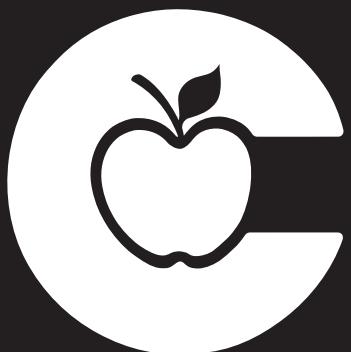




Emergency Operations Procedures



CONROE
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SCHOOL DISTRICT



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Emergency Operations Procedures

Emergencies, disasters, accidents, injuries, and crimes can occur without warning at any time. Being physically and psychologically prepared to handle unexpected emergencies is an individual and an organizational responsibility.

This **Emergency Operations Procedures** notebook has been developed to assist in minimizing the negative effects from such events. Please read this guide thoroughly and familiarize yourself with its layout before an emergency occurs. Become acquainted with the contents, and keep this binder available in your office or at your desk for immediate reference.
Do not file this document!

Each emergency situation may vary to some degree, so these procedures are not all encompassing and cannot address every potential situation or take into account the possible differences in the age or abilities of your students. It is expected that each staff member is trained, familiar with the general procedures and responses outlined in this document, prepared to respond to possible emergencies, informed, and empowered to use his/her discretion to make the best decisions possible to protect students, staff, and oneself.

If you have questions concerning a unique situation not covered in this reference or need additional emergency information, please contact your principal or the Conroe ISD Chief of Police at 936.709.8905.



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Common Terms

Drill	A drill is a coordinated, supervised activity usually employed to test a single, specific operation or function within a single entity (e.g., Fire Drill at single campus).
Evacuate	This procedure is used when students and staff need to leave a campus or facility for a variety of hazards.
Functional Exercise (FE)	A functional exercise examines and /or validates the coordination, command, and control between various multi-agency coordination centers (e.g., emergency operation center, joint field office, etc.). A functional exercise does not involve any “boots on the ground” (i.e., first responders or emergency officials responding to an incident in real time).
Lockdown	This is used when a violent person or threat is in or on the grounds of the campus. There are no class changes and everyone is to remain in their room. All doors, windows, and classrooms are locked until the “All Clear” signal is given.
Lockout	This is used when a violent threat is off campus, such as someone fleeing from the police, gunfire, or explosion. People are allowed to move within the building and the exterior of the campus is secured and doors are monitored.
Shelter	This is the presence of a hazard to health and safety of people inside and outside the building. All windows and doors are locked and the HVAC system is shut down. This procedure is also used when the school is being threatened by weather. All persons in the building are sheltered away from glass and high ceilings.
Tabletop Exercise (TTX)	A tabletop exercise involves key personnel discussing simulated scenarios in an informal setting. TTXs can be used to assess plans, policies, and procedures.



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Roles and Responsibilities

Many factors including time, duration, location, age any involved children, and / or any special needs that children may have are part of determining which roles are needed when responding to an emergency. The following roles and their brief descriptions may be adjusted and adapted as deemed appropriate by the Incident Commander (IC).

Incident Commander (IC)

The IC is responsible for all aspects of the response, including developing incident objectives and managing all incident operations. Roles and responsibilities should be reviewed periodically so that there is a basic understanding of the response. If not assigned to others, the following duties are the responsibility of the IC:

- Establish immediate priorities, especially the safety of all students, adults, and people involved in the incident.
- Ensure that the CISD Police are notified of the situation.
- Stabilize the incident by first ensuring the safety of all students and staff, and manage resources efficiently.
- Determine incident objectives and strategies to achieve the objectives.
- Establish and monitor incident organization.
- Ensure adequate health and safety measures are in place. For example, it may be necessary to look in areas that are remote and have hazards. In this case, searchers should not be alone and have necessary safety and communication equipment.
- Coordinate the overall search until relieved by the appropriate responder.

Communications Coordinator (CC)

The CC is responsible for developing accurate and complete information regarding incident cause, size, current situation, resources committed and other matters of general interest to be able to share with necessary parties such as the principal, parents of the children, the police, the Assistant Superintendent, and Director of Communications. If assigned, the CC will normally be the point of contact for those persons listed above desiring information about the incident. The CC will communicate the resolution of the incident or "all clear" to all parties involved. All media requests should be directed to the Director of Communications for CISD.

Safety Coordinator (SC)

The SC is responsible for assessing hazardous or unsafe situations and developing measures to ensure the safety of all incident personnel. The SC must have the authority to stop and / or prevent unsafe acts and practices. An example of this might be the need for wearing a high visibility vest of fluorescent orange-red or yellow-green and retro reflective material of orange, yellow, white, silver, or yellow-green if stopping traffic.

Logistics Coordinator (LC)

If needed, the LC is responsible for providing facilities, services, and materials for the incident response. For example, depending on the circumstances, it may be necessary to provide additional water for search personnel or radios for those involved in the search.

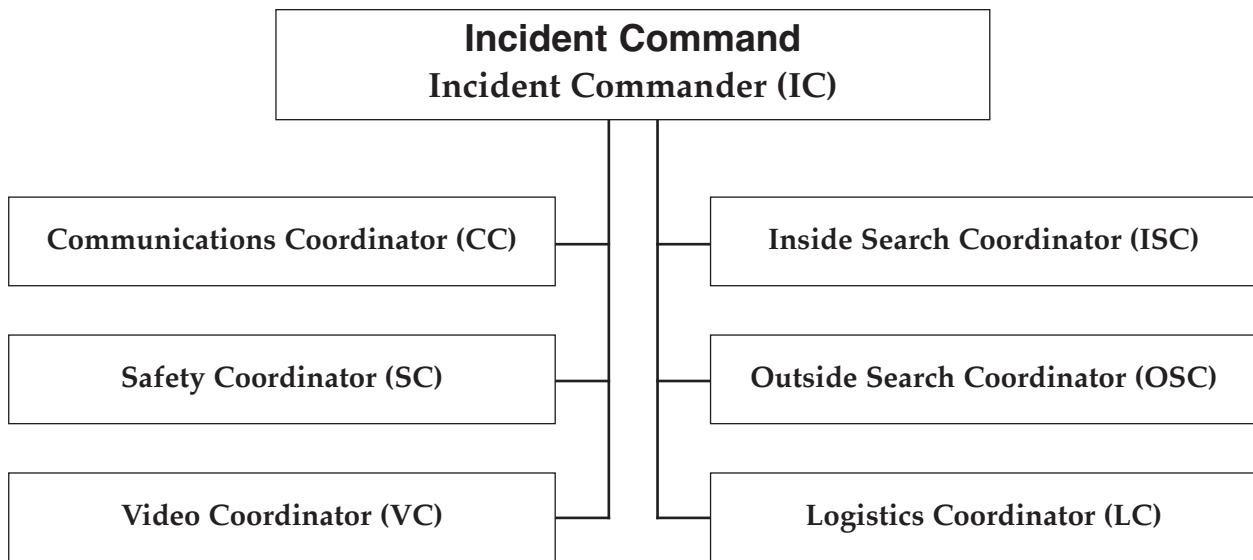
IC structures and roles will vary depending on the type of scope of the emergency. An example of a possible IC structure for a missing child incident is below. For a full description of roles related to this structure, see page 25.



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Notification

The actions taken in the initial minutes of an emergency are critical. Prompt notification ensures that students, faculty, and staff can take needed protective actions based on the communicated risk.

In most cases, notifications will be made at the campus level and will be based on risk. In some cases, such as that of district-wide closures, delayed start, early release, or delayed release, notification may come down from the District to the campuses.

Notifications will follow guidelines set forth by the National Incident Management System. Notifications will be communicated in plain language; no codes or jargon will be used.

District communication will be delivered through the mass notification system, Blackboard Connect. Messages released through Blackboard Connect will be vetted by District administrators and sent out by the Director of Communications or designee.

To ensure notification is received, Blackboard Connect is designed as an opt-out system that can deliver to multiple platforms including text, email, and phone.

During an emergency, internal and external communication systems are vital to an effective response. As one or more communications systems may become unavailable during an emergency, the next most effective form of communication will be utilized. While the District's communication system has multiple redundancies, communication may be released through other means.

Notifications at the campus level will be made through campus-based communication systems including announcements over the intercom and information released through Blackboard Connect. Information released at the campus level will be vetted through campus administrators and released by the principal, or designee.



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The Standard Response Protocol (SRP)

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary, but also allows for great flexibility. The premise is simple—there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers, and first responders.

1. Lockout is followed by the Directive: “Secure the Perimeter” and is the protocol used to safeguard students and staff within the building.
- 2 Lockdown is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.
3. Evacuate is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
4. Shelter is always followed by a hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as “Lockdown! Locks, Lights, Out of Sight.” Communication to local Law Enforcement Agency would then be “We are under Lockdown.” Each response has specific student and staff action. The Evacuate response is always followed by a location:

“Evacuate to the Bus Zone.” Responses can also be chained. For instance, “Evacuate to Hallway. Shelter for Tornado. Drop, Cover, and Hold.”

Benefits

The benefits of SRP quickly become apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an “Evacuate to the Gym and Lockdown,” and later “Evacuate to the Bus Zone.”



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IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or
Injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

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

TEACHER

Lead safety strategy
Take attendance





STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveuguys.org>

LOCKOUT

SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students

LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students

EVACUATE

TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students

SHELTER

FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS

- Appropriate hazards and safety strategies
- Take roll, account for students



Lockout vs. Lockdown

The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. "Lockout! Secure the perimeter. Lockdown! Locks, lights, out of sight." would be announced on public address. We are in "Lockdown and lockout" would be conveyed to CISD Police or 911.



LOCKDOWN!
Locks, Lights,
Out of Sight.



LOCKOUT!
Secure the
Perimeter.



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Lockdown

Campuses within Conroe ISD may lockdown a building or facility for a variety of hazards; however, processes and procedures will remain the same no matter the threat. The purpose of a lockdown is to remove people from a life-threatening situation as much as possible, and to isolate the danger. Lockdown orders will be made in clear concise messages. Codes will never be used. The following messages may be used (or adapted) as needed: "Locks, lights, out of sight. Locks, lights, out of sight."

LOCKDOWN! Locks, Lights, Out of Sight.

General Lockdown Procedures

A lockdown may be announced by anyone who hears or sees a situation that is perceived as dangerous.

- Initiate the lockdown, and call CISD Police and/or 9-1-1 along with the main office.
- As quickly and safely as possible, get students out of hallways and into classrooms or other secure locations. Keep everyone quiet and out of sight.
- Secure, lock, and/or block doors. Turn off lights. Take cover in as secluded an area as possible. As a last resort, run toward a safe/safer location.
- Turn off or mute all phones. Use phones only to send important information to administrators/incident commander.
- Remain in secure areas until an authorized individual verifies that the lockdown is over and outlines next steps. Follow instructions carefully.

Note: If students are outside the building, supervising staff should move them away from the building to a nearby or pre-designated safe area. As soon as they are able, CISD Police and/or the principal should be notified of their whereabouts.



Sample Lockdown Instructions

Class in Session

This is a lockdown. Teachers and staff, secure students and yourselves in classroom safe location immediately. Students report directly to the nearest classroom and ignore any fire alarms. Students in the cafeteria or library, follow the instructions of school staff.

Between Classes

This is a lockdown. Teachers report directly to the nearest classroom and initiate lockdown. Ignore any fire alarms. Students report to the nearest classroom where a teacher or staff member is present.

Gym, Outside Activities

Emergency conditions exist. This is a lockdown. Report directly to the gym or a safe building. If one is not close by, report to the nearest safe location and be ready to report to the incident commander when safe to do so. Be prepared to follow instructions.

Lockdown Responsibilities

As teachers lockdown their classrooms, they should make a quick sweep of the hallway immediately outside their door, but no further. They must use caution and discretion in allowing unknown individuals, even students, into the classroom. Trained staff members may be able to check a small area, such as restrooms and common areas that cannot be secured. They should do so only if safe. If restrooms can be locked or blocked from the inside, staff and students should be trained to do so. Emergency instructions should be posted in the restroom and other non-classroom secure locations.



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Teacher Response to a Lockdown

- Make a quick check of the hallway immediately outside of the classroom door for remaining students.
- Lock the classroom door(s) and windows immediately.
- Close window shades (where applicable) and turn off lights.
- If the classroom has a phone, do not use it to call out, unless reporting a lifethreatening situation.
- Ignore fire alarm activations; the school will not be evacuated using this method.
- Ignore sounds coming from outside the room, and do not open the door or leave the room until a recognized and reliable source indicates that is it safe to do so. Make no assumptions.
- Ensure that all cell phones are off. (Teachers may opt to mute their phone instead).
- Keep all students and staff quiet and away from doors and windows.
- Project a calm attitude. The ways in which adults react to an emergency give students clues about how to act. If adults react with alarm, a student may become more scared.
- Advise students that an emergency exists, but do not speculate about the nature of the event or its cause. If able to communicate quietly, offer a brief description of safety options and/or what will happen next.
- When instructed by first responders that it is safe to do so, take attendance and prepare a list of missing students and/or extra students in the room (as the situation dictates). Retain this list when directed to leave the classroom.
- When it is safe to evacuate the facility, assist students with the process. Take along all documentation, rosters, notes, roll book , and classroom go-kit.



LOCKDOWN! Locks, Lights, Out of Sight.

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



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Lockout

Conroe ISD campuses may decide to perform a lockout for a building or facility in response to a variety of hazards; however, processes and procedures will remain the same.

For a non-campus threat and as a precaution, the campus may implement a lockout, which often is a precursor to additional protective measures such as lockdown, shelter, etc. A lockout limits all access to hallways and exits. All staff should be ready to take additional protective measures if necessary.

When a campus, facility, or building is threatened by one or more of the following, the District will perform a lockout to maintain the health and safety of those individuals on District grounds:

- Suspicious or threatening person in the vicinity
- A hazardous chemical spill outside the building threatens the health and safety of students, faculty, and staff
- Criminal activity in the area puts lives at risk
- A dangerous animal near or on campus
- A situation outside compromises the emotional wellbeing of students
- Lightning or the approach of severe weather
- Fire or wildfire that diminishes air quality

Communication for a lockout will be “Lockout! Secure the perimeter.” and will be repeated twice.



LOCKOUT! Secure the Perimeter.

A campus or facility administrator will initiate a lockout and instruct staff members to bring all people that are outside into the building. If time and the situation permit, occupants of portable buildings should move into the main building as well. If not, portable building occupants should lock doors and await further instructions. Neither students nor staff should be allowed to move between the portable and the main building without permission or an escort from the main office.

Teachers should take roll to account for all students and initiate student accountability. No student or staff member should be released until student accountability is complete. They should be ready to take additional precautions as dictated by the situation and/or directed by first responders.



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The following procedures should be followed when the threat is outside of the school building:

- Immediately make a quick check outside for remaining students.
- Lock all outside doors and windows immediately.
- Close window shades (where applicable).
- If the classroom has a phone, make sure the ringer is on. Do not use this phone except for emergencies.
- Ignore fire alarm activations; the school will not be evacuated using this method.
- Ignore sounds coming from outside. Do not open the door or leave the campus until a recognized and reliable source indicates that it is safe to do so. Make no assumptions.
- Ensure that all cell phones are off or muted as appropriate for the situation.
- Ensure access to school-based email for situational updates.
- Begin accountability measures.
- Project a calm attitude. The ways in which adults react to an emergency give students clues about how to act. If adults react with alarm, a student may become more scared.
- Advise students that an emergency exists, but do not speculate about the nature of the event or its cause. Offer a brief description of safety options and/or what will happen next.
- Continue classroom instruction as appropriate.
- If instructed to evacuate the facility, assist students with the process. Take along all documentation, rosters, notes, roll book, and classroom go-kit.



LOCKOUT! Secure the Perimeter.

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS:

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



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Shelter

Sheltering can be used for a variety of incidents; however, this procedure is most commonly used for accidental or intentional hazard material release.

A shelter order occurs when hazardous materials have been released, and it is not safe to enter the outside environment. This is not the same thing as going to a shelter in case of a severe weather alert. This is a precaution aimed to keep students, visitors, and staff safe while remaining indoors. All students, staff, and visitors must immediately report inside and be prepared to stay inside until the area is clear.

Listen to administrators for specific shelter actions. Shelter is appropriate when conditions require that individuals seek protection in a school or campus facility when an incident is imminent. Administrators will give details about the hazard and protective action measures.

Shelter Procedures

Shelter orders will be made through clear, concise messages. Codes will never be used. The following message may be used (or adapted) as needed and will be repeated twice. "Shelter for outside hazard."



SHELTER FOR HAZARD.

If instructed to do so, move to shelter areas as quickly and efficiently as possible. Students, faculty, and staff will push toward the center of the building. Avoid gyms or large areas with high walls and ceilings and avoid windows.

Make sure classes and staff report to designated areas within the school. Follow instructions from a campus administrator.

Once students and staff are in a secure location within the building, teachers should initiate accountability procedures. Check assigned areas of the school to locate staff and students.

A shelter will likely be a newsworthy event. If the sheltered status lasts for a prolonged period of time, instructions may be given regarding allowing students to use cell phones to contact parents. During a crisis, the classroom phone should be used for emergency use only. Do not allow students to leave the classroom until instructed by administration or emergency providers.

Shelter for a Hazard Using Safety Strategy

Shelter is called when the need for personal protection is necessary.

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

SAMPLE HAZARDS:

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



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Chemical, Hazardous Material or Environmental Threat

A hazardous materials incident includes an accident or incident in which a substance that poses a risk to the health and safety of students, faculty, and staff is released into the environment. These incidents most often occur when these materials are not properly controlled during storage, processing, use, disposal, or transport.

If a hazardous chemical incident is reported by first responders or a campus administrator, follow reverse evacuation procedures to bring students, faculty, and staff indoors. Once indoor, begin shelter procedures.

If a hazardous chemical spill is reported, do not take shelter in hallways; instead, double up in classrooms or other secure locations. Ensure windows and vents are closed, and monitor students and staff with breathing problems or other health concerns. Maintenance should ensure that the HVAC system is turned off and that windows and vents are closed.

Listen for an official announcement from campus administrators via the public address system. Stay where you are until you are told it's safe or you are told to evacuate. Local officials may call for evacuation in specific areas at the greatest risk in your community. If this is the case, please follow the evacuation procedures outlined in this document.

If the spill is inside the campus, first responders or building administrators may call for an evacuation. If this is the case please follow the evacuation procedures outlined in this document.

The following procedures should be followed when a shelter occurs:

- Immediately make a quick check outside for remaining students.
- Lock all outside doors and windows immediately.
- Close window shades (where applicable).
- All students, faculty, and staff should return to assigned classrooms.
- If the classroom has a phone, make sure the ringer is on. Do not use this phone except for emergencies.
- Close and tape all windows and doors, and seal the gaps between bottom of the door and floor.
- Do not allow anyone to leave the classroom or assigned rooms until instructed.
- Ignore fire alarm activations; the school will not be evacuated using this method.
- Ignore sounds coming from outside. Do not open the door or leave the campus until a recognized and reliable source indicates that is it safe to do so. Make no assumptions.
- Ensure that all cell phones are off or muted as appropriate for the situation.
- Ensure access to school based email for situational updates.
- Begin accountability measures.
- Project a calm attitude. The ways in which adults react to an emergency give students clues about how to act. If adults react with alarm, a student may become more scared.
- Advise students that an emergency exists, but do not speculate about the nature of the event or its cause. Offer a brief description of safety options and/or what will happen next.
- Continue classroom instruction as appropriate.
- If instructed to evacuate the facility, assist students with the process. Take along all documentation, rosters, notes, roll book, and classroom go-kit.



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Evacuation

Conroe ISD campuses may evacuate a building or facility for a variety of hazards. Processes and procedures will remain the same.

Taking the appropriate evacuation measures is critical for students, faculty, and staff. The District will use clear and concise language to call for an evacuation. This announcement will be made without the use of codes or other jargon.

Communication for an evacuation will be "Evacuate (Type/Location)!" and will be repeated twice. The type is added based on the incident and safest evacuation point. For example, "Evacuate to the flag pole! Evacuate to the flag pole!"



EVACUATE! To Announced Location.

After this announcement, teachers will direct students to depart to predetermined safe areas in an orderly manner via an assigned evacuation route. Always select the safest route, not just the assigned route.

Student accountability procedures begin when a fire alarm or other emergency announcement is made directing students, staff, and volunteers to evacuate the building. Teachers and/or classroom buddies are responsible for taking the roster with them when they evacuate. Teachers and staff should do a quick check of their classroom for remaining students and possible hazards before leaving. Once the classroom is cleared, the teacher should evacuate the building as quickly and efficiently as possible.

Students, faculty, staff, and volunteers should then assemble at assigned evacuation location. Teachers and/or faculty should take role to ensure all students are accounted for. If you cannot account for all students, have a medical emergency, or noticed something suspicious, contact the incident commander or campus administrator immediately. The administrator is responsible for following up on the concern.

It is important to keep students quiet and calm. It is important that students do not leave the premise without proper authorization for accountability purposes.

Do not re-enter the building until directed by the incident commander. If relocation is necessary, account for all students before they leave the site and, again, at the new location; report this status to incident command.

Some emergencies will require administrators to determine the need to evacuate to an off-site location. These off-site locations are predetermined and have current memorandums of understanding for use of facilities. These locations will be announced at the time of evacuation and not before due to safety and security concerns.

For situations in which an evacuation has been ordered, but during the evacuation it becomes apparent that the campus building is safer, an order for a lockout could be given by a campus administrator or designee.

The following procedures should be followed when an evacuation occurs:

- Instruct everyone to calmly leave the building. If purses or backpacks are within reach, students should take these items with them. Never allow someone to go back into a potentially dangerous area to retrieve items.
- Make a quick check of the classroom and surrounding areas to check for remaining students and possible hazards before leaving.



- If instructed to evacuate the facility, assist students with the process. Take along all documentation, rosters, notes, roll book, and classroom go-kit.
- Close the door and turn off the light as you leave.
- All students, faculty, and staff should exit the building via the safest route to the predesignated evacuation point.
- Do not allow anyone to return to the building unless instructed to do so by a campus administrator.
- Teachers are responsible for taking the classroom roster and emergency status cards with them when they evacuate.
- Once students and staff are in a secure location, teachers should initiate the accountability procedures. Locate all staff and students and report those missing to a campus administrator so that first responders can begin search and rescue operations.
- Ensure that all cell phones are off or muted as appropriate for the situation.
- Project a calm attitude. The ways in which adults react to an emergency give students clues about how to act. If adults react with alarm, a student may become more scared.
- Advise students that an emergency exists, but do not speculate about the nature of the event or its cause. Offer a brief description of safety options and/or what will happen next.
- Those individuals with access and functional needs will be provided with reasonable accommodations for evacuation support.
- If relocation is necessary, account for all students before they leave the area and again when they get to the new location; report the status to incident commander.



Evacuate

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



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Evacuation Attendance Sheet

Teacher name _____

Room number _____ Date _____

Student name	Present		Absent		Missing		Additional	
	Student is on class roster and present today		Student is on class roster and was not present in class today		Student is on class roster and was present today but is currently not accounted for		Student is not on my roster but is currently with my class	
1.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
2.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
4.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
5.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
6.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
7.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
8.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
9.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
10.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
11.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
12.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
13.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
14.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
15.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
16.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
17.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
18.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
19.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
20.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Notes to administration: _____



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Evacuation Attendance Sheet

Teacher name _____

Room number _____ Date _____

Student name	Present	Absent	Missing	Additional
	Student is on class roster and present today	Student is on class roster and was not present in class today	Student is on class roster and was present today but is currently not accounted for	Student is not on my roster but is currently with my class
21. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes to administration: _____

Reunification

Reunification strategies are designed for use with all hazards. Reunification plans may be implemented in response to a wide range of incidents including severe weather, fires, active shooter situations, or other major events that could affect the educational process. Reunification plans can also be tailored to unique circumstances such as those associated with students or staff who may have special needs or to maintain operational continuity with neighboring school districts. District reunification plans take into account student and staff safety and accountability which includes the movement of individuals from affected areas.

Reunification plans represent the intended approach to reunification for any major event or incident within the District across all campuses and sites. The cornerstones of this plan and the procedures contained herein are student and staff safety and accountability. These are considered procedural guidelines that will need to be tailored to the specific conditions of an event and should not be considered as performance guarantees.

A designated location should always be established for parents to reunite with their children following an emergency. This reunification site may be at the school or at an alternative location in situations where the school building has been deemed unsafe. The reality is that with most emergency situations involving schools, the reunification process becomes the second emergency to which campus staff must respond. Reunification can be a chaotic event depending on the nature of the emergency which is why it is important to have a plan in place in the event reunification becomes necessary.

At the reunification site, school administrators and staff account for students and provide aide to those who need it immediately. Students are released only to authorized individuals listed on their School Emergency Card who show proper identification. Plans should be made to access student information in the event students are taken to a secondary location and/or if there has been a loss of power. Given the time of day, plans should be made to accommodate a high volume of traffic and should involve multiple persons that assist in the identification, retrieval, and return of the student to the parent.

Should it be necessary to relocate to a secondary or off-site location, the incident commander should select a location for reunification that meets the criteria listed below.

- The area must meet all ADA compliance standards.
- The location must accommodate the size of the campus population and be accessible by buses. This should be verified with the CISD Transportation Department.
- The area can accommodate students with special needs. The evacuation plan has been coordinated with school nursing and Special Education staff to address the needs of students and staff with disabilities so as to ensure that the reunification site is adequate for their needs.
- The facilities must be safe for students while they wait for parents to arrive and include shelter, access to restrooms, food as appropriate, etc.
- The location should have sufficient parking for parents while they check-in with school authorities.
- The site should have a sufficient number of ingress/egress points to minimize traffic congestion.

Following a school crisis, specially trained school and District crisis team members along with social workers are available to provide counseling and outside referrals to students, staff members, and others who may need it.



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Procedures for Reunification

(These procedures may vary based on the incident and age range of students involved. Plans should be made to have a place for parents to wait in the case their children have not been accounted for or if their children are receiving further care):

1. Parent completes the Student Release Form and gives to the designated staff member.
2. The staff member verifies the identity of the person requesting the child and verifies from the Emergency Card that the person is authorized to receive the child.
3. A staff member takes the Release Form to a "runner," or person that will call for the student via radio or phone to request the child or go to the area where the student is believed to be waiting.
4. A "runner" takes the Release form to the teacher.
5. The teacher makes a note of the time the student has been sent to the reunification point.
6. The student arrives at the reunification point, and the staff member documents the arrival of the student.
7. The parent signs that he/she has received the child.



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Reunification Student Release Form

Please print

Student's name: _____

Teacher: _____ Grade: _____

Student release requested by (*print*): _____

To be filled in by Request Area Staff:

Requestor name on emergency form..... Yes No

Identity Verified Yes No

By _____

To be filled in by teacher (if student is physically sent for)

Sent with: Runner Absent First Aid Missing

(If student is absent, in the first aid or missing, deliver this form to the Command Post.)

Teacher's name: _____ Time: _____

To be filled in by Release Area Staff:

If the Release Area is separate and apart from the Request Area, you will need to have the form taken to the area where student is to be released.

Signature of staff member releasing student

Time

To be filled in by Requester at release area:

Requester signature

Date

Time

Keep for School Records



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Active Shooter Threat

The U.S. Department of Homeland Security (DHS) has provided this information for awareness of Active Shooter Incidents and your individual response, should you become involved in an Active Shooter or other lethal weapon situation.

Please note: These are individual measures and should not be used in conflict with established protocols trained to personnel in schools or at their workplace.

Profile of an Active Shooter

An "Active Shooter" is an individual actively engaging in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims. Active Shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of Law Enforcement is required to stop the shooting and mitigate harm to victims. Because Active Shooter incidents are often over within 5-15 minutes, before Law Enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation. In addition to guns, other weapons could be used.

Good Practices for Coping with an Active Shooter Situation

1. Be aware of your environment and any possible dangers.
 - a. Situational awareness/perceived threat
2. Take note of nearest exits in any facility you visit.
3. If in an office or enclosed area
 - a. Lockdown.
 - b. Close and secure doors.
4. If in a hallway
 - a. Find a room/secure doors.
5. Last-resort measures/enhanced survival
 - a. Attempt to engage the shooter/take down.
 - b. Use any measures, at hand weapons, continue to engage until no longer a threat or shooter is incapacitated.
 - c. Be aware of potential for multiple shooters.
6. Call 911 at safest available time.

Actions to Take

Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of employees, staff, or management during an Active Shooter situation.

1. Evacuate

If an escape route is accessible, attempt to evacuate the premises. Be sure to:



- a. Have an escape route and plan in mind.
- b. Evacuate regardless of others decisions to stay or follow.
- c. Leave belongings behind.
- d. Assist others escaping, if possible—be aware of students with limited mobility who will require additional assistance.
- e. Prevent individuals from entering the area where the active shooter may be. **Warn** people.
- f. Keep hands visible to security or law enforcement.
- g. Follow first responders instructions, security, police, etc.
- h. **Do not** attempt to move wounded individuals.
- i. Call 911 when safe to do so.

2. Hide out/Lockdown



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If evacuation/escape is not possible, find a place to hide where an active shooter is less likely to find you.



Your hiding place should:

- a. Be out of the shooter's line of sight or view.
- b. Provide protection if shots are fired in your direction (i.e. closed and locked door of office or closet).
- c. Not trap you or restrict options for movement.

To help prevent an Active Shooter from entering your hiding place:

- a. Lock all doors.
- b. Barricade the door if possible with available items (i.e. heavy furniture, etc.).

If the Active Shooter is within your vicinity:

- a. Lock the door.
- b. Silence all cell phones, pagers, radios, or other devices, etc.
- c. Turn off sources of noise such as TVs, radios, etc.
- d. Conceal yourself behind large objects such as book cases, desks, etc.
- e. Remain silent, limit movement which creates noise.

3. Take action against the active shooter

Take last-resort measures for survival when facing imminent injury or death.

Attempt to disrupt and/or incapacitate the Active Shooter by:

- a. Acting aggressively towards the shooter/engaging in physical attack
- b. Throwing items or using improvised weapons
- c. Yelling
- d. Staying committed to your actions. Do not let up until shooter is incapacitated or disrupted.



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How to Respond When Law Enforcement Arrives

Arriving Law Enforcement's first priority is to engage and stop the Active Shooter as soon as possible. Officers will form up and immediately proceed to engage the Active Shooter, moving toward the sound of gunfire.

- Arriving officers may be from various agencies and have different uniforms, equipment, and other types of vehicles, some not marked.
- Officers may have various types of weapons, i.e. handguns, shotguns, and assault rifles.
- Officers may deploy tear gas or pepper spray to control the situation.
- Officers may shout commands and push people down on the ground for their safety.

1. How to react when law enforcement arrives

Your attention to Law Enforcement officers is vital for survival.

- a. Remain calm, and follow officers' instructions.
- b. Put down any handheld items, i.e. bags, backpacks, jackets, etc.
- c. Immediately raise hands/spread fingers.
- d. Keep hands visible at all times.
- e. Avoid making quick movements towards officers or grabbing onto them.
- f. Avoid pointing, screaming, or yelling at officers.
- g. Do not stop and ask officers for directions or help when evacuating, just proceed in the direction where officers are entering.

2. Information to provide law enforcement or 911 call taker

Accurate and relevant information to law enforcement is vital for Active Shooter mitigation and can be provided to on-scene police or 911 call takers.

- a. Location of the Active Shooter
- b. Number of Active Shooters
- c. Physical description of Active Shooter(s)
 - Clothing, height, weight, hair color, type of weapon, distinguishing characteristics, i.e. mask worn, wearing tactical equipment, etc.
- d. Number of weapons and types/explosive type devices in area
- e. Number of potential victims at the location

Note: Arriving officers will not stop to help injured persons, their initial response is to stop the Active Shooter, so be cognizant of this. Expect Rescue Teams comprised of additional officers and other Emergency Medical Personnel to follow the initial response officers. The Rescue Teams will treat and remove any injured persons. They may call upon able-bodied individuals to assist them in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by Law Enforcement until the situation is under control and secure and all witnesses have been identified and questioned. Do not leave until released by Law Enforcement Authorities.



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Missing Child Protocol

Each campus and each possible situation is unique. Because there are many variables in responding to an emergency situation, it is recommended that all staff have a basic understanding of the Incident Command Structure as a way to manage, function, and respond in the event of an emergency or crisis. Using such a structure allows roles and responsibilities to be assigned as needed. Each individual must use his/her discretion to make the best decisions he/she can to protect students, staff, and oneself in the event of an emergency. In the event that a student is missing, it is important that someone familiar with this EOP can initiate and coordinate a response as quickly as possible. We have outlined a possible incident command structure, roles, and potential responses to this type or a similar emergency.

Missing Child



In the event that a child becomes separated or is missing, the first priority is to quickly and safely locate the missing child while not endangering others. In the cases of missing children, time becomes the most critical element. In the case in which a child becomes missing at school:

1. The Incident Commander (IC) will activate the emergency plan and assign teachers and other available adults to immediately conduct the preliminary search. The students of the teachers assigned to conduct the search will be reassigned to a staff member who will monitor them. Depending on the campus, the IC may wish to make an announcement for teachers to check their email where the IC may have sent specific information about the unfolding emergency and search.
2. The IC will designate a teacher to be the Lead Safety Coordinator (LSC) to coordinate the safety of all students.
3. The IC will designate a Communications Coordinator (CC) to coordinate communications with the various parties involved.
4. The IC or CC will immediately notify CISD Police that a child is missing, find a photograph, attempt to gather the following information, and share with all parties involved in the search:
 - the location and time the child was last seen
 - the person who last saw the child
 - a general description of the child and known attire

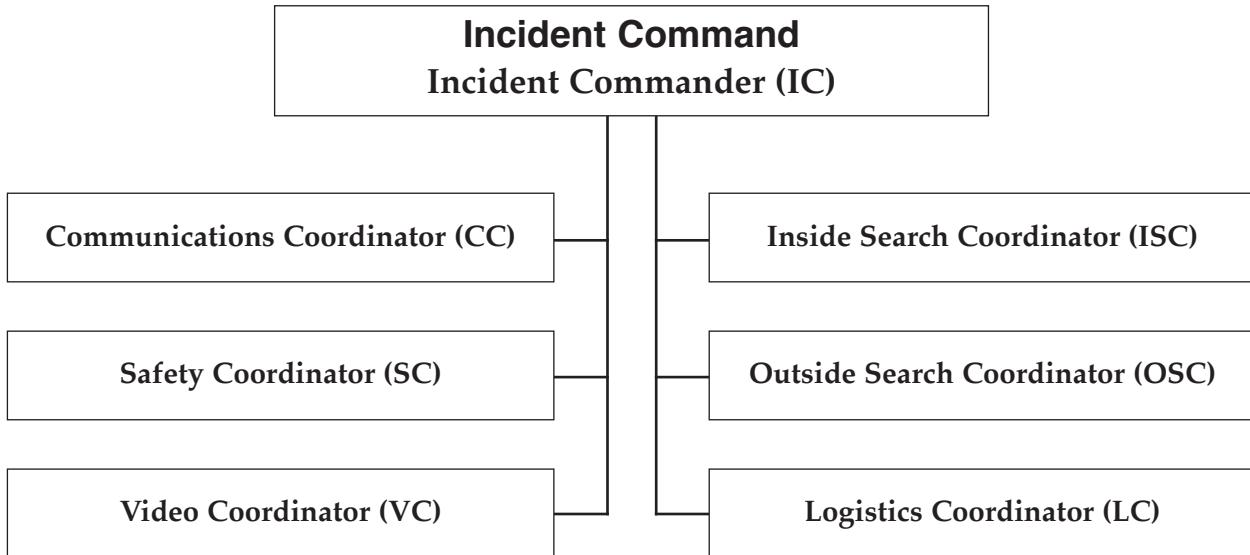
It should be noted that when the police arrive, the incident command may become a joint command or be transferred to the police.
5. The Video Coordinator (VC) will immediately begin reviewing video to gain possible useful information.
6. All staff members who are not required for immediate supervision of the other children will be called together and given information about the missing child's last whereabouts.
7. All entrances, exits, restrooms, and areas within and outside the building will be checked, as well as the surrounding areas.
8. The campus principal will be notified immediately if not on site by the IC or CC. If available, it is recommended that the CC be assigned to communicate with the principal or central office on a continual basis as well as other critical parties. The number one priority for the CC is to adequately communicate for the best response to the crisis at hand.
9. Once the search is under way, the IC or designee will immediately notify the parents and the Assistant Superintendent to report the missing child. The parents may have information about where a child may be going or have gone so it is important that the parents are contacted in the first few minutes of the response.



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Incident Commander (IC) -The IC is responsible for all aspects of the response, including developing incident objectives and managing all incident operations. All media requests should be directed to the Director of Communications for CISD.

Communications Coordinator (CC) - The CC is responsible for developing accurate and complete information regarding incident Video Coordinator (VC) - The VC is responsible for reviewing video footage based on the latest and most recent information regarding the location and movement of the child in question.

Safety Coordinator (SC) - The SC is responsible for assessing hazardous or unsafe situations and developing measures to ensure the safety of all incident personnel. Inside Search Coordinator (ISC) - The ISC is responsible for organizing and directing the search of the inside facilities including restrooms, storage rooms, and other areas, as well as ensuring that all exterior doors are monitored so that if the student is inside the building he/she does not leave.

Outside Search Coordinator (OSC) - The OSC is responsible for quickly mobilizing and conducting a search of the outside areas of the school based on the current information regarding on possible exits, pathways, or other possible leads. The outside area should be divided into four sides based on the building exits.

Logistics Coordinator (LC) - If needed, the LC is responsible for providing facilities, services, and materials for the incident response.



Chemical Spill Emergencies Protocol

In the event of a chemical spill:

1. remove all staff and students from the threat
2. seek medical attention for any persons in need
3. respond appropriately and safely remove the hazard if applicable

Keep in mind that spills could be anywhere on the continuum of very small and ordinary to larger and more complex. This is why the responses will vary depending on the size, content, and hazards associated with the chemical and scope of the spill.

Campus Spills

Science and Career Laboratory

Investigations provide experiential learning opportunities for students during the school day. Because it is not practical to develop a plan for every potential emergency or crisis, it is recommended that teachers and staff working with chemicals have an understanding of the Incident Command Structure so that in the event of an emergency, roles and responsibilities may be assigned as needed. The Incident Command Course for Schools can be taken online here: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.SCa>

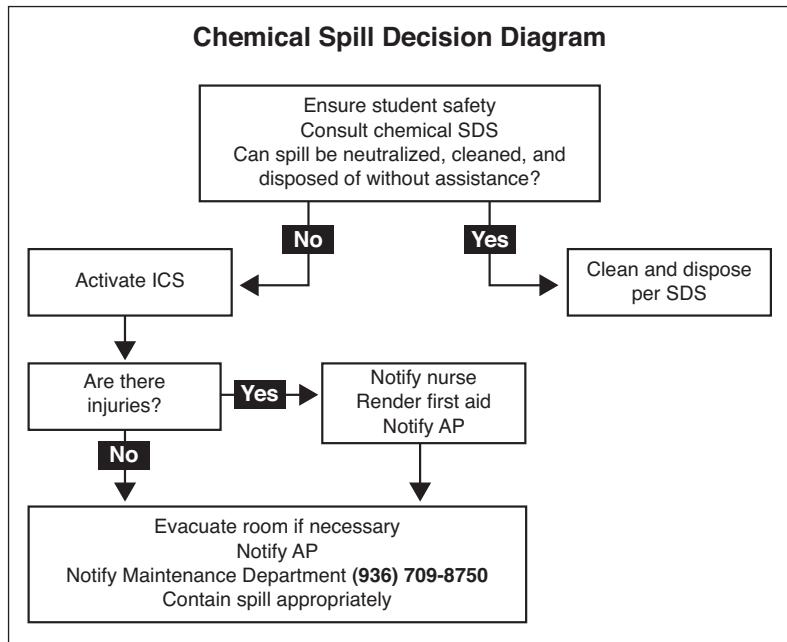
Teacher(s) Experiencing the Chemical Spill

The teacher experiencing the chemical spill is most often the IC and responsible for activating the appropriate response to the spill which will depend on the content, quantity, and hazards associated with the chemical. In all cases, immediate steps should be taken to minimize any threats to student and staff health. Please use The Flinn Catalog and the chemical Safety Data Sheet (SDS) to identify specific hazards, clean-up and disposal instructions, and required personal protective equipment (PPE).

- The teacher will ensure the safety of all persons, including any potential persons requiring medical attention, and clear an area through exits farthest from the spill.
- The teacher will establish the chemical(s) involved and determine if the chemicals can be safely neutralized, cleaned, and contained.
- The teacher will notify the Chemical Safety Coordinator (CSC) and campus administration for assistance.

Incident Commander (IC)

The Incident Commander (IC) is the person in charge of the emergency response and is responsible for all aspects of the response, including developing incident objectives and managing all incident operations. At the onset of the emergency, this will most likely be the classroom teacher; this role may change depending on the scope, content, and size of the emergency. For



Staff members who work with chemicals in their classrooms are expected:

- to be knowledgeable about the chemicals with which they are working
- use discretion to make the best decisions to protect students, staff, and oneself.



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example, the Department Chair or Chemical Spill Coordinator may assume the lead of the incident for a period of time. An assistant principal or principal may assume the role of the Incident Commander. Should the Fire Department be brought in, it will assume incident command to the chemical response. It should also be noted that the incident command structure works even if there is not an emergency.

If not assigned to others, the following are the duties of the IC.

- Quickly and safely assess the danger of the spill and activate the appropriate response.
- Establish immediate priorities especially the safety of all students, adults, and people involved in the incident.
- Stabilize the incident by first ensuring the safety of all students and staff.
- Manage resources efficiently.
- Determine incident objectives and strategy to achieve the objectives.
- Establish and monitor incident organization.
- Ensure adequate health and safety measures are in place including proper equipment and storage containers.
- Designate a safety coordinator, a communications coordinator, or other needed support personnel, as appropriate, and ensures that appropriate district level staff have been notified.
- Ensure that only properly trained and equipped staff are involved in the spill response and disposal.

Chemical Spill Coordinator (CSC)

The campus will designate a Chemical Spill Coordinator (CSC). This may be the Science Department Chair, but is typically a person who is knowledgeable and qualified to lead or assist the teacher with a safe response to a chemical emergency.

The CSC is responsible for activating the appropriate response to the spill, if not already initiated, which will depend on the content, quantity, and hazards associated with the chemical. In all cases, immediate steps should be taken to minimize any health threats to students and staff. The CSC may also serve as the IC depending on the emergency. Adjustments are possible depending on the number of individuals affected and the spill.

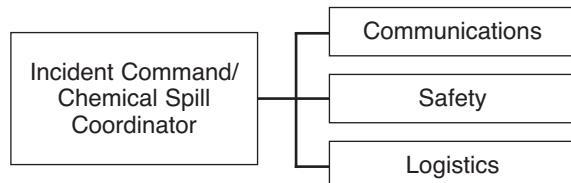
- Establish the chemical(s) involved and determine if the chemicals can be safely neutralized, cleaned, and contained.
- The CSC will make sure that campus administration has been properly notified, if appropriate.

Communications Coordinator (CC)

If needed and assigned by the CSC, the Communications Coordinator (CC) will normally be the point of contact for those persons desiring information about the incident. It is recommended that a staff member be assigned as CC to communicate with the principal/assistant superintendent on a continual basis as well as other critical parties. The number one priority for the CC is to adequately communicate for the best response to the crisis at hand.

- The CC is responsible for developing accurate and complete information regarding incident cause, size, current situation, resources committed, and other matters of general interest to be able to share with necessary parties such as the principal, District Safety Coordinator, Assistant Superintendent, Director of Maintenance and Custodial, Assistant Director of Maintenance and Custodial, Science Coordinator, and Director of Communications.
- All media requests should be directed to the Director of Communications for CISD.

Example of possible command structure.



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Safety Coordinator (SC)

If needed, the Safety Coordinator (SC) is responsible for assessing hazardous or unsafe situations and developing measures to ensure the safety of all incident personnel. The SC stops and/or prevents unsafe acts and practices. The SC will make sure the proper equipment is being used to safely clean the spill and that proper procedures are followed in the removal of any wastes.

Logistics Coordinator (LC)

If needed and assigned, the Logistics Coordinator (LC) is responsible for providing facilities, services, and materials for the incident response. For example, depending on the circumstances, it may be necessary to provide latex gloves or proper containers for removal of waste. It may also be necessary to evacuate an area, and preparations should be made to accommodate any displaced persons.

Environmental Spills

In the event of an environmental spill in the area, the following protocols are recommended. As always, each situation is unique and should be addressed in the most appropriate manner to keep all students and staff safe.

Spill is off campus and odor is not detected inside the main campus building:

- Air handlers must be turned off.
- Initiate a Lockout.
- Call CISD Police.
- Call CISD Maintenance.

Spill is off campus and odor is detected inside the main campus building:

- Air handlers must be turned off.
- Call CISD Police.
- Follow your campus evacuation procedures.
- Call CISD Maintenance.



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9/25/17

Hazardous Materials

Refer to the "Evacuate" section of this guide for evacuation procedures. Be prepared to provide CISD Police Dispatch with information regarding spill (*injuries, type of chemicals, flammability of substance, etc.*).

Minor Spill or Leak:

- Remain calm. Do not panic.
- Contact front office immediately if appropriate.
- Wear proper personal protective equipment while cleaning up.
- Attempt to contain the spill. *Do not allow anything to leak into drains.*

Major Spill or Leak:

- Remain calm. Do not panic.
- Depending on the type of emergency, it may be necessary to activate the nearest fire alarm.
- The science classroom master utility gas valve should be turned to the off position.
- Immediately evacuate building taking roster sheet with you.
- Turn off lights, if safe to do so, and close classroom door.
- Leave building in an orderly manner (do not use elevator).
- Meet in pre-designated area.
- Take roll immediately.
- Make a list of the students who are present but not on your class roster.
- Make a list of students who are not present but who are on your roster.
- Keep students together.
- Remain outside until "all clear" signal is given.



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Gas Leak

Gas has a very distinctive odor. In the event gas is detected, it should be reported immediately to the principal.

Gas Leak location is off campus and odor of gas is *not* detected inside the main campus building:

- Air handlers must be turned off.
- Initiate a Lockout.
- Call CISD Police.
- Call CISD Maintenance.

Gas Leak location is off campus and odor of gas is detected inside the main campus building:

- Air handlers must be turned off.
- Call CISD Police.
- Follow your campus off-site evacuation procedures.
- Call CISD Maintenance.

Gas Leak location is within the campus building:

- Air handlers must be turned off.
- Do not touch light switches.
- Call CISD Police.
- The science classroom master utility gas valve should be turned to the off position.
- Follow on-site evacuation procedures. Evacuate students, visitors, and employees at 300 feet from the building.
- Do not reenter the building until given “all clear” by emergency responders.
- Call CISD Maintenance.



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Fire or Explosion



Once fire alarm is activated:

- Remain calm. Do not panic.
- Immediately evacuate building taking roster sheet with you.
- Turn off lights and close classroom door.
- Leave building in an orderly manner (*do not use elevator*).
- Meet in pre-designated area.
- Take roll immediately.
- Make a list of students who are present but not on your class roster.
- Make a list of students who are *not* present but who are on your roster.
- Keep students together.
- Remain outside until “all clear” signal is given.

If trapped in a room:

- Remain calm. Do not panic.
- Contact front office and notify of entrapment and room number.
- If able to access water in the room, wet and place a cloth material around or under the door to prevent smoke from entering the room.
- Close as many doors as possible between you and the fire.
- Be prepared to signal to someone outside, but **do not break glass** until absolutely necessary (*outside smoke may be drawn into room*).

If caught in smoke:

- Remain calm. Do not panic.
- Drop to hands and knees and crawl toward exit.
- Stay low as smoke will rise to ceiling level.
- Hold your breath as much as possible.
- Breathe shallowly through nose and use a filter such as a shirt or towel.

Using a Fire Extinguisher:

- If you have been trained and it is safe to do so, you may fight small fires with a fire extinguisher.
- Pull safety pin from handle.
- Aim at base of fire.
- Squeeze the trigger handle.
- Sweep from side to side at base of fire.



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**In case of emergency call the CISD Police:
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Bomb Threat

A bomb threat may occur through a telephone call, e-mail message or text message advising that a bomb has been placed somewhere on the campus site. The decision to evacuate the school is the responsibility of the principal or designee. The person receiving the bomb threat should make every attempt to:

- Remain calm. A calm response to the bomb threat caller could result in obtaining additional information.
- Keep the caller on the line as long as possible. Ask him/her to repeat the message. Attempt to write down or record every word spoken by the person.
- If the caller does not indicate the location of the explosive device or the time of possible detonation, ask him/her for this information.
- Inform the caller that the building is occupied and the detonation of an explosive device could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing and any other noise which may give a clue as to the location of the caller.
- Listen closely to the voice (male/female), voice quality (*calm, excited*), accents, and speech.
- Use the provided Bomb Threat Checklist to record the information.
- **Avoid hanging up the phone** (*Use another phone to call CISD Police 936-709-8911 or 9-1-1*).
- If an e-mail bomb threat—do not delete. Print a copy of the message and immediately contact CISD Police.
- Any threat information is considered confidential and must be immediately reported to CISD Police, the principal and/or the campus administrative staff.

When a decision to evacuate is announced, all teachers, staff and students should follow these guidelines:

- **Avoid** using a cell phone, two-way radio, or any wireless communication device as these devices may cause a bomb to detonate. If time permits, prior to evacuating, campus personnel should search the area under their control for any unusual or suspicious objects/packages. If one is found, **Do Not Touch**. Report the finding to the principal and/or CISD Police. Explosive Devices may be constructed to look like almost anything and may be placed or delivered in any number of ways. Most explosive devices are homemade and are limited in their design only by the imagination of, and resources available to, the person making the explosive device. Report anything that looks unusual and let the trained personnel determine if it is or not an explosive device.
- Take roster sheet with you.
- Staff and student personal belongings in immediate possession should be taken when evacuating the building.
- Turn out the lights and close classroom door once students have left.
- Leave the building in an orderly manner without rushing or crowding.
- Be aware of pre-designated primary and alternate evacuation routes.
- Students should be evacuated at least 300 feet (*unless otherwise advised*) from the building and out of the way of emergency vehicles.
- If emergency requires an off-site evacuation without transportation, walk from the building in the stated course.



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- If emergency demands an off-site evacuation requiring transportation, assist students under your direction to board the bus(s)/ vehicles.
- Reassemble the students and check roll making sure all students, visitors, and campus personnel are accounted for.
- Report any missing students immediately.
- Note on roster any student who is released to parents.
- Return to your room when you are given the “All Clear.”



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Bomb Threat Checklist

Date: _____ Receiving phone #: _____
 Time: _____ a.m. p.m. Time caller hung up: _____ a.m. p.m.
 Caller ID Information: _____ Length of call: _____
 (name/number): _____

Questions to ask:

When is the bomb going to explode?

Where is the bomb located?

What does the bomb look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why?

What is your name?

Where are you now?

Exact words of threat:

Information about the caller:

Gender/Sex: Male Female Approximate age: _____

Race or ethnicity: White Black Hispanic Mid. Eastern Asian
 Other: _____

Was the voice familiar? Yes No

If so, who did it sound like: _____

Any other notable features or points:

Information about the call

Caller's voice:	Background sounds:	Threat language:
<input type="checkbox"/> Accent <input type="checkbox"/> Angry <input type="checkbox"/> Calm <input type="checkbox"/> Clearing throat <input type="checkbox"/> Coughing <input type="checkbox"/> Cracking voice <input type="checkbox"/> Crying <input type="checkbox"/> Deep <input type="checkbox"/> Deep breathing <input type="checkbox"/> Disguised <input type="checkbox"/> Distinct <input type="checkbox"/> Excited <input type="checkbox"/> Giggling <input type="checkbox"/> Laughter <input type="checkbox"/> Lisp <input type="checkbox"/> Loud <input type="checkbox"/> Nasal <input type="checkbox"/> Normal <input type="checkbox"/> Ragged <input type="checkbox"/> Rapid <input type="checkbox"/> Raspy <input type="checkbox"/> Slow <input type="checkbox"/> Slurred <input type="checkbox"/> Soft <input type="checkbox"/> Squeaky <input type="checkbox"/> Stutter	<input type="checkbox"/> Animal noises <input type="checkbox"/> House noises <input type="checkbox"/> Kitchen noises <input type="checkbox"/> Street noises <input type="checkbox"/> Booth <input type="checkbox"/> PA system <input type="checkbox"/> Conversation <input type="checkbox"/> Music <input type="checkbox"/> Motor <input type="checkbox"/> Clear <input type="checkbox"/> Static <input type="checkbox"/> Office machinery <input type="checkbox"/> Factory machinery <input type="checkbox"/> Local <input type="checkbox"/> Long Distance <input type="checkbox"/> Voices	<input type="checkbox"/> Incoherent <input type="checkbox"/> Message read <input type="checkbox"/> Taped <input type="checkbox"/> Irrational <input type="checkbox"/> Profane <input type="checkbox"/> Well-spoken

Additional/detailed information:

Information about the call taker:

Last name _____ First _____ Middle _____

Position or title _____

Campus: _____

Phone: Home _____

Alternate _____ Cell
 Work Other

**Report threat immediately to:
 CISD Police Dispatch: 936.709.8911**

Suspicious Packages

If you receive or discover a suspicious package or foreign device,
do not touch it, tamper with it, or move it!

- Immediately contact the principal and CISD Police.

Letter and Parcel Bomb Recognition Checklist

Be cautious of:

- foreign mail, air mail, and special deliveries
- restrictive markings such as "confidential" or "personal"
- excessive postage
- handwritten or poorly typed address
- incorrect titles
- misspellings of common words
- oily stains or discolorations on package
- excessive weight
- rigid, lopsided, or uneven envelopes
- protruding wires or aluminum foil
- excessive tape or string
- visual distractions
- no return address



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Tornado and Hurricane Preparedness

Tornado



The National Weather Service issues a tornado “WATCH” when the possibility of tornadoes exists, and a tornado “WARNING” when a tornado has been spotted or indicated on radar.

Remember, there may not be time for a tornado “WARNING” before a twister strikes since tornadoes form suddenly. When a tornado “WATCH” has been issued, all staff and students in temporary buildings must be brought into the main building.

An announcement will be made, “Students and staff. We have a severe weather alert. Go immediately to an interior room (*green dot above the door*).” This announcement should be repeated at least once. Verify that all portable classrooms have been evacuated.

- Remain calm. Do not panic.

If you are in a room with exterior windows (red dot above the door), do the following:

- Collect your class roster.
- Collect your purse, cell phone, and campus radio (*if applicable*).
- Advise students to leave backpacks, books, etc.
- Take one final look around the room to make sure no person is left behind.
- Secure your classroom door.
- Assemble students and proceed quickly in an orderly manner to the nearest interior room (*green dot above the door*).

Once in an *interior* room (*green dot above the door or if your already in a room with a green dot above the door*), stay in the room.

- Secure your classroom door.
- Place students in the predetermined location within the room.
- Assume the “Drop, Cover, and Hold” position under a desk when advised to do so, or when the need is apparent.
- Remain quiet and in position until the “All Clear” signal is given.

Drop, Cover, and Hold Position

- Drop and take cover under a nearby desk or table and face away from the windows.
- Cover your eyes by leaning your face against your arms.
- Hold onto the table or desk legs.



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Hurricane Preparedness



In case of a hurricane, one or more of the following methods may alert you:

- Announcement
- Voice mail/e-mail messages
- Phone tree
- Media outlets

Checklist! Before leaving campus:

- Turn off and unplug electrical equipment.
- Move computers, printers, and equipment from rooms with exterior windows.
- Back up essential data files and documents.
- Secure or remove back-up diskettes, CD, or tapes.
- Secure student files.
- Clear desk surfaces.
- Cover your computer with plastic.
- Close blinds.
- Vacate offices, closing and locking all doors.
- Remove items off floor that may be damaged by water, such as textbooks.
- Empty ice from ice machines into ice chests or bags and place in the freezer.
- Follow additional instructions from administration.

For Campus Updates:

- Listen to local television and/or radio stations.
- Check your e-mail account from home.
- Log on to the CISD website.
- Check your voice mail from home.
- Keep a copy of campus contact numbers at home.

If campus buildings are damaged, be prepared to work from an auxiliary location when notified by your supervisor.



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Power Outage

The inherent danger during a major power outage is panic; therefore, all personnel should remain calm. Keep flashlights and batteries in key locations throughout your work area.

In case of a major, campus-wide power outage:

- Remain calm.
- Follow instructions from the principal.
- Call CISD Maintenance Department.
- Call CISD Police.
- If evacuation of the building is required, follow the evacuation procedure.
- Laboratory personnel should secure all experiments and unplug electrical equipment prior to evacuating. All chemicals should be stored in their original locations. Provide natural ventilation by opening all doors. If this is not possible, or natural ventilation is inadequate, evacuate the laboratory until the power is returned.
- Do not light candles or other types of flame for lighting.

If people are trapped in an elevator:

- Tell passengers to stay calm. Instruct passengers to pick up the emergency phone in the elevator so they can provide direct information to emergency responders.
- Call CISD Maintenance Department.
- Stay near passengers until other assistance arrives, provided it is safe to stay in the building.



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Threatening and Violent Behavior/Civil Disturbance

Threatening and Violent Behavior

For an angry or hostile intruder, student, or co-worker:

- Stay calm.
- Be courteous. Be patient. Be respectful. Be confident.
- Listen attentively.
- Maintain eye contact.

If shouting, swearing, and threatening continues:

- Signal a co-worker or student to notify a campus administrator and/or CISD Police.
- Take immediate action to secure or isolate the individual posing a threat and prevent access to potential weapons.
- Take immediate action to move others from harm's way.
- Initiate Lockdown procedures.

If someone is threatening you/others with a weapon:

- Stay calm.
- Focus on the person holding the weapon, not the weapon itself. Ask in a calm voice for permission to evacuate the others in the class/area. Keep the person talking to gain time. The longer the person talks, the less likely that person will use the weapon.
- Avoid rushing the person with the weapon—unless you feel it is your only option. Attempting to disarm a person with a weapon is extremely dangerous.
- Signal a co-worker or student to notify a campus administrator or CISD Police.
- Take immediate action to secure or isolate the individual posing a threat.
- Take immediate action to move others from harm's way.
- Initiate Lockdown procedures.

If someone is injured by a person exhibiting threatening and/or violent behavior:

- Stay calm.
- Assess the situation.
- Is the suspect in the building?
- Has the weapon been found and/or located?
- Has the suspect been identified?
- Provide/seek emergency medical first aid to injured person(s). (*See Medical Emergency section of this guide.*)
- Immediately notify a campus administrator and/or CISD Police.
- Take immediate action to secure or isolate the individual posing a threat.
- Take immediate action to move others from harm's way.
- Initiate Lockdown procedures.

Students fighting, no weapons:

- Remove the audience. Take immediate action to move others from harm's way.
- Signal a co-worker or student to notify a campus administrator and/or CISD Police.
- Take immediate action to secure or isolate the individual posing a threat.



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- Avoid stepping between the combatants.
- Always try verbal intervention first.
- Use a distraction (*loud noise, flickering of the lights, etc.*) to break the intensity of the aggression long enough to give you an edge.
- Separate the combatants.

Civil Disturbance

Civil disturbances include riots, demonstrations, threatening individuals, crimes in progress, or assemblies that have become significantly disruptive. At all times, it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. The process described herein offers an opportunity to assist/maintain school safety.

Violent behavior; riots; gang fights; threatening individuals; or crimes in progress

- Stay calm.
- Immediately notify a campus administrator and/or CISD Police.
- Take immediate action to separate opposing factions and try to get them to a more isolated area so they can calm themselves without losing face.
- Remove the audience. Take immediate action to move others from harm's way.
- Initiate Lockdown procedures.
- Wait for instructions from a campus administrator and/or CISD Police.

Students protesting; demonstrations; or student walk-outs

- Stay calm.
- Immediately notify a campus administrator and/or CISD Police.
- Secure your area.
- Stay with your students.
- Avoid area of disturbance.
- Avoid provoking or obstructing demonstrators.
- May be asked to monitor or gather the demonstrators.



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Bat/Animal Plan

Bats and other animals are a part of our natural surrounding and are very beneficial. The reality is that we have often constructed buildings in areas that were previously their habitat. However, special caution and consideration should be taken in dealing with these small creatures, given they could possibly be infected with the rabies virus. When a bat/ animal is discovered in a school building or on school grounds, specific steps should be taken immediately to ensure the safety of students and staff:

1. Once a bat has been discovered, students should be removed from the immediate area to ensure there is no further possibility of contact.
2. If the bat is alive, the area should be secured so that the bat cannot enter other parts of the campus to the degree possible. People should be kept from the area and the area should be monitored to ensure that persons are not able to go into that area. From a distance of several feet, the administrator or assigned staff members should monitor any movement of the bat so that it can be successfully located by the maintenance staff.
3. If the bat is found on the ground or on the floor inside the building, a box or trash can may be placed over the bat if this can be accomplished without physical contact. An adult should remain in the area but several feet away from the covered bat at all times to monitor its movement and to ensure that other people do not enter the area.
4. Notify the campus administrator right away.
5. The campus administration should contact the Maintenance Department at 936-709-8750 and the campus nurse as soon as possible. Note that only trained persons should handle bats.
6. The principal should contact the appropriate assistant superintendent and inform him/her of the bat's location as soon as it is possible to do so after ensuring the safety of the situation.
7. Any students or staff that may have come in contact with the bat should be taken to the nurse for questioning and evaluation. The nurse should call Zoonosis Control with Texas Department of State Health Services at 713-767-3300. A zoonosis specialist will assist with the rabies risk assessment to determine if a true exposure occurred and expedite testing of the bat if needed. The nurse should also notify the District Safety Coordinator 936-709-8201, who will contact the local health department.
8. Administration should make a note of the names and phone numbers of any person that came into contact with the bat and turn this information over to the certified applicator picking up the bat. Please use the Animal Removal Procedure Form. The nurse should complete this form and will retain a copy for the campus records and another copy will be given to the certified applicator that retrieves the animal and to the District Safety Coordinator.
9. Any bat that is known to have had physical contact with students or staff will immediately be taken by our certified applicator to Houston for testing.
10. For bats found in the County's jurisdiction, Maintenance will take the bat and any information gathered, to Montgomery County Animal Control for testing.
11. If the bat is found at a school inside the Conroe city limits and in a populated area of a school, the bat will be taken to the Montgomery County Animal Control or to Houston by the Maintenance department for testing. If found in an unpopulated area of the building or campus, the bat will be held for 24 hours by the IPM Department before disposal.
12. Custodial staff should be contacted so the areas where the bat was found may be cleaned properly.



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13. The situation will be evaluated by Administration to determine which/if further communication is warranted.
14. Upon receipt of testing results appropriate administrative personnel, including the assistant superintendent, the CISD Safety Coordinator, and principal, will be notified by electronic means as soon as possible by the IPM Coordinator.
15. The CISD Safety Coordinator will contact the local health department if the test is positive for rabies.

CISD Maintenance Department.....936-709-8750

CISD Safety Coordinator936-709-8201

Conroe Animal Control936-522-3211

Montgomery County Animal Control936-442-7738

DSHS Zoonosis Control.....Houston 713-767-3300

Montgomery County Health Department1-888-825-9754

(Montgomery County Emergency Contact Number)



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Medical Emergency

- Assess seriousness of injury, illness, or seizure.
- Send for an administrator.
- Contact the campus nurse and advise of the situation. Give individual's name (if known), location/room number, and illness or injury.
- Begin administering first aid.
- Call or have someone call 911 and CISD Police and be prepared to provide:
 - Your location, building name.
 - Floor, room number.
 - Describe illness or type of injury.
 - How the illness or type of injury occurred.
 - Age of injured.
 - Quickest way for ambulance to reach you.
- Assign a staff member to meet the Emergency Medical Responders and show the location of the injured person.
- Have the individual's emergency care information available.

Basic Life Support (CPR)

- Tap and Shout

If no response:

- Call or have someone call 911 and CISD Police.
- If available, get an AED.
- Open airway by lifting chin and tilting head back.
- Look, listen, and feel for breathing.
- Observe for signs of life.
 - If no sign of life, and CPR-trained, administer CPR.
 - If no sign of life, and **not** CPR-trained, place the heel of your hand on the middle of the breastbone. Place the other hand on the positioned hand and begin compressions (approximately 2 inches). See diagram A
 - Continue compressions until someone CPR-trained or an AED arrives.
- Stop CPR when AED arrives.
- Listen to the series of instructions.
- Remove the clothing.
- Make sure skin is dry.
- Make sure there are no medication patches.
- Shave excessive hair from chest.
- After one shock continue CPR.
- If no response, continue CPR until assistance arrives.

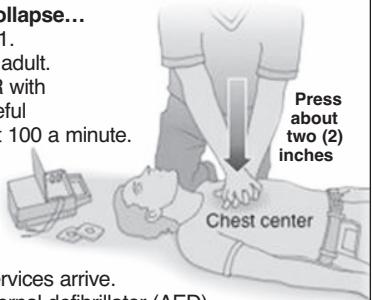
Diagram A

Simplifying to hands-only CPR

Experts now believe an adult who suddenly collapses due to cardiac arrest has enough air in his lungs and blood during CPR and doesn't need mouth-to-mouth breathing.

If you see someone collapse...

- Have someone call 911.
- Position unresponsive adult.
- Begin hands-only CPR with straight arms and forceful compressions at about 100 a minute.
- Lift hands slightly after each to allow chest to recoil.
- Take turns with a bystander until emergency medical services arrive.
- Use an automated external defibrillator (AED) if available. Keep CPR interruptions to a minimum.



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To Stop Bleeding

- Contact campus nurse and an administrator.
- Call or have someone call 911 and CISD Police.
- Apply protective gear.
- Apply pressure directly to the wound with sterile gauze or clean handkerchief. Have victim apply pressure if able.
- Maintain a steady pressure for five to ten minutes.
- Do not remove bandage. Apply additional bandage if necessary.
- If victim is bleeding from an arm or leg, elevate it.
- Stay with the victim until help arrives.

Heat-Related Illness

- Send for an administrator, and nurse/trainer.
- Get the victim to a cool place.
- Loosen tight clothing.
- Apply cool, wet cloths to the skin.
- Fan the victim.
- If the victim is conscious, give cool (not cold) water to drink.
- Call 911 and CISD Police for an ambulance if victim refuses water, vomits, exhibits an altered mental state, or loses consciousness.

Abdominal Thrusts for Choking Victim

- Call or have someone call 911 and CISD Police.
- Get behind the victim. Wrap your arms around the person's waist, just above their navel.
- Clasp your hands together in a doubled fist. **Press in and up in quick thrusts.**
- Be careful not to exert pressure against the victim's rib cage with forearms.
- Repeat procedure until choking stops.



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Accidents, Injuries, Suicide, or Deaths

In the event of the serious injury, death, or suicide of a student or staff member, several things will happen.

- Administrators and crisis response leaders will assess the situation.
- Staff members will be given accurate information and instructions on how to handle the students.
- Depending upon the impact of the event, counselors from across the District will be available.
- Administrators and crisis team leaders will keep the staff informed of what is known.
- There may be a staff meeting before and/or after school to discuss what is happening.

Teachers should:

- Assess lesson content for that day to be sure that there is nothing that would increase student anxiety or grief.
- Let counselors know of any students or staff members who are having a particularly difficult time.
- Increase the level of supervision so that students are not congregating in unsupervised areas or isolating themselves in restrooms, etc.
- Let counselors know of students who have been in crisis prior to this event.
- Be sensitive to student emotions and behaviors.



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Principals for Effective Verbal Intervention

Remain Calm

Remain calm, rational, and professional. If it is sensed that you are losing control, the situation will most likely escalate.

Isolate the Individual

On-lookers, especially those who are the peers of the verbally escalating person, tend to fuel the fire. They often become cheerleaders, encouraging the individual. Isolate the person you are verbally intervening with. You will be more effective one-to-one.

Be Empathetic

Do not be judgmental of the other person's feelings. To the other person these feelings are real.

Keep it Simple

Be clear and direct in your message. Avoid jargon and complex options.

Respect Personal Space

Stand 1 1/2 to 3 feet from the acting out person. Encroaching on personal space tends to escalate an individual.

Be Aware of Body Position

Standing eye to eye, toe-to-toe sends a challenging message. Standing one leg length away and at an angle off to the side is less likely to escalate the individual.

Permit Verbal Venting when Possible

Allow the individual to release as much energy as possible by venting verbally. If this can not be allowed, state directives and reasonable limits during lulls in the venting process.

Set and Enforce Reasonable Limits

If the individual becomes belligerent, defensive, or disruptive, state limits and directives clearly and concisely.

Use Silence

Silence is one of the most effective verbal intervention techniques. Silence on your part allows the individual to clarify and restate. This often leads to a clearer understanding of the true source of the individual's conflict.

Use Reflective Questioning

Paraphrase and restate comments. Repeating or reflecting the person's statement in the form of a question will help the individual gain valuable insight.

Ignore Challenge Questions

When the other person challenges your position, training, policy, etc., redirect the individual's attention to the issue on hand. Answering the challenging questions often fuels a power struggle.

Keep Your Non-Verbal Cues Non-Threatening

Be aware of your body language, movement, and tone of voice. The more an individual loses control the less he/she listens to your actual words. More attention is paid to your non-verbal cues.

Watch Your Paraverbals

Any two identical statements can have completely opposite meanings depending on how the tone, volume, and cadence of your voice are altered. Make sure the words you use are consistent with the voice inflection to avoid a double message.



The Role of the Student During a Crisis

When conducting drills at school, take the opportunity to review what is expected of students in a crisis.

Students should be taught:

- Remain calm. Do not panic. Reassure fellow students.
- In the absence of adult direction, decide where it is safest to be and remain there.
- If a violent situation occurs, notify the first available adult.
- Share all relevant information with law enforcement, teachers, and school staff.
- During and after the crisis, to the extent that is safe, keep your belongings with you.
- Do not pick up anything that is not yours, and do not go back for anything until after receiving clearance.
- Assist teachers and staff in quickly accounting for students.
- If able, provide assistance to injured persons.
- Follow school, law enforcement, or other emergency response personnel directions about whether to go or stay in the original location.
- Do not add to the confusion of the situation by speculating or perpetuating rumors to others.
- Do not retaliate or take unnecessary chances.



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Emergency Operations Procedures

**In case of emergency call the CISD Police:
936.709.8911 • 911**

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School Closing

School closing *prior* to the school day

Parents, students, and staff members are asked to tune in to radio and television broadcasts for information in the event of inclement weather conditions or other emergencies that may necessitate the closing of schools.

In the event that school must be closed, the decision will be made by CISD and the information disseminated as soon as it becomes available.

Radio and television stations will be immediately informed and will be asked to broadcast the District's decision and the procedures. If internet access is available, check email frequently.

TV Channels 2, 11, 13, 26, 39, and 45

Radio Stations KSTAR - 99.7 FM
KILT - 100 FM
KVST - 103.7 FM
KTRH - 740 AM
KSBJ - 89 FM
KKBQ - 92.9 FM
KIKK - 95.7 FM

Online Outlook 365 email
Conroe ISD homepagewww.conroeisd.net
Conroe ISD Facebook“Like” Conroe Independent School District
Conroe ISD TwitterFollow @ConroeISD

School closing *during* the school day

- Be aware of inclement weather “Watch and Warning” signals and other emergencies that may necessitate the closing of schools.
- Refer to the Emergency Operations Procedures Severe Weather – Tornado, Hurricane, and Evacuation procedures.
- Wait for instructions from campus administrators.
- Keep your calling tree/emergency numbers nearby.
- Check e-mail frequently.



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Emergency Operations Procedures

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Drills

School Emergency Drills

Conroe ISD is committed to improving safety procedures for all staff and students. The requirement for fire drills and two routes out of any corridor has a history dating back to the 1937 natural gas explosion and fire in New London, Texas, and the Our Lady of Angels fire in Chicago in 1958. Conroe campuses conduct monthly fire drills. All schools are required to have evacuation maps that show primary and secondary exits. All campuses are also required to conduct the following drills each year:

- Severe Weather Drill
- Lockout/Reverse Evacuation
- Lockdown/Shelter

Tabletop drills:

- Reunification
- Full-Scale Evacuation to an off-campus site

Planning for individuals with special needs must be included in the planning process. These drills must be reported to the Office of School Safety.

Definitions

Drill: A drill is a coordinated, supervised activity usually employed to test a single, specific operation or function within a single entity (*e.g., Fire Drill at single campus*)

Tabletop Exercise (TTX): A tabletop exercise involves key personnel discussing simulated scenarios in an informal setting. TTXs can be used to assess plans, policies, and procedures.

Functional Exercise (FE): A functional exercise examines and / or validates the coordination, command, and control between various multi-agency coordination centers (*e.g., emergency operation center, joint field office, etc.*). A functional exercise does not involve any "boots on the ground" (*i.e., first responders or emergency officials responding to an incident in real time*).



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Pipeline and Train Derailment

Hazardous materials pose a potential hazardous threat to campuses near pipelines, campuses near active railroad tracks, and to students and staff being transported by bus. If your campus is located near a pipeline or railroad track, it is important to understand the various potential threats to the school and appropriate emergency actions to take during a release of hazardous materials emergency. Pipeline or train derailment emergencies involving hazardous materials can cause fires, explosions, and / or asphyxiation.

Pipelines are identified and designated by permanent signs, called pipeline markers, along pipeline routes, at roadway and railway crossings and at aboveground facilities. The signs are for identifying the general, but not exact, location of a pipeline. Markers can vary in size, shape, and color, but all markers include important information about the pipeline, including the material transported, the pipeline operator's name and the operator's emergency contact number.



During the development of your school specific EOP, identify and record the hazardous materials transported within the pipelines near your school along with the company name and emergency phone numbers associated with each pipeline.

Pipeline leaks can be detected by smell, sight, or sound. It is important for school staff members, maintenance staff, including custodians and landscapers, as well as bus drivers, be trained in the detection of pipeline leaks. Indications of a leak may be detected by:

- Smell:** Strong petroleum scent or other pungent odor, a smell similar to rotten eggs, or sulfur, if odorant is added (not all pipeline products have a smell).
- Sight:** Dead or dying vegetation near the pipeline, pools of liquid or fire on the ground near the pipeline, dirt or debris blowing into the air, fire or a dense white cloud or fog.
- Sound:** Hissing, gurgling or roaring sound (not all pipeline leaks will make a sound).

If a pipeline leak is detected, or a train has derailed near your school, move everyone indoors and turn off the HVAC system at the emergency disconnect button. Before the emergency occurs, know and train other staff members on the location and procedure for turning off air handlers. These actions prevent hazardous gasses from entering the facility.

Do not operate vehicles, including mowers, school buses, or any other mechanical equipment, cellular phones, electronic devices or any item that could create a spark near a suspected pipeline leak or train derailment. Do not light a match or lighter, and avoid breathing or coming in physical contact with liquids or gasses coming from the pipeline or train car.

Over the school intercom announce [Shelter! due to outside environmental threat]. Also, where an explosion potential exists, internally relocate everyone from the side of the building closest to any potential blast area, to the other side of the building. Call 911 to report the leak and then call the operator of the pipeline to report the leak (if the number of the operator is not known, call 811 for assistance identifying the pipeline). If the material leaking from the pipeline has the potential to reach school entrances, it may also be necessary to activate the Lockout protocol.



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Emergency Operations Procedures

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In the event of a hazardous gas threat, Lockout! may also be required to secure and lock all perimeter doors. Under no circumstances are external doors to be opened until the all clear is given by emergency responders. **Do not** attempt to rescue people outside the facility even when they are in obvious distress. The hazard will have the same effect on unprotected rescuers.

Depending upon developing circumstances, emergency responders may call for the evacuation of the school facility. If this is the case, a determination has to be made by the school and emergency responder incident commanders to evacuate immediately on foot, or to evacuate by bus. If it is necessary to evacuate on foot, gather critical safety information about:

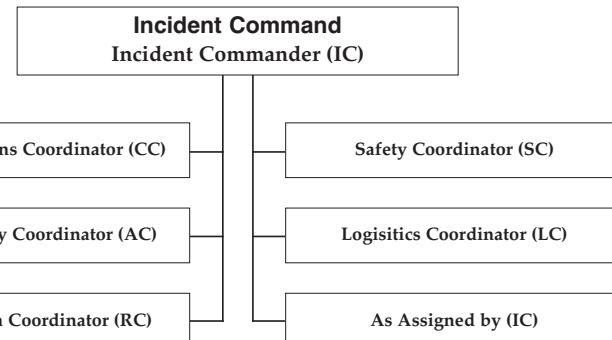
- Wind direction (evacuate upwind)
- Minimum safe distance (detail from pipeline operator)
- Elevation of evacuation destination (do not evacuate downhill)

The campus principal or their designee will be the incident commander. Multiple staff members may be assigned to safety or other

ICS roles. Once the decision is made to evacuate and necessary safety information is known, announce Evacuate! [To determined location]. Follow the evacuation procedure and proceed with all students and staff away from the hazardous area.

In preplanning for this event, follow the Evacuation protocol with consideration of the following:

- Know the route(s) and other potential hazards for getting to your predetermined evacuation shelter.
- Minimum safe evacuation distances.
- Procedures for assisting students and staff with special needs.
- Safety, medical needs, and first aid.
- Other shelter options and hydration.
- Communications with staff and district emergency responders.
- Student and staff accountability and eventual student reunification.



If emergency responders have determined it is safe to evacuate by bus, ensure the bus drivers know the following:

- Evacuation destination.
- Safest routes to destination.
- Routes to avoid to stay clear of the danger area.

If a school bus is involved with, or otherwise stranded by a pipeline emergency or train derailment, the bus driver assumes the role of incident commander in charge of student safety until relieved by a transportation or campus administrator. The first and safest decision may be to stay within the stranded bus. If evacuation becomes necessary, enlist police officer(s), or other capable and willing adults to assist. Move the students on the safest route to an available shelter outside of the minimum safe evacuation distance. If possible, move the students upwind and uphill away from the danger area.

Once within a shelter area, account for students by taking role. Communicate your location and status to the transportation dispatch center. Provide first aid for any student in need. Wait at the shelter area until relieved by campus administrator/district emergency responder or instructed by emergency responders to relocate for safety reasons.