ OCCASIONAL/ LIKELY/HIGHLY LIKELY</i>	<i>LIMITED/MODERATE/ MAJOR</i>	<i>LIMITED/MODERATE/ MAJOR</i>
<i>NATURAL</i>			
DROUGHT	<i>OCCASIONAL</i>	limited	moderate
EARTHQUAKE	<i>UNLIKELY</i>	limited	moderate
FLOODING	<i>OCCASIONAL</i>	limited	moderate
HURRICANE	<i>UNLIKELY</i>	limited	moderate
TORNADO/HIGH WINDS	<i>OCCASIONAL</i>	limited	moderate
WILDFIRE	<i>OCCASIONAL</i>	limited	moderate
WINTER STORM	<i>OCCASIONAL</i>	limited	moderate
SEVERE HEAT	<i>OCCASIONAL</i>	limited	moderate
<i>TECHNOLOGICAL</i>			
DAM FAILURE	<i>UNLIKELY</i>	limited	moderate
CHEMICAL	<i>UNLIKELY</i>	limited	moderate
HAZMAT/LAB SPILL (FIXED SITE)	<i>UNLIKELY</i>	limited	moderate
HAZMAT/OIL SPILL (TRANSPORT)	<i>UNLIKELY</i>	limited	moderate
MAJOR STRUCTURAL FIRE	<i>UNLIKELY</i>	limited	moderate
NUCLEAR FACILITY INCIDENT	<i>UNLIKELY</i>	limited	moderate
WATER SYSTEM FAILURE	<i>OCCASIONAL</i>	limited	moderate
PIPELINE LEAK/EXPLOSION	<i>UNLIKELY</i>	limited	moderate
TRAIN DERAILMENT	<i>UNLIKELY</i>	limited	moderate
POWER OUTAGE	<i>OCCASIONAL</i>	limited	moderate

TRANSPORTATION ACCIDENT	<i>UNLIKELY</i>	limited	moderate
<i>HUMAN CAUSED</i>			
CIVIL DISORDER	<i>UNLIKELY</i>	limited	moderate
KIDNAPPING/ABDUCTION	<i>UNLIKELY</i>	limited	moderate
INTRUDER IN BUILDING	<i>UNLIKELY</i>	limited	moderate
SUICIDE	<i>UNLIKELY</i>	limited	moderate
WEAPON ON CAMPUS	<i>UNLIKELY</i>	limited	moderate
SEXUAL ASSAULT	<i>UNLIKELY</i>	limited	moderate

APPENDIX 3: UNIFIED SCHOOL SAFETY AND SECURITY STANDARDS

Overview

This plan addresses emergency actions consistent with those set forth in the Texas Unified School Safety and Security Standards. The Texas Unified School Safety and Security Standards have helped guide the development of State, District and Campus level safety programs and emergency management programs since 2007. They were developed as a baseline tool for strategic planning and are maintained using input from district, local, regional, and state partners.

Sidney ISD demonstrates a commitment to safety and security through coordination of efforts and clear communication with local, regional, state and federal stakeholders in for school-centered emergency management phases that are consistent with the Texas Unified School Safety and Security Standards.

Phase 1.0	Prevention/ Mitigation- Coordinated actions taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat.
1.1	The school district should coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district (internal) local, state and regional partners.
1.2	The school district should establish a functioning school district safety and security committee with responsibilities that include ensuring compliance with local, state and federal mandates.
1.3	The school district should regularly assess school climate and implement relevant scientifically research-based curricula, programs, and practices to create a positive, safe, and disciplined environment conducive to learning.
1.4	The school district should have processes in place to identify and appropriately assist/address individuals who exhibit signs of violent, harmful, or risky behaviors, and/or pose a threat of committing criminal activity.
1.5	The school district, as part of their emergency operations plan, should complete a hazard analysis of all school district facilities, properties and their surrounding communities to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.
1.6	The school district should utilize the results of the hazard analysis to develop specific mitigation and prevention activities and plans as part of their multi-hazard emergency operations plan.

1.7	The school district should train staff and use appropriate partners to systematically perform on going self-assessments/audits, to identify and address safety and security issues and report the results according to current Texas statute.
1.8	The school district should develop and follow policies and/or procedures that govern access to each facility.
Phase 2.0	Preparedness -Coordinated actions taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.
2.1	The school district should develop multi-hazard preparedness activities, plans, and practices consistent with the National Incident Management System (NIMS).
2.2	The school district should integrate the needs of students, staff and visitors with disabilities and others with access and functional needs into all aspects of the district's comprehensive emergency management program including planning, training, and drilling.
2.3	The school district multi-hazard emergency operations plan should include policies and/or procedures to address public health situations.
2.4	The school district multi-hazard emergency operations plan should include current maps and floor plans that show evacuation options, utility shut-offs at all district facilities and properties.
2.5	The school district multi-hazard emergency operations plan should include procedures for public information, notification, and communication with all stakeholders.
2.6	The school district multi-hazard emergency operations plan should address processes for accounting for all persons, student reunification, and release.
2.7	The school district should educate all stakeholders about their safety and emergency management practices.
2.8	The school district multi-hazard emergency operations plan should include the development and implementation of a comprehensive multi-hazard exercise/drill program in compliance with local, state and federal mandates.
2.9	The school district should adopt mutual-aid agreements, memoranda of understanding, inter-jurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.
2.10	The school district should document, maintain, and replenish emergency supplies, go-kits and equipment.
2.11	The school district should have an emergency management contact (e.g., the superintendent or their designee) that is responsible for the emergency management program coordination and oversight.
2.12	The school district should ensure that each facility has a designated emergency management program liaison.

Phase 3.0	Response –Coordinated actions taken to resolve an incident.
3.1	The school district should assess each incident/event, then determine and activate a response.
3.2	The school district should establish response guidance that empowers staff to initiate protective actions.
3.3	School district personnel should initiate internal and/or external notification.
3.4	The school district should use the Incident Command System (ICS).
3.5	The school district should take action to preserve the scene following an incident or potential crime.
3.6	The school district should initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.
3.7	The school district should monitor, document, reassess, and adjust its response, as necessary.
Phase 4.0	Recovery –Coordinated actions taken to restore the learning environment and support functions.
4.1	The school district should adopt and implement policies, plans, and procedures for recovery and continuity of operations to continue school functions during and after an incident.
4.2	The school district should adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.
4.3	The school district should adopt and implement policies, plans, and/or procedures for emotional and physical health recovery needs for students and staff after an incident.
4.4	The school district should adopt and implement policies, plans, and/or procedures for after-action reviews and corrective action plans following an exercise/drill or incident.

APPENDIX 4: DIRECTION AND CONTROL

Overview

If the Sidney ISD resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups should be requested through appropriate local and regional channels.

Outside assistance should be available in most emergencies affecting Sidney ISD. Since it takes time to summon external assistance, it is essential that the District carry out initial response independently. When local resources are overwhelmed, the District must be prepared to continue its response and support activities for at least 24 hours.

During emergencies each department head will retain administrative and policy control over their employees and equipment. Personnel and equipment may be tasked directly by the EOC manager or the incident commander who may not always be a District administrator or supervisor. Each campus, facility and department shall establish operational guidelines in accordance with District policy to follow during emergencies, and will develop appropriate SOGs.

ATTACHMENT 4.1: NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Sidney ISD is to adopt the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive (HSPD)-5. The District's adoption of NIMS will provide a consistent approach to the effective management of situations involving natural, technological or security types of emergency situations. NIMS allows Sidney ISD to integrate response activities using a set of standardized organizational structures designed to improve interoperability among all levels of government, private sector and nongovernmental organizations.

The District will integrate operations with all levels of government, private sector and non-governmental organizations in keeping with the National Response Framework (NRF) through coordinating structures, processes, and protocols in keeping with State, local, and Board of Trustees policies. NIMS compliance for the District includes adopting the NIMS at the District and campus/facility level. It also includes a Campus Emergency Plan developed in conjunction with the School Safety and Security Committee. Campus plans will include SOGS that are site specific, protected under confidentiality guidelines and considered an attachment to this District Multi-Hazard EOP.

- Incident Command System (ICS)
 - The District uses the Incident Command System (ICS) in managing emergencies. It is designed to effectively integrate resources from different agencies and/or entities into a temporary emergency organization that can expand and contract with the magnitude of the incident and resources on hand.
 - At the campus level, the incident commander will be the school principal or their designee. At other District facilities, the building administrator, or their designee, fills that role. The Incident Commander shall maintain constant communication with the District EOC (DEOC) if activated and after the incident, ensure that an After Action Review is conducted.
 - When external agencies respond to an emergency within the District, it is the Sidney ISD expectation that they will conform to the guidance and direction provided by Sidney ISD Incident Commander, which will be in accordance with the NIMS.

- EOC activation usually occurs when a need exists or is expected to exist for coordination of District resources to an emergency. The size of the activation can vary as can the resource requirement.
- District EOC
 - The purpose of the District Emergency Operations Center (DEOC) is to coordinate command decisions, resources and public information on a strategic level and to serve as an area command post when the District is faced with multiple incidents. The District EOC does not relieve individual campuses or facilities of their coordination responsibilities until or unless that operational phase has reached a logical and complete conclusion.
 - General Criteria for D-EOC activation include, but are not limited to:
 - Resources are required beyond District capabilities and those of the immediate first responder network.
 - The emergency is of extended duration, more than 24 hours.
 - Major policy decisions will or may be needed.
 - The situation has indications of expanding.
 - Activation Considerations
 - In some situations, such as weather or security threats, a specific incident scene may not exist in the initial response phase. Instead the District may elect to activate a District Emergency Operations Center (EOC) or a smaller Department Operating Center (DOC) to organize resources, monitor status and make recommendations regarding school dismissal, protective measures, etc.
 - If the threat becomes clearer and all or part of the District is or could be affected, EOC activation will be considered. Staff located in outlying areas may be required to report to the EOC.
 - If the hazard becomes more localized so that specific impact site(s) are identified, scene control may be limited to the affected area, coordinated via the EOC alone, or a combination of both. In all circumstances, the ICS structure will remain intact.

ATTACHMENT 4.2: SAFETY AND SECURITY COMMITTEE

As identified in this plan, Sidney ISD has a Safety and Security Committee to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep school campuses and District facilities safe and secure.

To facilitate a coordinated emergency management program, Committee members are assigned primary responsibility for planning and coordinating emergency functions in a manner that is consistent throughout the District. For some scenarios (i.e. Continuity of Operations, Health Emergencies, Mental Health Functions, Security Planning), safety subcommittees may be designated to include both District Safety Team members and select other staff.

Campus level safety and security teams will be established at each campus to carry out responsibilities specific to their campus. It is the responsibility of the team to develop, maintain and test campus emergency plans.

- **Safety and Security Committee**

The superintendent or their designee identifies District Safety and Security Committee members, convenes meetings and supports the school safety audit process. The District Committee meets at least twice a year and may be called upon to support emergency operations, facilitate special events and support after action reviews. The Committee will provide input into the campus planning and audit processes. Committee Membership

- The following individuals are designated as Safety and Security Committee members for Sidney ISD and agree to support District safety, security and emergency management functions.
- In an emergency or when special event facilitation is required, they will support those operations, including activation of the District emergency notification process if needed. Emergency call down will occur in the order listed on the committee roster until one of the individuals responds. That individual is responsible for verifying notification of all other individuals on the list. The District should retain and update the originally at least once per semester.

Table 4.2.1: Safety and Security Committee Roster

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
James Rucker		325 330 0520		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Deanna Drummond		325 330 3053		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Athletic Director (TBD)				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Christy Holland (board)		325 330 0673		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Molly Odgers (board)		214 244 0468		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lucretia Vineyard (teacher)		817 614 2512		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amanda Redden (parent)		254 979 3107		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Becky Caffey (parent)		325 203 3330		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sheriff Chris Pounds		254 979 9561		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Trisha Grimshaw Emer mgt				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Campus Safety Teams

(Safety teams will be developed by the principal of each campus to meet the unique needs of their schools and like the District committee meet at least twice annually, support the school safety audit process, evaluate drills and exercises and support the overall planning, training, drill and exercise process. Details of the Campus Safety Team expectations are included in each campus plan.) SISD is one campus, therefore the Safety and Security Committee will address the EOP procedures and address any campus safety needs.

Emergency Management Coordinator and Campus Coordinators

The superintendent of schools may designate an individual whose responsibility it is to oversee the District’s emergency management program. If the superintendent does not so designate, the emergency management responsibilities remain with them. Likewise, each campus may designate an emergency management point of contact, whose responsibility it is to oversee the campus’ emergency management and safety program and to ensure campus plan alignment with the District EOP. If the principal of a campus does not make such a designation, then the emergency management responsibilities for the campus remain with them. The following forms are used to indicate the emergency management designation for the District and for each campus, respectively.

SISD DISTRICT EMERGENCY MANAGEMENT COORDINATOR DESIGNATION

The following emergency management designation information will be used for emergency and safety related coordination, collaboration and correspondence from the district and local partner emergency response agencies.

To be completed by the Superintendent of Schools

<input checked="" type="checkbox"/> I HAVE NOT appointed a District Emergency Management Coordinator (EMC) and will <u>personally</u> direct the Sidney ISD emergency management program.	
<input type="checkbox"/> I HAVE appointed/re-appointed a District Emergency Management Coordinator (EMC) identified below to conduct the District’s emergency management program.	
Effective Date:	This appointment is effective _____, and continues until _____.
EMC Name:	_____
Mailing Address:	_____
Office Phone Number:	_____
Home Phone Number:	_____
Cell Phone Number:	_____
E-mail:	_____
<input type="checkbox"/> I HAVE appointed an Assistant EM Coordinator identified below.	
<input checked="" type="checkbox"/> I HAVE NOT appointed an Assistant EM Coordinator and will personally serve the _____ ISD in that role.	
Effective Date:	This appointment is effective _____, and continues until _____.

Assistant EMC:	
Mailing Address:	
Office Phone Number:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

Superintendent Signature

Date

CAMPUS EMERGENCY MANAGEMENT DESIGNATION

The following emergency management designation information will be used for emergency and safety related coordination, collaboration and correspondence from the district and local partner emergency response agencies.

To be completed by the Campus Principal

Campus:			
Campus Main Phone Number:			
Campus Fax Number:			
<input checked="" type="checkbox"/>	I HAVE NOT appointed an Emergency Management point of contact and will <u>personally</u> direct the emergency management program for this campus.		
<input type="checkbox"/>	I HAVE appointed/re-appointed the Emergency Management Coordinator identified below to support the emergency management program for this campus.		
Effective:	This appointment is effective _____, and continues until _____.		
EM Point of Contact Name:			
Mailing Address:			
Home Phone Number:			
Cell Phone Number:			
E-mail:			
<input type="checkbox"/>	I HAVE appointed an Assistant Emergency Management Point of Contact.		

<input checked="" type="checkbox"/> I HAVE NOT appointed an Assistant Emergency Management Point of Contact and will personally serve the campus in that role.	
Effective:	This appointment is effective _____, and continues until _____.
EM Point of Contact Name:	_____
Mailing Address:	_____
Home Phone Number:	_____
Cell Phone Number:	_____
E-mail:	_____

Principal Signature

Date

ATTACHMENT 4.3: READINESS LEVELS

Sidney ISD will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged. The Readiness Levels in reflect District efforts to increase alert posture.

- **Level 4: Normal Conditions – Regular campus operations are unaffected.**
 - Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.
 - An incident command post may be established. Reverse Evacuation may be implemented, but is not required.
 - District personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.
- **Level 3: Increased Readiness -- Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.**
 - A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed. Reverse Evacuation may be implemented, if

conditions warrant or to enhance accountability in advance of other protective measures. Increased readiness actions may be appropriate when situations similar to the following occur:

- Tropical Weather Threat: A tropical weather system has developed that has the potential to impact the local area or to trigger inland shelter and emergency support operations. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, ensuring that parent notification procedures are in place and assessing resource availability. The Executive Team should consider potential impact upon normal school operations.
- Tornado or Severe Weather Watch: The possibility for severe weather or tornado development exists. Readiness actions may include increased situation monitoring, ensuring that weather radios are activated and monitored at each campus, ensuring that parent notification procedures are in place, reminding staff about tornado safety measures, placing selected staff on alert and reminding transportation staff to curtail operations immediately if conditions worsen.
- Flash Flood Watch: The possibility of severe or flash flooding is possible due to heavy rains occurring or expected to occur. Readiness actions may include increased situational monitoring, transportation staff reconnaissance of known trouble spots, review of alternate bus routes, adjustment of school schedules to facilitate the safe release of students and preparedness of parent notification messages related to protective measures, school schedules, student release or bus routes change.
- Wildfire Threat: Extreme wildfire threats can exist during dry or drought periods and when windy conditions exist. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, notifying transportation about potential route impact, ensuring that parent notification procedures are in place and the Executive Team should consider potential impact upon normal school operations.
- Violence Threat: Threats can be directed at the school or personnel therein or involve vicinity events such as a bank robbery or SWAT stand-off. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), ongoing coordination with Executive and Response Teams, preparation of appropriate and timely messages for parents and the community.

- Mass Gathering: Mass gatherings events can occur either on or off school property (both planned and unplanned). Readiness actions include review of potential security, traffic, parking and health/safety impact upon school schedules and District facilities. In addition, District staff must work with local and regional partners to ensure that schools are part of the preparedness process. When the event is District sponsored, local and regional partners and first responders should be included in planning meetings.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus SOGs.

- Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.
 - Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.
- **Level 2: High Readiness -- Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.**
 - A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events. High readiness actions may be appropriate when situations similar to the following occur:
 - Tropical Weather Threat: A tropical weather system may impact the local area or to trigger inland shelter and emergency support operations within 72 hours. Readiness actions may include continuous situation monitoring, identifying worst-case decision points and potential resource requests, ensuring staff availability, providing parent notification and Executive Team trigger points for curtailing school operations and supporting evacuation/sheltering operations, as appropriate.
 - Tornado Warning: Tornado warnings are issued when a tornado has been sighted in the vicinity or is indicated by radar to be threatening the immediate area. Readiness

includes taking immediate severe weather safety actions as outlined in District and Campus emergency plans and notifying transportation staff to curtail operations immediately. The District also will be ready to provide support to students, staff and the community in the wake of the storm.

- Flash Flood Warning: When flash flooding occurs or is reported in the District immediate decisions are required related to school schedules and bus routes. Readiness actions include notifying transportation staff to curtail or adjust routes and to communicate hazardous areas encountered (this information also may be relayed to first responders) and making arrangements to retain at school all students and staff who safely cannot return to their homes.
- Winter Storm Warning: When snow, sleet, freezing rain or other adverse weather conditions make traveling treacherous or disrupt utility service to campuses, the District must take immediate action to adjust or cancel school schedules. Readiness actions may include notifying parents and the community of temporary school closures and/or schedule adjustments, assigning key staff to assess campuses and facilities for damage, downed trees and wires, icy sidewalks and parking lots and other hazards that affect school infrastructure, coordinating with transportation and city/county public works for reconnaissance along bus routes.
- Violence Threat: Threats are considered legitimate or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), considerations put in place for school schedules such as dismissal and outdoor activities, ongoing coordination with Executive and Response Teams, initial release of appropriate and timely messages for parents and the community.
- Mass Gathering: Civil disorder with relatively large-scale localized violence or student walk outs are imminent, the District must be prepared to protect its students and infrastructure. Readiness actions may include increasing law enforcement and other first responder presence in and around District property, securing critical District infrastructure related to utilities and technology and initiating Reverse Evacuation with strict student release policies and practices in place

Declaration of Level 2 likely will require the initiation of high readiness activities within Department and Campus SOGs.

- The District Emergency Operations Center may be activated with limited staffing.

- Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.
 - All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/ security concerns to their supervisors or command post immediately.
- **Level 1: Maximum Readiness -- Large-scale disruption of District operations occurs. Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.**
 - Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:
 - Tropical Weather Threat: The impact of a tropical weather system is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
 - Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
 - Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Lockdown or other precautionary measures. Considerations are in place for release from Lockdown, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.

- Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus SOGs.

- School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.
- Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

ATTACHMENT 4.4: RESOURCES

- **Source and Use of Resources**

The District will use its resources for emergency response and request additional assistance, as needed, through mutual aid and similar agreements or contracts. When external agencies and organizations respond to an emergency within the District, they must conform to the guidance and direction provided by the District's incident commander and the superintendent or their designee.

The District will use its own resources in accordance with the National Incident Management System (NIMS), to respond to emergency situations, purchasing supplies and equipment if necessary and providing for the augmentation of personnel as needed. A list of primary support entities is included in the resource list that follows.

In the event resources are insufficient or inappropriate, the District will use the provisions of Chapter 418.102 of the Texas Government code to seek additional support wherein the county will be the first channel through which requests for assistance are filtered. If additional resources are required, the District will:

- Summon resources pursuant to inter-local agreements, a list of which is included in Appendix 4.6 to this plan. It summarizes the agreements and identifies the officials authorized to implement those agreements.
- Summon contracted emergency service resources as identified through District purchasing practices and maintained in the District finance office.
- Proceed to request assistance, as needed, from recognized and vetted volunteer and community groups.
- Request assistance from industry or individuals that have resources needed to deal with the emergency situation.

ATTACHMENT 4.5: RECORDKEEPING AND REPORTS

Any major incident requires documentation such as reports, logs, student attendance (accountability) reports, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. All original notes and records are legal documents that should be preserved. Reports should be provided in a timely fashion and in compliance with the Texas Public Information Act and in accordance with District policies and procedures. Each campus, facility or department in the district must compile, maintain and submit documentation and reports related to their areas of involvement in the incident. They also should support development situation reports, damage assessment documentation, student accountability information, after action reports and other documentation, as applicable.

- Records management
 - Records will be managed according to federal and state law and in compliance with District policies and procedures.
 - The Chief Financial Officer is responsible for the documentation process during EOC activation and for compiling final reports on behalf of the District following major events. When the EOC is not activated, the Chief Financial Officer, or their designee will be responsible for records management related to the incident or emergency.
 - During activation, the District EOC will maintain an incident log and oversee documentation for any major incident.
 - Individual departments, facilities and campuses will maintain a log of major decisions, time lines, logistical deployment and other actions related to their areas of responsibility and accountability.
 - All logs will be submitted to the District EOC for compilation into a master log, which the District may make available to the local Office of Emergency Management upon formal request in support of incident coordination and/or disaster recovery.

- Reports

The District may use any or all of the following reports that may be subject to open record requests as part of the documentation process of its emergency operations.

- Activity Logs

Staff shall maintain accurate logs recording key activities, such as:

- Protective actions
- Student and staff accountability and reunification
- Significant changes in the emergency situation
- Resource requests or commitment of resources
- Activation or deactivation of emergency facilities
- Containment or termination of the incident
- Administrative Releases and Parent Notification

In protracted incidents, the District may provide situational updates for parents, the public and the news media that include a brief event summary, protective measures and guidance related to educational and business continuity, such as school cancellations, delays or schedule changes

○ Damage Assessments

- Indicate assistance or resource requirements and immediacy of the need
- Identify damage, loss and structure or facilities (such as playgrounds, gymnasiums or portable buildings) that are unsafe to use
- Damage reports should not contain any sensitive or restricted information, unless is designated as such

○ Situation Reports

- May be prepared and distributed during emergencies or developing situations. This report is a public record document that provides an overview for District officials, emergency managers and responders, as well as the news media, support organizations and the general public

○ After Action Review (AAR)

- As part of a post incident or exercise critique, the AAR should help document what occurred and provide a direction for system improvements. They AAR may include both written and verbal input from participants.

- The Superintendent or designee is responsible for ensuring an AAR occurs at the conclusion of an emergency or exercise. District AARs may include input from both internal and external stakeholders
- The AAR should be submitted for review and comment among participants before formal distribution.
- Corrective Action Plan (CAP)

Where deficiencies are identified the District will create a corrective action plan to guide improvements including identification of the individual or department responsible for corrective actions and the deadlines for achieving that action.

- Other Reports

Other reports and/or forms covering specific functions may be prescribed as required by law or at the direction of the Superintendent.

- Recordkeeping

Documentation is essential to decision making, liability protections, reimbursement eligibility, administrative controls and safety accountability. Sidney ISD provides administrative controls necessary to manage the expenditure of funds to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures. Therefore, all Sidney ISD departments and campuses maintain records summarizing the use of personnel, equipment and supplies during an emergency.

All Sidney ISD Mutual Aid Agreements, Memorandums of Understanding and other documents or contracts related to emergency operations include a cost responsibility clause. For major emergencies or disasters, all departments and agencies supporting the District and its emergency response are expected to maintain detailed of costs for emergency operations to include: personnel including overtime; equipment operations; costs for leased or rented equipment; costs for contract services to support emergency operations; costs for emergency protective measures and expenses associated with specialized supplies or temporary facilities. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government. The District maintains similar accounting when it supports resource requests from local, regional and state partners.

- Preservation of Records

- Vital Records
- To continue normal District operations following an emergency or disaster, vital records must be protected. These include:
 - ✓ Legal documents including plans and contracts
 - ✓ Financial accountability
 - ✓ Student accountability
 - ✓ Other documents deemed vital to District operations
- If records are damaged during an emergency, Sidney ISD may seek professional assistance to preserve and restore them.

ATTACHMENT 4.6: AGREEMENTS AND CONTRACTS

Sidney ISD supplements its emergency resources through formal and informal agreements with local jurisdictions, neighboring school districts, private entities and volunteer organizations that provide specialized service. Schools also may be called upon to serve as a community resource when disaster strikes. Through specific agreements, parties agree to support each other in such situations.

The District recognizes that this assistance can extend across multiple operational periods and include 24-hour assignments that may disrupt District operations. Sidney ISD has MOUs in place with public and private organizations to provide such services. The following chart outlines the agreements, including partner, nature, effective date(s) and a brief description of purpose. Original agreements are on file in the Sidney ISD office of administrators.

Table 4-2 reflects the agencies, organizations and jurisdictions with which the District routinely partners for all phases of emergency management. Table 4-3 reflects the entities with which the District maintains inter-local agreements, and the details of those agreements.

TABLE 4.6.1: PARTNERSHIP OVERVIEW

Entity	Primary POC/ Contact #	Main Secondary POC/Contact #	Primary Non- Emergency #
Law Enforcement			
Comanche Police Dept	(325) 356-3074		
Comanche Sheriff's Dept	(325) 356-7533		
Fire Department			
Comanche	(325) 356-2112		
Sipe Springs Volunteer	254-842-9779		
EMS			
Comanche	(325) 356-9110		

Entity	Primary POC/ Main Contact #	Secondary POC/Contact #	Primary Non-Emergency #
Emergency Management			
Health Care Facilities/Hospital			
Comanche County Hospital			
	(254) 879-4900		
Public Health/Mental Health			
Center for Life Resources	(325) 646-9574		
Utilities (water, wastewater, electrical, gas, etc.)			
CECA			

Entity	Primary POC/ Main Contact #	Secondary POC/Contact #	Primary Non-Emergency #
Transportation			
School-Based Volunteer			
Community Volunteer			
Becky Caffey	325 203 3330		
Other			

- Mutual Aid Agreements, Memorandums of Understanding and other Contracts

Agreements and contracts are authorized by the appropriate administrator of each involved entity or organization and must identify the District officials authorized to request assistance pursuant to those documents and include appropriate cost accounting details.

- Agreements can include private and public entities, other jurisdictions including other school districts, and non-profit organizations.
- Agreements are executed by individuals empowered to do so and reduced to writing as soon as possible. Components include but are not limited to:
 - Authority to operate or support another jurisdiction
 - Provisions of resources and services
 - Restrictions upon provision of resources
 - Begin and end dates
 - Compensation and responsibility for workers
 - Clarification of legal liability
 - Operational authorities
- Documentation
 - The District shall track all costs associated with resources provided or received, as cost recovery will be contingent upon the situation, existing agreements and the documentation.
 - Emergency conditions do not negate the responsibility of staff members and contractors to follow appropriate procedures.
 - Financial tracking includes, but is not limited to:
 - Personnel (regular and overtime) with itemized benefit calculations
 - Costs including extra utilities and contract or emergency services
 - Supplies and equipment
 - Loss and/or damage

- Channels for Requesting or Receiving Assistance

- Receiving Assistance

The District EOC will work with local emergency management to make requests for assistance. Requests will be coordinated through the County Office of Emergency Management.

- Providing Assistance

The District may provide resources for shelter and mass care, transportation, staging, security, feeding and counseling. Many communities and/or Districts have mutual aid agreements or similar documents in place with these groups to provide such services.

- It is the District's responsibility to track all costs associated with such uses for possible reimbursement or restitution. The level of cost recovery may be contingent upon the situation, existing agreements and the nature of the incident.
 - The District EOC, working in conjunction with local emergency management offices will coordinate requests for assistance to avoid confusion, duplication and delay.

APPENDIX 5: DRILL GUIDANCE

Overview

Drills are a first and important step in keeping schools safe and secure, they are filled with teachable moments and they are as important to schools as reading, writing and arithmetic.

Drills are a set of tools that campus and facility administrators can use to ensure that plans and procedures are tailored to the unique needs of students and staff and to the hazards to which the campus or facility is exposed. Drills are only as valuable as the willingness of campus administrators to seek feedback from staff and students and to share lessons learned. Lesson learned from drills should be shared - not only with the campus or facility and its stakeholders, but also with District administration.

While drills are an important part of school safety and security, they are not a one-stop solution to preparedness. Lessons learned from drills are used to update plans and procedures. They also are used as the first step in the District's larger preparedness process including tabletop and functional exercises designed to improve coordination, clarify roles and responsibilities, improve individual performance and manage expectation.

Drill Purposes

A Multi-Hazard Emergency Operations Plan (EOP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

The safety and security of Sidney ISD students and staff depends upon everyone knowing what to do when an actual incident occurs. Minutes or even seconds often can make a critical difference in saving lives. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Action plans derived from drills allow schools to translate lessons learned and best practices into specific corrective steps and measures to improve the safety and security of Sidney ISD schools and facilities. In addition to these benefits, drills are mandated by Texas law.

- Drills are intended to practice and refine a single emergency response, such as evacuating for fire or locking down from a threat, to strengthen skills and identify areas for improvement in practices, procedures or plans. This is important in a school setting where considerations need to be made for class schedules, student needs, substitute teachers and student accountability.
- Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed. A drill is not truly complete until it has been evaluated by District personnel who have documented both lessons learned and best practices.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the EOP need to be practiced in future drills. The School Safety and Security Committee ensures that all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Conducting Drills

As set forth in state law (TEC §37.1081 and SB 1556), as well as in state and national best practices, every school year campuses shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency (At Least)	Guidance
Fire/Evacuation	One drill each month that has 10 or more school days (including summer school), including one drill within 10 days of the beginning of classes. (TEC §61.1036 Section 3, F)	<ul style="list-style-type: none"> • One announced drill (during first two weeks of new school year) • One obstructed drill each semester • One drill with special circumstances (scheduled during lunch, class change time, accountability/reunification issues, functional needs, etc.) • Test evacuation procedures not usually addressed during fire drills. (Check with your local fire department about receiving fire drill credit for this drill.)
Recommended Practices		
Lockdown	One drill each semester and each summer school session	<ul style="list-style-type: none"> • Allow time after the drill for teachers and students to talk about options and safety considerations • Provide ways for staff to share their own concerns, and those of their students with administrators
Reverse Evacuation	One drill each semester and each summer school session	<i>Note: Consider conducting this drill in combination with other drills.</i>
Severe Weather/ Tornado	One drill each semester and each summer school session	
Shelter-in-Place (Haz-Mat)	One drill each semester and each summer school session	

APPENDIX 6: JOB AIDS

Job Aids

In addition to the processes and procedures outlined in this Plan, the District will use a series of job aids that support school-centered emergency management and may be unique to the school setting.

Job aids and templates developed and/or assigned for use across the district during incidents or emergencies should be included in this part of the district EOP. These job aids and templates should be reviewed annually for ease of understanding by the end user, applicability to the targeted course of action and compatibility with the concepts of NIMS/ICS and the district EOP.

APPENDIX 7: GLOSSARY

Glossary of Terms

Access and Functional Needs: Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.

After-Action Reviews: A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.

Comprehensive Multi-Hazard Exercise/Drill Program and Schedule: A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.

Continuity of Operations: Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.

Corrective Action Plans: Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.

Disability: The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term “disability” has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).

Drill: An action designed to test and to maintain skills in a particular operation or component of an emergency response plan. Examples may include evacuation drill, lockdown drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

Educational Service Center (ESC): As a regional component of the Texas Education Agency, the ESCs may assist school District boards of trustee in entering into agreements as defined by Section 61.003, for a cooperative shared services arrangement regarding administrative services, including transportation, food service, purchasing, and payroll functions.

Emergency Management Programs: An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and disasters (natural, technological or human-caused).

Emergency Supplies: A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.

Exercise: An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.

Facility: Any district owned or leased building, works system or equipment with certain improved and maintained natural features.

Hazard: Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.

Hazard Analysis: A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.

Health Control Issues: Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.

Incident Command System: A system to coordinate emergency preparedness and incident management among various federal, state and local agencies. Enables facilities, equipment personnel, procedures and communications to operate within a common organizational

structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

Independent School District (ISD): Created in accordance with Texas law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An ISD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.

Inter-Jurisdictional Agreement: A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.

Inter-Local Agreement: A written agreement or contract made under the Government Code, Chapter 791 between local government entities.

Interoperability and Compatibility: A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

Interagency Collaboration: Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.

Local-Level Stakeholders: Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.

Memoranda of Understanding: A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency/ jurisdiction.

Mutual Aid Agreement: Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

National Incident Management System: A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.

Operational Plans: Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.

Professional School District Employee: A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Preserve Evidence: Practice of ensuring that potential evidence is preserved.

Public Information: Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.

Regional-Level Stakeholders: Includes the Councils of Governments (COGs) which are voluntary associations usually made up of local governmental entities formed under Texas law. Such organizations deal with the problems and planning needs that cross jurisdictional boundaries or require regional attention.

Resource Management: Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.

Reunification: A process to return students to their parent or guardian while maintaining order and accountability after an incident.

Risky Behaviors: Actions that have been identified as precursors to violent or criminal behavior.

Safety: A condition of being safe from undergoing or causing hurt, injury, or loss.

Safety and Security Audit/ Ongoing Self-Assessment: A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, emergency preparedness and access control.

School Climate: The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

School Safety and Security Committee: A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs. As an audit-specific function, provides the district with any campus, facility or support services information required in connection with a safety and security audit or another report to be submitted by the district to the Texas School Safety Center. Reviews each report required to be submitted by the district to the Texas School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility or support service.

Security: The quality or state of being secure as freedom from danger.

Staff: School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.

State-Level Stakeholders: State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Texas Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.

Stakeholders: Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Strategic Plan: Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.

Systematic: Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.

Tactical Plan: Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.

Threat: An indication of possible violence, harm, or danger.

Warning Signs of Violence: Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

Appendix 8: References and Acknowledgements

Acknowledgements

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- Government Code, Chapter 433 (State Of Emergency)
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- Texas Education Code Chapters 38
- Texas Education Code Chapters 42
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- Texas Unified School Safety and Security Standards, Revised May 2014
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Local

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- Comanche County Sheriff's Department

Relevant Texas School Organizations

Association of Texas Professional Educators (ATPE): ATPE exists to serve the needs of Texas public education and fights for our schools on the local, state and national levels.

Texas Association of Private and Parochial Schools (TAPPS): TAPPS exists to provide for private and parochial schools educational extracurricular academic, athletic, and fine arts contests, including health and safety guidance and training.

Texas Association of School Administrators (TASA): The mission of the Texas Association of School Administrators is to promote, provide, and develop leadership that champions educational excellence.

Texas Association of School Boards (TASB): The Texas Association of School Boards promotes educational excellence for Texas schoolchildren through advocacy, visionary leadership, and high quality services to school districts. TASB represents the largest group of publicly elected officials in the state.

Texas Association of School Business Officials (TASBO): Texas Association of School Business Officials (TASBO) is dedicated to being the trusted resource for school finance and operations in Texas.

Texas Association of School Personnel Administrators (TASPA): The mission of TASPA is to engage and develop human resource professionals thereby enhancing HR services to school districts.

Texas Association of School Resource Officers (TASRO): An association for school based law enforcement officers, school administrators, and school safety personnel.

Texas Association of Secondary School Principals (TASSP): To offer Texas principals and assistant principals a forum to explore the best practices in school administration with the ultimate goal of helping facilitate student learning.

Texas Classroom Teachers Association (TCTA): TCTA passionately represents Texas teacher issues at the federal and state levels and is recognized as a key partner in legislation development and advocacy.

Texas Education Agency (TEA): The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.

This includes: enhancing school safety and supporting schools in maintaining a disciplined environment that promotes student learning. Reduce the number of criminal incidents on school campuses, and enhance school safety.

Texas Elementary Principals/Supervisors Association (TEPSA): Provides leadership training, networking opportunities, information and support for school leaders as we strive to improve the education of Texas school children and the working conditions of our members.

Texas Middle School Association (TMSA): We are a voluntary, nonprofit, statewide educational association that serves and represents Texas educators, administrators, children and parents... anyone who works with children ages 11-15.

Texas School District Police Chiefs Association (TSDPCA): The Texas School District Police Chiefs Association promotes the standardization of school district policing on a statewide basis.

Texas State Teachers Association (TSTA): The Texas State Teachers Association will unite, organize and empower public education advocates to shape public education in Texas thus providing a quality public school for every child.

Texas School Safety Center at Texas State University (TxSSC): The Texas School Safety Center (TxSSC), in accordance with Texas Education Code Chapter 37 supports school safety initiatives and mandates including, but not limited to, emergency management planning, training and drill and exercise support. The TxSSC serves as the central location for the dissemination of safety and security information -- including research, training and technical assistance for all K-12 public schools and junior colleges in Texas.

University Interscholastic League (UIL): The University Interscholastic League exists to provide educational extracurricular academic, athletic, and fine arts contests, including programs to safeguard the health and welfare of students.

