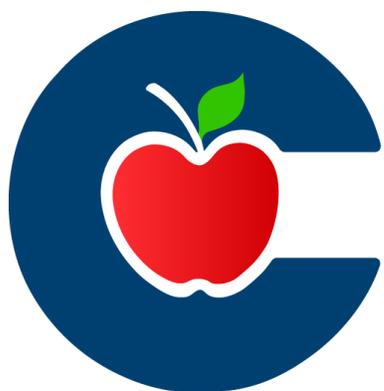

MULTIHAZARD EMERGENCY OPERATIONS PLAN

Summer 2021



CONROE
INDEPENDENT
SCHOOL DISTRICT

Promulgation Statement

Safety is a top priority for the Conroe Independent School District. Unfortunately, emergencies, disasters, accidents, injuries, and crimes can occur without warning at any time. It is the responsibility of the District and every staff member to be physically and psychologically prepared to handle these unexpected emergencies.

This **Multihazard Emergency Operations Plan (MEOP)**, developed in accordance with Texas Education Code §37.108, has been designed to assist in minimizing the negative effects from such events.

Each emergency is different. The protocols that make up the MEOP 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 all staff members are trained regarding the MEOP and become familiar with the general protocols and responses outlined in it so they are prepared to respond to possible emergencies.

This MEOP is comprehensive and meets state and federal standards, including the standards set out by the Texas School Safety Center. The MEOP is supported by collaboration, training and exercise, and is designed to allow for integration with local, regional, state and federal emergency management and continuity of operations plans. The District's MEOP and related documents were developed, reviewed, and updated by the District's School Safety and Security Committee on March 30, 2021 and June 3, 2021, as required by Texas Education Code §37.109. The MEOP was adopted by the District's Board of Trustees, Summer 2021.

Dr. Curtis Null
Superintendent of Schools

School Safety and Security Committee Members

The Conroe Independent School District School Safety and Security Committee met on the following dates during the 2020-2021 school year:

- August 4, 2020
- December 8, 2020
- March 30, 2021

The following individuals serve as members of the District's School Safety and Security Committee:

- Dr. Curtis Null, Superintendent of Schools
- Skeeter Hubert, President, Conroe ISD Board of Trustees
- Scott Moore, First Vice President, Conroe ISD Board of Trustees
- Datren Williams, Past President, Conroe ISD Board of Trustees
- Theresa Wagaman, Secretary, Conroe ISD Board of Trustees
- Dr. Chris Hines, Deputy Superintendent
- Gregg Colschen, Assistant Superintendent for High Schools
- Dr. Shellie Winkler, Assistant Superintendent for Middle Schools
- Dr. Debbie Phillips, Assistant Superintendent for Elementary Schools
- Chris McCord, Executive Director of Operations
- Ethan Barton, Coordinator of School Safety
- William Harness, Chief, Conroe ISD Police Department
- Matthew Blakelock, Captain, Conroe ISD Police Department
- Darren Hess, Director, Montgomery County Office of Homeland Security and Emergency Management
- Damon Hall, Captain, Montgomery County Sheriff's Department
- Sharon Bailey, Classroom Teacher, Clark Intermediate
- Sandra Young, Classroom Teacher, Conroe High School
- Matt Benson, Parent
- Amy Brown, Parent

Coordinating Agencies

The following agencies work with the District to coordinate responses to emergencies in a variety of ways including participating in joint training exercises, helping develop the District's response to various types of emergencies, and responding to emergencies in the District.

- Montgomery County Office of Homeland Security and Emergency Management
- Montgomery County Sheriff's Department
- Texas Department of Public Safety
- Conroe Police Department
- Montgomery County Fire Marshal's Office
- Montgomery County District Attorney's Office
- Montgomery County Attorney's Office

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Preparedness

Planning

Common Terms

Accountability Procedures: Accountability measures include taking attendance, reporting the names of any students who are not accounted for or students who are not on the teacher's roster but under the teacher's supervision during the emergency.

Evacuate: Evacuate is a standard response called when there is a need to move students from one location to another. To utilize Evacuate, say, "Evacuate" followed by the location, such as "to the Bus Zone."

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" (e.g., first responders or emergency officials responding to an incident in real time.)

Hold: Hold is the standard response called when the situation requires that students remain in their classrooms and hallways are cleared. Students who are not in a classroom are required to proceed to an area where they can be supervised and remain safe. To utilize Hold, state "Hold" followed by, "In your Classroom". For example, an altercation in the hallway may demand keeping students out of the halls until it is resolved.

Lockdown: Lockdown is a standard response to a variety of emergencies and is used to secure individual rooms and keep students quiet and in place when there is a threat or hazard **inside** the school building. To utilize Secure (Lockout), say "Secure (Lockout)" followed by "Locks, Lights, Out of Sight". Lockdown uses classroom and school security actions to protect students and staff from a threat. Lockdown could be utilized in an active shooter situation or a custody dispute.

Secure (Lockout): Secure (Lockout) is a standard response to a variety of emergencies to safeguard students and staff within the building when there is a threat or hazard **outside** of the school building. To utilize Secure (Lockout), say, "Secure!" followed by, "Get inside. Lock outside doors." Secure (Lockout) uses the security of the physical facility to act as protection. Secure (Lockout) could be utilized for criminal behavior in the neighborhood or a dangerous animal on the playground.

National Incident Management System (NIMS): This is a system that provides a common, nationwide approach to enable an entire community to work together to manage all types of threats and hazards regardless of the cause, size, location or complexity.

Shelter: Shelter is a standard response used for group and self- protection. Shelter is always followed by the type of hazard and the safety strategy that is being implemented. For example, the following instruction might be given in a Shelter situation, “Shelter. Tornado.”

Standard Response Protocol (SRP): The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. The SRP demands a specific vocabulary, but also allows for great flexibility. Five specific actions can be performed during an emergency incident – Secure (Lockout), Lockdown, Evacuate, Shelter, and Hold. Execution of a standard response is performed by active participants, including students, staff, and first responders. Responses can be chained. For instance, “Evacuate to Hallway. Shelter for Tornado.” See the Appendix for more information, including the *Standard Response Protocol Extended*.

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.

Standard Response Protocol



Secure (Lockout)

Secure (Lockout) can be used as the response to a variety of hazards including non-campus threats and as a precaution or precursor to additional Standard Responses, such as a Lockdown or Shelter. Secure (Lockout) limits all access to hallways and exits.

Situations in which a Secure (Lockout) may be performed include:

- Suspicious or threatening person in the vicinity
- A hazardous chemical spill outside the building
- Criminal activity in the area
- A dangerous animal near or on campus
- A situation outside compromises the emotional well-being of students
- Lightning or the approach of severe weather
- Fire or wildfire that diminishes air quality

Communication for a Secure (Lockout) will be, “Secure! Get inside. Lock outside doors.” This will be repeated twice.

A campus or facility administrator will initiate a Secure (Lockout) and instruct staff members to bring all people that are outside into the building. If time and the situation permits, occupants of portable instructional buildings should move into the main building as well. If not, portable instructional building occupants should lock doors and await further instructions. Neither students nor staff should be allowed to move between portable instructional buildings 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 procedures. No student or staff member should be released until student accountability procedures are complete. Teachers should also be ready to take additional precautions as dictated by the situation and/or directed by first responders.

Secure (Lockout) Procedures

The following procedures should be followed for Secure (Lockout):

- Make a quick check outside for remaining students.
- Lock all outside doors and windows.
- 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 as 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 procedures.
- Project a calm attitude. The way in which adults react to an emergency gives students clues about how to act. If adults react with alarm, students 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 documents, rosters, notes, and roll book.

The universal symbol for Secure (Lockout) is:





Lockdown

Lockdown is called when there is a threat or hazard inside the school building. Lockdown removes people from a life-threatening situation as much as possible and isolates the danger.

Situations in which a Lockdown may be performed include an active shooter or an intruder.

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

Communication for Lockdown will be, “Locks, lights, out of sight”. This will be repeated twice.

After Lockdown is called additional instructions will be given for students in classrooms, participating in activities or who are in other locations. Examples of additional instructions are:

- Class in Session:
 - “This is a Lockdown. Teachers and staff, secure students and yourselves in a classroom safe location immediately. Students report directly to the nearest classroom and ignore 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.”

After Lockdown is initiated, call CISD Police and/or 911 and notify the school’s main office.

Lockdown Procedures

- 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.
- Make a quick check of the hallway immediately outside the classroom door for remaining students. Use caution and discretion in determining whether to allow unknown individuals, even students, into the classroom.
- 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 life-threatening situation or to send important information to administrators/incident commander.
- If a teacher must take students into a restroom for the Lockdown, lock or block entry to the restroom from the inside if possible.
- 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 location.
- 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 it is 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 way in which adults react to an emergency gives students clues about how to act. If adults react with alarm, students 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, and roll book.

See the Appendix for additional information including *Teacher Guidance after Lockdown Drill*.

The universal symbol for Lockdown is:





Evacuate

Evacuate is used when students need to be moved from one location to another for safety reasons.

Communication to Evacuate will be, “Evacuate (Location)!” This will be repeated twice. The location is added based on the incident and the safest Evacuation point. For example, “Evacuate to the flag pole! Evacuate to the flag pole!”

Some emergencies will require administrators to determine the need to Evacuate to an off-site location. Off-site locations are predetermined and may have memorandums of understanding for use of facilities. Off-site 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 Secure (Lockout) could be given by a campus administrator or designee.

Student accountability procedures begin when a fire alarm or other emergency announcement is made directing students, staff, and volunteers to Evacuate the building. Teachers 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, staff, and volunteers should then assemble at the assigned Evacuation location. Staff should take role to ensure all students are accounted for. If the teacher cannot account for all students,, has a student with a medical emergency, or notices something suspicious, the teacher must contact the Incident Commander or campus administrator immediately. The administrator or Incident Commander 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 premises 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.

Evacuate Procedures

The following procedures should be followed for Evacuate:

- Instruct everyone to calmly leave the building to go to the predetermined safe area via the assigned route. If the assigned route is unsafe, select a different route.
- Staff should take their cell phone or other electronic communication device. 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.
- Take all important documentation, including rosters, and student emergency cards.
- Make a quick check of the classroom and surrounding areas to check for remaining students and possible hazards before leaving.
- Close the door and turn off the lights as you leave.
- Do not allow anyone to return to the building unless instructed to do so by a campus administrator or Incident Commander.
- Once students and staff are in the predetermined safe area, teachers should initiate accountability procedures.
- If any staff or students are reported missing, 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 way in which adults react to an emergency gives students clues about how to act. If adults react with alarm, students may become more scared.
- Advise students that an emergency exists, but do not speculate about the nature of the emergency or its cause. Offer a brief description of safety options and/or what will happen next.
- Individuals with access and functional needs will be provided assistance when Evacuate is called.
- If relocation is necessary, account for all students before they leave the area and again when they get to the new location. Report this information to Incident Commander or administrator.

See the Appendix for a sample Evacuation Attendance Sheet.

The universal symbol for Evacuate is:





Shelter

Shelter is used for a variety of incidents, but is most commonly used for accidental or intentional hazardous material releases. Shelter is aimed to keep students, visitors, and staff safe while remaining indoors. When Shelter is called, all students, staff, and visitors must immediately report inside and be prepared to stay inside until the area is clear. Administrators will give specific Shelter actions, details about the hazard, and the protective action measures to take. Shelter areas are typically denoted by a green circle above the door, but can also be in the center of the building, in gyms or other large areas with high walls and ceilings. Windows should be avoided.

If a hazardous or chemical material incident is reported by first responders or a campus administrator, follow reverse Evacuation procedures to bring students and staff indoors. Once indoors, begin Shelter procedures.

If the hazardous or chemical material spill is inside the campus, first responders or building administrators may call for an Evacuation.

If a hazardous or chemical materials spill is reported, do not Shelter in hallways. Rather, 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 staff will ensure that the HVAC system is turned off and that windows and vents are closed.

Communication for Shelter will be, “Shelter for outside hazard.” This will be repeated twice.

Shelter Procedures

The following procedures should be followed for Shelter:

- Once students and staff are in a secure location within the building, teachers should check outside for remaining students and initiate accountability procedures.
- Administrators should check assigned areas of the school to locate staff and students.
- Lock all outside doors and windows immediately.
- Close window shades (where applicable).
- Close and tape all windows and doors, and seal the gaps between the bottom of the door and the floor.
- All students, faculty, and staff should return to assigned classrooms.
- Depending on the duration of the Shelter, students may be given permission to use cell phones to contact parents.
- The classroom phone should be used only for emergency calls.

- Ensure access to school based email for situational updates.
- Teachers should not allow students to leave the classroom until instructed by administration or emergency providers.
- Listen for an official announcement from campus administration via the public address system. Stay where you are until you are told it is safe or you are told to Evacuate.
- 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.
- Project a calm attitude. The way in which adults react to an emergency gives students clues about how to act. If adults react with alarm, students may become 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, and student emergency contact cards.

The universal symbol for Shelter is:





Hold

Hold is used to keep students in their classrooms and to clear hallways. Typically, an administrator is responsible for initiating a Hold, but there may be instances where a teacher or staff member recommends it to administration.

Situations in which Hold may be performed include a medical emergency, an altercation in the hallway, or anytime students need to be kept out of the hallways.

Communication for Hold will be, “Hold in your classroom”. This will be repeated twice. Additional instructions will be given for students that are not in a classroom, are at lunch, or in some other location where they should remain until the Hold is lifted.

Hold Procedures

- Students and teachers are to remain in their classroom even if there is a scheduled class change, until the all clear is announced.
- Students not in a classroom should go to the nearest classroom for the duration of the Hold.
- Prior to locking the classroom door, teachers make a quick check in the hallway for remaining students.
- Teachers should take attendance, note the time, and conduct business as usual.

The universal symbol of Hold is:



The Command Structure - General Roles and Responsibilities

Incident Commander (IC): The IC is responsible for all aspects of the response, including developing incident objectives and managing all incident operations. All other roles report to the IC. Typically, the campus principal or an emergency responder serves as the IC. If not assigned to others, the following duties are the responsibility of the IC:

- Establishing immediate priorities, especially the safety of all students, staff, and people involved in the incident.
- Ensuring that the CISD Police are notified of the situation.
- Determining incident objectives and strategies to achieve the objectives.
- Establishing and monitoring incident organization.
- Ensuring adequate health and safety measures are in place, such as establishing means to communicate during the response.

Public Information Officer: Responsible for compiling and releasing information regarding an incident to the news media, through social media, and responding to requesting partner agencies. The District's Communications Department will serve this role.

Liaison Officer (LO): Serves as the point of contact, and is responsible for communicating with agencies (law enforcement, fire, emergency medical, etc.) that may be involved in the incident. Typically, the District's School Safety Coordinator will serve this role.

Safety Officer (SO): The SO is responsible for assessing hazardous or unsafe situations and developing measures to ensure the safety of all incident personnel. The SO 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 vests if stopping traffic. Typically, a campus administrator will serve in this role.

Operations: Operations staff are responsible for all tactical operations of an incident and directing the implementation of action plans and strategies for resolution. An example of this would be in the event of a weather related emergency, Operations would ensure that supplies are distributed or equipment is in place. Typically, a campus administrator will serve in this role.

Planning: Planning staff are responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope, and seriousness of an incident and to guide planning an appropriate response. This group will think ahead and try to anticipate potential threats or problems associated with an incident. For example, in an Evacuation, the group could determine there will be a need for water and shade.

Administration/Finance: Administration/Finance staff are responsible for all cost and financial matters related to an incident, including keeping a record of costs incurred during the incident, and ensuring that vendors are paid. This group is also responsible for ensuring there is a paper trail to help the District obtain reimbursement for expenses.

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 a search. A District level administrator will serve in this role.

School Closure

The District will determine when schools must be closed and communicate the decision as soon as it is made.

Parents, students, and staff members should visit the District's website at www.conroeisd.net, check the District's social media accounts, and listen to radio and television broadcasts for information when there is inclement weather or other emergencies that could cause schools to close.

Messages to students, their families, and employees will also be sent by phone, email, SMS/text, and the District's mass communication system.

If the decision to close schools is made during the school day campus staff will receive instructions from of their principal.

Information regarding school closure will be available from the following:

- TV Channels: KBTX, KHOU, KPRC, KTRH, KTRK, KIAH
- Radio Stations: KROI – 92.1 FM; KSTAR – 99.7 FM; KRBE – 104.1 FM; 104.5/106/1 FM (Lone Star Community Radio)
- Online:
 - www.conroeisd.net
 - Facebook: @CISDAIIMeansALL
 - Twitter: @ConroeISD
 - Instagram: @conroeisd

Maintenance of Communication and Technology Infrastructure during Emergencies

To support an uninterrupted flow of communication, Conroe ISD uses a mass communication system that is hosted outside of the District's technology department. This system has multiple sites across the country to ensure continued service. The District webpage is also hosted externally through a platform with multiple hosting locations and redundancies that reduce the probability of an outage.

Providing for the Needs of Students and Staff with Disabilities during Emergencies

Each campus and facility is responsible for establishing procedures to address the specific needs of any staff or students with disabilities who may need assistance during an emergency.

Examples of the types of assistance that could be provided include, designating staff to carry immobile students/staff; being prepared to implement soothing techniques for staff/students who are easily agitated, or; designating specific staff to assist a student or staff member with assistive devices.

Training

MEOP Training for Current Employees

Annually, the District's approximately 8,000 employees receive emergency preparedness training through SafeSchools prior to the start of each school year. Additionally, the District's School Safety Coordinator provides specific and requested emergency preparedness training to campus administrators who in turn provide training to staff. Training provided for the 2021-2022 school year includes Bloodborne Pathogen Exposure Prevention; Health Emergencies: Overview, and; Active Shooter.

MEOP Training for Substitute Teachers

In accordance with CISD Board Policy CKC *Safety Program/Risk Management-Emergency Plans*, substitute teachers receive emergency procedure training through SafeSchools. Additionally, substitute teachers receive instruction regarding the District's MEOP as well as campus specific plans during orientation. A copy of the District's MEOP is included in the substitute handbook.

Student Expectations during Emergencies

During emergencies, students are expected to:

- Quickly follow all instructions given by teachers, campus administrators or emergency responders.
- Remain calm and 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 an emergency, to the extent that is safe, keep their belongings with them.
- Not pick up anything that does not belong to them and not to go back to their classroom for any reason until after receiving clearance from an adult.
- Assist teachers and staff in quickly accounting for students.
- If able, assist injured persons.
- Follow school, law enforcement, or other emergency response personnel directions about whether to go or stay in the original location.
- Not add to the confusion of the situation by speculating or perpetuating rumors to others.
- Not retaliate or take unnecessary chances.

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:

Drill Type	Frequency	Definition
Fire Evacuation*	One for each month with ten or more instructional days, including summer school	A fire evacuation drill is a method of practicing how a building would be vacated in the event of a fire. The purpose of fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible.
Secure (Lockout)*	One per school year	A response action schools take to secure school buildings and grounds during incidents that pose a threat or hazard outside of the school building. Secure (Lockout) uses the security of the physical facility to act as protection.
Lockdown*	One per semester	A response action schools take to secure school buildings and grounds during incidents that pose an immediate threat of violence inside the school. The primary objective is to quickly ensure all school students, staff, and visitors are secured away from immediate danger.
Evacuate*	One per School year	A response action schools take to quickly move students and staff from one place to another. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Evacuation examples include a bomb threat or internal gas leak.
Shelter* (Severe weather and Hazmat)	One per school year	A response action schools take to quickly move students, staff, and visitors indoors, perhaps for an extended period, because it is safer inside the building than outside.
Hold*	One per school year	A response action schools take when hallways need to be cleared. Subsequent bells and any/all scheduled class changes are disregarded. Movement throughout building is stopped until an all-clear signal is given.
Reverse Evacuation	One per school year	A response action schools take to rapidly and safely move students and staff inside a facility when it would be dangerous to remain outside.
Tabletop Drills	As needed yearly	Tabletop exercises are small group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community.

*Required yearly drills per the Texas State School Safety Center

In the 2020-2021 school year, all CISD schools completed the required drills in accordance with the criteria in effect at that time.

Prevention

Safety and Security Audits

At least once every three years the District conducts safety and security audits of each of its facilities as required by Texas Education Code §37.108 and following the procedures developed by the Texas School Safety Center. See the Appendix for information regarding the date of each audit and who performed the audit. Funds for conducting audits of all District facilities come from funds provided to the District through the school safety allotment as set out in Texas Education Code §42.168. Annually, the District reports the result of safety and security audits performed in the preceding twelve months to the Board of Trustees as well as the Texas School Safety Center. The report for the 2020-2021 school year was given to the Board of Trustees on June 15, 2020. All audit recommendations have been addressed.

Visitor Policy

Board Policy GKC *Community Relations – Visitors* addresses access to District buildings and properties. Both Legal and Local Policy GKC are included in the Appendix of this document.

Threat Assessment

Threat Assessment and the Threat Assessment and Safe and Supportive School Team

When conducting threat assessments, Threat Assessment and Safe and Supportive School Teams (TASSST or Threat Assessment Team):

- Utilize an evidence-based approach to identify students or other individuals who pose a threat
- Assess the identified individual's risk for engaging in violence or other harmful activities
- Identify intervention strategies to manage that risk
- Intervene with appropriate resources, and
- Improve the safety and well-being of the individual of concern, the situation, and the school

Threat Assessment Teams are responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency rules. The safe and supportive school program requires conducting Threat Assessments when a person makes a threat of violence or exhibits harmful, threatening, or violent behavior. The Threat Assessment Team gathers and analyzes data to determine the level of risk and appropriate intervention.

This includes:

1. conducting a fact-based, investigative approach to determining how likely a person is to carry out a threat of violence;
2. identifying, assessing and managing appropriate interventions of individuals who are at risk for violence against themselves and others; and
3. providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

Definitions

Harmful, threatening, or violent behavior: includes behaviors, such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student. [TEC 37.115(a)(1)]

Threat: a communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of

whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

Safety in Portable Instructional Buildings

Access Control

Exterior Door Locks: Portable instructional building doors must include an appropriate locking system to restrict access. This may include key locks, magnetic, or electronic locks. Portable instructional buildings or temporary structures should have locking systems to secure all doors to the building, and include features that allow occupants to secure themselves from the inside. Locks and locking systems must remain compliant with local building codes as well as ADA requirements. Consult the Maintenance Department if you have questions about locks.

Fencing: The purpose of appropriate fencing is to restrict access to buildings and areas except through approved, secured entry and exit points. This is especially important to restrict direct access to portable instructional buildings from the parking areas, roadways, or other school property. Fencing types, height, location, and other specifics are dictated by the portable instructional building's functional characteristics, the facility's needs and the location of the portable instructional building.

Gates: Used in conjunction with fencing, gates can allow secured entry, whether monitored by personnel or electronic means, to provide functional access as determined by the facility security plan and protocol. Gate types, locations, features, and other specifics are dictated by the functional characteristics of the location of the portable instructional building.

Signage: Signage reinforcing access and security protocol should be clearly visible. Access to portable instructional buildings should only be allowed through the main or monitored secured entries to school/facilities.

Keeping Classroom Doors Locked: To the extent possible, classrooms in portable instructional buildings should be locked during instruction and at all other times.

Communication

Telephones and communication devices: Every portable instructional building classroom must provide access for employees, including substitute teachers, to a telephone, cell phone, or other electronic communication device to allow immediate contact with emergency services or responders. The District's IP telephone system meets these requirements. Periodic testing of signal strength should be conducted to ensure communication performance in and around portable instructional buildings.

Audible Communications: Warnings and announcements should be audible in outdoor areas, including areas surrounding portable instructional buildings. This allows for communication to those moving from the main building to a portable instructional building.

Structural Protection

Compliance with Local Building Codes: Portable buildings must comply with all appropriate jurisdictional building and fire codes.

Skirting and Underpinning: Portable buildings should be underpinned appropriately as dictated by applicable building codes. In addition, space between the ground and the floor of the portable instructional building should be skirted using appropriate materials to prevent access under the portable instructional building by unauthorized persons or animals. Utility connections such as water and gas lines should be protected and not left exposed to tampering or damage. Utilities should be protected from vehicles during the placement, installation, use, maintenance, and/or removal of portable instructional buildings.

Doors and Surrounding Structural Integrity: Wherever possible, doors should be made of steel with steel frames. Hollow core doors should NOT be used as exterior doors. In addition, the exterior walls surrounding doors should be reinforced to prevent breaching.

Access and Functional Needs

Accessibility: Ramps to provide appropriate access to portable instructional buildings should meet all applicable accessibility requirements. Emergency egress and proximity to permanent structures should be considered so that equal access to safety is afforded to everyone in an emergency.

Emergency and Secondary Exits: Secondary exits in portable instructional buildings, if present, should provide accessible egress from the building for use in an emergency. Doors that are NOT available as an exit in an emergency should be clearly labeled as NOT AN EXIT.

Surveillance and Monitoring

Cameras: The use of video cameras and monitoring should be implemented in areas around portable instructional buildings to provide for monitoring of activities and adherence to access control and visitor management protocols. Where possible, live monitoring can assist with identifying needs for additional actions and deploying security personnel to prevent unauthorized access.

Monitoring: Monitoring can be accomplished by personnel on site or remotely through video monitoring. Personnel should be utilized in areas where sufficient video surveillance is not available or during times of heavy activity volume, such as drop-off and pick-up times, passing periods, or activities. Video monitoring may be an effective solution in areas with less frequent activity, where it is not feasible to deploy human resources, or when cameras have live monitoring.

Door Viewers: It is important that portable instructional buildings have door viewers or cameras available that allow occupants to observe anyone seeking to enter the portable instructional building before the door is opened. This allows staff to identify that the person at the door is authorized to enter.

Lighting: Lighting should be installed around portable structures to deter criminal activity and assist with safety and security concerns while moving between the main facility and portable classrooms, especially in early morning and evening hours. Maintenance or relocation of existing lighting often can provide improved visibility around portables.

Drills and Emergency Response

Building and Classroom Labeling/Numbering: Clearly identify portable instructional buildings by labeling or numbering each building and classroom. Identification should be placed on the portable instructional building and on or next to the doors so that they may be visible approaching the facility. Consideration should be given to following room-number patterns used in the permanent structures. Identifiers might include P for portable or some other description to assist in identifying locations. Multiple buildings may be sequentially numbered. The goal is to provide a clear and understandable way to quickly locate the buildings and/or classrooms. Each portable instructional building **MUST** be identified on current school site plans and should have clear building/classroom evacuation routes.

Drills: Drills must include all classrooms and areas of the school/facility. Drill and response actions rely on previously mentioned communication systems within each portable instructional building and area of the campus. Drills require specific actions based on the hazard or threat. Portable instructional buildings may have **DIFFERENT** criteria for evacuation and **DIFFERENT** protocol based on the protective limits of the structures.

Response Plan: Because portable instructional buildings do not offer sufficient protection from high winds associated with severe weather, provisions should be in place to Evacuate students to a safe area within a permanent structure. For example, in the event of a severe storm watch, it might be best to move students into a permanent structure. Waiting until a watch

becomes a warning may subject students to moving during severe weather conditions. Areas within a permanent school structure should be designated to accommodate those students during severe weather conditions.

Safety Procedures

Visitor Management: Visitors to any classroom or building on a campus, including portable instructional buildings, should go through an authorization process that usually occurs in the front office. Procedures for visitors to portable instructional buildings could include adult escorts or meeting the visitor in the main building. No unauthorized person should access a portable directly. All visitors to any campus buildings, including portable instructional buildings, should be required to sign-in and sign-out through the main office.

Student Procedures: Students often travel to the main school building. Procedures should take into account adult supervision resources and communication during the movement of students from portable instructional buildings to the main building. For example, notifying staff in the main building that a student will be coming from the portable instructional building to the main building.

Emergency Access by Responders: Even if portable instructional buildings are clearly numbered, emergency responders may have additional access challenges. Fences should have emergency access gates or be constructed of materials that can be breached by emergency responders in a large-scale emergency.

Response and Recovery

EMERGENCY PROTOCOLS

Active Shooter

In the event of one or more Active Shooters, there are several courses of action to take depending on whether you are responsible for the care of students and the particular circumstances of the Active Shooter situation. Each is described below:

Avoid the Shooter(s) or Run from the Shooter(s)

If an escape route is accessible to you and those in your care, attempt to evacuate the premises.

- Have an escape route and plan in mind.
- Evacuate regardless of others' decisions to stay or follow.
- Leave belongings behind.
- Assist others escaping, particularly students or staff with limited mobility.
- Warn others from entering the area where the active shooter may be.
- Keep hands visible to security or law enforcement.
- Follow the instructions of first responders
- Do not attempt to move wounded individuals.
- Call 911 when safe to do so.

Deny or Hide

If escape is not possible, find a place to hide where the Active Shooter(s) is less likely to find you. Consider the following when selecting a hiding place.

- Be out of the Active Shooter's line of sight or view.
- Provide protection if shots are fired in your direction, such as behind a closed and locked office door or in a closet.
- Do not trap yourself or restrict your options for movement.

To help prevent the Active Shooter(s) from entering your hiding place:

- Lock all doors.
- Barricade the door if possible with available items such as heavy furniture

If the Active Shooter(s) is within your vicinity:

- Lock the door.

- Silence all cell phones, pagers, radios, or any other devices.
- Turn off sources of noise such as TVs, radios, etc.
- Conceal yourself behind large objects such as bookcases, desks, etc.
- Remain silent, limit movement that creates noise.

Defend or Fight

If you believe you are in danger of imminent injury or death, as a last-resort measure, defend yourself or fight the Active Shooter by:

- Acting aggressively towards the Active Shooter and/or physically attacking the Active Shooter.
- Throwing items at the Active Shooter or using improvised weapons against the shooter.
- Yelling.
- Stay committed to whatever action you take until the Active Shooter is incapacitated, disrupted, or help arrives.

When Law Enforcement Arrives

Arriving law enforcement's first priority is to engage and stop the Active Shooter as soon as possible. Officers will move to immediately engage the Active Shooter by moving toward the sound of gunfire. Officers may be from various agencies and have different uniforms, equipment, and vehicles, including unmarked vehicles. Their weapons may also be different and could include handguns, shotguns, and assault rifles. They may deploy tear gas or pepper spray to control the situation. They could also shout commands and push people down on the ground for their safety.

Arriving officers will not stop to help injured persons. Their immediate task is to stop the Active Shooter. It is likely that rescue teams comprised of additional officers and other emergency medical personnel will arrive after law enforcement. Rescue Teams will treat and remove any injured persons, and may call on able-bodied individuals to assist them in removing the wounded from the premises.

Those who have reached a safe location or an assembly point will likely be held in that area by law enforcement until the situation is secure, and all witnesses have been identified and questioned. No one should leave the area until released by law enforcement authorities.

When law enforcement arrives:

- Remain calm, and follow officers' instructions. This is vital for survival.

- Put down any handheld items, such as bags, backpacks, jackets, and cell phones.
- Immediately raise your hands and spread fingers.
- Keep your hands visible at all times.
- Avoid making quick movements towards officers or grabbing onto them.
- Avoid pointing, screaming, or yelling at officers.
- Do not stop and ask officers for directions or help when evacuating, just proceed in the same direction the officers are entering.
- Be prepared to provide law enforcement the following information:
 - The location of the Active Shooter
 - The number of Active Shooters
 - A physical description of Active Shooter(s), including clothing, height, weight, hair color, type of weapon, distinguishing characteristics, such as whether the Active Shooter is wearing a mask, or tactical equipment.
 - The number and type of weapons or explosive type devices in area
 - The number of potential victims

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. Time is the most critical factor.

If a child at school is missing:

- Determine who will serve as the Incident Commander.
- The Incident Commander (IC) will assign teachers and other available adults to immediately search for the Missing Child.
- Assign the students of the teachers conducting the search to other staff member to monitor.
- The IC may make an announcement for teachers to check their email if the IC sends specific information about the unfolding emergency and search.
- The IC will designate a staff member to coordinate the safety of all students.
- The IC will designate a staff member to coordinate communications with people and agencies involved in the situation. This person should notify and provide regular updates to the principal, if he or she is not on site, central office staff, and other involved parties.
- The IC or another staff member will immediately notify CISD Police that a child is missing. When police arrive, they may assume IC responsibilities.
- The following should be provided to all people and agencies involved in the search:
 - Photograph of the Missing Child
 - Location and time the child was last seen
 - Name of the person who last saw the Missing Child
 - A general description of the Missing Child, including what the Missing child is wearing
- The IC will designate a staff member to immediately begin reviewing security camera video footage for useful information.
- All staff not supervising students should be given information about the Missing Child's last whereabouts.
- Check all entrances, exits, restrooms, and areas within and outside the building and surrounding areas.
- Once the search is under way, the IC or will notify the parents of the Missing Child and the appropriate assistant superintendent. The parents of the Missing Child may have relevant information to share.

Chemical Spills (Classroom and Environmental)

The response to a chemical Spill will depend on the size, content, scope, and hazards associated with the chemical involved.

For Chemical Spills inside the school building:

In the event of a Chemical Spill **inside** the school building:

- Determine who will serve as the Incident Commander (IC). For a Chemical Spill in a classroom, a teacher or science department chair could serve as IC.
- Remove staff and students from the area and provide medical attention to any person affected by the Chemical Spill.
- Determine the chemical involved in the spill and whether it can be safely neutralized, cleaned or contained.
- Designate a staff member to serve as a point of contact regarding the Chemical Spill and to provide information to administration and responding agencies. This person should notify the campus principal and the appropriate assistant superintendent.

For Chemical Spills outside of the school building:

In an event of a Chemical Spill **outside** of the school building and an odor is NOT detected inside the main building:

- Turn off all air handlers.
- Initiate a Secure (Lockout).
- Call CISD Police.
- Call the CISD Maintenance Department.

In the event of a Chemical Spill outside of the school building and an odor IS detected inside the main building:

- Turn off all air handlers.
- Initiate an Evacuation.
- Call CISD Police.
- Call the CISD Maintenance Department.

Hazardous Materials

In the event of an emergency involving Hazardous Materials:

- Initiate Evacuation
- Notify CISD Police Department and provide information regarding any injuries, and the type of Hazardous Material involved.

If the Hazardous Materials spill or leak is minor:

- Remain calm.
- Notify campus administration.
- Wear proper personal protective equipment during cleaning up.
- If possible, contain the spill and do not allow any of the Hazardous Material to go into a drain.

If the Hazardous Materials spill or leak is serious:

- Remain calm.
- If necessary, activate the nearest fire alarm.
- If the spill or leak is in a science classroom, turn off the master utility gas valve.
- Initiate Evacuation.

Gas Leaks

If the gas leak is OFF campus and an odor of gas IS NOT detected inside the main building:

- Turn off air handlers.
- Initiate Secure (Lockout).
- Call CISD Police.
- Call CISD Maintenance Department.

If the gas leak is OFF campus and odor of gas IS detected inside the main building:

- Turn off air handlers.
- Call CISD Police.
- Initiate Evacuation.
- Call CISD Maintenance Department.

If the gas leak is INSIDE the main building:

- Turn off air handlers.
- Do not touch light switches.
- Call CISD Police.
- Turn off the science classroom master utility gas valve.
- Initiate Evacuation. Students, visitors, and employees should be kept at 300 feet from the building.
- Do not reenter the building until given “all clear” by emergency responders.
- Call CISD Maintenance Department.

Pipeline Line/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 as train derailments can cause fires, explosions or asphyxiation. 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 Pipeline Leak or Train Derailment situation. Because these situations often involve Hazardous Materials, the Hazardous Materials Protocol should also be consulted.

Pipelines are identified and designated by permanent signs called pipeline markers. Pipeline markers are located 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.

Pipeline markers can vary in size, shape, and color, but all pipeline markers include important information about the pipeline, including the material transported, the pipeline operator's name, and the operator's emergency contact number.

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, to be trained in the detection of Pipeline Leaks. Indications of a Pipeline Leak may include:

- 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 there is a Train Derailment near your school, move everyone inside and turn off the HVAC system at the emergency disconnect button. Before an 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 into physical contact with liquids or gasses coming from the pipeline or train car.

Over the school intercom announce, “Shelter due to outside environmental hazard.” Repeat the statement twice. If an explosion is a possibility, relocate everyone from the side of the building closest to the potential blast area to the other side of the building. Call 911 to report the leak, and then call the operator responsible for the pipeline to report the leak. If the number of the operator is not known, call 811 for assistance in identifying the pipeline. If the material leaking from the pipeline has the potential to reach school entrances, it may be necessary to implement a Secure (Lockout).

In the event of a Pipeline Leak or Train Derailment, a Secure (Lockout) may be required to secure and lock all perimeter doors. Under no circumstances are external doors to be opened until emergency responders give the all clear. Do not attempt to rescue people outside the facility even when they are in obvious distress.

Depending upon developing circumstances, emergency responders may call for 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 designee will likely be the Incident Commander (IC), with other staff members serving in roles responsible for logistics, reunification, and communications.

Once the decision is made to Evacuate, announce “Evacuate [to determined location]”. Follow the Evacuation Protocol and proceed with all students and staff away from the Pipeline Leak or Train Derailment area, and give consideration to:

- The route(s) and potential hazards along the route to the predetermined evacuation shelter location
- Maintaining safe evacuation distances
- Assisting students and staff with special needs
- Providing for the medical or first aid needs of students/staff
- Other shelter options
- How to keep students and staff hydrated during the Evacuation
- Communicating with staff and emergency responders
- Accounting for students and staff and preparing to implement the Reunification Plan

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

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

If a school bus is involved with, or otherwise stranded by a Pipeline Leak or Train Derailment, the bus driver assumes the role of IC 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 students on the safest route to an available shelter outside 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 roll. Communicate your location and status to the Transportation dispatch center. Provide first aid to any student in need. Wait at the Shelter area until relieved by a District or campus administrator, emergency responder or instructed by emergency responders to relocate for safety reasons.

Fire/Explosion

If the fire alarm has been activated:

- Remain calm.
- Initiate Evacuation.
- Do not use the elevator.

If trapped in a room:

- Remain calm.
- Notify the front office that you are trapped.
- If able to access water, 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 your location and the fire.
- Be prepared to signal your location to someone outside, but do not break glass until absolutely necessary.
- If a fire extinguisher is available, pull the pin, aim the nozzle, squeeze the handle and move your arm in a sweeping motion.

If caught in smoke:

- Remain calm.
- Drop to hands and knees and crawl toward exit.
- Stay low as smoke rises.
- Hold your breath as much as possible.
- Breathe shallowly through your nose, using a filter such as shirt or towel.

See Appendix for further information about how to use a fire extinguisher.

Bomb Threat

A Bomb Threat typically occurs through a telephone call, email message or text message advising that a bomb has been placed somewhere in the building.

The person receiving the Bomb Threat should:

- Remain calm and attempt to obtain information from the caller.
- 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 caller.
- 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 to determine if the caller is male or female, calm or excited, has an accent or unique type of speech. If possible, use the Bomb Threat Checklist (See Appendix) to record the information.
- Do not hang up the phone. Use another phone to call CISD Police or 9-1-1.
- If the threat is made by email, do not delete the email. Print a copy of the email and immediately contact CISD Police.
- Do not share any information related to the Bomb Threat with anyone other than Police or school administration.

The decision to Evacuate the school is the responsibility of the principal or designee. If Evacuation is initiated:

- Do not use a cell phone, two-way radio, or any wireless communication device as these devices may cause a bomb to detonate.
- If time permits search your immediate area for unusual or suspicious objects/packages. If one is found, DO NOT TOUCH IT.
- Report the unusual or suspicious object/package to the principal and/or CISD Police. Note that explosive devices can be made to look like almost anything and can be placed or delivered in many ways. Let trained personnel determine if the object or package is or is not an explosive device.

- Unless directed otherwise, Evacuate students at least 300 feet from the building and out of the way of emergency vehicles.

See the Appendix for the Bomb Threat Checklist.

Suspicious Packages

If there is a suspicious letter or package in the campus mail, follow these procedures:

- Do not handle the letter or package.
- Isolate the letter or package.
- Do not open, smell, or taste any substance coming from the package.
- Notify a campus administrator and CISD Police
- Wash your hands with soap and water

See the Appendix for additional information.

Tornado/Hurricane or other severe Weather

The National Weather Service (NWS) issues a Tornado “WATCH” when the possibility of tornadoes exists, and a Tornado “WARNING” when a tornado has been spotted or indicated on radar. There may not be time for a Tornado “WARNING” before a tornado strikes since tornadoes form suddenly. When a Tornado “WATCH” has been issued, all staff and students in portable buildings must be brought into the main building by completing a reverse Evacuation.

Announce, “Students and staff. We have a severe weather alert. Go immediately to an interior room with a green dot above the door.” This announcement should be made twice.

Verify that all portable classrooms have been evacuated.

If you are in a room with exterior windows designated by a red dot above the door:

- Collect the class roster.
- Collect personal items including cell phone and campus radio (if applicable).
- Make sure no person is left behind.
- Secure the classroom door.
- Assemble students and proceed quickly in an orderly manner to the nearest interior room with a green dot above the door.

Once in an interior room with a green dot above the door or if already in a room with a green dot above the door, stay in the room, and:

- Secure the 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. If there are windows in the room, face away from the windows.
- Cover your eyes by leaning your face against your arms.
- Hold onto the table or desk legs.

Power Outage

In the event of a building-wide Power Outage:

- Remain calm.
- Follow instructions from the principal or Incident Commander (IC).
- Call CISD Maintenance Department.
- Call CISD Police.
- If Evacuation is implemented, follow the Evacuation protocol.
- If science experiments are being conducted in any classroom, staff 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 science classroom(s) 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 and to use the emergency phone in the elevator to provide direct information to emergency responders.
- Call CISD Maintenance Department.
- If it is safe to remain in the building, stay near passengers until other assistance arrives.

Civil Disturbance and Threatening or Violent Behavior

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 judgement in assessing and addressing potential threats to safety. It is important to stay calm and to immediately notify a campus administrator and/or CISD Police. Remove the audience and/or if possible separate opposing factions and try to get them to a more isolated area so they can calm themselves without losing face. Initiate Lockdown and wait for further instructions from a campus administrator and/or CISD Police.

If the disturbance involves protests, demonstrations or a walkout, remain calm and notify a campus administrator or CISD Police. Stay with students and if possible, secure the area. Avoid the area where the disturbance is and do not provoke or obstruct the demonstrators. Staff, who are not responsible for students, may be asked to monitor or gather the demonstrators.

Threatening or Violent Behavior

If an angry student, staff member or other person exhibits threatening and violent behavior it is important to stay calm, be courteous, patient, respectful and confident. Listen closely to what the person is saying and maintain eye contact with the person. If the person does not deescalate, signal a co-worker or student to notify a campus administrator and/or CISD Police. Then take immediate action to secure or isolate the person posing a threat and to prevent the person from gaining access to potential weapons. Move others to a safer location and initiate Lockdown.

If the situation involves students fighting and no weapons are involved, remove any audience that may have congregated. Signal a staff member or student to notify a campus administrator and/or CISD Police. Secure or isolate the individuals posing a threat. Avoid stepping between the combatants. Try to use verbal intervention first. If verbal intervention is unsuccessful, use a distraction such as a loud noise or the flickering of the lights to break the intensity of the aggression long enough to give you an edge. If possible, separate the combatants.

When Weapons are Involved

In addition to the above, if the person has a weapon, stay calm. Focus on the person holding the weapon, not the weapon itself. In a calm voice ask the person if the others in the class/area can leave. Keep the person talking to gain time. The longer the person talks, the less likely that

person will be to use the weapon. Do not rush the person with the weapon, unless you feel it is your only option. Attempting to disarm a person with a weapon is extremely dangerous.

If someone is injured by a person exhibiting threatening and/or violent behavior, determine if the suspect is in the building, if the weapon has been found and if the suspect has been identified. Then provide or seek emergency medical treatment for injured person(s).

Verbal Intervention Guidelines

The following are basic principles for effective verbal intervention:

Remain Calm: Remain calm, rational, and professional. If staff or students sense that you are losing control, the situation will 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 who is escalating. Interacting one-to-one with the person who is escalating is more effective.

Be Empathetic: Do not be judgmental of the escalating person's feelings. To the escalating person these feelings are real.

Keep it Simple: Be clear and direct in your message(s) to the escalating person. Avoid jargon and complex options.

Respect Personal Space: Stand at least 1 ½ to 3 feet from the escalating 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 to the side of the escalating person may help the person deescalate.

Permit Verbal Venting when Possible: Allow the escalating person to release as much energy as possible by venting verbally. If this cannot be allowed, state directives and reasonable limits during lulls in the venting process.

Set and Enforce Reasonable Limits: If the escalating person 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 by others allows the escalating person to clarify and restate, resulting in de-escalation and a better understanding of the true source of the conflict.

Use Reflective Questioning: Paraphrase and restate comments. Repeating or reflecting the escalating person's statement in the form of a question will communicate to the person that you understand their concern.

Ignore Challenge Questions: When the escalating person challenges your position, training, policy, etc., redirect their attention to the issue. Trying to answer 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 escalating person loses control the less he/she listens to your actual words and the more attention the escalating person pays to non-verbal cues.

Watch How You Deliver Your Message: Two identical statements can have completely opposite meanings depending on how the tone, volume, and cadence of the speaker. Make sure the words you use are consistent with your voice inflection to avoid double message.

Bat or Other Animal

Bats and other animals are a part of our natural surroundings and are very beneficial. 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, the following steps should be taken immediately to ensure the safety of students and staff:

- Once a bat has been discovered, removed students from the immediate area to ensure there is no contact with the bat.
- If the bat is alive, the area should be secured so that the bat cannot enter other parts of the campus. People should be kept from the area and the area should be monitored to ensure that no one goes into that area. From a distance of several feet, an administrator or assigned staff member should monitor any movement of the bat so that it can be successfully located by Maintenance Department staff.
- If the bat is found on the ground or on the floor inside the building, a trash can or box can be placed over the bat if this can be accomplished without physical contact. A staff member 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,
- Notify campus administration right away.
- Only a specially trained staff member, referred to as a certified applicator, can handle bats. Contact the Maintenance Department at 937-709-8750. Notify the campus nurse.
- Campus administration should contact the appropriate assistant superintendent to inform him/her of the bat's location as soon as it is possible to do so after ensuring the safety of the situation.
- Any students or staff that may have come into contact with the bat should be taken to the nurse for questioning and evaluation. The nurse should call Zoonosis Control with the 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's School Safety Coordinator at 936-709-8201. The School Safety Coordinator will contact the local health department.
- Administration should make a note of the names and phone numbers of any person that came into contact with the bat and provide this information to the certified applicator picking up the bat. Please use the Animal Removal Procedure Form located in the Appendix. The nurse should complete this form and retain a copy for the campus

records. Copies should be provided to the certified applicator and to the District Safety Coordinator.

- Any bat that had physical contact with students or staff will immediately be taken by the certified applicator to Houston for testing.
- For bats found in Montgomery County’s jurisdiction, the District’s Maintenance Department will take the bat to Montgomery County Animal Control for testing.
- If the bat is found in a populated area of a school within the city limits of Conroe, the bat will be taken to Montgomery County Animal Control or to Houston by the District’s 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 District’s Maintenance Department before disposal.
- Contact the Custodial Department to properly clean the area(s) where the bat was found.
- The District’s Communications Department is responsible for all communication regarding the situation.
- The District’s Integrated Pest Management Coordinator will share the test results with the campus principal, the appropriate assistant superintendent, and the School Safety Coordinator.
- If the test is positive, the School Safety Coordinator will notify the local health department.

Montgomery County Emergency Contact Information

- CISD Maintenance Department.....936-709-8750
- CISD Safety Coordinator.....936-709-8201
- Conroe Animal Control.....936-522-3211
- Montgomery County Animal Control.....936-442-7738
- DSHS Zoonosis Control.....713-767-3300
- Montgomery County Health Department.....1-888-825-9754

Traumatic Injury/Medical Emergency

In the event of a Traumatic Injury or Medical Emergency follow these general procedures:

- Send for an administrator.
- Contact the campus nurse and advise of the situation. Provide the name of the person(s) with the Traumatic Injury or Medical Emergency, along with the person's, location/room number, and a description of the Traumatic Injury or Medical Emergency.
- Determine if the scene is safe and then begin administering first aid.
- Call or have someone call 911 and CISD Police. Be prepared to provide:
 - Your location, building name.
 - Floor, room number.
 - Description of illness or injury.
 - How the illness or injury occurred.
 - Age of injured person.
 - The quickest way for the ambulance to reach you.
- Assign a staff member to meet emergency medical responders and show them the location of the injured person.
- Have the injured person's emergency care information available.

Specific procedures for various types of Medical Emergencies are described below:

CPR

- Tap the person and shout to get their attention.
- If there is no response, call or have someone call 911.
- If available, get an AED.
- Open the person's airway by lifting their chin and tilting their head back.
- Look, listen, and feel for breathing.
- Observe for signs of life.
 - If there is no sign of life, CPR should be administered by a person who is CPR trained.
 - If there is no sign of life, and no one is CPR-trained, place the heel of your hand in the middle of the person's breastbone. Place your other hand on top of the hand you have positioned on the person's breastbone and begin compressions (approximately 2 inches).
 - Continue compressions until a CPR-trained person or an AED arrives.

- When an AED arrives, stop CPR and listen to the series of instructions given by the AED, which will instruct you to:
 - Remove the person's clothing.
 - Attach pads to the person's bare chest. Do not place AED pads directly over medication patches or implanted medical devices. If possible, shave excessive hair from the person's chest.
- After the initial AED shock. Follow voice prompts which may include continuing CPR if no signs of life.

Traumatic Injury

- Call or have someone call 911 and CISD Police.
- Contact the campus nurse and an administrator.
- Obtain a bleeding control kit, located inside every AED cabinet and nurse's office.
- Apply protective gear.
- Use the bleeding control kit to maintain steady pressure on the wound for five to ten minutes.
- Do not remove the bandage. Apply additional bandages if necessary.
- Stay with the person until help arrives.

See the Appendix for more information.

Heat-Related Illnesses

- Send for an administrator, and nurse/trainer.
- Get the person to a cool place.
- If the person is wearing tight clothing, loosen it.
- Apply cool, wet cloths to the person's skin.
- Fan the person.
- If the person is conscious, give them cool (not cold) water to drink.
- If the person refuses water, vomits, exhibits an altered mental state, or loses consciousness, call 911 and CISD Police for an ambulance.

Choking

- Call or have someone call 911 and CISD Police.
- Get behind the person. 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 person rib cage with your forearms.
- Repeat procedure until object is dislodged and the person is able to breath/speak or the person becomes unconscious.
- If person becomes unconscious, begin CPR.

Accidents, Injuries, Suicides, and Death

In the event of a serious injury, death, or suicide of a student or staff member, expect the following to happen:

- Administrators and crisis response leaders will assess the situation.
- Staff members will be given accurate information and instructions regarding how to handle students.
- Depending upon the impact of the event, counselors from across the District will be available.
- Administrators and crisis team leaders will keep 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 there is nothing that would increase student anxiety or grief.
 - Inform counselors 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.
 - Let counselors know about students who were in crisis prior to this event.
 - Be sensitive to student emotions and behaviors.

Widespread Communicable Disease

In the event of a widespread communicable disease the District's Health Services Department will coordinate with the Montgomery County Health Department and the Texas Department of State Health Services. Any student information that must be shared with either entity will be provided by the District's Health Services Department.

A three-level alert status system will be utilized to communicate to staff, students, and families the seriousness of the situation and the type of response that is required. How the District responds will in large part depend on guidance from national, state, and local health authorities. Cleaning of District facilities and school buses will be increased.

See the Appendix for more information.

Polling Places

When District campuses are used as polling sites the following procedures should be followed to maintain safety and security:

Procedures Prior to the Election Day:

- Communicate the District's expectations regarding signage to county Election officials.
- Candidates' signs must be limited in number, posted no earlier than 12 hours before voting begins, and must be removed within 24 hours after the Election.
- Communicate to Election officials the campus' expectation for Election workers in the event of an emergency. Election workers are responsible for the safety of individuals at the polls, and District staff is responsible for students, staff, and other non-voting visitors during emergencies.
- Election workers can begin setting up the afternoon before the Election. Give Election workers appropriate building access. Restrict access to areas of the building as appropriate.
- Separate voting areas from areas where students will be present. When choosing a voting location, focus on reducing voter/student interaction, vehicular traffic issues, and ADA accessibility standards.
- Make sure Election workers are aware of the campus security camera system so voting booths can be positioned accordingly. Never allow Election workers to cover or block security cameras.
- Send notification to parents and the community that the campus is a voting location. Use the District website, and social media to make the notification.
- Provide Conroe ISD Police with the voting location on your campus, request additional close patrols, and an increased police presence.
- Review protocols for Bomb Threats, Lockdown, and Evacuation with staff and Election workers.
- Assign staff to inspect the campus the morning of the Election for safety issues.
- Assign a staff member or a substitute to serve as the Election liaison for the campus. This person, while not interfering with voters or being in the voting area serves as a contact for the Election judge and can monitor to be sure the voting area and voters remain separate from students.
- Make sure the air conditioning and exterior lights are programmed appropriately for Election workers.

Procedures on Election Day:

- Staff should monitor for suspicious activity on or near the campus, and report any suspicious activity to campus administration or campus police. In the event of an emergency, call 9-1-1.
- Consider asking parent and volunteer organizations for assistance in monitoring the campus during voting.
- Make sure all Election workers understand they are not to go beyond the area designated for voting and of the District's expectation for no disruption to regular school operations.
- Make sure all campus and voting location access points are clearly marked. Staff should be assigned to direct voters and regular school traffic to the correct areas.
- With the exception of the voter entrance, keep all exterior doors locked, just as you would during normal school operations.
- Make Election workers aware that they are prohibited from allowing voters to access any part of the building outside of the voting area. This includes restrooms, classrooms, offices, and alternate exits.
- Encourage school staff and Election workers to watch for suspicious behaviors, objects, and strange vehicles parked for a prolonged period near the school or facility.
- Do not allow anyone, even voters waiting in line, to prop doors open. Do not open locked exterior doors for anyone.
- Remind staff to wear CISD badges and ensure that campus visitors wear visitor badges. Make sure Election workers and volunteers wear proper identification.
- Ensure Election workers place a dated "parking pass" on the driver's side dashboard of their vehicles. These "passes" can be created by the District or the campus and should be returned at the end of Election Day activities. For example, the pass may read "Powell Parking November 3, 2020."
- If feasible, identify a specific voter parking area. Carefully monitor and strictly enforce all loitering, parking, and stopping policies especially those in and around bus zones, fire lanes, and driveways.

Procedures after Election Day:

- Assign teams to sweep the campus before the start of classes on the morning after the Election, looking for anything suspicious.

- If any Election signs remain, the signs can be removed and stacked in a designated area near the front of the school for the remainder of the day. Signs not picked up by the next day can be thrown away.
- Work with the Montgomery County Election Administrator's office to schedule removal of all Election equipment, setting a reasonable deadline to do so.

Mitigation

Reunification

Reunification strategies are designed for use with all types of emergencies including severe weather, fires, active shooter situations, or other major events that could affect the educational process. Reunification 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. Reunification may include the movement of individuals from affected areas.

A designated location should always be established for parents to reunite with their children following an emergency. The Reunification site may be at the school or at an alternative location if the school building has been deemed unsafe. Because Reunification itself can be chaotic, it too can become an emergency situation.

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 as emergency contacts 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 people that assist in the identification, retrieval, and return of students to parents.

Should it be necessary to relocate to a secondary or off-site location, the Incident Commander should select a location for Reunification that meets criteria listed below:

- The area should meet all ADA compliance standards.
- The location must accommodate the size of the campus population and be accessible by buses. Bus accessibility should be verified with the CISD Transportation Department.
- The area should be able to accommodate students with special needs. Campus Evacuation plans must be coordinated with school nursing and special education staff to address the needs of students and staff with disabilities to ensure that the Reunification site is adequate for their needs.
- The Reunification site must be safe for students while they wait for parents to arrive and include shelter, access to restrooms, and food and water as appropriate.
- The Reunification site should have sufficient parking for parents to complete the Reunification process.

- The Reunification 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 should be available to provide counseling and outside referrals to students, staff members, and others who may need it.

Procedures for Reunification

Successful reunification is about managing the student and parent experience. To be successful, Reunification should address the following:

- Establish a parent check-in location.
- Deliver students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians can self-sort during check in to streamline the process.
- Parents/guardians complete Reunification Cards. The Reunification Card is given to a designated staff member who will verify the identity of the parent or other person as a person who is authorized to pick the student up in an emergency.
- A staff member takes the Reunification Card 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 and gives the Reunification Card to the teacher.
- The teacher makes a note of the time the student has been sent to the reunification point.
- The student arrives at the reunification point and the staff member documents arrival of the student.
- The parent signs that he/she has received the child.
- If a parent’s child has not been located, the parent is instructed to wait in a designated location.
- Controlled lines of sight allow for an orderly flow and issues can be handled with diminished drama or anxiety.
- Anticipate medical, notification, or investigative contingencies.
- Create pedestrian “flows” so lines do not cross.

The K-12 Standard Reunification Method (SRM) V2 Toolkit offers guidance and resources for incorporating the Standard Reunification Method into a school safety plan, to help with managing student/parent reunification after a crisis. Use the following links to access this information.

<https://txssc.txstate.edu/tools/srm-toolkit/>

<https://locker.txssc.txstate.edu/e9ac0d6c3668c4f875daa30e1d736525/SRM-V2-Guide-TxSSC-2018.pdf>

See the Appendix for additional information.

Notification of Emergencies

The actions taken in the initial minutes of an emergency are critical. Prompt notification ensures that students and staff can take needed protective actions based on the communicated risk. In some cases, notifications will be made at the campus level and will be based on risk. In some cases, such as District-wide closures, delayed start, early release, or delayed release, notification may come from the District to the campuses. Notifications will follow guidelines set forth by the National Incident Management System (NIMS). Notifications will be communicated in plain language, and no codes or jargon will be used.

District communication will be delivered through the mass notification system, School Messenger. This system allows messages to be delivered to multiple platforms including text, email, and phone. Messages rereleased through the mass communication system must be vetted by District administrators and sent out by the Director of Communications or designee.

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 School Messenger. Information released at the campus level will be vetted through campus administrators and released by the principal or designee.

Notifications to Parents Relating to Bomb Threats and Terroristic Threats

As soon as practicable, notification that a campus at which students are present has received a bomb or terroristic threat will be made to the parents, guardians or other person standing in parental relation to each student at the campus. The form of the notification will depend on the type of threat as well as guidance from law enforcement. Methods of notification could vary, but will likely be through the District's mass-communication system, SchoolMessenger.

Supporting Psychological Safety of Students, Staff, and Parents during Emergencies

The District utilizes best-practice based programs and research-based practices as set out in the Texas Health and Safety Code to support the psychological safety of its students, staff, and parents. Strategies and procedures to support psychological first aid, including suicide prevention and grief-informed and trauma-informed care for school staff, students and parents are listed below. Additionally, the District’s Board of Trustees has adopted trauma-informed policies which can be found in the Appendix.

- The District employs two full-time crisis counselors.
- Established Crisis Protocols for Staff and Counselors
- The District employs a licensed school psychologist.
- Annually, District staff, including educators, school counselors, and mental health professionals, receive training through SafeSchools on topics including “Youth Suicide: Awareness, Prevention and Postvention”; “Workplace Bullying: Awareness and Prevention”; “Bullying: Recognition & Response”. Staff also receive training from Tri-County Behavioral Health call Youth Mental Health First Aid, and training through Children’s Safe Harbor called Darkness to Light – Sexual Abuse Outcries
- Programs for Parents such as Student Suicide Prevention, Hidden in Plain Sight, Vaping, Flipping the Switch on Anxiety, FOMO is No Go, and Optimizing Your Brain’s Potential are presented at campuses throughout the District during the school year.
- The District in partnership with Tri-County Behavioral Health to provide mental health services to students and families at some of its campuses.

Appendices

A: Standard Response Protocol



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, 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. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unannounced drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



B: Lockdown Drill Definition & Guidance



DRILLS

vs. Exercises

DRILLS vs. EXERCISES

Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word “Drill” to what was actually an “Exercise.”

School lockdown drills, active shooter drills, and exercises are not synonymous. Nor are they universally defined, understood and practiced. Some of this confusion may be a result of actual FEMA guidance (reproduced to the right), and other publicly available materials on the subject.

DRILL

The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life safety skill.

EXERCISE

The over-all learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that’s being conducted.

Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from drills.

Invite people from your community to participate as volunteers in an Exercise, or to observe it. You will probably be introducing scenarios they have thought about; this level of engagement can be quite useful.

A **Tabletop Exercise** is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It’s designed to test each member’s ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other members as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

In a **Functional Exercise**, participants perform their duties in a simulated emergency environment. Functional exercises typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control.

A **Full-Scale Exercise** is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration standpoint, full-scale exercises often take place over the course of an entire business day.

SRP EVOLUTION

In developing the Standard Response Protocol, The “I Love U Guys” Foundation took the following approach:

- Identify the hazard;
- Develop response;
- Train;
- Practice;
- Drill;
- Exercise.

**DRILL IN PROGRESS
NO ONE IN OR OUT**



**SIMULACRO EN CURSO
NO SE PERMITE LA ENTRADA
O SALIDA DE NADIE**



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Drill in Progress, SRP | V.2.0 | Revised: 04/16/2020

PROBLEM IDENTIFICATION

The first priority of the SRP was to introduce common, plain language responses to various events. Assessment of various school responses in 2009 revealed there was no common language between students, staff, parents, media and first responders. The core areas examined were:

- Something happening outside the school;
- Something happening inside of the school;
- How to get out of the school;
- Natural or man-made hazards;
- Keeping the halls clear.

DEVELOP RESPONSE

Given those conditions, the Standard Response Protocol was developed, piloted and released.

TRAIN

The next step in the process is providing training to students and staff on each of the response protocols. For example, the Foundation has developed materials for training students and staff on the SRP.

PRACTICE

Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

- Find various exit routes in advance of an Evacuation drill;
- Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
- Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
- Talk about situations that may require a Secure or Hold action.

COMMUNICATING ABOUT DRILLS

Prior to conducting any drills, schools are advised to send concise communication to parents and guardians about the nature and objectives of, and reason for, the drill. This can be done with an email or letter or both. It is not necessary to state the exact day or time of the certain drills.

If parents feel their student(s) will be upset by certain drills, invite them to attend, or give them a chance to opt their family out of the drill. If possible, arrange to have an opt-out student stay on school grounds, but not participate, in order to minimize disruption to the school day.

FEMA GUIDANCE - IS-362.A

FEMA guidance on training, drilling and exercising, from the course IS-362.A “*Multihazard Emergency Planning for Schools.*”

TRAINING

- **Briefings:** Short meetings that provide information about a specific topic (e.g., new evacuation sites, tips on how to use the student information system to find student contact information, new district contact information).
- **Seminars/classroom training:** Used to introduce new programs, policies, or procedures. Provide information to students and staff on roles and responsibilities. This may also include training presented outside of the school (e.g., first aid, CERT).
- **Workshops:** Resemble a seminar but are employed to build specific products, such as a draft plan or policy.

DRILLS

Drills are operations-based exercises that usually test a single specific operation or function within a single entity. Conducted in a realistic environment, drills are often used to test new policies or equipment, practice current skills, or prepare for larger scale exercises.

FUNCTIONAL EXERCISE

A functional exercise is the simulation of an emergency event that:

- Involves various levels of school, school district, and emergency management personnel.
- Involves trained personnel “acting out” their actual roles.
- Evaluates both the internal capabilities and responses of the school, school district, and emergency management officials.
- Evaluates the coordination activities between the school, school district, and emergency management personnel.

FULL-SCALE EXERCISE

- A full-scale exercise is a multiagency, multijurisdictional, multidiscipline operations-based exercise involving functional (e.g., Joint Field Office, emergency operations center) and “boots on the ground” response (e.g., firefighters decontaminating mock victims). ”

<https://emilms.fema.gov/IS362a/> (Circa 2019.06.12)



LOCKDOWN

Drills

LOCKDOWN DRILL GUIDANCE

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “muscle memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedures, training or personnel.

Understand that a lockdown drill is for practicing an action, not an event. An actual lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation, which is available on The “I Love U Guys” Foundation website. Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference about using window coverings.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

PARTNERSHIPS

School level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

THE EMERGENCY RESPONSE TEAM

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience, and specialized training and skills for use in district emergency operations.

THE LOCKDOWN DRILL TEAM

During an actual lockdown, members of the Emergency Response Team may be in classrooms or administrative

offices in lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include a school nurse or medical professional, district safety representatives, law enforcement, and those administrators from another school.

STAFF NOTIFICATION

When lockdown drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS

It is critical to identify any specific issues that may cause challenges for students with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

THE PRE-DRILL BRIEFING

Prior to the lockdown drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments;
2. Expected drill duration;
3. The door knock and classroom conversation;
4. Potential student or staff distress.

OPTIONS-BASED TRAINING

Both staff and students should be educated about the options that can be used in an active threat situation. Realistically, students and staff are not always in their classrooms or behind closed doors as they go through-out their busy school days; because of this, students and staff should be taught additional strategies that go beyond Locking Down in a classroom. Possible discussion can include what a staff member or student should do when in a bathroom, cafeteria, or hallway if an active threat arises. This is where self-evacuation strategies could play a roll.

Lockdown drills can be conducted at varied times, such as when some classes are outside or at recess. The staff and students at recess can practice how to safely leave the school grounds Age-appropriate strategies can be discussed.

ANNOUNCING THE LOCKDOWN DRILL

When using public address to announce a lockdown drill, repeat, “Lockdown. Locks, Lights, Out of Sight. This is a drill.” It’s important to tell students and staff that it’s a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

“Lockdown. Locks, Lights, Out of Sight. This is a drill.
Lockdown. Locks, Lights, Out of Sight. This is a drill.”

Alternately, consider announcing the drill prior to saying which type of drill it is. This technique will prevent an immediate reaction to the word Lockdown.

“This is a drill. Lockdown. Locks, Lights, Out of Sight”
“This is a drill. Lockdown. Locks, Lights, Out of Sight,”

or

“We are going to conduct a lockdown drill. Please listen for the lockdown announcement.”

CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as “Scribe” and documents each classroom response. Large schools will need multiple Lockdown Drill Teams in order to complete the drill in a timely fashion.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point a member of the team unlocks the classroom door and announces their name and position. A quick assessment is made by the safety team. The occupants of the room are reminded that they are still in lockdown and should remain so until they hear an announcement that the drill is completed.

A Lockdown Response Worksheet was created by The “I Love U Guys” Foundation to assist in documenting the lockdown drills. See Appendix A.

WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building. There are different preferences regarding window coverings, so please discuss this with your local responders to make sure you’re in agreement.

THE CLASSROOM CONVERSATION

Make sure to stake out a few minutes after the room has been checked, and before the release of the drill, to allow for conversation in the classroom.

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.

Any issues should be addressed gently but immediately. When possible, have a school counselor available to address any staff or student distress.

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief and use this time to review portions of the school safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

Any issues should be documented, the safety plan reviewed, and actions items identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after action review process.

LOCKDOWN DRILLS OR ACTIVE SHOOTER DRILLS?

A Lockdown Drill is designed to practice for any threat inside the building and to create the muscle memory. Therefore these Drills should only be for Lockdown, and not “active shooter” or “active assailant.”

One of the primary goals of crisis preparedness is to develop a sense of empowerment and control. Lockdown drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. An active shooter or armed assailant **exercise** is specific to one type of incident, with the intended outcome of first responders and schools practicing their tactics. These include simulating a hazardous event, in which case it is more accurate to define them as **Exercises**.

When these are conducted, participants (staff and students) must willingly volunteer, and understand exactly what the scenario will be.

C: Lockdown Drill Worksheet

LOCKDOWN DRILL WORKSHEET



School _____

Date/Time _____

Team Members _____

Stopwatch Time _____ Student Population _____ Staff Count _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No						

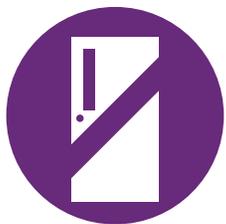
Notes _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No						

Notes _____

D: Emergency Response Classroom Poster

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

E: Evacuation Attendance Sheet



Evacuation Attendance Sheet

Teacher name: _____

Room number: _____ Date: _____

Student name	Present Student is on class roster and present today	Absent Student is on class roster and was not present today	Missing Student is on class roster and was present today but is currently not accounted for	Additional 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: _____



Teacher initials: _____



Evacuation Attendance Sheet

Teacher name: _____

Room number: _____ Date: _____

Student name	Present Student is on class roster and present today	Absent Student is on class roster and was not present today	Missing Student is on class roster and was present today but is currently not accounted for	Additional 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: _____



Teacher initials: _____

F: Bomb Threat Checklist

Bomb Threat Checklist



Date: _____ Time: _____ a.m. p.m.
Caller ID Information (name/number): _____

Receiving phone #: _____
Time caller hung up: _____ a.m. p.m.
Length of call: _____

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"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Giggling	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud	<input type="checkbox"/> Voices	
<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		

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:
CISD Police Dispatch – 936.709.8911**



CONROE
INDEPENDENT
SCHOOL DISTRICT

G: Suspicious Package

SUSPICIOUS MAIL OR PACKAGES

Protect yourself, your business, and your mailroom.

If you receive a suspicious letter or package:

▪ **Stop. Don't handle.**

▪ **Isolate it immediately.**

▪ **Don't open, smell, or taste.**

▪ **Activate your emergency plan. Notify a supervisor.**



If you suspect the mail or package contains a bomb (explosive), or radiological, biological, or chemical threat:

- **Isolate area immediately** ▪ **Call 911** ▪ **Wash your hands with soap and water**



UNITED STATES POSTAL SERVICE



H: Widespread Communicable Disease Protocol



CONROE
INDEPENDENT
SCHOOL DISTRICT

COVID-19 Safety Alert Levels

1

CISD Level 1: Alert Status *(No reported cases in the area)*

- Continue to monitor attendance and communicate with Montgomery County Health Department
- Communicate to parents to keep sick children home
- Communicate to staff to stay home if sick
- Review Business Continuation Plan and Pandemic Plans; Begin daily departmental briefings for communication updates
- Review National Incident Management System (incident command), Multihazard Emergency Operations Plan, and Parent-Child Reunification Plans
- Communicate online and to campuses the precautions to avoid spreading COVID-19
- Frequently clean common areas including door hardware, bus seats, etc.

2

CISD Level 2: Alert & Precautions *(Cases in the region, not in the local area)*

- All Level 1 responses
- Develop contingency plans and review Business Continuation Plan
- Potentially limit unnecessary travel
- Potentially limit large gatherings to only essential events or consider postponing essential events
- Potentially limit/restrict outside visitors and guests
- Potentially restrict outside food deliveries to facilities

3

CISD Level 3: Response & Mitigation *(Local cases)*

- All Level 1 and 2 responses
- Consult with the Montgomery County Health Department regarding case spread
- Limit the size of indoor in-person gatherings
- Mask use recommended
- Cohorting of students recommended
- Consider enhanced cleaning protocols

4

CISD Level 4: Response & Mitigation *(Significant cases within the building/community)*

- All Level 1, 2, and 3 responses
- Potentially cancel all nonessential school events
- Limit large gatherings to only essential events or consider postponing essential events
- Limit/restrict outside visitors and guests
- Implement contactless outside deliveries to facilities
- Limit unnecessary travel
- Consider canceling school events and new building rentals
- Consider canceling travel
- Implement enhanced cleaning protocols
- Host meetings virtually

5

CISD Level 5: Response & Mitigation *(Widespread cases within the building/community)*

- All Level 1-4 responses
- Consider closing campuses, feeder areas, entire district in consultation with the Montgomery County Health Department
- In the event of campus closures, communicate to staff which staff members are to report to duty to maintain services
- Communicate to parents the extent of closures, length, and school/work accommodations
- Cancel all school events and building rentals at affected facilities
- Cancel all travel
- Clean all areas
- Mask use highly recommended

8/13/2021



CONROE
INDEPENDENT
SCHOOL DISTRICT

I: Stop The Bleed



STOP
THE BLEED®

SAVE A LIFE



AMERICAN COLLEGE OF SURGEONS

Inspiring Quality:
Highest Standards, Better Outcomes

100+ years

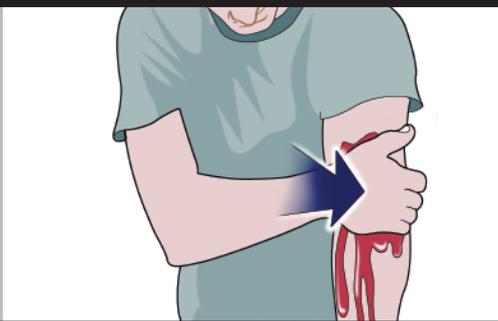


THE
COMMITTEE
ON TRAUMA

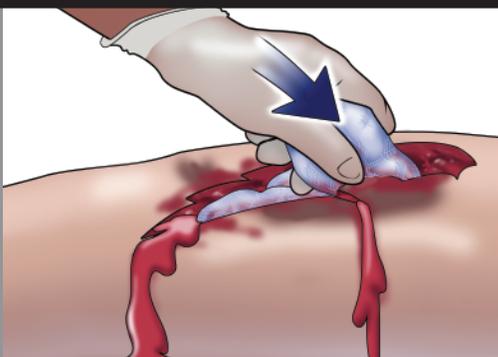


BLEEDINGCONTROL.ORG

1 APPLY PRESSURE WITH HANDS



2 APPLY DRESSING AND PRESS



3 APPLY TOURNIQUET



WRAP



WIND



SECURE



TIME

CALL 911

J: How to Use A Fire Extinguisher



How to Use a Fire Extinguisher

Remember the **PASS** word (**P**ull • **A**im • **S**queeze • **S**weep)

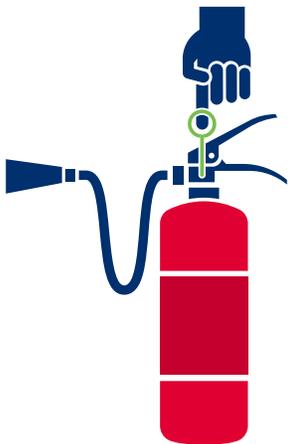
P

PULL

Pull the pin



Break seal and test extinguisher



A

AIM

Aim at the base of the fire



Ensure you have a means of escape



S

SQUEEZE

Squeeze the operating handle



To operate extinguisher and discharge the agent



S

SWEEP

Sweep from side to side



Completely extinguish the fire



K: Standard Reunification Method



STANDARD™ REUNIFICATION METHOD

STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *“The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”*

PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

Reunification Information (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again

Student Grade School personnel completes upon release of student

Student Birthday TIME INITIALS OTHER

HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification “Check In” area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

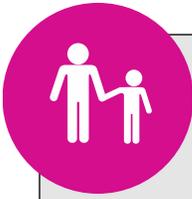
From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.





Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student		
TIME	INITIALS	OTHER

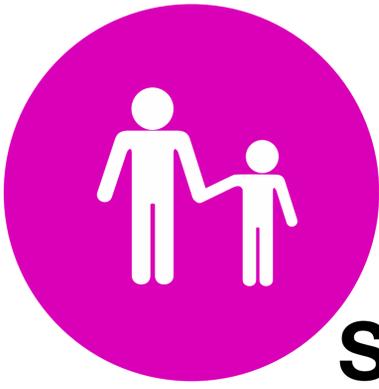
Parent Guardian Sign Off
 I have read and understand these instructions.
 Print Your Name
 Signature

Reunification

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

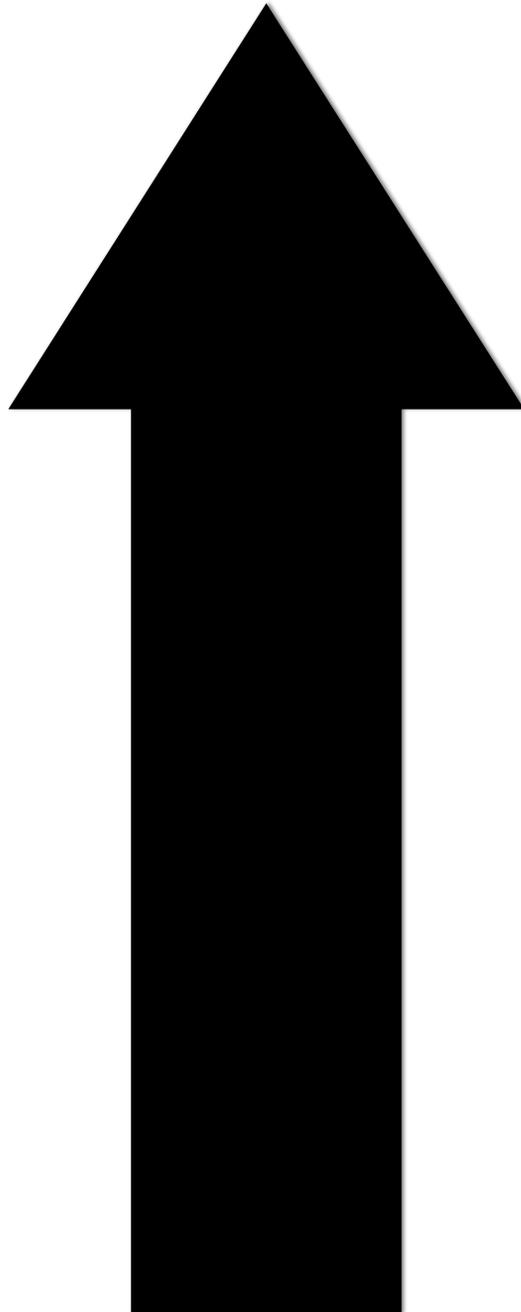
Instructions

1. Please complete the information on the other side of this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.



**STANDARD™
REUNIFICATION METHOD**

PARENT PARKING





STANDARD™
REUNIFICATION METHOD

PARENT PARKING





**STANDARD™
REUNIFICATION METHOD**

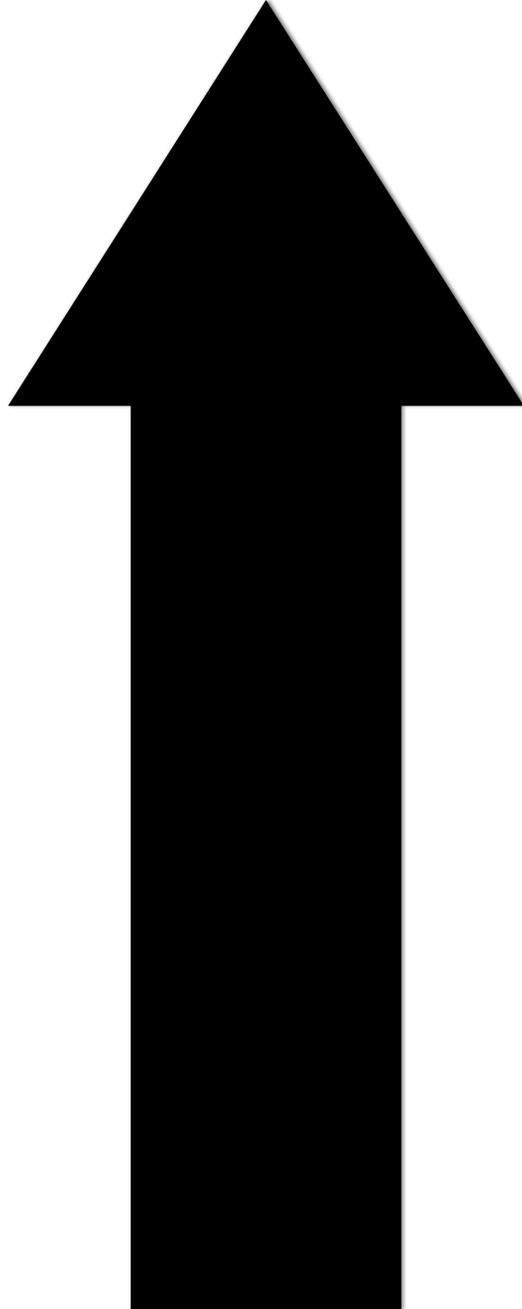
PARENT PARKING





STANDARD™
REUNIFICATION METHOD

PARENT CHECK IN





**STANDARD™
REUNIFICATION METHOD**

PARENT CHECK IN





**STANDARD™
REUNIFICATION METHOD**

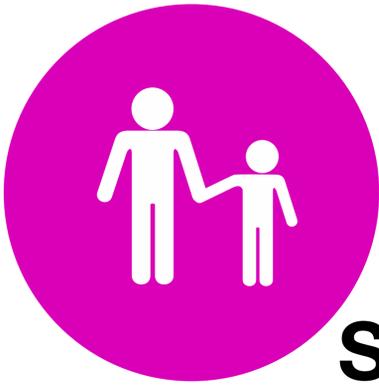
PARENT CHECK IN





**STANDARD™
REUNIFICATION METHOD**

**HAVE
PHOTO ID
READY**



**STANDARD™
REUNIFICATION METHOD**

**PARENT
STUDENT
REUNIFY
AREA**





**STANDARD™
REUNIFICATION METHOD**

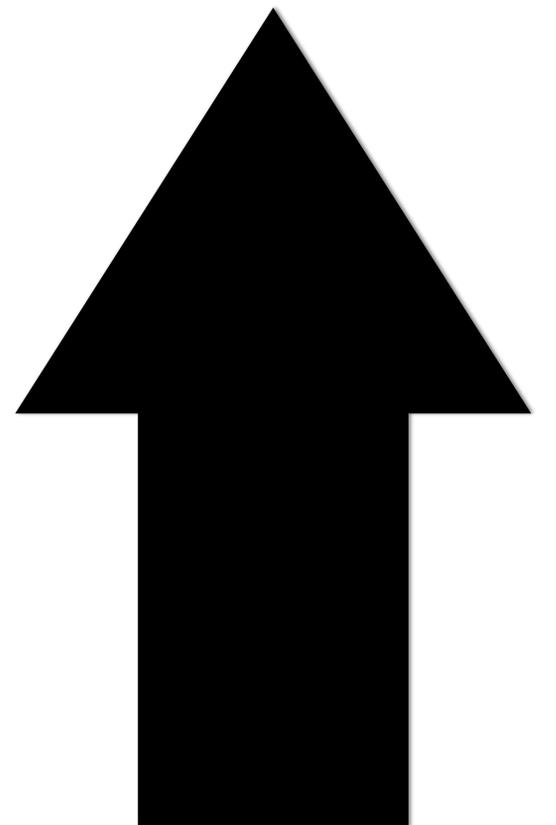
**PARENT
STUDENT
REUNIFY
AREA**





**STANDARD™
REUNIFICATION METHOD**

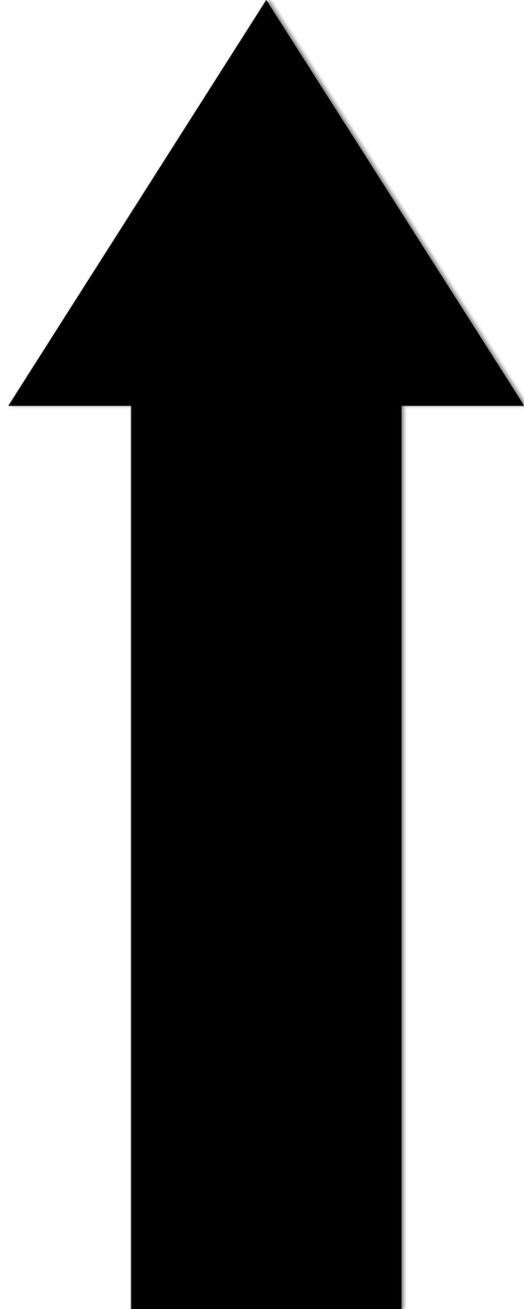
**PARENT
STUDENT
REUNIFY
AREA**





STANDARD™
REUNIFICATION METHOD

**EXIT
HERE**





STANDARD™
REUNIFICATION METHOD

**EXIT
HERE**





**STANDARD™
REUNIFICATION METHOD**

**EXIT
HERE**





**STANDARD™
REUNIFICATION METHOD**

TEAM STAGING





**STANDARD™
REUNIFICATION METHOD**

TEAM STAGING





**STANDARD™
REUNIFICATION METHOD**

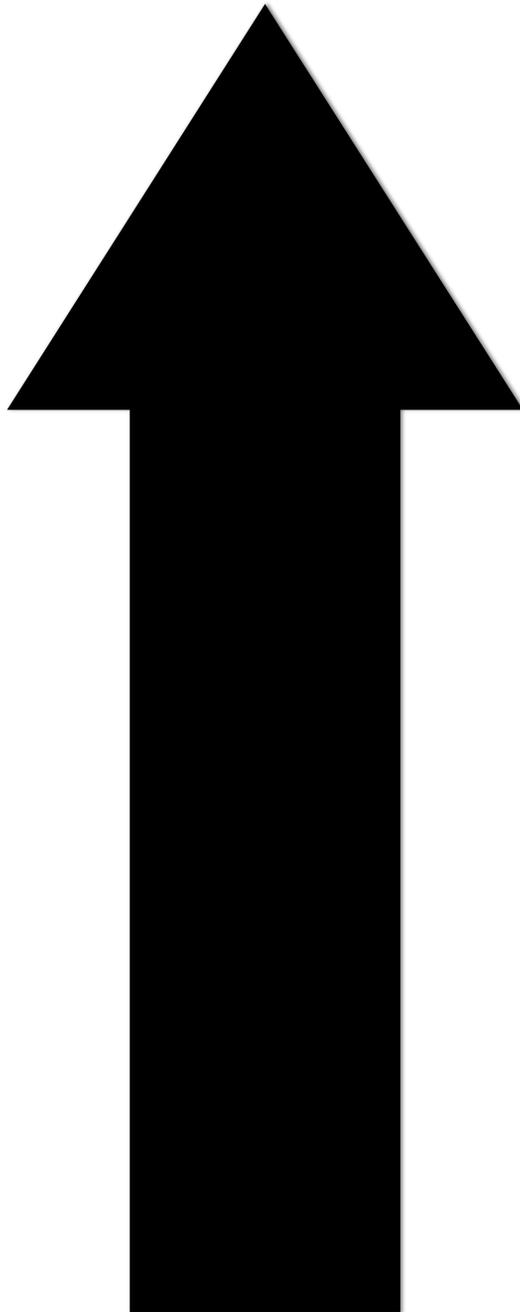
TEAM STAGING



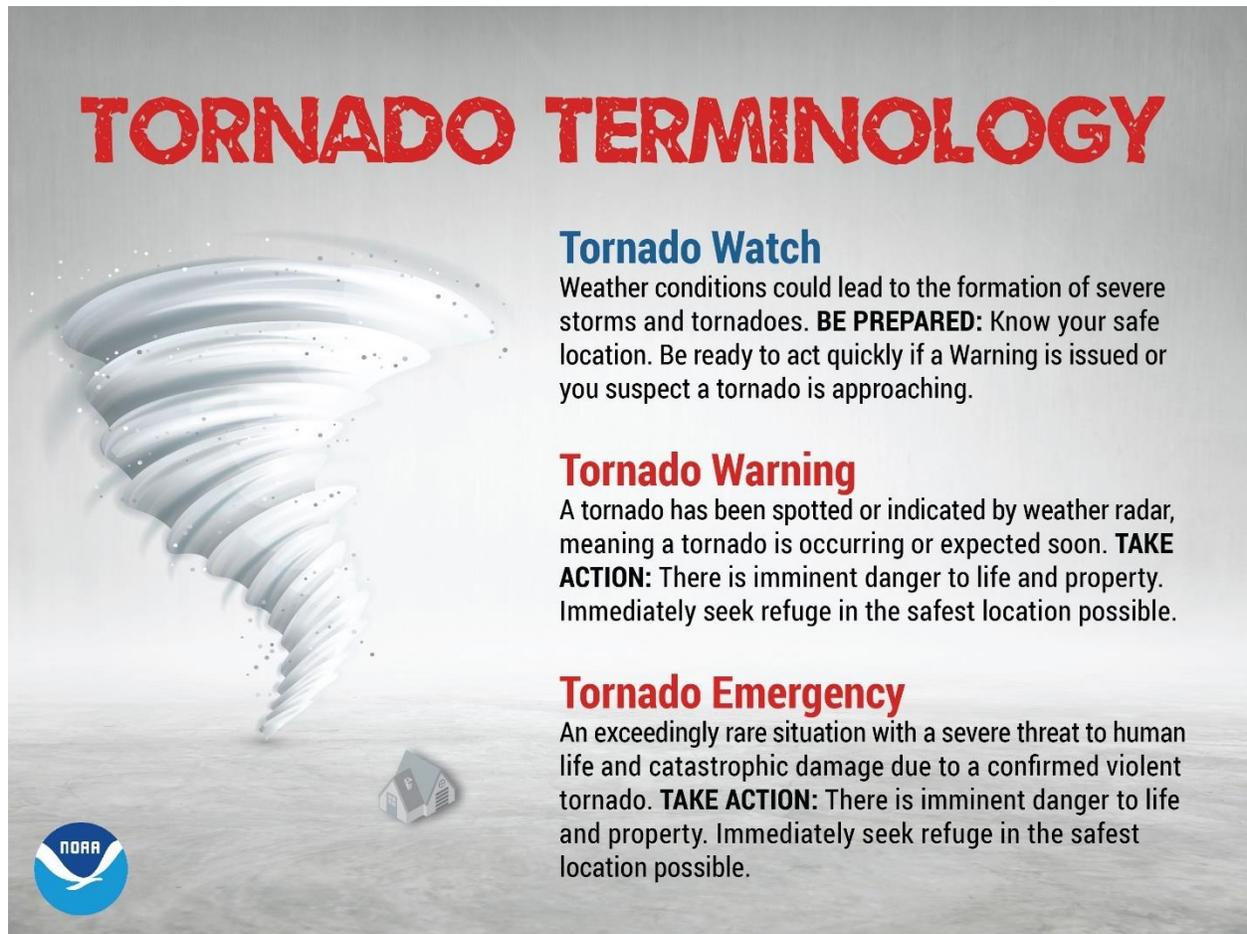


**STANDARD™
REUNIFICATION METHOD**

TEAM STAGING



L: Tornado Terminology



TORNADO TERMINOLOGY

Tornado Watch

Weather conditions could lead to the formation of severe storms and tornadoes. **BE PREPARED:** Know your safe location. Be ready to act quickly if a Warning is issued or you suspect a tornado is approaching.

Tornado Warning

A tornado has been spotted or indicated by weather radar, meaning a tornado is occurring or expected soon. **TAKE ACTION:** There is imminent danger to life and property. Immediately seek refuge in the safest location possible.

Tornado Emergency

An exceedingly rare situation with a severe threat to human life and catastrophic damage due to a confirmed violent tornado. **TAKE ACTION:** There is imminent danger to life and property. Immediately seek refuge in the safest location possible.

Tornado Watch: Weather conditions could lead to the formation of severe storms and tornadoes. **BE PREPARED:** Know your safe location. Be ready to act quickly if a Warning is issued or you suspect a tornado is approaching.

Tornado Warning: A tornado has been spotted or indicated by weather radar, meaning a tornado is occurring or expected soon. **TAKE ACTION:** There is imminent danger to life and property. Immediately seek refuge in the safest location possible.

Tornado Emergency: An exceedingly rare situation with a severe threat to human life and catastrophic damage due to a confirmed violent tornado. **TAKE ACTION:** There is imminent danger to life and property. Immediately seek refuge in the safest location possible.

M: Board Policy GKC Legal and Local Community Relations-Visitors

Identification

A district may require a person who enters a district campus to display the person's driver's license or another form of identification containing the person's photograph issued by a governmental entity.

Visitor Database

A district may establish an electronic database for the purpose of storing information concerning visitors to district campuses. Information stored in the electronic database may be used only for the purpose of school district security and may not be sold or otherwise disseminated to a third party for any purpose.

Sex Offenders

A district may verify whether a visitor to a district campus is a sex offender registered with the computerized central database maintained by the Department of Public Safety as provided by Code of Criminal Procedure 62.005 or any other database accessible by the district.

A board shall adopt a policy regarding the action to be taken by the administration of a school campus when a visitor is identified as a sex offender.

Education Code 38.022

Notice of Entry onto
School Premises

"Premises" means a building or portion of a building and the grounds on which the building is located, including any public or private driveway, street, sidewalk or walkway, parking lot, or parking garage on the grounds.

"School" means a private or public elementary or secondary school or a day-care center.

A registered sex offender who enters the premises of any school in Texas during the standard operating hours of the school shall immediately notify the administrative office of the school of the person's presence on the premises of the school and the person's registration status. The office may provide a chaperon to accompany the person while the person is on the premises of the school.

These requirements do not apply to:

1. A student enrolled at the school;
2. A student from another school participating at an event at the school; or
3. A person who has entered into a written agreement with the school that exempts the person from these requirements.

Code of Crim. Proc. 62.065; Health and Safety Code 481.134

Ordinances in
General-Law
Municipalities

"Child safety zone" means premises where children commonly gather. The term includes a school, day-care facility, playground, public or private youth center, public swimming pool, video arcade facility, or other facility that regularly holds events primarily for children.

"Playground," "premises," "school," "video arcade facility," and "youth center" have the meanings assigned by Health and Safety Code 481.134.

"Registered sex offender" means an individual who is required to register as a sex offender under Code of Criminal Procedure, Chapter 62.

To provide for the public safety, the governing body of a general-law municipality by ordinance may restrict a registered sex offender from going in, on, or within a specified distance of a child safety zone in the municipality.

It is an affirmative defense to prosecution of an offense under the ordinance that the registered sex offender was in, on, or within a specified distance of a child safety zone for a legitimate purpose, including transportation of a child that the registered sex offender is legally permitted to be with, transportation to and from work, and other work-related purposes.

The ordinance may establish a distance requirement at any distance of not more than 1,000 feet.

The ordinance shall establish procedures for a registered sex offender to apply for an exemption from the ordinance.

The ordinance must exempt a registered sex offender who established residency in a residence located within the specified distance of a child safety zone before the date the ordinance is adopted. The exemption must apply only to areas necessary for the registered sex offender to have access to and to live in the residence, and the period the registered sex offender maintains residency in the residence.

Local Gov't Code 341.906

**Military Recruiters'
Access to Students**

Each district receiving assistance under the ESEA shall provide military recruiters the same access to secondary school students as is provided generally to institutions of higher education or to prospective employers of those students. *20 U.S.C. 7908(a)(3)*

Armed Services
Vocational Aptitude
Battery Test

Each school year each school district shall provide students in grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter. [See EK] *Education Code 29.9015*

Prominent notices shall be posted at each campus stating that all visitors must first report to the campus main office. These notices shall apply to parents, volunteers, social service workers, law enforcement personnel, invited speakers, maintenance and repair persons not employed by the District, salespersons, representatives of the news media, former students, and any other visitors.

Visitors must have a specific purpose for being on campus. The principal reserves the right to deny any person access to any classroom or office, as well as permission to be on campus. The administrator who is in charge at each District facility shall determine visitor access.

**General Rules for
Visitors**

All visitors to District campuses must comply with the following guidelines:

All visitors shall report to the main office and present a valid driver license or other valid government-issued ID.

The visitor shall indicate the purpose of the visit.

If applicable, office staff shall check the student's records to ensure that contact with the student is permitted and shall verify by picture identification the identity of each visitor not known to them personally.

The visitor shall receive a badge that indicates the visitor's name and the location in the building to be visited; the badge shall be worn in a visible location at all times.

If a visitor does not have valid identification, the visitor shall sign in indicating his or her name, the time of arrival and departure, the location of the building he or she is visiting and the purpose of the visit. School staff shall escort the visitor to and from the destination and ensure that the visitor is properly supervised at all times.

Visitors cannot disseminate information to students or staff without prior approval in accordance with GKDA(LOCAL).

Visitors cannot solicit, proselytize, or recruit for fund-raising activities, religious groups, youth groups, or political causes.

Visitors must wear appropriate attire that generally conforms to the dress code outlined in the student handbook.

Visitors must refrain from inappropriate physical expressions of affection toward a student he or she is visiting.

COMMUNITY RELATIONS
VISITORS

GKC
(LOCAL)

Volunteers	A visitor who wishes to establish a regular presence in the District's schools and/or interact directly with students shall complete a District volunteer application and consent to a criminal background history check.
District Employees	When visiting a school campus, District employees shall wear a District employee identification tag. All District employees shall sign in at the main office indicating the purpose of the visit.
Media	Media representatives shall make arrangements to visit schools through the District's Communications Department and if approved to be on campus shall report to the principal's office and must be accompanied by the principal or designee while on the campus.
In Classrooms	Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's approval. A visitor shall not be permitted if the duration or frequency of his or her visit interferes with the delivery of instruction or is/has been disruptive to the normal classroom environment.
Parents	A parent/guardian may request a date and time for a classroom visit. The teacher may accept the request or request another date and time in consideration of classroom activities.
Other Visitors	A visitor other than a school official or parent/guardian shall not be permitted to observe a classroom occupied by students.
Registered Sex Offenders	A visitor who is a verified sex offender shall not be allowed general access to a campus and the District shall follow procedures set out in Procedure GKC. A current student's parent who is a registered sex offender shall be allowed access to his or her child's records, teacher, and campus administrators by making an appointment with the campus principal.
Elections	Badges/passes shall not be required for voters proceeding only to and from the polling stations. During school hours, school personnel shall monitor and assist the flow of voting visitors.

N: Board Policy FFBA Legal and Local Crisis Intervention-Trauma
Informed Care

**Trauma-Informed
Care Policy**

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
 - a. Increasing staff and parent awareness of trauma-informed care; and
 - b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)–(b)

Training

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Health and Safety Code 161.325;
2. As part of any new employee orientation for all new district educators; and
3. To existing district educators on a schedule adopted by TEA that requires educators to be trained at intervals necessary to keep educators informed of developments in the field.

For any training under this provision, a district shall maintain records that include the name of each district staff member who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

Education Code 38.036(c)–(d), (f)

Reporting to TEA

A district shall report annually to TEA the following information for the district as a whole and for each school campus:

1. The number of teachers, principals, and counselors employed by the district who have completed training under this provision; and
2. The total number of teachers, principals, and counselors employed by the district.

Education Code 38.036(e)

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

O: Campus MEOP Checklist

Every campus MEOP should contain the following:

- Procedures developed as described in this MEOP
- Building floor plans
- Current class rosters for each teacher
- Emergency phone numbers for staff and students