



FORT DAVIS INDEPENDENT SCHOOL DISTRICT

EMERGENCY OPERATIONS PLAN

Promulgation Statement

Fort Davis Independent School District is committed to the safety and security of students, faculty, staff, and visitors on its campuses. In order to support that commitment, the administration has conducted a thorough review of district emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The Emergency Operations Plan that follows is the official policy of the Fort Davis Independent School District. It is a result of a comprehensive review and update of school policies in the context of its location in Fort Davis, Texas and in the current world situation. The Fort Davis ISD Board of Trustees support its recommendations and commit the district's resources to ongoing training, exercises, and maintenance required to keep it current.

This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

APPROVAL AND IMPLEMENTATION

Emergency Operations Plan

This emergency operations plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

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SUPERINTENDENT

5-9-22
DATE

James Weaver
SCHOOL BOARD PRESIDENT

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SCHOOL BOARD SECRETARY

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RECORD OF CHANGES

Basic Plan

Change #	Date of Change	Change Entered By	Date Entered
1	8-14-15	Graydon Hicks	8-14-15
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6	9-30-20	Graydon Hicks	9-30-20
7	2-22-21	Graydon Hicks	2-22-21
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BASIC PLAN

I. AUTHORITY

- A.** Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA-REP-1, Revision 1
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- D.** School Board: Fort Davis Independent School District

II. PURPOSE

This Basic Plan outlines Fort Davis ISD's approach to emergency management and operations. It provides general guidance for emergency management activities and an overview of the district's methods of mitigation, preparedness, response, and recovery. The plan describes the district's emergency response organization and assigns responsibilities for various emergency tasks. This plan is intended to empower employees in an emergency and clarify emergency roles and response. It is also intended to provide a framework for more specific functional annexes that describe in more detail who does what, when, and how. This plan applies to all local district officials, staff, and students. The primary audience for the document includes the school board, school district, school administrators, staff tasked within the document or annexes, emergency management staff, leaders of local volunteer organizations that support emergency operations, and others who may participate in mitigation, preparedness, response, and recovery efforts.

This Basic Plan outlines Fort Davis ISD's approach to emergency management and operations. It has been developed to protect Fort Davis ISD staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

Mission and Goals

1. The mission of the Fort Davis Independent School District in an emergency/disaster is to:
 - a. Protect lives and property
 - b. Mitigate the effects of a disaster
 - c. Prepare for emergencies and disasters
 - d. Respond to emergencies promptly and properly
 - e. Aid in recovery from disasters

2. The goals of the Fort Davis Independent School District are:
 - a. Provide emergency response plans, services, and supplies for all facilities and employees.
 - b. Ensure the safety and supervision of students, faculty, staff, and visitors to the district.
 - c. Coordinate the use of school personnel and facilities.
 - d. Restore normal services as quickly as possible.
 - e. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

III. EXPLANATION OF TERMS

A. Acronyms

ARC	American Red Cross
CFR	Code of Federal Regulations
DEM	Division of Emergency Management
EOC	Emergency Operations Center
EPI	Emergency Public information
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
Hazmat	Hazardous Material
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
SOPs	Standard Operating Procedures
TSA	The Salvation Army

B. Definitions

1. Emergency Public Information (EPI)

Information that is disseminated to the public via the news media before, during, and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

a. Incident

An incident is a situation that is limited in scope and potential effects. Characteristics of an incident include:

- 1) Involves a limited area and/or limited population.
- 2) Evacuation or in-place sheltering is typically limited to the immediate area of the incident.
- 3) Warning and public instructions are provided in the immediate area, not community-wide.

- 4) One or two local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- 5) May require limited external assistance from other local response agencies or contractors.

b. Emergency

An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident. Characteristics include:

- 1) Involves a large area, significant population, or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) May require community-wide warning and public instructions.
- 4) Requires a sizable multi-agency response operating under an IC.
- 5) May require some external assistance from other local response agencies, contractors, and limited assistance from state or federal agencies.
- 6) The EOC will be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

c. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- 1) Involves a large area, a sizable population, and/or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) Requires community-wide warning and public instructions.
- 4) Requires a response by all local response agencies operating under one or more ICs.
- 5) Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- 6) The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

3. Hazard Analysis

A summary document (Figure 1) that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

4. Hazardous Material (Hazmat)

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmats include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

5. Inter-local agreements

Arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

6. Standard Operating Procedures (SOP)

Approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

IV. SITUATION AND ASSUMPTIONS

A. Situation

Fort Davis ISD is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. Describe the enrollment and employment figures

1. District

- a. The district's current enrollment is approximately 202 students. The district's staff is comprised of 2 district office staff, 22 teachers and 3 administrators. Additionally there are 2 office/support staff, 4 aides, and 4 custodial staff.

C. Fort Davis ISD is made up of 3 buildings.

- a. The district consists the following structures:

- 1) Superintendent's Office / 400 Webster Avenue
- 2) Junior/Senior High School / 401 Webster Avenue
- 3) Dirks Anderson Elementary / 801 State Street

- b. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is Appendix 4.

D. Explain geographical location

Geographically, the district encompasses 1494 square miles of rural territory.

A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for Fort Davis ISD. After reviewing the district's hazard analysis and security audit, it appears that the district is most likely to be affected by a list of hazards and vulnerabilities.

FIGURE 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
HAZARD TYPE:					
NATURAL					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLASH FLOODING	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HURRICANE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMANMADE					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

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ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SUSPICIOUS PACKAGE/DEVICE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WEAPONS ASSAULT	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High Medium Low
	3 Likely	3 Critical	3 6-12 hours	3 Critical	
	2 Possible	2 Limited	2 12-24 hours	2 Limited	
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	

1 – 7 = Low Risk

8 – 13 = Medium Risk

14 – 16 = High Risk

E. Assumptions

1. Fort Davis ISD will continue to be exposed to and subject to the impact of those hazards described above, as well as, lesser hazards and others that may develop in the future.
2. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
3. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
4. Following a major or catastrophic event, the Fort Davis ISD will have to rely on its own resources to be self-sustaining for up to 72 hours.
5. There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
6. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this district/school to be prepared to carry out the initial emergency response on an independent basis.
7. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this district/school's readiness to deal with emergency situations.
8. A spirit of volunteerism among district/school employees, students and families will result in their providing assistance and support to emergency response efforts.

C. Limitations:

It is the policy of Fort Davis ISD that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, the district can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time

V. CONCEPT OF OPERATIONS

A. Objectives

The objectives of the Fort Davis ISD emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the the district shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

B. General

1. It is the responsibility of district officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect the district.
2. It is the responsibility of the district to provide in-service emergency response education for all school and office personnel
3. It is the responsibility of the school principal to conduct drills and exercises to prepare school personnel as well as students for an emergency situation
4. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.
5. This plan is based on a multi-hazard approach to emergency planning. 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. For example, the warning annex addresses techniques that can be used to warn staff, students and parents during any emergency situation, whatever the cause.
6. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel will be trained in ICS.
7. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The district is charged with insuring the training and equipment necessary for an appropriate response are in place.
8. This plan is based upon the concept that the emergency functions that must be performed by the district generally parallel some of the normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel,

equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

9. Local government is responsible for organizing, training, and equipping local emergency responders and emergency management personnel, providing appropriate emergency facilities, providing suitable warning and communications systems, and for contracting for emergency services. The state and federal governments offer programs that provide some assistance with portions of these responsibilities.

C. Operational Guidance

1. Initial Response

District personnel are likely to be first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the incident until it is resolved or others who have legal authority to do so assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

- a. The Incident Commander will be responsible for activating the operations plan and the initial response:
 - 1) Evacuation – Requires all staff and students to leave the building. Evacuation can be highly effective if it can be completed before the arrival of the hazard.
 - 2) Reverse Evacuation – Requires all staff and student to go to safe places in the building from outside the building.
 - 3) Lock down – All exterior doors and classroom doors are locked and students and staff stay in their classrooms
 - 4) Shelter-in-place – Students and staff are held in the building, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials which produce toxic vapors outside of the facility. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
 - 5) Drop, cover and hold – Students and staff drop low, take cover under furniture, cover eyes and protect internal organs

2. Notification Procedures

- a. In case of an incident at any district facility, the flow of information shall be from the school principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.
- b. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school principal. Specific guidelines are found in the individual annexes and appendices.

3. Training and Exercise

- a. Fort Davis ISD understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the district plan and the most current procedures, the following training, drill and exercise actions will occur:
 - 1) Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with in-service at the beginning of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance
 - 2) Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
 - 3) Fort Davis ISD will plan for drills and exercises during the school year. The types of drills and exercises will be determined by the principal.
 - 4) Fort Davis ISD will seek to participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the district's ability to respond to and deal with emergencies.

4. Implementation of the Incident Command System (ICS)

- a. The designated incident commander (IC) for the district will implement the ICS and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
- b. For disaster situations, a specific incident scene may not exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

5. Source and Use of Resources

- a. Fort Davis ISD will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
 - 1) Request assistance from volunteer groups active in disasters.

- 2) Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

D. Incident Command System

1. Fort Davis ISD intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
2. The incident commander is responsible for carrying out the ICS function of command—managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger incidents, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
3. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

E. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

1. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.
2. The IC is generally responsible for field operations, including:
 - a. Isolating the scene.
 - b. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
 - c. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
 - d. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
 - e. Implementing traffic control arrangements in and around the incident scene.
 - f. Requesting additional resources from the EOC.
3. The EOC is generally responsible for:

- a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
 - e. Organizing and implementing shelter and mass arrangements for evacuees.
4. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

F. Activities by Phases of Emergency Management

This plan addresses emergency actions that are conducted during all four phases of emergency management.

1. Mitigation/Prevention

Fort Davis ISD will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

a. Hazard Analysis

- 1) Identifying hazards
- 2) Recording hazards
- 3) Analyzing hazards
- 4) Mitigating/preventing hazards
- 5) Monitoring hazards

b. Security Audit

2. Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
- b. Emergency planning, including maintaining this plan, its annexes, and appendices
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist the district during emergencies in training opportunities.
- d. Conducting periodic drills and exercises to test emergency plans and training.
- e. Completing an After Action Review after drills, exercises and actual emergencies
- f. Revise plan as necessary

3. Response

Fort Davis ISD will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

4. Recovery

If a disaster occurs, the district will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the district and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

G. Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other emergency response team member is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified in #2 and recommend community resources for support.

4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule faculty meeting for an update the week before students return to school.
6. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

VI. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

A. Organization

1. General

Most districts have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. Fort Davis ISD has organized various groups to assist in emergency/safety operations: executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the school board representatives, the superintendent, and district emergency management coordinator and/or designees.

Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates district/school's planning activities and recruits members of the district's emergency response teams. There will be an EOPT at the district level. The Emergency Operations Planning Team at the district level includes the superintendent, the campus principals, and the campus counselors.

Emergency Response Teams

Emergency Response Teams assists the Incident Commander in managing an emergency and providing care for district employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams may include campus principals, counselors, and select staff.

Emergency Services

Emergency Services include the IC and those departments, agencies, and groups with primary emergency response actions. The IC is the person in charge at an incident site.

Emergency Support Services

This group includes departments and agencies that support and sustain emergency responders and also coordinate emergency assistance provided by organized volunteer organizations, business and industry, and other sources.

Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

B. Assignment of Responsibilities

1. General

For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the district who possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the Executive Group, Emergency Operations Planning Team, Emergency Response Teams, Teachers, Emergency Services, Support Services, Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

3. Executive Group Responsibilities

a. The School Board will

- 1) Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- 2) Review and approve all emergency response plans.
- 3) Review school construction and renovation projects for safety.

b. The superintendent will:

- 1) Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- 2) Develop and coordinate in-service emergency response education for all district personnel.
- 3) Develop school emergency operations programs and plans.
- 4) Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- 5) Authorize implementation of emergency preparedness curriculum.
- 6) Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.

- 7) Have overall decision-making authority in the event of an emergency until emergency services arrive.
 - 8) Monitor the emergency response during emergency situations and provide direction where appropriate.
 - 9) Keep the public informed during emergency situations.
 - 10) Stay in contact with the leaders of the emergency service agencies working with the emergency
 - 11) Keep school board informed of emergency status.
 - 12) Request assistance from local emergency services when necessary.
 - 13) Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
 - 14) Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel or community sites such as community emergency shelters.
 - 15) Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- c. The District Emergency Management Coordinator shall be the Superintendent (unless otherwise appointed) and will:
- 1) Coordinate local planning and preparedness activities and the maintenance of this plan.
 - 2) Prepare and maintain a resource inventory.
 - 3) Arrange appropriate training for district emergency management personnel and emergency responders.
 - 4) Coordinate periodic emergency exercises to test emergency plans and training.
 - 5) Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
 - 6) Coordinate with organized volunteer groups and businesses regarding emergency operations.
- d. The principal will:
- 1) Implement the policies and decisions of the governing body relating to emergency management.
 - 2) Organize the school's emergency management program and identify personnel, equipment, and facility needs.

- 3) Ensure that the plan is coordinated with the district's plans and policies.
 - 4) Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
 - 5) Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
 - 6) Conduct drills and initiate needed plan revisions based on After Action Reports.
 - 7) Encourage incorporation of emergency preparedness material into regular curriculum.
 - 8) Provide copies of the school plan to the district superintendent and local Emergency Management office.
 - 9) Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
 - 10) Establish an Incident Command Post.
 - 11) Act as Incident Commander until superintendent or emergency services arrives.
 - 12) Assign school emergency responsibilities to staff as required.
 - 13) Coordinate use of building as public shelter for major emergencies occurring in the city or county.
 - 14) Coordinate emergency assistance and recovery.
4. Emergency Operations Planning Team will:
- 1) In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
 - 2) In conjunction with the district and local emergency management officials, conduct a hazard analysis
 - 3) Organize Emergency Response Teams
 - 4) Recommend training for the Emergency Response Teams.
 - 5) Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties.
 - 6) Provide information to staff, student and community on emergency procedures.
 - 7) Provide assistance during an emergency in accordance with designated roles.
 - 8) Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

5. Emergency Response Teams will:

- 1) Participate in the Community Emergency Response Team (CERT) program, or other local emergency team efforts.
- 2) Assist the superintendent and principals during an emergency by providing support and care for district employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- 3) Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 - a) Facility evacuation – The campus staff will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place.
 - b) First aid – The First Aid team will be trained to provide basic first aid to injured students and/or staff.
 - c) Search and rescue – Administrators (or their designees) will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.
 - d) Limited fire suppression – Campus staff will be trained to provide light fire suppression and provide utility shut-off if necessary.
 - e) Damage assessment – The Director of Maintenance will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.
 - f) Student/Parent Reunification – Campus staff will establish sites for the orderly dismissal of students to their parents.
 - g) Student supervision – Campus staff will be responsible for supervising the students while emergency response activities are occurring.
 - h) Support and security – Administrators will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

6. Teachers will:

- 1) Prepare classroom emergency kits.
- 2) Participate in trainings, drills and exercises.
- 3) Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.

- 4) Maintain order while in student assembly area.
- 5) Verify the location and status of every student. Report to the incident commander or designee on the condition of any student needing additional assistance.
- 6) Establish a partner system for teachers and students with disabilities.
- 7) Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process".

7. Technology/Information Services Role

- 1) Coordinate use of technology.
- 2) Assist in establishment/maintenance of emergency communications network.
- 3) Assist in obtaining needed student and staff information from the computer files.
- 4) Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- 5) Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- 6) Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.
- 7) As needed, report various sites involved in the communication system if there are problems in that system.

8. Common Responsibilities for Emergency and Support Services

All emergency services and support services will:

- 1) Provide personnel, equipment, and supplies to support emergency operations upon request.
- 2) Provide trained personnel to staff the ICP and EOC and conduct emergency operations.
- 3) Report information regarding emergency situations and damage to facilities and equipment to the IC or the EOC.

9. Emergency Services Responsibilities

a. The IC will:

- 1) Manage emergency response resources and operations at the incident site command post to resolve the emergency situation.

- 2) Determine and implement required protective actions for response personnel and the public at an incident site.

VII. DIRECTION AND CONTROL

A. General

1. The superintendent is responsible for establishing objectives and policies for emergency operations, providing general guidance for emergency response and recovery operations, and for overall direction of the response activities of the district as the Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.
2. The Incident Commander, assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.
3. During emergency operations, the district administration retains administrative and policy control over their employees and equipment. However, personnel and equipment will carry out mission assignments directed by the Incident Commander. Each department and agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol, may be adopted to facilitate coordinated effort.
4. If the district's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

B. Emergency Facilities

1. Incident Command Post.

Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

C. Continuity of School Administration

1. The line of succession for the superintendent is:
 - a. HS Principal
 - b. Dirks-Anderson Principal
 - c. Maintenance Director
 - d. Athletic Director
2. The line of succession for the HS principal and Dirks-Anderson principal is:
 - a. Counselor

- b. Athletic Director
- c. Maintenance Director

VIII. READINESS LEVELS

A. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the superintendent. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

G. Readiness Action Level Descriptions

The following readiness action levels will be used as a means of increasing the district's alert posture. (Based on the Department of Homeland Security. Suggested by Department of Education)

1. Green—Low

- a. Assess and update emergency operations plans and procedures
- b. Discuss updates to school and local emergency operations plans with emergency responders. Review duties and responsibilities of emergency response team members.
- c. Provide CPR and first aid training for staff
- d. Conduct training and drills
- e. Conduct 100% visitor ID check

2. Blue—Increased Readiness

- a. Review and upgrade security measures
- b. Review emergency communication plan
- c. Inventory, test, and repair communication equipment
- d. Inventory and restock emergency supplies
- e. Conduct emergency operations training and drills

3. Yellow—Elevated

- a. Inspect school buildings and grounds for suspicious activities
- b. Assess increased risk with public safety officials
- c. Review crisis response plans with school staff
- d. Test alternative communications capabilities

4. Orange—High

- a. Assign staff to monitor entrances at all times
- b. Assess facility security measures
- c. Update parents on preparedness efforts
- d. Update media on preparedness efforts
- e. Address student fears concerning possible emergency
- f. Place school and district emergency response teams on standby alert status

5. Red—Severe

- a. Follow local and/or federal government instructions (listen to radio/TV)
- b. Activate emergency operations plan
- c. Restrict school access to essential personnel
- d. Cancel outside activities and field trips
- e. Provide mental health services to anxious students and staff

IX. ADMINISTRATION AND SUPPORT

A. Agreements and Contracts

1. Should district resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.
2. The agreements and contracts pertinent to emergency management that this district is party to are summarized in an Appendix (if applicable).

H. Reports

1. Initial Emergency Report

This short report should be prepared and transmitted by the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

2. Situation Report

A daily situation report should be prepared and distributed by the Incident Command Post during major emergencies or disasters.

3. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

I. Records

1. Record Keeping for Emergency Operations

Fort Davis ISD is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

a. Activity Logs

The ICP and the district office shall maintain accurate logs recording key response activities, that may include:

- 1) Activation or deactivation of emergency facilities.

- 2) Emergency notifications to local emergency services
 - 3) Significant changes in the emergency situation.
 - 4) Major commitments of resources or requests for additional resources from external sources.
 - 5) Issuance of protective action recommendations to the staff and students.
 - 6) Evacuations.
 - 7) Casualties.
 - 8) Containment or termination of the incident.
- b. Incident Costs. The district shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future district/school budgets.
- c. Emergency or Disaster Costs. For major emergencies or disasters, the district or school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:
- 1) Personnel costs, especially overtime costs
 - 2) Equipment operations costs
 - 3) Costs for leased or rented equipment
 - 4) Costs for contract services to support emergency operations
 - 5) Costs of specialized supplies expended for emergency operations

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.

2. Preservation of Records

- a. In order to continue normal district operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.

If records are damaged during an emergency situation, Fort Davis ISD will seek professional assistance to preserve and restore them.

J. Consumer Protection

Consumer complaints regarding alleged unfair or illegal business practices often occur in the aftermath of a disaster. Such complaints will be referred to the District's Attorney, who will pass such complaints to the Consumer Protection Division of the Office of the Attorney General.

K. Post-Incident and Exercise Review

The superintendent is responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, district personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

X. PLAN DEVELOPMENT AND MAINTENANCE

A. Plan Development

The emergency operations planning team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school board is responsible for approving this plan with the superintendent responsible for its promulgation.

B. Distribution of Planning Documents

1. The superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
2. The Basic Plan should include a distribution list (See Appendix 14 to this plan) that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

C. Review

The Basic Plan and its annexes shall be reviewed annually by district officials. The superintendent will establish a schedule for annual review of planning documents.

Update

1. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or district/school structure occur.
2. The Basic Plan and its annexes must be revised or updated by a formal change at least every three years. Responsibility for revising or updating the Basic Plan is assigned to the emergency operations planning team.
3. The superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

XI. REFERENCES

Office for Domestic Preparedness *Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program*

Arizona Department of Education *School Safety Plans and Resources*

FEMA Independent Study Program: IS 362 – *Multi-Hazard Emergency Planning for Schools*
Washington State Emergency Management Division in Partnership *Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools*

U.S. Department of Education *Practical Information on Crisis Planning A Guide for Schools and Communities*

Alaska Division of Homeland Security and Emergency Management: *Safe Schools Training*

Missouri State Emergency Management Agency *Missouri All-Hazards Planning Guide for Schools*

Jane's Safe Schools Planning Guide for All Hazards

Juniata County School District *All-Hazard Emergency Response Plan and Procedures*

APPENDIX 1
SUMMARY OF AGREEMENTS AND CONTRACTS

AGREEMENTS

DESCRIPTION: MOU WITH JEFF DAVIS COUNTY

SUMMARY OF PROVISIONS: EMERGENCY OPERATIONS

OFFICIALS AUTHORIZED TO IMPLEMENT: SUPERINTENDENT, FDISD; COUNTY ATTORNEY, JEFF DAVIS CO.

COSTS:

COPIES HELD BY: **COUNTY; FDISD**

DESCRIPTION: INTERLOCAL AGREEMENT WITH FORT DAVIS NATIONAL HISTORIC SITE

SUMMARY OF PROVISIONS: EMERGENCY OPERATIONS

OFFICIALS AUTHORIZED TO IMPLEMENT: SUPERINTENDENT, FDISD; SUPERINTENDENT, FDNHS

COSTS:

COPIES HELD BY: **FDNHS; FDISD**

DESCRIPTION: INTERLOCAL AGREEMENT WITH FIRST BAPTIST CHURCH OF FORT DAVIS

SUMMARY OF PROVISIONS: EMERGENCY OPERATIONS

OFFICIALS AUTHORIZED TO IMPLEMENT: SUPERINTENDENT, FDISD; TRUSTEE, FBCFD

COSTS:

COPIES HELD BY: **FBCFD; FDISD**

CONTRACTS

DESCRIPTION:

SUMMARY OF PROVISIONS:

OFFICIALS AUTHORIZED TO IMPLEMENT:

COSTS:

COPIES HELD BY:

DESCRIPTION:

SUMMARY OF PROVISIONS:

OFFICIALS AUTHORIZED TO IMPLEMENT:

COSTS:

COPIES HELD BY:

APPENDIX 2 INCIDENT COMMAND SYSTEM SUMMARY

A. Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

B. Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions.
 - a. **Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
 - b. **Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
 - c. **Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
 - d. **Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support
 - e. **Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.
2. The individual designated as the IC has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.
3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, and provide operational guidance—select tactics appropriate to the strategy and direct available resources.
4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization.
5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action

planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

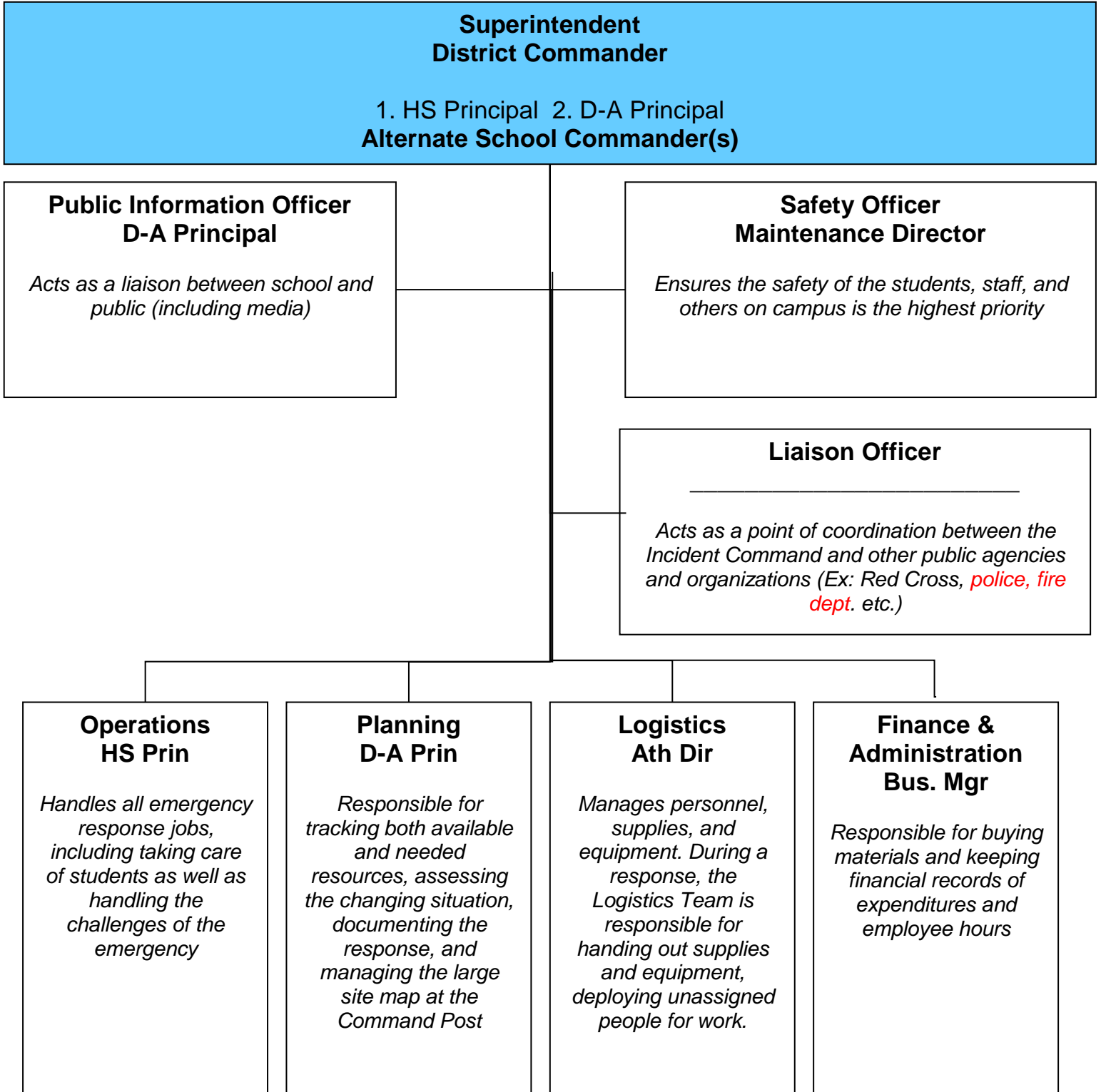
6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.
7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.
8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.
9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.
10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

C. Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.
2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission

assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

Incident Command Structure

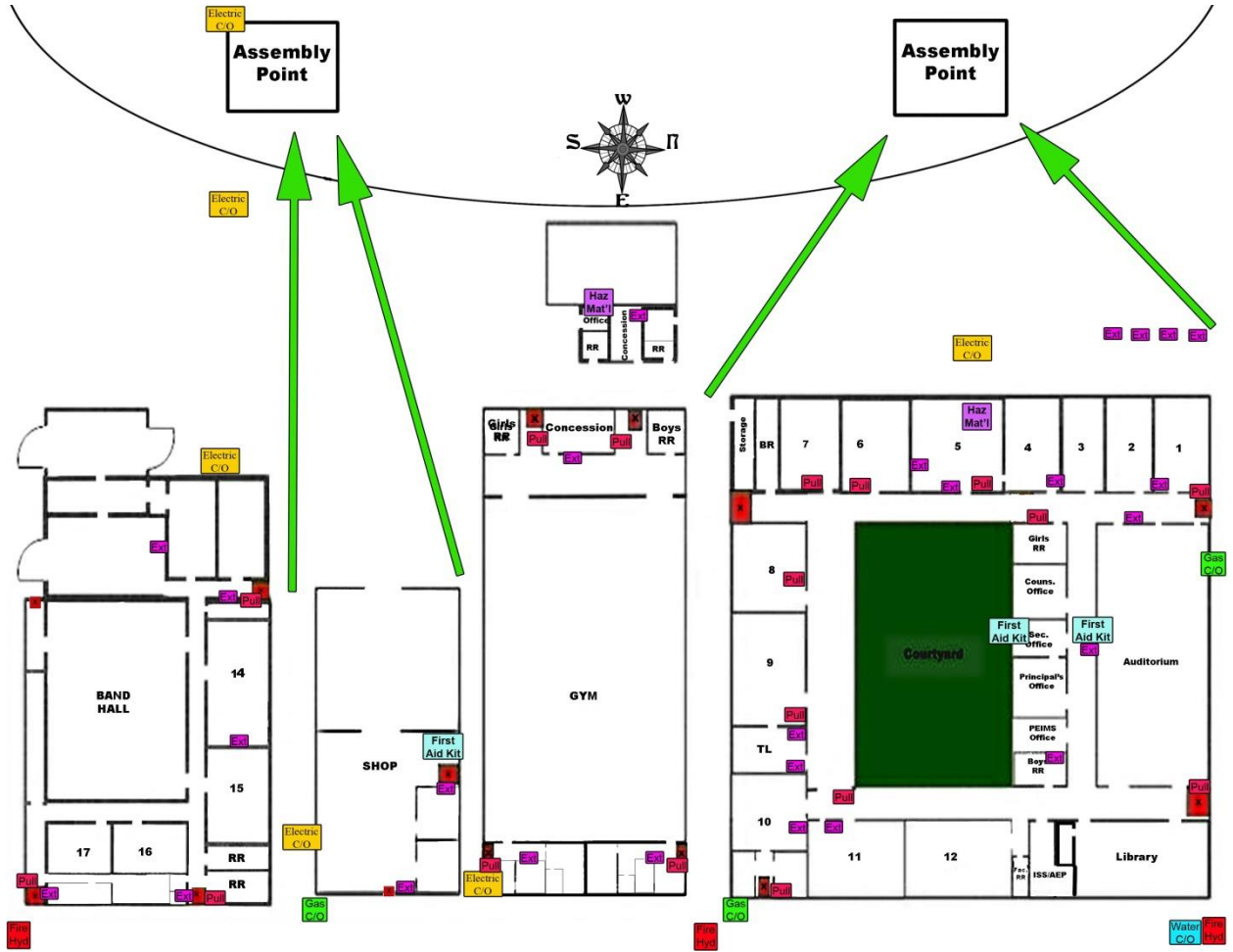


**APPENDIX 3
DISTRICT MAP**

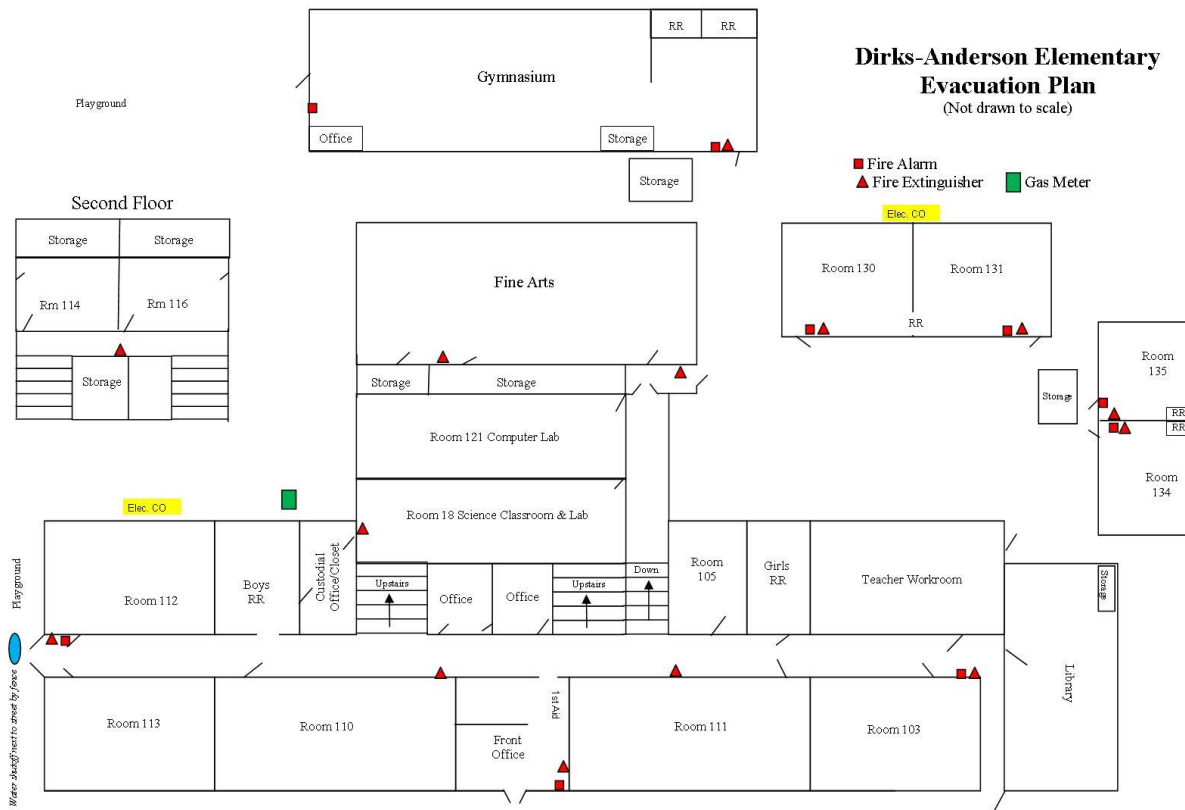


APPENDIX 4 SCHOOL MAPS

HIGH SCHOOL FACILITY EVACUATION ROUTE



Dirks-Anderson Elementary Evacuation Plan (Not drawn to scale)



APPENDIX 5
CLASSROOM TEACHER BUDDY LIST

Main High School Campus Building

Classrooms 2, 3, and 4
Classrooms 6, 7, and 8
Classrooms 9, 10, 11, 12
Principal, Counselor, PEIMS Office, and HS Secretary
ESC 18 Staff

Gymnasium, Ag-Mech Bldg, Maintenance, JH Building

Coaches, Ag-Mech Teacher, Maintenance Staff
Classrooms 14, 15, 16, 17, Special Ed Coordinator

Dirks-Anderson Building

Classrooms 114, 116 (upstairs)
Classrooms 130, 131, 134, 135
Classrooms 110, 112, 113
Classrooms 103, 110
Principal, Secretary, Counselor, Labs, Fine Arts

**APPENDIX 6
PHONE TREE**

2022-2023 Emergency Call List

Graydon Hicks III
Graydon Hicks will call:
George Allen 361-765-8576 cell
Shera Welch 432-294-1943 cell
Rebecca Puckett 432-386-7780 cell
Emily Hendryx 979-525-1528 cell
Janlyn Reagan 817-805-2022 cell
Velvet Hardy 432-249-0680 cell
Bud Coffey 432-214-4195 cell
Laura Gonzalez 432-249-1379 cell
George Allen will call:
Julie Lewis 713-818-3310 cell
Sara Pittman 432-249-0387 cell
John Stormberg 512-574-4636 cell
Mayle Chambliss 432-940-0284 cell
Yani Ponce 432-249-1754 cell
Neil Glidewell 915-301-4904 cell
Selena Martin 432-837-3704 home/432-386-5416 cell
Keith Cummings 713-293-2954 cell
Harlan Whatley 432-271-6925 cell
Julie Lewis will call:
Leticia Hartnett 432-249-0298 cell
Martha Sanchez 432-294-0395 cell
Juan Hernandez 432-208-6957 cell
Steve Merrill 432-249-1168 cell
Deanne Cummings 713-293-2951 cell
Kelly Boultinghouse 432-940-3402 cell
Scott Fish 432-386-8290 cell
Bud Coffey will call:
Lisa Hartnett 432-249-0753 cell
Rogelio Baeza 432-244-9330 cell
Berta Duarte 432-249-0875 cell
Shera Welch will call:
Jennifer Whitesell 432-426-3097 home, 432-386-6225 cell
Jaclyn Rosales 214-991-9628 cell
Carol Harst 210-488-1536 cell
Aglae Ramos 432-244-9330 cell
Cara Merrill 432-426-3316 home, 432-249-0331 cell
Kayla Weaver 432-426-3151 home, 903-285-0540 cell
Amanda fisher 434-942-6733 cell
Rebecca Ramos 432-386-7338 cell
Stessa Miles 432-426-3096 home, 432-249-1711 cell
Hortensia Aguilar 432-295-0694 cell
Megan Holley 979-575-4624 cell
Adele Coffey 432-426-2789 home, 432-249-0344 cell
Mayra Torres 432-232-2207 cell

**APPENDIX 7
EMERGENCY OPERATIONS PLANNING TEAM**

Name	Phone Number	E-Mail Address	Other
Graydon Hicks	(432) 426-4440 x 201	ghicks@fdisd.com	(432) 249-0154
Laura Gonzalez	(432) 426-4440 x 204	lgonzalez@fdisd.com	432-249-1379
George Allen	(432) 426-4444 x 301	gallen@fdisd.com	361-765-8576
Athletic Director	(432) 426-4444		
Rebecca Puckett	(432) 426-4444 x 302	rspuckett@fdisd.com	(432) 386-7780
Bud Coffey	(432) 426-4440 x 303	bcoffey@fdisd.com	(432) 214-4195
Shera Welch	432-426-4454 x 401	swelch@fdisd.com	432-294-1943
Bill Kitts	(432) 426-3213		
Hannah Gray	(432) 426-3211		

**APPENDIX 8
EMERGENCY CONTACT NUMBERS**

Public Safety Agencies	Number
General Emergency	911*
Police/Sheriff/Fire	(432) 426-3213
Poison Control	1-800-362-0101
Local Hospital	(432) 837-3447
District Contacts	Number
Superintendent	(432) 426-4440 x 201
Incident Commander	(432) 426-4440 x 201
Maintenance Director	(432) 426-4440 x 303

**APPENDIX 9
RESOURCE INVENTORY**

INVENTORY OF EMERGENCY EQUIPMENT

INCLUDE:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE
NEEDED IN THE EVENT OF AN EMERGENCY**

APPENDIX 10 SAMPLE SCHOOL-PARENT LETTER
--

Dear Parent,

Fort Davis ISD places a high priority on protecting the safety of our students and employees, and has adopted a District Emergency Operation Plan to use in the event of a local disaster or school emergency.

We will be conducting safety emergency drills throughout the school year including fire, shelter in place, evacuation, and parent-child reunification. We will practice these drills and teach children what to do in case of an emergency. These drills will help prepare your child to act quickly as well as to reduce his/her fear and anxiety should an emergency occur. You are an important part of the Emergency Operation Plan.

Evacuation

An emergency may require that all students and staff evacuate the buildings. Should this occur, Dirks-Anderson students will walk to Fort Davis National Historic Site located west of the school property, and FD Junior-Senior High School Students will walk to the First Baptist Church. Students and staff will take shelter in the designated areas during the emergency.

Parent/Child Reunification

In case of an emergency in which all students must be evacuated from the school property, the designated reunification area for Dirks-Anderson students is Fort Davis National Historic Site located west of the school; the designated reunification area for FD Junior-Senior High school students is the First Baptist Church. No student will be released unless you or the person listed on the student's Student Information Card arrives to pick up the student. It is very important that the information and phone numbers on this card are current. We will use this information to contact you through the district School Reach messaging program with information about the process and location for picking up your child.

Fire Drills

Fire drills are conducted monthly. Office personnel activate the alarm system, and staff and students evacuate the building to a designated area, and wait for the "all clear" notice before returning to class.

Shelter in Place

An announcement is made from the office, and students and staff will report to a specified area in the building to take shelter. This drill will be conducted once each semester.

Keeping Informed during an emergency

During an emergency, you may not be able to reach the school by phone as staff will be busy responding to the emergency and the needs of the students. We will make every effort to contact parents through the school's School Reach messaging service. We will also use local radio stations, Midland/Odessa television stations, and the district's web page to relay information. Please do not call the school or your child's cell phone during an emergency. Phone lines need to be kept accessible at all times to communicate with first responders.

During a crisis

Stay calm and do not come to the school. This will allow emergency responders to complete their work. Keep the phone lines free, and listen for information over radio, television, School Reach, and the internet.

Reuniting with your child

Make sure you bring legal identification (driver's license, passport, military ID) to the designated reunification site (Fort Davis National Historic Site or First Baptist Church, unless otherwise noted). For the safety of your child, he/she will not be released to anyone who is not listed on the Student Information Card or who is listed but has no identification.

It is important that you be a model of calm, control, and comfort when reuniting with your child. Let your child know that you will protect him/her. Listen to your child and watch for temporary changes in behavior like being clingy or angry, having trouble sleeping, acting younger or acting scared. If these behaviors occur, you may need to contact your family health care provider, counselor, or school personnel.

We take pride in responding to the needs of our students and community. Training and awareness activities help us to keep our students and staff safe during an emergency. We appreciate all you efforts in doing all you can to help us protect your child in an emergency.

Sincerely,

Principal

APPENDIX 11
STAFF SKILLS SURVEY & INVENTORY

Name & School _____ / _____ Room _____
Name School

During any emergency situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any emergency incident. These will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO, WHERE APPROPRIATE.

_____ First Aid (current card yes/no) _____ CPR (current yes/no) _____ Triage _____ Firefighting

_____ Construction (electrical, plumbing, carpentry, etc.) _____ Running/Jogging

_____ Emergency Planning _____ Emergency Management _____ Search & Rescue

_____ Law Enforcement Bi/Multi-lingual (what language (s)) _____

_____ Mechanical Ability _____ Structural Engineering _____ Bus/Truck Driver
(Class 1 or 2 license yes/no)

_____ Shelter Management _____ Survival Training & Techniques _____ Food Preparation

_____ Ham Radio Operator _____ CB Radio _____ Journalism

_____ Camping _____ Waste Disposal _____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ in your car? _____ in your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT
COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT
SCHOOL?

**APPENDIX 12
MASTER SCHEDULE**

**APPENDIX 14
DISTRIBUTION LIST**

**DISTRICT STAFF (TEACHERS, CUSTODIANS, SECRETARIAL, ETC.), 1 EA
ADMINISTRATION OFFICE, 1 EA
MAINTENANCE OFFICE, 1 EA
JEFF DAVIS Co. EMS, 1 EA
JEFF DAVIS Co. SHERIFF, 1 EA
JEFF DAVIS Co. JUDGE, 1 EA
FORT DAVIS NATIONAL HISTORIC SITE, 1 EA
FIRST BAPTIST CHURCH OF FORT DAVIS, 1 EA
TEXAS DEPT. OF TRANSPORTATION, 1 EA
TEXAS GAME WARDEN CAPTAIN, REGION 1-DISTRICT 4, 1 EA
US CUSTOMS AND BORDER PROTECTION, BIG BEND SECTOR, 1 EA**

K. ANNEX - Restricted Information

Functional Protocols (District-wide) and Procedures

Functional protocols and specific incident procedures form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- Active Shooter/Armed Intruder
- Bomb Threat
- Bus Accident
- Drop, Cover, and Hold
- Evacuation
- Family Reunification
- Fire
- Hazardous Material Release
- Infectious/Communicable Disease
- Intruder/Hostage
- Lockdown
- Media
- Medical Emergency
- Mental Health/Crisis Intervention
- Natural Disaster
- Off-Campus Evacuation
- Reverse Evacuation
- Severe Weather
- Shelter-In-Place
- Structural Failure
- Utility Loss/Failure

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

ANNEX A

ACTIVE SHOOTER/ARMED INTRUDER

DEFINITIONS:

An active shooter is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people in the school or on the school campus. In most cases active shooters use a firearm(s) and display no pattern or method for selection of their victims. In some cases active shooters use other weapons and/or improvised explosive devices to cause additional victims and act as an impediment to police and emergency responders. These improvised explosive devices may detonate immediately, have delayed detonation fuses, or detonate on contact.

PROCEDURES:

1. The first employee to identify an active shooter situation:
 - a. Call 911 and provide as much of the following information as possible:
 1. Location of the active shooter
 2. Number of shooters
 3. Physical description of the shooter(s)
 4. Number and type of weapons held by shooter(s)
 5. Number of potential victims at the location
 - b. Should notify an administrator with the same information (if possible).
 - c. Evacuate students, visitors and staff if safe to do so.
2. The administrator's office upon notification will:
 - a. Notify the other district administrators and announce an "Active Shooter on campus".
 - b. Once the notification of an "Active Shooter on Campus" is made there should be no reaction to a fire alarm, unless there is first-hand observable evidence of a fire and there is a safety need to evacuate to avoid harm from such.
 - c. Call 911 and give all available information to the Public Safety Officers.
3. The first Public Safety Officer (PSO) to arrive on the scene will:
 - a. Assess the situation
 - b. Secure the area if not already completed
 - c. Report to the dispatcher the following information:
 - 1) Number of shooters
 - 2) Number of victims
 - 3) Exact location of the shooter
 - 4) Type and number of weapons possibly in the possession of the shooter
4. If an Active Shooter comes into the area where you are and enters your office or room, you should:
 - a. Try to remain calm.
 - b. If there is no possibility of escaping or hiding, only as a last resort when your life is in imminent danger should you make a personal choice to attempt to assault and overpower the shooter
 - c. If the active shooter(s) leaves the area, barricade the room or go to a safer location.
5. If you are not able to leave the area safely, do the following:
 - a. Remain calm

- b. Warn other staff and visitors to take immediate shelter
 - c. Go to a room that can be locked or barricaded
 - d. Lock and barricade doors or windows
 - e. Turn off lights
 - f. Close blinds
 - g. Block windows
 - h. Turn off radios or other devices that emit sound
 - i. Keep yourself out of sight and take adequate cover/protection (i.e., concrete walls, thick desks, filing cabinets)
 - j. Silence cell phones
 - k. Have one person call 911 and state: "Fort Davis ISD (give your exact location). We have an active shooter in the school, gunshots fired."
 - l. Begin developing a plan to engage/assault the shooter(s) if necessary
6. If you are in an outside area and encounter an active shooter, you should:
- a. Try to remain calm.
 - b. Move away from the active shooter or the sound of gunshot(s) and/or explosions(s).
 - c. Look for appropriate locations for cover/protection (i.e., brick walls, retaining walls, parked vehicles, etc.)
 - d. Call 911 and provide the information listed above.
7. What should I expect from responding officers:
The objectives of responding law enforcement officers are:
- Immediately engage or contain the active shooter(s) in order to stop the killing.
 - Identify threats such as improvised explosive devices.
 - Identify victims to facilitate medical care, interviews and counseling.
 - Investigate.
8. Police officers responding to an active shooter are trained to proceed immediately to the area in which shots were last heard in order to stop the shooting as quickly as possible. The first responding officers may be in teams; they may be dressed in plain clothes, in normal patrol uniforms, or they may be wearing external ballistic vests and Kevlar helmets or other tactical gear. The officers may be armed with rifles, shotguns and handguns.
9. Do exactly as the team of officers instruct. The first responding officers will be focused on stopping the active shooter and creating a safe environment for medical assistance to be brought in to aid the injured.
10. How to react when the police arrive at your location:
- a. Remain calm, and follow officers' instructions
 - b. Put down any items in your hands (i.e., bags, jackets)
 - c. Immediately raise hands and spread fingers
 - d. Keep hands visible at all times
 - e. Avoid making quick movements toward officers such as attempting to hold on to them for safety
 - f. Avoid pointing, screaming and/or yelling
 - g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the area
11. When the police arrive the following information should be available:

- a. Number of shooters
 - b. Number of individual victims and any hostages
 - c. The type of problem causing the situation
 - d. Type and number of weapons possibly in the possession of the shooter
 - e. All necessary individuals still in the area
 - f. Identity and description of participants, if possible
 - g. Keys to all involved areas as well as floor plans.
 - h. Locations and phone numbers in the affected area
12. Available staff will supply the FDISD Superintendent's office with a list of students or staff known to be in the area of the incident
13. The Superintendent (or designee) will establish a media center in a designated location. All family members involved in the incident will be sent to a location away from the public and media
14. The Superintendent's office will:
- a. Provide floor plans of the hostage area for use by SBPD
 - b. Plan for a situation that may take several hours to resolve. While the violence may be over quickly, there may be an extensive crime scene over a wide area.
 - c. Have a representative meet responding police and escort them to the incident.
 - d. Assign additional staff to control access to the area as directed by the police.
 - e. Identify witnesses separate them from one another and escort them to separate rooms to await police interview.
 - f. When public safety officer(s) arrive, they assume jurisdiction over the event.
15. District staff, visitors, and students will be kept away from the area until the situation is fully resolved.
- a. Public safety officers are responsible for clearing every classroom and building
 - b. Public safety officers will notify the superintendent of the campus/district cleared status.
 - c. The superintendent, or designee, will make a public announcement of "All Clear."

Recovery

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned evacuation site, and take.
- The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

ANNEX B BOMB THREAT

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Page Annex 15-16 of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- Notify the Principal/School Commander or designee.

School Commander:

- School Commander or designee notifies law enforcement by calling 911 (**9-9-911**).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

"YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF."

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Direct students and staff, **"DO NOT take personal belongings, coats or backpacks."** "Teachers and staff will leave their doors open when exiting."
- Students and staff must be evacuated to a safe distance outside of school building(s) **MINIMUM 1000 Feet.** is the general rule. Consult with Fire and Police officials
- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Superintendent, and the Incident Commander, the School Commander may move students to primary evacuation site if weather is inclement or building is damaged.
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander.
- If a suspicious item is found-**DO NOT TOUCH IT.** Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.

- Teachers will leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

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

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

ANNEX C

BUS ACCIDENT

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
 1. Who
 2. What
 3. When
 4. Where(location)
 5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Commander:

- Dispatch a school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the School Commander and Superintendent's office.
- School Commander or designee at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent

- If multiple hospitals are used, the Superintendent's office will send a designee to each hospital.
- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

ANNEX D

DROP, COVER, and HOLD

Purpose: Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.
- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

ANNEX E

EVACUATION

Purpose: *Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)*

School Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Notify the district office of the school evacuation.
- Designate someone to contact bus drivers with students (field trip, athletics, etc.) to take students to the alternate off-campus relocation site.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.
- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- • At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

ANNEX F

FAMILY REUNIFICATION

Purpose: *The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

School Commander:

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander, as necessary.

Reunification Site Commander:

- Establish a command post
- Organize staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the Incident Commander of the location.
- Keep evacuees in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

ANNEX G

FIRE

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION, direct staff to call 9-1-1 and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:

- School Commander or designee calls 911 (**9-9-911**) to identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Emergency Go Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Superintendent, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to the designated evacuation site if weather is inclement or building is damaged.
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster , the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.
- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

ANNEX H

HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The SC directs staff to call 9-1-1 (**9-9-911**) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief emergency officials when they arrive.
- Refer media to:

_____ D-A Principal _____
District spokesperson

_____ 432-426-4440, x407 _____
Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area designated by emergency officials.
- The SC will determine if an off-campus evacuation to a relocation site is necessary.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1 (**9-9-911**) identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the Superintendent's office.
- Refer media to:

_____ D-A Principal _____

_____ 432-426-4440, x407 _____

District spokesperson

Telephone Numbers (home, work, mobile)

- The SC will ensure all buses enroute to the school are re-directed to the designated evacuation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance, or the staff is otherwise notified by the SC.
- When emergency responders determine it is safe to do so, the SC will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to designated evacuation site for parent reunification.

ANNEX I

INFECTIOUS/COMMUNICABLE DISEASE

PURPOSE:

This Plan is to promote the safety and well-being of Fort Davis Independent School District students, faculty, staff, and visitors by:

1. Preventing the spread of disease
2. Protecting School District workers who will need to keep the operations and educational programs functional
3. Providing support for the essential services that must be maintained

Unique actions and responses may be based on one or more of the following:

- The current threat of disease in the world, region, state, and local area
- The unique nature of the disease including the incidence, morbidity, and mortality of the disease
- The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person
- Mandates and/or orders by federal, state, or local public health or public safety authorities.

SCOPE:

This Infectious/Communicable Disease Annex applies to all Fort Davis Independent School District. Staff, students, and faculty who have been in travel status internationally and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

This annex provides a general framework for prevention, preparedness planning, response, and recovery for a large-scale outbreak of an infectious/communicable disease. It outlines the roles and responsibilities of School District personnel and units and the functions that public partners can be expected to provide to the School District.

GENERAL:

1. XYZ School District public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to a Infectious/Communicable Disease Incident affecting the XYZ School District.
2. When a potential Infectious/Communicable Disease Incident in the XYZ School District is reported, the person receiving the initial report will immediately notify the districts superintendent's office.
 - a. The districts superintendent's office should work with the local health department to confirm the report.

3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with TDSHS. In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.
4. The Incident Command System (ICS) will be used to manage all incidents and major planned events on the XYZ School District.
5. Should the Fort Davis Independent School District be made aware of a potential outbreak (or a confirmed case of a rare disease) by the local health department, the TDSHS, or any other health agency, the district superintendent's office shall alert the Principal(s) of the affected campus(s), and subsequently, the district board of trustees. Following actions and notifications should be at the direction of the local, county, health district, and/or TDSHS.

INFECTIOUS/COMMUNICABLE DISEASE RESPONSE PROTOCOL:

Social Distancing

During outbreaks of highly infectious diseases or rare viral strains with high rates of mortality, the following social distancing procedures should be considered in the XYZ School District:

- Postponement or cancelation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.
- Postponement or cancelation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Isolation Protocols

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.
2. The affected patient(s) should remain isolated for the duration of time specified by the local health department.

Cleaning Protocols

1. The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts.
2. If necessary, the local health department shall supply guidance to the district's housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.
3. District staff shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants.

Action Matrix

FORT DAVIS INDEPENDENT SCHOOL DISTRICT				
INFECTIOUS/COMMUNICABLE DISEASE RESPONSE PROTOCOL				
	CAMPUS LEVEL FOCUS			DISTRICT LEVEL FOCUS
RESPONSE AREA	STAGE 1	STAGE 2	STAGE 3	STAGE 4
ACTIVITY	No confirmed cases among staff or students	1 - 3 confirmed case(s) at one campus	4 - 10 confirmed cases of at one campus	11 or more confirmed cases at a campus/district
Instruction	On-site, in classrooms. Students over 10 yrs old to wear masks. Student 10 and under encouraged to wear masks. Student group activity limited to 3 per group. Desks spaced as far apart in classroom as possible. May include some home-based instruction.	On-site and synchronously with home-bound students. No student group activities. No common assemblies in closed areas smaller than gymnasium.	Instruction moved to home-based for 2 instructional days. Instruction will resume on-site after 2 instructional days, with synchronous home-based instruction home-bound students.	All instruction moved to home-based for a 1 week. Stage 2 protocol upon return.
Students	Student over 10 yrs old to wear PPE. Students 10 and under encouraged to wear masks. Students to practice social distancing to greatest extent possible. No congregating in groups of more than 3	Confirmed exposure to confirmed cases, or confirmed cases, requires 14 day self-quarantine. May return to school after 14 day quarantine AND at least 10 days after symptoms first appeared AND at least 24 hours without fever.	All students to remain home for 2 instructional days, receiving synchronous instruction. Those with confirmed cases, or exposed to confirmed cases, will self-quarantine for 14 days. May return to school after 14 day quarantine AND at least 10 days after symptoms first appeared AND at least 24 hours without fever.	All instruction moved to home-based for a 1 week. Stage 2 protocol upon return.
Staff Activity	On-site instruction. PPE to maximized as possible. Limited group activities (3 student or less), limited assemblies (students distanced 6 ft apart, or as much as possible). Monitoring of student reported symptoms. Daily cleaning of personal area and door knobs/handles. Must self-monitor for symptoms daily.	Confirmed exposure to confirmed cases, or confirmed cases, requires 14 day self-quarantine. May return to school after 14 day quarantine AND at least 10 days after symptoms first appeared AND at least 24 hours without fever. If capable, provide remote instruction from home to students at school/home-bound. Must self-monitor for symptoms daily.	Move to home-based instruction for 2 instructional days. May return if symptom free for 48 hours. Must self-quarantine for 14 days if have, or exposed to, a confirmed case. Confirmed exposure to confirmed cases, or confirmed cases, requires 14 day self-quarantine. May return to school after 14 day quarantine AND at least 10 days after symptoms first appeared AND at least 24 hours without fever. Must self-monitor for symptoms daily. Monitor student symptoms daily.	All instruction moved to home-based for a 1 week. Provide remote instruction from home to students at home-bound. Must self-monitor for symptoms daily. Stage 2 protocol upon return.
Extra-Curricular Participation/events	Practices to maximize use of PPE as possible (coaches to use as much as possible). Common equipment cleaned daily.	Normal participation and practices, except as noted above for students with confirmed cases, or exposure to confirmed cases.	Modification of practices to minimize (eliminate if possible) interactions within 6 feet. Students and coaches to wear PPE as much as possible. All common surfaces and equipment disinfected daily. Individual water bottles only, with no common water container/fountain/cups. Uniforms cleaned daily.	Extra-curricular activities cancelled for remainder of season, or minimum of 2 weeks.
Campus Visitors/spectators	Visitors must wear masks. Must attest they are symptom free and have not been exposed to any confirmed cases within the last 14 days. Limited spectators indoors. Visitors/parents will be screened for all meetings indoors.	By appointment only. Must attest they are symptom free and have not been exposed to any confirmed cases within the last 14 days. Limited spectators allowed for indoor activities.	Visitors must schedule appointments via telephonic/online methods if at all possible. No spectators allowed indoors, or outdoors.	Extra-curricular activities cancelled for remainder of season, or minimum of 2 weeks. No spectators allowed at any events (indoor or outdoor) for remainder of season, or 3 weeks, whichever is greater.
Administrative	Monitoring virus trends in community. Monitoring of staff symptoms daily via self-monitoring and reporting. Enforcing the use of PPE for all personnel/students on district property.	Monitoring of staff symptoms daily. Monitoring of student symptoms daily. Identify any staff that are confirmed cases, or exposed to confirmed cases. Confirmed cases, or exposure to confirmed cases, require a doctor's note that they are no longer contagious and free of the disease. Communication with parents and staff that may have been exposed to a confirmed case.	Monitoring of staff symptoms daily. Monitoring of student symptoms daily. Identify any staff that are confirmed cases, or exposed to confirmed cases. Confirmed cases, or exposure to confirmed cases, require a doctor's note that they are no longer contagious and free of the disease. Communication with parents and staff that may have been exposed to a confirmed case.	Monitor status of infection and recovery of affected staff and students. District operations closed for all except custodial/maintenance and administrative staff. Communicate with community regarding closure.
Custodial, Maintenance	Daily cleaning of commonly touched items (door knobs, handles, water fountains). Weekly application of disinfectant on floors/carpets. Monthly replacement of air conditioning filters.	Areas exposed to confirmed cases, or possible confirmed cases, must be deep cleaned, disinfected and closed to personnel for 48 hours.	Areas exposed to confirmed cases, or possible confirmed cases, must be deep cleaned, disinfected and closed to personnel for 72 hours.	All facilities closed for 1 week. Mass disinfection of facilities and vehicles. All playgrounds and athletic fields/facilities closed for all use.

***This plan is subject to change as events, orders, requirements, conditions, and circumstances dictate.**

GENERAL COMMUNICATION:

In coordination with the local health department, the Fort Davis Independent School District shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

- General communications to the School District –
 - information about the disease in general
 - information about the disease impacts on School District
 - what the School District is doing
 - what the School District should/should not do
- Targeted communications to affected or vulnerable populations on the School District, as needed
- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities

DISEASE DESCRIPTIONS:

Name	Vaccine Preventable	Description of Symptoms
Measles (Rubeola)	Yes	<p><u>Symptoms:</u> high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash</p> <p><u>Transmission:</u> coughing and sneezing; virus can live up to two hours in contaminated air or on a surface</p>
Meningitis	Yes	<p><i>Bacterial</i></p> <p><u>Symptoms:</u> fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion</p> <p><u>Transmission:</u> germs spread person-to-person (depends on type of bacteria)</p>
		<p><i>Viral</i></p> <p><u>Symptoms:</u> fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy</p> <p><u>Transmission:</u> caused by other viruses like mumps, measles, influenza, etc.</p>
Mumps	Yes	<p><u>Symptoms:</u> fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection</p> <p><u>Transmission:</u> coughing, sneezing, or talking; sharing items; touching contaminated objects</p>

Name	Vaccine Preventable	Description of Symptoms
Norovirus	No	<u>Symptoms:</u> diarrhea; vomiting; nausea; stomach pain <u>Transmission:</u> contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected
Hepatitis A	Yes	<u>Symptoms:</u> Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay-colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain <u>Transmission:</u> fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person
Influenza	Yes	<u>Symptoms:</u> fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea <u>Transmission:</u> person-to-person via droplets
Tuberculosis		<u>Symptoms:</u> A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs) <u>Transmission:</u> person-to-person via droplets
Varicella (chicken pox)	Yes	<u>Symptoms:</u> fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters <u>Transmission:</u> touching or breathing in the virus particles that come from the blisters

DEFINITIONS:

Case – Describes the disease under investigation. Also describes a person in a population who is identified as having the disease.

Confirmed Case – Typical clinical features of the illness and either a lab test confirming the presence or an epidemiological link to a lab-confirmed case.

Coronavirus (COVID-19) – A novel virus of the family Coronaviridae that is composed of single-stranded RNA viruses that have a lipid envelope studded with club-shaped projections, infect birds and many mammals including humans, and was first identified during an investigation into an outbreak in Wuhan, China in 2019.

Direct Transmission – Infectious disease is transferred from a reservoir to a susceptible host by direct contact or droplet spread (kissing, skin-to-skin contact, sneezing). Droplet spread is the primary mode of transmission for influenza.

Endemic – Constant presence and/or usual prevalence of a disease or infectious agent in a population within a geographic area.

Epidemic – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area for a given period of time and may result from:

- Recent increase in amount of virulence of the agent
- Recent introduction of the agent into a setting where it has not been before
- Enhanced mode of transmission so that more susceptible persons are exposed
- Change in the susceptibility of the host response to the agent
- Factors that increase host exposure or involve introduction through new portals of entry

Incubation Period – The time from the moment of exposure to an infectious agent until signs and symptoms appear (varies by each disease). To determine the most likely period of exposure for an outbreak knowing the average incubation period for the disease and the range of incubation periods is important (E. coli average incubation is 3-4 days with a range of 2-10 days).

Indirect Transmission – Suspended air particles, vectors, or vehicles carry the infectious disease from a reservoir to a susceptible host through airborne transmission (Legionnaires' disease, TB, measles).

Infectious Period – The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to people, or from an infected person to animals. Also called “period of communicability.”

Isolation – The physical separation of a person suffering from an infectious or contagious disease from others in a community.

Mode of Transmission – Method by which the disease transfers from the reservoir (originating source) to the host (susceptible person). Classified as direct or indirect.

Outbreak – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a limited geographic area for a given period of time (such as a university). Localized epidemic.

Pandemic – The global outbreak of a highly infectious disease in humans in numbers clearly in excess of normal caused by a new pathogen or emergence of an altered old pathogen capable of sustaining widespread disease in a region of the world or worldwide.

Pandemic Flu – A virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person-to-person.

Quarantine – The physical separation of healthy people who have been exposed to an infectious disease-for a period of time-from those who have not been exposed.

Social Distancing – A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings, and closure or limited mass transportation.

Transmissibility – Ability to easily spread from human-to-human.

Travel Advisory – When there is a recommendation against non-essential travel to a geographic area where an outbreak of a disease is occurring.

Travel Alert – Where an outbreak of a disease is occurring in a geographic area and there is no recommendation against non-essential travel to the area, although recommendations regarding personal health protection in such settings are available.

Virulence – The capacity of a microorganism to cause disease.

ANNEX J INTRUDER/HOSTAGE

Intruder- When an unauthorized person enters school property:

- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify Principal if intruder still refuses to leave. Give a full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies Superintendent and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation:

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (**9-9-911**). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN.
- The SC or designee will redirect any buses enroute to the school to designated evacuation site.
- School Commander notifies Superintendent.
- The SC will give control of scene to law enforcement personnel.
- The SC will ensure detailed notes of events are taken.
- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the "All Clear" or if directed in person by a law enforcement officer.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

ANNEX K LOCKDOWN

Purpose: Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode (if possible).
- Notify all inbound buses and redirect them to designated relocation site(s).
- Notify district office.
- Direct staff to turn off bells (if possible).

Office Staff:

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Custodians:

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal.

- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

Law enforcement involved in clearing the buildings will announce “POLICE, POLICE, POLICE!” when attempting to gain access to locked and secured rooms. Staff should be extremely cautious about responding to any other request to open/unsecure a room.

ANNEX L MEDIA

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

_____ D-A Principal _____
District spokesperson

_____ 432-426-4440, x407 _____
Telephone Numbers (home, work, mobile)

Alternate District spokesperson:

_____ HS Principal _____
Name

_____ 432-426-4440, x311 _____
Telephone Numbers (home, work, mobile)

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say "No comment".
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

ANNEX M

MEDICAL EMERGENCY

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Immediately notify the campus administrator.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call, or have someone call, 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete a report. If appropriate, a supervising staff member completes the report.

Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Maintain written documentation of the incident.
- Follow-up with the parents or guardian

ANNEX N

MENTAL HEALTH/CRISIS INTERVENTION

Purpose: *These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

School Commander:

- Notify the Superintendent of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.

- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student's class schedule for the remainder of the day if that will help teachers in those classes.

Teachers and staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

ANNEX O

NATURAL DISASTER

PROCEDURES:

1. The first employee to identify a natural disaster event/situation:
 - a) Call 911 and provide as much of the following information as possible:
 - 1) Location of the event
 - 2) Type or description of event
 - 3) Direction of event, or event consequences (where does it appear to moving to)
 - 4) Number of potential victims at the location
 - b) Should notify an administrator with the same information (if possible).
 - c) Evacuate students, visitors and staff, if safe to do so, or shelter in place.
2. The administrator's office upon notification will:
 - a) Notify the other district administrators and announce the type of event (wildfire, flood, tornado, earthquake, etc).
 - b) Call 911 and give all available information to the Public Safety Officers.
3. The first Public Safety Officer (PSO) to arrive on the scene will:
 - a) Assess the situation
 - b) Secure the area if not already completed
 - c) Report to the dispatcher the following information:
 - Number of victims
 - Exact location of the event
 - Type and nature of damages
4. If a natural disaster occurs in the area where you are you should:
 - a) Try to remain calm.
 - b) Try not to do anything that will place yourself or others in more danger.
 - c) If there is no possibility of escaping or evacuating, seek as safe of a position as possible and gain access to the emergency Go Kit in the room.
 - d) If the event ends, or significantly subsides, attempt to go to a safer location or evacuate.
5. At a location distant from the event, such as in a different building or campus; or you are not able to leave the area safely:
 - a) Remain calm
 - b) Warn other staff and visitors to take immediate shelter
 - c) Go to a room that can is considered sound and safe
 - d) Cover windows (if possible)
 - e) Turn on radios or have sight/sound of telephone
 - f) Take adequate cover/protection (i.e., concrete walls, thick desks, filing cabinets)
 - g) Begin developing a plan to notify administrators, account for students, and evacuate
6. If you are in an outside area and encounter a natural disaster, you should:
 - a) Try to remain calm.
 - b) Move away from the event and find sound and safe shelter.
 - c) Look for appropriate locations for cover/protection (i.e., brick walls, retaining walls, parked vehicles, etc.)
 - d) Call 911 and provide the information listed above.

7. What should I expect from responding officers?
The objectives of responding law enforcement officers are:
 - Secure the area and identify safety threats.
 - Identify the next safe action/activity and direct involved personnel.
 - Identify victims to facilitate medical care, interviews and counseling.
 - Investigate.
8. When the first responders arrive the following information should be available:
 - a) Number of individual victims
 - b) The type of problem causing the situation
 - c) All necessary individuals still in the area
 - d) Identity and description of participants, if possible
9. Available staff will supply the FDISD Superintendent's office with a list of students or staff known to be in the area of the incident/event.
10. The Superintendent (or designee) will establish a media center in a designated location. All family members involved in the incident will be sent to a location away from the public and media.
11. The Superintendent's office will:
 - a) Plan for a situation that may take several hours to resolve. While the event may be over quickly, there may be an extensive scene over a wide area.
 - b) Have a representative meet responding police and escort them to the incident.
 - c) Assign additional staff to control access to the area as directed by the police.
 - d) When public safety officer(s) arrive, they assume jurisdiction over the event.
12. District staff, visitors, and students will be kept away from the area until the situation is fully resolved. Once public safety officers announce resolution of the situation the Superintendent (or designee) will announce the "All Clear."
13. Roles for personnel:
 - a) Custodians-locate the principal, or superintendent, and report any first-hand information; be prepared to move with emergency response personnel to various district buildings and facilities, or to provide keys to such facilities.
 - b) Teachers/Aides-maintain a roster of the students under your supervision; move students under your supervision to a safe location (previously designated or as directed by administrators/incident command personnel); report all student accountability to the principal, or superintendent; assist with reunification of students with parents as directed.
 - c) Secretaries or administrative assistants-report to your administrators and be prepared to assist as directed.
 - d) Administrators-receive reports from personnel; report to the superintendent any student or staff accountability concerns; prepare to direct reunification efforts; perform assigned duties according the incident command structure and assignments.
 - e) Superintendent-provide information to Public Information Officer; receive reports from administrators; coordinate with emergency response personnel; allocate district resources as needed.

14. The On-Site shelters for purposes of in-progress wildfires, tornados, earthquakes: FDHS-main hallway in front of principal's office; FDJHS- Room 14; HS Gymnasium-girl's locker room; DA-hallway in front of music/fine arts room.

15. The On-Site reunification areas are: FDHS-gymnasium; DA-gymnasium.

16. The Off-Site reunification areas are: FDHS-First Baptist Church; DA-Fort Davis National Historic Site.

ANNEX P OFF-CAMPUS EVACUATION

Purpose: *This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

School Commander:

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO _____ LOCATED AT _____. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation area.
- Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival.
- Prepare the relocation/evacuation site for student-parent reunification.
- Provide the Incident Commander with detailed instructions for information release to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander, as necessary.

Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation area.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

ANNEX Q REVERSE EVACUATION

Purpose: *When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

School Commander:

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

Teachers:

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.
- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building..
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.

ANNEX R SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, local public radio station such as 93.5 FM).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the closest, safe building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and buildings with wide free-span roofs and large areas of glass windows.
- Review “DROP, COVER, and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms into the closest, safe building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

ANNEX S SHELTER-IN-PLACE

Purpose: Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE**.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

Custodians:

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.

Teachers:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
 - b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

ANNEX T

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION or an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately assess the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander (SC) or designee will call 9-1-1 (if necessary) **(9-9-911)**, identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, or order an off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify an architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

ANNEX U UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (**9-9-911**) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the evacuation site.
- For gas leaks, the School Commander will order an EVACUATION and open doors. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to the evacuation site for parent reunification, if directed.
- Refer media to:

_____ D-A Principal _____
District spokesperson

_____ 432-426-4440, x407 _____
Telephone Numbers (home, work, mobile)

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the Superintendent's Office.

ANNEX V COOP

OVERVIEW

A Continuity of Operations Plan, or "COOP," is an effort within Fort Davis Independent School District to ensure that essential functions continue to be performed during a wide range of disruptions to routine operations, including localized infrastructure outages and natural, technological, or human-caused disasters. This COOP planning template provides a basic outline for continuity of operations program development. This template and documentation herein is reflective of and supports the district's Emergency Operations Plan.

The Continuity of Operations Plan also includes continuity guidance for each district level department, district facility and campus. As a document developed in close collaboration with the district emergency management program, the COOP uses a "multi-hazards" approach to program development and an integrated approach to continuity incident management. Fort Davis Independent School District is committed to maintaining and rapidly restoring essential services to students, faculty, and staff in the event of an emergency or disaster. In the event of facility damage or if essential functions are disrupted, it is imperative that functions and services be resumed as quickly as possible. Support for resuming essential functions and services includes consideration for staffing, educational programs, student support, alternate facilities, records, equipment/supplies, and vendors/contracts.

CAMPUS & DEPARTMENT CONTINUITY PROGRAMS

Key personnel who are relocated under this plan are collectively known as the District Administration Group. Upon activation, these team members will deploy to First Baptist Church if the primary facility is compromised. Upon arrival, continuity personnel will establish an operational capability and perform essential functions within 12 hours from the time of the activation of the COOP, for up to a 30 day period or until normal operations can be resumed.

Each Campus Administrator is responsible for Campus programs, including development of operating guidelines and job aids to support essential functions, staff contact lists, coordinating continuity operations when activated, and completing training and testing as appropriate.

Department specific plans are developed to facilitate the continuity and recovery process for the following District departments:

Financial Services	Curriculum and Instruction	Service Center
Budget Services	Education Support Services	Middle School Office
Administration/Superintendent's Office	High School Office	Elementary School Office
Athletics	Human Resources	Technology
Facilities/Custodial	Planning and Community Relations	School-Based Law Enforcement
Food Service/Child Nutrition	Transportation	Accountability
Communications		

ESSENTIAL FUNCTIONS

A critical step in developing a COOP is identifying the district's essential functions, their associated key personnel, and supporting critical systems/processes that must be sustained.

While all functions are important, each activity may not be an essential function that must be continued in a disruption.

Steps in identifying essential functions are:

1. Identify departmental and campus functions.
2. Determine essential functions - functions that have one or more of these attributes:
 - Has direct, immediate effect in preventing loss of life, personal injury, or loss of property.
 - Is essential for teaching and maintaining the educational environment.
 - Provides vital support to essential function(s) of another department.
 - Is required by law.
 - Must be continued under all circumstances.
 - Cannot suffer a significant interruption.
3. Prioritize these essential functions and list below.
4. Identify staff responsible for performing essential function by job title.
5. Identify the vital record and record location for each essential function.
6. Determine the duration of time that a function or service can be interrupted before it must be restored to an acceptable level of operation.

				Function Restoration Needed Within....			
Essential Function	Person(s) Responsible (by Position Title)	Essential Records or IT Systems Needed	Location of Record (Network, Cabinet)	0-24 Hrs.	2-3 Days	1 Week	Beyond
Emergency and Continuity Incident Management Coordination	Superintendent	District COOP and EOP, Continuity Staff Contact Information	Electronic Database and Hard Copies in Office/ EOC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Re-establish curriculum delivery for affected campus(s) at alternate location(s), or via home delivery using distance-learning resources	Curriculum and Instruction personnel; Education Support personnel ; Technology Director	Education delivery technology; alternate classroom space, or virtual curriculum delivery system	Shared Electronic Database	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Financial management coordination (payroll, accounts payable, ACH and accounts management, etc.)	Superintendent; Business Manager; Technology Director	TxEIS (Cloud based); purchase orders; bank reconciliations	Administration Office	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
District Technology plan and communications	Superintendent; Technology Director	ESC 18 related services and programs; security camera systems; Cloud based email and instruction	Cloud based	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		systems					
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District functions and services not deemed essential may be suspended to focus personnel and resources on essential functions during large scale or long-term disruption incidents.

IDENTIFICATION OF CONTINUITY PERSONNEL

During an event requiring activation of the COOP, emergency employees and other special categories of employees will be activated by the Superintendent or designee to perform assigned response duties. One of these categories is continuity personnel, which can include Continuity Incident Command Team Members, workers responsible for Essential Function Continuity Operations, Curriculum Coordinators and Support Staff.

In order to support continuity of operations, individuals assigned to support these operations must be knowledgeable about their roles and responsibilities and have the proper access, equipment, and skills. The chart below identifies key continuity staffing needs. Contact information for each staff member filling these roles is critical and should be kept updated under separate cover for privacy purposes.

Essential Function	Minimum Staffing Requirements	Continuity Strategy/Shifts	Support Staff Requirements Number/Type	Total Staff
District Continuity Incident Management	6 staff: Incident Commander (IC), Sections Chiefs, Liaison Officer and PIO	Full staff day shift IC and Plans	Operations Section: Campus Restoration and Education x 2; Plans Section: Community Engagement x 1 Logistics Section: District Procurement Staff x 1 Finance Section: District Budget Staff x 1 Liaison Officer & PIO Support: x 1 Administrative Support x 1	5 IMT staff 1 district support staff.
Identifying alternate district operations facilities	2 Campus Principals; affected campus(s) facility operations staff	Full staff, 1 st shift	Available district ancillary operations and grounds staff	subjective

The District also maintains a list of individuals who are trained and certified to support educational activities if assigned teachers and/or administrators are unavailable to support their routine or educational continuity activities.

TRAINING, TESTING, AND EXERCISES

The District has established an effective Training, Testing, and Exercise (TT&E) program to support the organization’s preparedness and validate the continuity capabilities, program, and ability to perform essential functions during an emergency. The testing, training, and exercising of continuity capabilities is essential to demonstrating, assessing, and improving the district’s ability to execute the continuity program, plans, and procedures.

- **Training** familiarizes continuity personnel with their roles and responsibilities in support of the performance of essential functions during a continuity event.
- **Tests and exercises** serve to assess, validate, or identify for subsequent correction, all components of continuity plans, policies, procedures, systems, and facilities used in response to a continuity event. Periodic testing also ensures that equipment and procedures are kept in a constant state of readiness.

The District performs TT&E events at regular intervals, as shown in the table below.

Continuity Training & Exercise Requirements	Monthly	Quarterly	Annually	As Required
Test and validate equipment to ensure internal and external interoperability and viability of communications systems.	✓			
Test alert, notification, and activation procedures for all continuity personnel.		✓		
Test primary and back-up infrastructure systems and services at continuity facilities.			✓	
Test capabilities to perform essential functions.			✓	
Test Annexes for recovering vital records, critical information systems, services, and data.			✓	
Test and exercise of required physical security capabilities at continuity facilities.			✓	
Test internal and external interdependencies with respect to performance of essential functions.			✓	
Train continuity personnel on roles and responsibilities.			✓	
Conduct continuity awareness briefings or orientation for the entire workforce.			✓	
Train district/campus leadership on essential functions.			✓	
Train personnel on all reconstitution procedures.			✓	

Continuity Training & Exercise Requirements	Monthly	Quarterly	Annually	As Required
Allow opportunity for continuity personnel to demonstrate familiarity with continuity plans and procedures and demonstrate district/campus capability to continue essential functions.			✓	
Conduct an exercise that incorporates the movement of continuity personnel to continuity facilities.			✓	
Conduct assessment of district/campus continuity TT&E programs and continuity plans and programs.			✓	
Report findings of all annual assessments to the Superintendent and Board			✓	
Conduct successor training for all district/campus personnel who assume the authority and responsibility of the district/campus leadership if that leadership is incapacitated or becomes otherwise unavailable during a continuity situation.			✓	
Train on the identification, protection, and ready availability of electronic and hard copy documents, references, records, information systems, and data management software and equipment needed to support essential functions during a continuity situation for all staff involved in the vital records program.			✓	
Test capabilities for protecting classified and unclassified vital records and for providing access to them from the continuity facility.			✓	
Train on a campus devolution option for continuity, addressing how the district/campus will identify and conduct its essential functions during a disaster or in the aftermath of a catastrophic emergency.			✓	
Conduct personnel briefings on continuity plans that involve using or relocating to continuity facilities, existing facilities, or virtual offices.				✓
Allow opportunity to demonstrate intra- and interagency continuity communications capability.				✓
Allow opportunity to demonstrate back-up data and records required for supporting essential functions at continuity facilities are sufficient, complete, and current.				✓
Allow opportunity for continuity personnel to demonstrate their familiarity with the reconstitution procedures to transition from a continuity environment to normal activities.				✓
Allow opportunity for continuity personnel to demonstrate their familiarity with agency devolution procedures.				✓

The District formally documents all conducted continuity TT&E. Documentation includes test results, feedback forms, participant questionnaires, and other documents resulting from the event. Continuity TT&E documentation for the district is managed by the superintendent, or campus principals, and is found at the Administration Building, or at the campus principal offices. Further, the District conducts a comprehensive debriefing after each exercise, which allows participants to identify systemic weaknesses in plans and procedures and recommend revisions to the district/campus continuity annex.

SAMPLE: TT&E Documentation

The following table shows possible documentation for a TT&E event.

Event	Event Type and Purpose	Date	Confirmation Initials or Signature
Continuity Facility Communications Check	Test and validate equipment to ensure internal and external interoperability and viability of communications systems		
Participants	Office	Phone/Email	Location

The District has developed a Corrective Action Plan (CAP) to assist in documenting, prioritizing, and resourcing continuity issues identified during TT&E activities, assessments, and emergency operations. The District CAP incorporates evaluations, After Action Reviews (AARs), and lessons learned from a cycle of events into the development and implementation of its CAP. The District CAP is maintained by the Superintendent and documentation is found at the Administration Building.

HUMAN RESOURCES

It is important that all staff, especially individuals not identified as continuity personnel, stay informed and accounted for during a continuity event. The District has established procedures for contacting and accounting for employees, including their operating status, in the event of an emergency.

District employees are expected to remain in contact with their direct supervisor during any facility closure or relocation situation.

The District will provide staff with guidance in order to continue essential functions during an emergency. The District may use any of the following methods to communicate with staff during a continuity event:

- Website or social media.
- Live employee briefings.
- Telephonic contact (voice, text).

- Local television, radio or print media.
- Other forms of communication as necessary.

Accounting for all personnel during a continuity event is of utmost importance. To account for all staff, the District will access the checklist of all continuity personnel in the Go Kit and attempt to contact personnel that are unaccounted for. Accountability information is reported to the Superintendent at (2) hour increments. The Superintendent's Office has the responsibility of attempting contact with those individuals who are unaccounted for.

An event that requires the activation of the COOP may personally affect district staff. Therefore, the Business Office has the responsibility to create provisions and procedures to assist all staff, especially those who are disaster victims, with special human resource concerns following a catastrophic disaster.

HUMAN RESOURCE CONSIDERATIONS

The district continuity program, annexes, and procedures incorporate existing district/campus-specific guidance and direction for human resource management, including guidance on pay, leave/time off, work scheduling, benefits, telework, hiring and termination, authorities, and flexibilities. The Superintendent has the responsibility for district human resource related issues.

The Superintendent, campus principals, Business Manager, and superintendent's secretary work closely to resolve human resource issues related to continuity activities.

CONCEPT OF OPERATIONS

The Concept of Operations section explains how the district will implement its continuity plan, and specifically, how it will address each continuity element. The district's continuity implementation process should include the following **four phases: readiness and preparedness, activation, continuity operations, and reconstitution.**

A. Readiness and Preparedness Phase

Fort Davis Independent School District will participate in the full spectrum of readiness and preparedness activities to ensure personnel can continue essential district functions in a multi-hazard environment. Fort Davis Independent School District readiness activities are divided into two key areas:

- District readiness and preparedness
- Campus readiness and preparedness

1. District Readiness and Preparedness

The Fort Davis Independent School District Superintendent's Office is the lead entity for developing and maintaining overarching district disaster readiness and preparedness plans and training including (but not limited to):

- Hazard Identification and Risk Assessment (HIRA)
- District Emergency Operations Plan (EOP)
- Assisting district departments and campuses to develop and maintain their site-specific emergency operations plans and procedures
- Coordinating emergency management training for personnel

2. Campus Readiness and Preparedness

Fort Davis Independent School District personnel will prepare for a continuity event and plan in advance for what to do in an emergency. Fort Davis Independent School District personnel will also be encouraged to develop a Family Emergency Plan to increase personal and family preparedness.

B. Activation Phase

To ensure the ability to attain operational capability at alternate facilities and with minimal disruption to operations, Fort Davis Independent School District will execute activation plans as described in the following sections.

1. Decision Process Matrix

The Fort Davis Independent School District COOP will be activated by the Superintendent, or designee, based on a hazard or an emergency directed at the district.

If an incident only affects a single district campus, the principal of that campus has the authority to activate their campus continuity procedures, but they must communicate the activation to the Fort Davis Independent School District Superintendent as soon as it is possible to do so.

The activation of the COOP is a situation-driven process that allows flexible and scalable responses to multi-hazard incidents that could disrupt operations with or without warning and during work or non-work hours. Activation of the COOP will not be required for all emergencies or disruptions, since other actions may be more appropriate.

The decision to activate the Fort Davis Independent School District’s COOP and related actions will be tailored for the situation and based on projected or actual impact. There may or may not be advanced warning, depending on the disaster. To support the decision-making process regarding plan activation, key organization personnel will use the decision matrix below.

Decision Matrix for Continuity Plan Implementation		
	Business Hours	Non-Business Hours
Event <u>with</u> Warning	<ul style="list-style-type: none"> • Is the hazard aimed at the facility or campus area? • Is the hazard aimed at campus personnel? • Are employees unsafe remaining in the facility and/or campus area? 	<ul style="list-style-type: none"> • Is the hazard aimed at the facility or campus area? • Is the hazard aimed at campus personnel? • Who should be notified of the hazard? • Is it safe for employees to come to work the next day?
Event <u>without</u> Warning	<ul style="list-style-type: none"> • Is the facility/campus affected? • Are personnel affected? Have personnel safely evacuated or are they sheltering-in-place? • What are instructions from first responders? • How soon must the district be operational? 	<ul style="list-style-type: none"> • Is the facility/campus affected? • What are instructions from first responders? • How soon must the district be operational?

As the decision authority, the Fort Davis Independent School District Superintendent (or their designee) will be kept informed of the situation and will evaluate all available information relating to:

- Direction and guidance from local/state/federal emergency authorities.

- Incident status of on-campus institutions.
- The health and safety of personnel.
- The ability to execute essential functions.
- Changes in hazard advisories.
- Intelligence reports.
- The potential or actual effects on campus power infrastructure, communications/information systems, office facilities, and other vital equipment.
- The expected duration of the emergency situation.

2. Alert and Notification Procedures

Fort Davis Independent School District maintains plans and procedures for communicating and coordinating activities with personnel before, during, and after a continuity event.

Before an event, personnel in Fort Davis Independent School District will monitor potential hazard information, including (but not limited to):

- Relevant social media and news outlets.
- NOAA/NWS.
- Intelligence provided by local/state/federal public safety agencies.
- On-campus emergency alarms and notification systems.

In the event normal operations are interrupted or an incident appears to be imminent, Fort Davis Independent School District will communicate the campus' operating status with all stakeholders per the provisions of the Fort Davis Independent School District Communications Plan.

Upon the decision to activate the COOP, Fort Davis Independent School District will notify all affected and interdependent campus entities with information regarding continuity activation status, operational and communications status, and the anticipated duration of relocation(s).

3. Relocation Process

Once the COOP is activated and personnel are notified, Fort Davis Independent School District will relocate critical personnel and essential operational functions to an alternate facility(s) if necessary. Fort Davis Independent School District critical personnel will deploy/relocate to a pre-determined alternate facility(s) to perform the campus' essential functions and other continuity/reconstitution-related tasks.

C. Continuity Operations Phase

Upon activation of the COOP, all Fort Davis Independent School District departments will continue to operate at their home operating facilities (if safely possible) until ordered to cease operations by the Superintendent's Office through the Campus principals. At that time, affected departments' essential functions will transfer to their

alternate facility. Fort Davis Independent School District should ensure that the COOP can be operational within 12 hours of plan activation.

First arriving department critical personnel at the alternate facility will prepare the site for essential function operations. Upon arrival at the alternate facility, critical personnel will:

- Ensure infrastructure systems, such as lighting, power, water, sanitation (bathrooms), and climate control (if applicable) are functional.
- Ensure communications and network connections are in place and functional.
- Verify all department critical personnel are on-duty, or en-route, and are aware of the move to the alternate facility.
 - The current supervisor on site at the alternate facility will be responsible for verifying department personnel accountability (critical and support), and ensuring they are updated on current communications (department radio channels and phone numbers), and department leadership (who is in charge of the department operations at that time).
- Notify the Superintendent's Office (through the department head) when said department has resumed essential functions at the alternate facility.
 - If resumption of department essential functions will be delayed at the alternate facility, notify the Superintendent's Office immediately to give a status report and request additional resources as needed to restore department essential functionality.

A requirement of each department head is to account for all personnel under their authority. Each district department will outline a process of personnel accountability in their department continuity procedures. This process may include using call-down telephone trees, email, or text verification. The accountability process should also include what to do about department personnel who are unaccounted for.

During continuity operations, Fort Davis Independent School District may need to acquire necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis and/or to sustain operations for up to 30 days or until normal operations can be resumed. The Superintendent's Office maintains the authority for emergency procurement.

D. Reconstitution Operations Phase

Within 48 business hours after receiving approval from the appropriate emergency services, and health and safety authorities that the incident has ended and is unlikely to immediately reoccur, reconstitution will begin. Fort Davis Independent School District will initiate a reconstitution plan, and begin to coordinate operations to salvage, restore, and recover the district's primary operating functions and department home facilities.

The Superintendent will be designated for all phases of the district/campus reconstitution process, and each district/campus department will designate a

reconstitution point-of-contact (POC) to work with the Superintendent and to coordinate and communicate developments regarding department reconstitution statuses.

During continuity operations, the Superintendent should determine the status of the department/facility(s) affected by the event as soon as practical (once all essential district functions have been restored). Upon obtaining the status of the facility(s), the Superintendent will determine how much time is needed to repair departments' home operating facility and/or acquire a new facility. Should Fort Davis Independent School District decide to repair the facility, the Maintenance Director has the responsibility of supervising the repair process and should notify the district superintendent of the status of repairs, including estimates of when the repairs will be completed.

These reconstitution plans are viable regardless of the level of disruption that originally prompted implementation of the COOP. Once the appropriate district authority has made this determination, one or a combination of the following options may be implemented, depending on the situation:

- The affected department(s) continues to operate from its alternate facility(s).
- Reconstitute the affected department(s) home operating facility(s) and begin an orderly return to said facility(s).
- Begin to establish a reconstituted affected department(s) in another facility or at another designated location.

1. Reconstitution Planning Levels

Reconstitution planning levels have been created to focus and support the reconstitution planning process. A description of the levels is provided in the table below:

Reconstitution Level	Description
Level 1: Operational Planning	<p>The primary operating facility has suffered no damage or has been minimally damaged.</p> <p>Planning for this level of disruption focuses on returning operations to the primary operating facilities, which includes restoring normal operations with personnel, records, and equipment at the primary operating facility once the incident or disruption has ended. This level generally would last less than 30 days.</p>

<p>Level 2: Short-Term Planning</p>	<p>The primary operating facility has been moderately damaged.</p> <p>Planning for this level of disruption focuses on moving operations to a temporary operating facility, which includes restoring normal operations with personnel, records, and equipment at a temporary operating facility. This level generally would last from one-to-six months.</p>
<p>Level 3: Long-Term Planning</p>	<p>The primary operating facility has been severely damaged or damaged beyond repair.</p> <p>Planning for this level of disruption focuses on moving operations to a new or temporary primary operating facility, which includes restoring normal operations with personnel, records, and equipment at a new or rebuilt operating facility. This level generally will last six months or longer.</p>

2. Returning to Full Operations

Before relocating back to the primary operating facility or another facility, the local or district law enforcement agency, environmental and safety, and facility services will conduct appropriate security, safety, and health assessments to determine building and/or workspace suitability. In addition, district Technology Director will verify that all systems, communications, and other required capabilities are available and operational and that the affected district department(s) is fully capable of accomplishing its normal functions and operations at the new or restored home operating facility.

Upon a decision by the Superintendent’s Office or designee that the home operating facility of the affected department(s) can be reoccupied or that the department(s) will be re-established in a different facility:

- The Superintendent and the Campus Principals will develop space allocation and facility requirements for their affected department(s).
- The Campus Principals will notify their personnel that the emergency has passed, and will develop procedures, as necessary, for restructuring/reassigning their staff in support of the reconstitution process.

Upon verification that the required capabilities are available and operational and that the affected department(s) is fully capable of accomplishing all normal functions and operations at the new or restored facility, the Campus Principals will begin supervising a return of personnel, equipment, and documents to the department’s permanent operating facility.

Fort Davis Independent School District Human Resources will develop processes for receiving and processing employee claims during the continuity event, including

personnel claims (such as workers' compensation, compensation for injuries, overtime pay, etc.) and replacing lost or broken equipment.

Fort Davis Independent School District will conduct an After-Action Review (AAR) once back in full operating functionality. The Superintendent's Office is responsible for initiating and completing the AAR, and all affected departments within Fort Davis Independent School District will have the opportunity to provide input to the report. The AAR will address the effectiveness of the continuity plans and procedures, identify areas for improvement, and then develop an Fort Davis Independent School District Continuity of Operations Improvement Plan as soon as possible after the reconstitution.

BUDGETING AND ACQUISITION OF RESOURCES

The District budgets for and acquires those resources and capabilities essential to continuity operations. The continuity budget is maintained by the Business Office. Within this budget, the District allocates funds for continuity resources and capabilities in accordance with district policy and other applicable directives and provides for the acquisition of those resources necessary for continuity operations on an emergency basis for up to 30 days or until normal operations can be resumed.

As part of the budget process, the District utilizes a risk management methodology to identify, prioritize, and justify the allocation of budgetary resources. The District integrates the continuity budget with its long-term strategic plan and links the budget directly to objectives and metrics set forth in that plan.

For those contracts vital to the support of district/campus essential functions, the District has ensured contractor statements of work include the provision to provide staffing, services and resources during emergency conditions. A list of vital contracts is found at the Administration Building and maintained by the Business Office. During an emergency situation, the Superintendent is responsible for oversight of emergency work by contractors.

The District will keep thorough documentation of all expenses. The District must consider documentation of expenses that are in excess of normal operations. Specific documentation on forms provided by the State of Texas and/or FEMA may be required to be eligible for reimbursement in a declared disaster.

CONTINUITY COMMUNICATION & KEY EXTERNAL CONTACTS

The District recognizes communication as a critical component of successful management of an emergency and continuity of operations. The District has identified primary and alternate modes of communication in the district Multi-Hazard Emergency Operations Plan (EOP) and will use those capabilities in support of internal and external communication for continuity or operations.

Listed below are the key external contacts that must be notified if continuity activation is declared.

Notification Level:

Level 1 = Provide immediate notification of service interruption and coordinate for immediate continuity resource support.

Level 2 = Provide notification of service interruption as time permits.

Level 3 = Provide courtesy notification of service interruption.

Notification Priority* (1, 2, 3)	List Supplier/Vendor/ Stakeholder/Customer Name	Type of Service Provided/ Received	Email Address	24 Hour Contact #
1	Local Water and Power Utility	Provides power and water services	localpower@PWR.com	555-555-1234

COMMUNICATIONS

The District has identified available and redundant critical communications systems that are located at the primary operating facility and continuity facility. Further, the District maintains fully capable continuity communications that support district/campus needs during all hazards.

All necessary and required district communications and IT capabilities should be operational within 12 hours of continuity activation.

Additional detailed information on the district communications systems and requirements is located in the Go-Kits.

EMERGENCY ORDER OF SUCCESSION

One of the fundamental principles of continuity planning is to maintain leadership in the event of an emergency by establishing an order of succession in the event the district, department or campus leaders are not available during an emergency. Orders of Succession run from three to five deep utilizing position titles rather than individual names.

Continuity succession is critical in the event leadership is debilitated or incapable of performing their legally authorized duties, roles and responsibilities. The following predetermined Orders of Succession is designed to allow for an orderly, and predefined, transition of leadership within the district. Successors to the Superintendent, will serve only until the Board of Trustees designates a replacement.

Superintendent Order of Successors
Superintendent
High School Principal
Elementary School Principal
Athletic Director
Maintenance Director

Principal Order of Successors
Principal
HS Counselor
Athletic Director

GO-KITS

Each campus is responsible for having available items such as checklists, contact lists, files important to department or campus continued operation, and any other specialized items essential to coordinate an effective response during an emergency and provide for the rapid resumption of essential functions.

Individual office staff members and teachers have similar go-kits to include essential work or teaching materials.

VITAL DATA, INFORMATION SYSTEMS & ESSENTIAL RECORDS MANAGEMENT

Planning for resumption of vital information technology (IT) applications, data, hardware, communications (such as networking) and other IT infrastructure is an important part of the district's comprehensive planning process. This component of the district's plan is located in the District IT Disaster Recovery Guidelines and supporting documentation. The IT Disaster Recovery Guidelines, maintained under separate cover, include Recovery Time Objectives, Recovery Point Objectives, and Technical Recovery Guidance for each IT system that supports district essential functions. It is the responsibility of IT to support the operational needs of the district departments, campuses and essential functions. As such, IT Disaster Recovery Guidelines and processes focus on supporting these needs rather than identifying limitations.

Essential records refer to information systems and applications, electronic and hard copy documents, references and records, including sensitive data, needed to support essential functions during a continuity incident. These records include information needed to protect the legal and financial rights of the District and its staff. The District has incorporated its essential records program into the overall continuity program, plans and procedures. The District Records Management Program is responsible for coordinating support of records management into the COOP.

The back-up and off-site storage of vital data and essential records listed in the IT Disaster Recovery Plan and Records Management Retention Schedule are coordinated between the IT department and records management staff in conjunction with input by each campus. When needed, vital data and essential records can be retrieved from off-site storage for duplication and distribution.

CONTINUITY FACILITIES

When a district facility is lost due to an incident, continuity facilities will be needed to support district essential functions. Potential continuity facility locations should be pre-identified to include: Use of noneducational sites; consolidating within other district educational facilities or via agreement with external partners such as local community centers or other partner school districts, and/or facilities owned or operated by private or nongovernmental sectors.

Continuity operations could include alternate uses of existing facilities or virtual options for the relocation of campus-level educational activities or key district leaders and support staff.

The District has assessed the organization’s essential functions to identify which functions the district must conduct onsite and which functions, if any, district staff can conduct via telework, including evaluating the use of telework for supporting extended continuity operations.

Essential Function	Current Telework Capabilities
Emergency and Continuity Incident Management Coordination	Laptops & hotspots are available; function requires a physical location for coordinating activities

The District must identify locations that may serve as continuity facilities. Locations should be evaluated where the potential disruption of the organization’s ability to initiate and sustain operations is minimized. This section should identify alternate facilities, and the infrastructure or resources needed to conduct essential functions at these facilities.

Continuity Facility	Physical Address	Point of Contact Information	Site Capabilities (Network, Phone, Wi-Fi etc.)	District Owned (Y/N)	Agreement in Place (Y/N)	Length of Availability
FDISD Administration Building	401 W. Webster Ave., Fort Davis, TX 79734	Graydon Hicks III, 432-249-0154	Limited Wi-Fi and 8 phone drops	Yes	N/A	No time limit, may limit athletic events
Fort Davis HS	400 W. Webster Ave., Fort Davis, TX 79734	George Allen, 361-765-8576	Wi-Fi and multiple phone drops	Yes	N/A	No time limit, may limit athletic events
Dirks-Anderson Elementary	801 State St, Fort Davis, TX 79734	Shera Welch, 432-249-1943	Wi-Fi and multiple phone drops	Yes	N/A	No time limit, may limit athletic events

First Baptist Church	111 Agave St, Fort Davis, TX 79734	Pastor, 432-426-3989	Limited Wi-Fi and phone drops	No	Yes	30 Days, no athletic or instructional activities

DEVOLUTION OF CONTROL AND DIRECTION

The District is prepared to transfer all its essential functions and responsibilities to personnel at a different location should emergency events render leadership or staff unavailable to support the execution of the district’s essential functions. If deployment of continuity personnel is not feasible due to the unavailability of personnel, temporary leadership of the District will devolve to the Director of ESC 18.