FARWELL INDEPENDENT SCHOOL DISTRICT

SCHOOL EMERGENCY

and

CRISIS RESPONSE PLAN

2017 - 2018
Promulgation Statement

Farwell ISD is committed to the safety and security of students, faculty, staff, and visitors on its campus. The mission of Farwell ISD is to provide exceptional education for all our students in a safe learning environment that encourages them to become productive citizens no matter their destination after graduation.

The School Emergency and Crisis Response Plan that follows is the official policy of Farwell ISD. It is a result of a comprehensive review and update of school policies in the context of its location in Farwell, Texas and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

SCHOOL BOARD

DATE

LOCAL EMERGENCY MANAGEMENT

DATE
Approval and Implementation

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

SUPERINTENDENT OF SCHOOLS

DATE

BOARD OF TRUSTEES, PRESIDENT

DATE

BOARD OF TRUSTEES, VICE PRESIDENT

DATE

BOARD OF TRUSTEES, SECRETARY

DATE

BOARD OF TRUSTEES, MEMBER

DATE

BOARD OF TRUSTEES, MEMBER

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BOARD OF TRUSTEES, MEMBER

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INTRODUCTION

Authority
- Federal: 10 CFR 350; NUREG-0654 (Nuclear Regulation); FEMA-REP-1 (Revision 1 Regarding mandated Emergency Response Plans and Emergency Planning Zones)
- State: Senate 11; House Bill 1831
- Local
- School Board

Purpose
This basic plan outlines Farwell Independent School Districts approach to emergency management and operations. It has been developed to assist Farwell ISD in the protection of students and staff during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

Mission and Goals
The mission of Farwell ISD in an emergency/disaster is to:
- Protect lives and property
- Respond to emergencies promptly and properly
- Coordinate with local emergency operations plans and community resources
- Aid in recovery from disasters

The goals of Farwell ISD are to:
- Provide emergency response plans, services, and supplies for all facilities and employees
- Ensure the safety and supervision of students, faculty, staff, and visitors to the school
- Restore normal services as quickly as possible
- Coordinate the use of school personnel and facilities
- Provide detailed and accurate documentation of emergencies to aid in the recovery process

Explanation of Terms

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Definitions:
- **Emergency Public Information (EPI)** - This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.
- **Emergency Situation** - As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.
- **Emergency** - Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or
impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

- Involves a limited or large area, limited or large population, or important facilities.
- Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- Warning and public instructions are provided in the immediate area, not communitywide.
- One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- May require external assistance from other local response agencies or contractors.
- May require community-wide warning and public instructions.
- The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

- **Disaster** - A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:
  - Involves a large area, a sizable population, and/or important facilities.
  - May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
  - Requires community-wide warning and public instructions.
  - Requires a response by all local response agencies operating under one or more ICs.
  - Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
  - The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

- **Hazard Analysis** - A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

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

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

- **Standard Operating Procedures (SOP)** - SOP’s are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

### SITUATION AND ASSUMPTIONS

**Situation**

- Farwell ISD is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1.
- The school's current enrollment is approximately 557 students. The school's current enrollment of students with special needs is approximately 4. Special needs students are located in the following building(s) / room(s): on all campuses.
- The school’s staff is comprised of:
  - teachers
  - office/support staff
  - aides
  - cafeteria staff
  - custodial staff
• The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 11.

Building Information
• Farwell ISD is made up of nine (9) buildings.
• The school consists of a main campus located at Farwell High School; Farwell Junior High; Farwell Elementary School; Farwell Head Start/Administration Building
• The school also includes the following buildings:
  o Technology Building
  o Elementary Gym
  o Maintenance and Bus Shop (2)
  o High School Home Economics/Art Building

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

Hazard Analysis
• A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for Farwell ISD. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by: Tornado, Wildfire, Fire, Power Outage, Accident (Transportation), Medical Emergency, Bomb Threat, Report of Weapon on Campus.

  • SAMPLE LIST OF POSSIBLE EVENTS: Earthquake, Flash Flooding, Flooding (River or Tidal), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Dam Failure, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

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Assumptions
- Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.
  - Farwell ISD will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.
  - It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
  - A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
  - Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.
  - There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
  - Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.
  - Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school’s readiness to deal with emergency situations.
  - A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

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

CONCEPT OF OPERATIONS

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

General
- It is the responsibility of Farwell ISD officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.
- It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.
- It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.
• To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

• This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

• The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

• The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

• According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government’s NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. Farwell ISD recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. Farwell ISD will work with its local government to become NIMS compliant.

NIMS compliance for school districts includes the following:
- Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: http://training.fema.gov/EMIWeb/IS/is700). All persons tasked in the Basic Plan or annexes will take the IS-700 course.
- Participate in local government’s NIMS preparedness program

• Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

• This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

Operational Guidance
- Initial Response
  - School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. However, at no time will school officials transfer responsibility for student care.
  - The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:
    § Evacuation – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
§ Reverse Evacuation – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.

§ Lock down – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.

§ Shelter-in-place – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

§ Drop, cover and hold – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

- Notification Procedures
  o In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.
  o In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
  o In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

- Training and Exercise
  o Farwell ISD understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.
  o Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
  o Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
  o Farwell ISD will plan for 2 Evacuation, 1 Severe Weather/Shelter-in place and 1 Bus Evacuation drill. Farwell ISD is encouraged to plan 1 Law Enforcement exercises during the school year. The types of drills and exercises will be determined by the District Emergency Management Coordinator in compliance with the School Safety Drill Act.
  o Farwell ISD will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school’s ability to respond to and deal with emergencies.

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

- **Source and Use of Resources**
  - Farwell ISD will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
    - § Request assistance from volunteer groups active in disasters.
    - § Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

**Incident Command System**
- Farwell ISD intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
- The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
- In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander with work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

**Incident Command System (ICS) – Emergency Operation Center (EOC) Interface**
- For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.
  - The IC is generally responsible for field operations, including:
    - Isolating the scene.
    - Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
    - Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
    - Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
    - Implementing traffic control arrangements in and around the incident scene.
    - Requesting additional resources from the EOC.
  - The EOC is generally responsible for:
    - § Providing resource support for the incident command operations.
    - § Issuing community-wide warning.
    - § Issuing instructions and providing information to the general public.
    - § Organizing and implementing large-scale evacuation.
    - Organizing and implementing shelter and massive arrangements for evacuees.
    - In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly
important that the allocation of resources to specific field operations be coordinated through
the
EOC.

Activities by Phases of Emergency
Management
• This plan addresses emergency actions that are conducted during all four phases of
emergency management.
• Mitigation/Prevention
  o Farwell ISD will conduct mitigation/prevention activities as an integral part of the emergency
management program. Mitigation/prevention is intended to eliminate hazards and
vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency
situation, or lessen the consequences of unavoidable hazards and vulnerabilities.
Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also
occur in the aftermath of an emergency situation with the intent of avoiding repetition of the
situation. Among the mitigation/prevention activities included in the emergency operations
program are:
  § Hazard Analysis
  § Identifying hazards
  § Recording hazards
  § Analyzing hazards
  § Mitigating/preventing hazards
  § Monitoring hazards
  § Security Audit
• Preparedness
  o Preparedness activities will be conducted to develop the response capabilities needed in
the event an emergency. Among the preparedness activities included in the emergency
operations program are:
  § Providing emergency equipment and facilities.
  § Emergency planning, including maintaining this plan, its annexes, and appendices.
  § Involving emergency responders, emergency management personnel, other local
officials, and volunteer groups who assist this school during emergencies in training
opportunities.
  § Conducting periodic drills and exercises to test emergency plans and training.
  § Completing an After Action Review after drills, exercises and actual emergencies.
  § Revise plan as necessary.
• Response
  o Farwell ISD will respond to emergency situations effectively and efficiently. The focus of most
of this plan and its annexes is on planning for the response to emergencies. Response
operations are intended to resolve an emergency situation quickly, while minimizing
casualties and property damage. Response activities include warning, first aid, light fire
suppression, law enforcement operations, evacuation, shelter and mass care, light search
and rescue, as well as other associated functions.
• Recovery
  o If a disaster occurs, Farwell ISD will carry out a recovery program that involves both short-
term and long-term efforts. Short-term operations seek to restore vital services to the school
and provide for the basic needs of the staff and students. Long-term recovery focuses on
restoring the school to its normal state. The federal government, pursuant to the Stafford Act,
provides the vast majority of disaster recovery assistance. The recovery process includes
assistance to students, families and staff. Examples of recovery programs include temporary
relocation of classes, restoration of school services, debris removal, restoration of utilities,
disaster mental health services, and reconstruction of damaged stadiums and athletic
facilities.
• Emergencies Occurring During Summer or Other School Breaks
  o If a school administrator or other emergency response team member is notified of an
emergency during the summer (or when affected students are off-track if they attend year-
round schools), the response usually will be one of limited school involvement. In that case,
the following steps
  should be taken:
  § Institute the phone tree to disseminate information to Emergency Response Team
members and request a meeting of all available members. The phone tree is located in Appendix 6.

- Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students identified in #2 and recommend community resources for support.
- Notify general faculty/staff by letter or telephone with appropriate information.
- Schedule faculty meeting for an update the week before students return to school.

Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

Organization

- General
  - Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.
  - Executive Group - The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Emergency Management Coordinator, and School Principal.
  - Emergency Operations Planning Team - The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates Farwell ISD planning activities and recruits members of the school's emergency response teams. There will be an EOPT at the district level and planning team at each school. The Emergency Operations Planning Team at the school level includes District Emergency Management Coordinator, Principal, Counselor(s), and Nurse(s). The emergency operations planning team members are listed in Appendix 7.
  - Emergency Response Team - Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include School Commander and Alternate School Commander.
  - Volunteer and Other Services - This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

Assignment of Responsibilities

- General
  - For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 10.
  - The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the, Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.
• Executive Group Responsibilities
  o The School Board
    § Establish objectives and priorities for the emergency management program and provide
general policy guidance on the conduct of that program. Review school construction and
renovation projects for safety. Appoint a district Emergency Management Coordinator to
assist in planning and review.

  o The District Superintendent
    § Obtain a resolution from the local school board giving needed authority and support to
develop school emergency operations programs and plans.
    § Initiate, administer, and evaluate emergency operations programs to ensure the
coordinated response of all schools within the system.
    § Authorize implementation of emergency preparedness curriculum.
    § Meet and talk with the parents of students and spouses of adults who have been admitted
to the hospital.
    § Assign resources (persons and materials) to various sites for specific needs. This may
include the assignment of school personnel from other school or community sites such as
community emergency shelters.
    § Authorize immediate purchase of outside services and materials needed for the
management of emergency situations.
    § Implement the policies and decisions of the governing body relating to emergency
management.
    § Coordinate use of school building(s) as public shelter(s) for major emergencies occurring
in the city or county.
    § Coordinate emergency assistance and recovery.

  o The District Emergency Management Coordinator
    § Establish a school emergency operations plan review committee to approve and
coordinate all emergency response plans.
    § Consult with the local Emergency Management Office to analyze system needs in regard
to emergency preparedness, planning and education and to ensure coordination of the
school plan with community emergency plans.
    § Develop and coordinate in-service emergency response education for all school
personnel.
    § Gather information from all aspects of the emergency for use in making decisions about
the management of the emergency.
    § Monitor the emergency response during emergency situations and provide direction where
appropriate. Stay in contact with the leaders of the emergency service agencies working
with the emergency.
    § Request assistance from local emergency services when necessary.
    § Serve as the staff advisor to the superintendent and principal on emergency management
matters.
    § Keep the superintendent and principal appraised of the preparedness status and
emergency management needs.
    § Coordinate local planning and preparedness activities and the maintenance of this plan.
    § Prepare and maintain a resource inventory.
    § Arrange appropriate training for district emergency management personnel and
emergency responders.
    § Coordinate periodic emergency exercises to test emergency plans and training.
    § Perform day-to-day liaison with the state emergency management staff and other local
emergency management personnel.
Serve as the school's Emergency Management Coordinator.
Organize the school's emergency management program and identify personnel, equipment, and facility needs.
Encourage incorporation of emergency preparedness material into regular curriculum.
Provide copies of the school plan to the district superintendent and local Emergency Management office.
Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency.
Establish an Incident Command Post

The School Principal
Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
With the assistance of the Public Information Officer, keep the public informed during emergency situations.
Keep school board informed of emergency status.
Coordinate with organized volunteer groups and businesses regarding emergency operations.
Ensure that the plan is coordinated with the district's plans and policies.
Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
Conduct drills and initiate needed plan revisions based on After Action Reports.
Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
2. Appoint monitors to assist in proper evacuation.
3. Ensure that all exits are operable at all times while the building is occupied.
4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
5. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

Emergency Operations Planning Team will:
In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
In conjunction with the district and local emergency management officials, conduct a hazard analysis.
Organize Emergency Response Teams.
Recommend training for the Emergency Response Teams.
Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 5.
Provide information to staff, student and community on emergency procedures.
Provide assistance during an emergency in accordance with designated roles.
Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

Emergency Response Teams will:
Participate in the Community Emergency Response Team (CERT) program.
Create annexes for their specific emergency function.
Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
Provide the following functions when necessary and when performing their assigned function will not put them in harm’s way:

1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.
2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.
3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.
4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.
5. Damage assessment - The Damage Assessment team will be trained to Conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.
6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.
8. Support and security - The Support and Security team will be responsible for Securing the school grounds and make preparations for caring for students until it is safe to release them.

- Teachers will:
  - Prepare classroom emergency Crisis Buckets.
  - Participate in trainings, drills and exercises.
  - Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
  - Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
  - Maintain order while in student assembly area.
  - Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
  - Establish a buddy system for students and teachers with disabilities.
  - Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

- Technology/Information Services will:
  - Coordinate use of technology.
  - Assist in establishment/maintenance of emergency communications network.
  - Assist in obtaining needed student and staff information from the computer files.
  - Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
  - Establish and maintain computer communication with the central office and with other agencies capable of such communication.
  - Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
  - As needed, report various sites involved in the communication system if there are problems in that system.

- Transportation will:
  - Establish and maintain school division protocols for transportation-related emergencies.
  - Provide division-wide transportation for bus drivers.
  - Establish and maintain plans for the emergency transport of district personnel and students.
§ Train all drivers and transportation supervisory personnel in emergency protocols involving
buses and the school’s emergency operations plan.

• The School Incident Commander will:
  § Assume command and manage emergency response resources and operations at the
  incident command post to resolve the emergency situation until relieved by a more
  qualified person or the appropriate emergency response agency official.
  § Assess the situation, establish objectives and develop an emergency action plan.
  § Determine and implement required protective actions for school response personnel and
  the public at an incident site.
  § Appoint additional staff to assist as necessary.
  § Work with emergency services agencies in a Unified Command.

DIRECTION AND CONTROL

• General
  • The Principal is responsible for establishing objectives and policies for emergency operations and
    providing general guidance for emergency response and recovery operations. In most situations,
    the Principal will assume the role of Incident Commander. During disasters, he/she may carry out
    those responsibilities from the ICP.
  • The District Emergency Management Coordinator will provide overall direction of the response
    activities of the school. During emergencies and disaster, he/she will normally carry out those
    responsibilities from the ICP.
  • The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage
    the emergency response from the Incident Command Post until local emergency services arrive.
  • During emergency operations, the school administration retains administrative and policy control
    over their employees and equipment. However, personnel and equipment to carry out mission
    assignments are directed by the Incident Commander. Each emergency services agency is
    responsible for having its own operating procedures to be followed during response operations,
    but interagency procedures, such a common communications protocol and Unified Command,
    may be adopted to facilitate a coordinated effort.
  • If the school’s own resources are insufficient or inappropriate to deal with an emergency situation,
    assistance from local emergency services, organized volunteer groups, or the State should be
    requested.

• Emergency Facilities
  • Incident Command Post
    § School Incident Command post should be established on scene away from risk of damage
    from the emergency. Pre-determined sites for command posts outside the school building
    will be identified in cooperation with local emergency responder agencies. Initially, the ICP
    will most likely be located in the main office of the school, but alternate locations must be
    identified if the incident is occurring at that office.
    § Except when an emergency situation threatens, but has not yet occurred, and those
    situations for which there is no specific hazard impact site (such as a severe winter storm
    or area-wide utility outage), an Incident Command Post or command posts will be
    established in the vicinity of the incident site(s). As noted previously, the Incident
    Commander will be responsible for directing the emergency response and managing the
    resources at the incident scene.

• Continuity of School Administration
  • The line of succession for the principal is:
    Junior High – 1. Patty O’Hare  2. Dalee Presnell
  • The lines of succession for each position shall be in accordance with the SOPs established by the
    school.
READINESS LEVELS

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

Readiness Action Level Descriptions
- The following readiness action levels will be used as a means of increasing the school's alert posture.
  (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)
  - Green – Low
    - Assess and update emergency operations plans and procedures.
    - Discuss updates to school and local emergency operations plans with emergency responders.
    - Review duties and responsibilities of emergency response team members.
    - Provide CPR and first aid training for staff.
    - Conduct training and drills.
    - Conduct 100% visitor ID check.
  - Blue - Increased Readiness
    - Review and upgrade security measures.
    - Review emergency communication plan.
    - Inventory, test, and repair communication equipment.
    - Inventory and restock emergency supplies.
    - Conduct emergency operations training and drills.
  - Yellow – Elevated
    - Inspect school buildings and grounds for suspicious activities.
    - Assess increased risk with public safety officials.
    - Review crisis response plans with school staff.
    - Test alternative communications capabilities.
  - Orange – High
    - Assign staff to monitor entrances at all times.
    - Assess facility security measures.
    - Update parents on preparedness efforts.
    - Update media on preparedness efforts.
    - Address student fears concerning possible emergency.
    - Place school and district emergency response teams on standby alert status.
  - Red – Severe
    - Follow local and/or federal government instructions (listen to radio/TV).
    - Activate emergency operations plan.
    - Restrict school access to essential personnel.
    - Cancel outside activities and field trips.
    - Provide mental health services to anxious students and staff.

ADMINISTRATION and SUPPORT

Agreements and Contracts
Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 1.
Reports
• Initial Emergency Report - This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.
• Situation Report - A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.
• Other Reports - Several other reports covering specific functions are described in the annexes to this plan.

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

• Activity Logs
  o The ICP and the district office shall maintain accurate logs recording key response activities, including:

    § Activation or deactivation of emergency facilities.
    § Emergency notifications to local emergency services.
    § Significant changes in the emergency situation.
    § Major commitments of resources or requests for additional resources from external sources.
    § Issuance of protective action recommendations to the staff and students.
    § Evacuations.
    § Casualties.
    § Containment or termination of the incident.

• Incident Costs
  o The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

• Emergency or Disaster Costs
  o For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

    § Personnel costs, especially overtime costs
    § Equipment operations costs
    § Costs for leased or rented equipment
    § Costs for contract services to support emergency operations
    § Costs of specialized supplies expended for emergency operation
    § These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal governments.

Preservation of Records
• In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
• If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

Post-Incident and Exercise Review
• The Superintendent, District Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique
following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

**PLAN DEVELOPMENT and MAINTENANCE**

**Plan Development and Distribution of Planning Documents**
The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.

- **Distribution of Planning Documents**
  - The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
  - The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

- **Review**
  - The Basic Plan and its annexes shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.

- **Update**
  - This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
  - The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.
  - The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.
REFERENCES

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

2. Arizona Department of Education School Safety Plans and Resources

3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools

4. Washington State Emergency Management Division in Partnership


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


9. Jane’s Safe Schools Planning Guide for All Hazards

10. Los Angeles Unified School District Model Safe School Plan

11. Fairfax County Public Schools Crisis Management Workbook

12. Chicago Public Schools Emergency Management Plan

APPENDIX 1
SUMMARY OF AGREEMENTS AND CONTRACTS

MEMORANDUM OF UNDERSTANDING FOR SHELTER & MASS CARE ACTIVITIES

This Memorandum of Understanding is made and entered into between Farwell ISD, referred hereinafter as FISD, and First Baptist Church, referred hereinafter as the Organization.

The FISD desires the assistance of volunteer and charitable organizations in providing shelter and mass care for the members of public affected by emergency situations. The Organization wishes to volunteer its resources for such purposes during emergency situations. The purpose of this memorandum is to outline the actions that each party is willing to undertake with respect to shelter and mass care operations as a basis for further planning and preparation by both parties.

When requested by an authorized representative of the FISD, the Organization will use its best efforts to provide the following services for disaster victims:

- Activate and operate temporary shelters and register people using those shelters.
- Provide meal preparation facilities to feed FISD students.
- Provide classroom accommodations for FISD students.
- Participate in pre-disaster shelter and mass care planning with the FISD.
- During emergency operations, provide periodic reports on its shelter and mass care activities to the Shelter Officer in the Emergency Operating Center.

The FISD will use its best efforts to:

- Where possible, provide advance warning to the Organization of the possible need for shelter and mass care operations so that the Organization may mobilize its resources.
- Provide security for shelter and mass care facilities.
- Provide fire inspections for shelter and mass care facilities.
- Provide traffic control in the vicinity of shelter and mass care facilities.
- Provide information to disaster victims through the media on what they should bring and should not bring to shelter and mass care facilities.
- Provide or arrange transportation for shelter and mass care equipment and supplies that cannot be transported by the Organization.
- Coordinate with state and federal agencies to obtain supplementary food supplies, if required.
To the extent possible, ensure utilities are operable at shelter and mass care facilities.

Invite volunteer and charitable organizations to participate in periodic emergency exercises to test plans, procedures, and coordination.

FISD will reimburse organization for increased utility cost associated with long term use of the facility.

Any damages that may incur at time of use of the facility will be the responsibility of FISD.

In witness of these understandings, the authorized representative of the Organization and the Superintendent of Schools have fixed their signatures to this memorandum, which shall become effective and operative upon fixing of the last signature hereto.

_________________________________________  Date: _________________
Colby Waldrop, Superintendent – Farwell Independent School District - Organization

_________________________________________  Date: _________________
Authorized Signature – First Baptist Church – Organization
# Shelter and Mass Care Activities Contact Numbers

<table>
<thead>
<tr>
<th>Farwell ISD</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colby Waldrop</td>
<td>806-481-3371 (office)</td>
<td>806-422-1848 (mobile)</td>
</tr>
<tr>
<td>Michael Johnson</td>
<td>806-481-9131 (office)</td>
<td>903-733-0384 (mobile)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Baptist Church</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Russ Ponder</td>
<td>806-481-3202 (Office)</td>
<td>325-280-8391 (Mobile)</td>
</tr>
</tbody>
</table>
APPENDIX 2

Incident Command System Summary

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

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

- **Standard Management Functions**
  - *Command:* Sets objectives and priorities and has overall responsibility at the incident or event.
  - *Operations:* Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
  - *Planning:* Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
  - *Logistics:* Provides support to meet incident needs, provides resources and all other services needed to support.
  - *Finance/Administration:* Monitors costs, provides accounting, procurement, time recording, and cost analysis.

The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

- **Management by Objectives.** At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

- **Unity and Chain of Command.** Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

- **Organizational Flexibility.** Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

- **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

- **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

- **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor,
check in/out procedures, and preparing assignment lists.

- *Incident Action Plan.* The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

*Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.*

- *Integrated Communications.* Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

- *Resource Management.* Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

**Unified Command**

Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified Command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.
## APPENDIX 3
### INCIDENT COMMAND STRUCTURE

**Emergency Operations Planning Team**

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Colby Waldrop</td>
<td>(806) 422-1848</td>
<td><a href="mailto:cwaldrop@farwellschools.org">cwaldrop@farwellschools.org</a></td>
</tr>
<tr>
<td>FHS Principal</td>
<td>Coby Norman</td>
<td>(432) 935-1160</td>
<td><a href="mailto:cnorman@farwellschools.org">cnorman@farwellschools.org</a></td>
</tr>
<tr>
<td>FJH Principal</td>
<td>Kristy White</td>
<td>(575) 760-7317</td>
<td><a href="mailto:kwhite@farwellschools.org">kwhite@farwellschools.org</a></td>
</tr>
<tr>
<td>FES Principal</td>
<td>Michael Johnson</td>
<td>(903) 733-0384</td>
<td><a href="mailto:mjohnson@farwellschools.org">mjohnson@farwellschools.org</a></td>
</tr>
<tr>
<td>Building/Grounds</td>
<td>Tim Kasel</td>
<td>(575) 309-9132</td>
<td><a href="mailto:tkasel@farwellschools.org">tkasel@farwellschools.org</a></td>
</tr>
<tr>
<td>Transportation</td>
<td>Time Kasel</td>
<td>(575) 309-9132</td>
<td><a href="mailto:tkasel@farwellschools.org">tkasel@farwellschools.org</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Hayley Christian</td>
<td>(940) 577-5612</td>
<td><a href="mailto:hchristian@farwellschools.org">hchristian@farwellschools.org</a></td>
</tr>
<tr>
<td>Nurse</td>
<td>Michele Jaime</td>
<td>(575) 714-3834</td>
<td><a href="mailto:mjaime@farwellschools.org">mjaime@farwellschools.org</a></td>
</tr>
</tbody>
</table>
Insert map of campus and surrounding area. At minimum, include the following information of the map:

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
- Gas
- Water
- Electricity
- HVAC System
- Telephone System
- Site assignments and Staging Areas
- Hazardous Material storage areas
- Heat plants/boilers
- Room numbers
- Door/window locations
- Any other information deemed appropriate by your planning committee

*Primary and Alternative evacuation route maps should be posted in each room of each building on campus.

**It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.
Close all Double doors, face lockers seated, or face away from windows on an interior wall.

= Tornado Zone
Art/Home Eco - Evacuation

= Tornado Zone

AC
Auxiliary Bus Barn/Weight Room – All

- Inner Door
- Evacuation Route
- Handicap Accessible
- Windows
- Fire Extinguisher
- Main Electric/AC Breaker
- Entry Door
- Gas
- Water Source
- Tornado Zone (evacuate to high school)

SHOP

WEIGHT ROOM
Bus Barn – All

= Inner Doors
= Entry Doors
= Evacuation Route
= Water Source
= Fire Extinguisher
= Main Electric/AC Breakers
= Gas
= Tornado Zone – Evacuate to High School
= Handicap Accessible

Diagram:

- Internal doors
- Entry doors
- Evacuation routes
- Water sources
- Fire extinguishers
- Main electric/AC breakers
- Gas lines
- Tornado zone
- Handicap accessible areas
Field House – All

- Inner Door
- Evacuation Route
- Handicap Accessible
- Entry Access Doors
- Main Electric/ACX Breakers
- Water Source
- Gas Line
- Gas
- Fence
- Tornado Zone

NORTH
Technology and Elementary Gym - Evacuation

= Entry Door  = Evacuation Route

NORTH
• Assign teachers in adjacent or nearby rooms as buddies.
• Review evacuation routes and procedures with entire staff.
• During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other’s health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
• Remember: The teachers’ responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
• If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it).
• If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
• Ensure that each classroom contains a “go kit” that contains the teacher’s class roster and the buddy teacher’s class roster.
• Immediately following student accounting, one member of each buddy team must check in at the Command Post.
• In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One teacher is then available for assignments.
• Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

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<thead>
<tr>
<th>Teacher</th>
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# APPENDIX 6

## PHONE LISTS

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<th>FHS Staff Cell Numbers</th>
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<td>Chadwick</td>
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<td>Eric</td>
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<td>Christian</td>
<td>Hayley</td>
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<tr>
<td>Christian</td>
<td>Sheryl</td>
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<td>Eudy</td>
<td>Andrew</td>
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<td>Galvan</td>
<td>Christina</td>
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<td>Goodwin</td>
<td>Nancijane</td>
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<td>Graves</td>
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<td>Hawkins</td>
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<td>Schilling K</td>
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<tr>
<td>Schilling W</td>
<td>Wendy</td>
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<td>Schwertner</td>
<td>Kelli</td>
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<td>Shelly</td>
<td>William</td>
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<tr>
<td>Southard</td>
<td>Mary</td>
</tr>
<tr>
<td>Name</td>
<td>#</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Connie Bailey</td>
<td>575-760-1706</td>
</tr>
<tr>
<td>Jodi Bennett</td>
<td>806-789-7913</td>
</tr>
<tr>
<td>Sharon Chacon</td>
<td>575-760-4390</td>
</tr>
<tr>
<td>Maria Garcia</td>
<td>575-749-4153</td>
</tr>
<tr>
<td>Brittni Grant</td>
<td>806-566-8911</td>
</tr>
<tr>
<td>James Graves</td>
<td>806-683-5021</td>
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<tr>
<td>Kenzi Green</td>
<td>806-928-0339</td>
</tr>
<tr>
<td>Hileana Jaime</td>
<td>210-454-6384</td>
</tr>
<tr>
<td>Candace Johnson</td>
<td>903-276-4088</td>
</tr>
<tr>
<td>Patti Johnson</td>
<td>575-309-9403</td>
</tr>
<tr>
<td>Aaron Marks</td>
<td>806-315-2152</td>
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<tr>
<td>Patty O'Hare</td>
<td>575-309-1054</td>
</tr>
<tr>
<td>Dalee Presnell</td>
<td>575-309-8069</td>
</tr>
<tr>
<td>Traci Read</td>
<td>806-759-6414</td>
</tr>
<tr>
<td>Camilla Sharp</td>
<td>817-888-7307</td>
</tr>
<tr>
<td>Bill Shelly</td>
<td>575-309-1029</td>
</tr>
<tr>
<td>Remington Stewart</td>
<td>940-872-7817</td>
</tr>
<tr>
<td>Megan Terry</td>
<td>806-225-7322</td>
</tr>
<tr>
<td>Kathy Curtis</td>
<td>575-309-9401</td>
</tr>
<tr>
<td>Kristy White</td>
<td>575-760-7317</td>
</tr>
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### Elementary Emergency Call List 2017-2018

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<th>Person</th>
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<tr>
<td>Martina Fierro</td>
<td>(806) 239-5850</td>
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<tr>
<td>Yvonne Ortega</td>
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<td>Tanya Steinbock</td>
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<tr>
<td>Cathy Tidwell</td>
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<td>Alice Armstrong</td>
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<td>Hermalinda Cuevas</td>
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<tr>
<td>Lisa Norman</td>
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<td>Christina Ruiz</td>
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*Each person calls the person below them.*
### Administration Phone List

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<td>Colby Waldrop</td>
<td>Superintendent</td>
<td>(806) 422-1848</td>
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<tr>
<td>Irene Crume</td>
<td>Superintendent Sec</td>
<td>(806) 881-9344</td>
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<tr>
<td>Edie Kalbas</td>
<td>Business Manager</td>
<td>(575) 799-4715</td>
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<td>Tim Kasel</td>
<td>Transportation Director</td>
<td>(575) 309-9132</td>
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<td>Coby Norman</td>
<td>High School</td>
<td>(432) 935-1160</td>
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<td>Kristy White</td>
<td>Junior High</td>
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<tr>
<td>Michael Johnson</td>
<td>Elementary</td>
<td>(903) 733-0384</td>
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## Appendix 7

### Emergency Operations Planning Team

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<td>Superintendent</td>
<td>Colby Waldrop</td>
<td>(806) 422-1848</td>
<td><a href="mailto:cwaldrop@farwellschools.org">cwaldrop@farwellschools.org</a></td>
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<tr>
<td>FHS Principal</td>
<td>Coby Norman</td>
<td>(432) 935-1160</td>
<td><a href="mailto:cnorman@farwellschools.org">cnorman@farwellschools.org</a></td>
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<td>FJH Principal</td>
<td>Kristy White</td>
<td>(575) 760-7317</td>
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<td>FES Principal</td>
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<td>(903) 733-0384</td>
<td><a href="mailto:mjohnson@farwellschools.org">mjohnson@farwellschools.org</a></td>
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<tr>
<td>Building/Grounds</td>
<td>Tim Kasel</td>
<td>(575) 309-9132</td>
<td><a href="mailto:tkasel@farwellschools.org">tkasel@farwellschools.org</a></td>
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<td>Transportation</td>
<td>Time Kasel</td>
<td>(575) 309-9132</td>
<td><a href="mailto:tkasel@farwellschools.org">tkasel@farwellschools.org</a></td>
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<tr>
<td>Counselor</td>
<td>Hayley Christian</td>
<td>(940) 577-5612</td>
<td><a href="mailto:hchristian@farwellschools.org">hchristian@farwellschools.org</a></td>
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<tr>
<td>Nurse</td>
<td>Michele Jaime</td>
<td>(575) 714-3834</td>
<td><a href="mailto:mjaime@farwellschools.org">mjaime@farwellschools.org</a></td>
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APPENDIX 8

Resources Inventory

Include:

- First Aid Supplies
- Fire Fighting Equipment
- Lighting
- Classroom Emergency Kits
- Food
- Water
- Blankets
- Maintenance Supplies
- Tools

Note: Identify any and all available resources that may be needed in the event of an emergency.

Also identify the locations of these emergency supplies.

Each campus will have one hand-held radio to communicate with other campuses. First aid supplies will be in each room with the teachers emergency clip board; also in the nurses office.

Food and Water will be in the cafeteria.

Maintenance supplies will be located in the Custodian office and Bus barn.

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<th>RESOURCE INVENTORY</th>
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<td>Farwell Elementary</td>
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<td>Crash Kits Located in all Classroom</td>
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<tr>
<td>Two-Way Radio</td>
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<tr>
<td>Bullhorn</td>
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<td>Maintenance supplies Located in custodian Closet</td>
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APPENDIX 9
Catastrophe Parent Letter

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
   - He/she is 18 years of age or older.
   - He/she is usually home during the day.
   - He/she could walk to school, if necessary.
   - He/she is known to your child.
   - He/she is both aware and able to assume this responsibility.
3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students’ whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal
APPENDIX 10

Staff Skills Survey

Name _____________________________ School _____________________________ Room# __________

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

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CHECK ALL THAT APPLY:

- First Aid (current card YES/NO)
- CPR (current card YES/NO)
- Triage
- Firefighting
- Construction
- Running/Jogging/physical fitness
- Emergency Planning
- Emergency Management
- Law Enforcement
- Mechanical Ability
- Camping
- Recreational Leader
- Search and Rescue
- Bi/Multi-Lingual (language: ________________________)
- Structural Engineering
- Bus / Truck driver (CDL YES/NO)
- Shelter Management
- Survival Training & Techniques
- Food Preparation
- Military Experience
- CB / Ham Radio Operator
- Journalism
- Waste Disposal

DO YOU KEEP A PERSONAL EMERGENCY KIT? YES / NO

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) YES / NO

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? YES / NO

PLEASE LIST EQUIPMENT AND MATERIALS.

________________________________________________________

________________________________________________________

________________________________________________________

COMMENTS

________________________________________________________

________________________________________________________

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

### FHS Master Schedule 2017-2018

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8/14/2017
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Core Teachers' Tutorial Schedule - 7:45am - 8:05am and 3:30pm - 3:45pm (Monday - Friday) Mrs. Bailey M-W-F (At-Risk Reading) 12:30-12:53
Function Protocols (District-wide)

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

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- tornado,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

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

EVACUATION

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

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

  “ALL STAFF, EVACUATE AT THIS TIME.”

- Notify the superintendent’s office of the school evacuation.

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

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

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

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**REVERSE EVACUATION**

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

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

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

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**LOCKDOWN PROCEDURES**

*Purpose: Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (i.e., intruder, shooting, hostage incident, civil disturbance, etc.)*

All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.

The principal or designee will make the following announcement:

“LOCKDOWN!... LOCKDOWN!... LOCKDOWN!”

- Designee or any office staff will need to go to the cafeteria and instruct them to go to the gym. If no time to go to the gym they will need to get under the nearest table.
- Staff is to ALWAYS have their cellphones and a whistle with them when students are outside. The office will notify staff and classes by cellphone that might be outside to blow their whistles for students to immediately move students to the NORTH side of the playground towards AVENUE F, account for the students and be prepared to evacuate off-campus to the First Baptist Church.
- The secretary or receptionist will call 911 and identify the name and address of the school, describe the emergency, state that the school is locking down and provide information about the intruder (if possible).
- The principal or a designee will notify the central office.

**Secretary or Receptionist:**
- Move to the Principal’s office.
Custodians:
- Close and lock cafeteria interior doors to student hallways.
- Lock gym doors and make sure pins are in place.
- Custodians will check all restrooms and halls in the building.
- Custodians will unlock doors when principal or designee tells them to.

Teachers:
- **REMAIN CALM**
- Ignore all bells and any intercom announcements.
- If the intruder is on the playground instruct all students to lie on the ground FACE DOWN.
- If students or any adults are in the cafeteria during a lockdown, they must be escorted into the gym and the doors must be locked. If not a chance for escorting, HAVE STUDENTS GET TO GYM OR UNDER THE NEAREST TABLE!
- Clear the hallway by your room moving everyone into the classroom.
- Instruct any “stray” students in the hallway to quickly move into your room—do not allow anyone to enter your room after you have checked the hallway.
- Lock and barricade your doors, block your door window, turn off your lights and shut your blinds.
- Move students away from doors and window and have them sit against an interior wall remaining QUIET and CALM.
- Check roll.
- All personnel with students email Principal to say all present or to list missing and/or additional students. Say where you think the missing students are located. “For example, Jane Smith went to the library.” If you have no students email Counselor to let her know you are present.
- If there is an immediate threat (shooter is entering your classroom), tell students to “GET OUT” any way possible to a place of safety.
- **Allow no one in or out of the classroom until the principal or a designee comes to your room and unlocks the door.**

Cafeteria Staff
- Move into the cafeteria supervisor’s office and lock door. Call the office if help is needed.

*Consider using a duress code to authenticate any all-clear signal* “Teacher’s, this is Mr(s). ________, ALL CLEAR” (This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

**SHELTER-IN-PLACE**

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

The Principal or designee will make the following announcement:

**“TEACHERS, START SHELTER IN PLACE”**.

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, telephones, or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
• Notify the superintendent's office the school is SHELTERING-IN-PLACE.
• Monitor the NOAA weather radio
• Be prepared to announce change in status ("Tornado Drill" or “All Clear”)
• Principal designees check hallways & bathrooms.

Custodians:
• Shut off utilities (if necessary).
• Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
• Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:
• Close and lock all doors and windows leading to hallways, common areas and outside.
• If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter. (gym)
• If all students are present place GREEN card under the door.
• If you are missing a student write the name of the missing student on the RED card with a “MINUS” sign. If you have an additional student, parent, or staff member, write down the name(s) on the RED card followed by a “PLUS” sign. Place the card under the door.
• Use the items in the Crisis Bucket to seal the doors and windows, if instructed.
• Do not evacuate unless instructed to do so.
• If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter:
  a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
  b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
• All persons must remain in shelter until notified by the Incident Commander, emergency responders or the “ALL CLEAR” signal is given.

**TORNADO**

Purpose: To protect students and staff from flying debris resulting from explosions, structure failures, severe weather or earthquake.

• Students and staff, who have moved to safe areas in the building in response to severe weather, should kneel down against the wall and cover heads with arms and hands.
• Instruct all to stay away from glass, windows, outside doors and walls, and anything that could fall such as lighting fixtures and furniture.
• Remain in the “DROP, COVER, AND HOLD” position until you are reasonably certain it is safe, or until further instructions have been given from the Incident Commander.
• Account for their students and report any student missing to campus administrator.
• The Incident Commander may order an “EVACUATION,” if the situation warrants and it is safe to do so.

**OFF-CAMPUS EVACUATION**

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

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

• Direct staff to move students to the evacuation staging area for loading onto buses.
• Notify the district office and Superintendent of the evacuation and relocation.
• Request assistance in preparing the site for arrival. Provide an update on the situation, identify the
  primary relocation site, the evacuation route and if needed, request buses or alternate means of
  transportation.
• Request the district office to activate appropriate system-wide Crisis Response Teams from each school
  and send them to the relocation site to assist with Family Reunification.
• Provide the school media/public information representative with detailed instructions via fax or prepared
  information release to read to the public in order to direct concerned relatives to the Family Reunification
  Site.
• Designate someone as the Reunification Site Commander.

Teachers and staff
• Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
• After evacuating, take roll and account for all students. Report any missing students to school
  administration. Hold up the RED status card to indicate you have missing or injured students. Use the
  GREEN status card if everything is ok.
• Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students
  to the designated evacuation staging area for movement to the relocation site.
• Ensure special needs students and staff are assisted. Request help if needed.
• While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be
  delivered to the reunification site commander upon arrival.
• Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist
  in staffing the site.

FAMILY REUNIFICATION

School Commander:
• The School Commander after consulting with the Incident Commander will determine the appropriate pre-
  designated relocation site and safe evacuation route.
• The School Commander will notify the contact person at the relocation site to prepare for arrival of
  students.
• Designate a Reunification Site Commander.
• Request the District Office to send personnel to staff the Family Reunification Center.

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

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

**MENTAL HEALTH / CRISIS INTERVENTION**

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

Mental Health/Crisis Intervention Team:
• Assess the range of crisis intervention services needed during and following an emergency or event.
• Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
• Provide direct intervention services, critical incident stress debriefings, on-going assessment of needs and follow-up services as required.
• Identify locations in the school designated for individual or group counseling and make a building wide announcement.
• Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
• Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
• Review and distribute guidelines to help teachers with classroom discussions.
• Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
• Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student's class schedule for the remainder of the day if that will help teachers in those classes.
• Notify feeder schools regarding siblings or other students predicted to be strongly affected.

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

BOMB THREAT PROCEDURES

Call Taker: Upon receiving a message that a bomb has been placed in school:
• Use bomb threat checklist. (Page ___ of Emergency Response Plan)
• Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
• Listen closely to caller’s voice and speech patterns and to noises in background.
• Notify the Principal/School Commander or designee.

School Commander:
• School Commander or designee notifies law enforcement by calling 911 (Insert the actual sequence to dial 911 from your phone system).
• Assign staff to meet and brief emergency responder agencies outside.
• Notify staff through the Public Address system:

   “TEACHERS, PLEASE EVACUATE AT THIS TIME”

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

Teachers and staff:
• Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
• If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
• Teachers will account for their students and be prepared to evacuate if ordered.
• Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
• Teachers will open classroom windows and leave classroom doors open when exiting.
• Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

### BOMB THREAT CHECKLIST

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<th>Callers Voice (check all applicable):</th>
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| When is the bomb going to explode? | o Calm  
| Where is it right now? | o Angry  
| What does it look like? | o Excited  
| What kind of bomb is it? | o Slow  
| What will cause it to explode? | o Rapid  
| Did you place the bomb? | o Soft  
| Why? | o Loud  
| What is your address? | o Laughter  
| What is your name? | o Crying  
| Exact wording of threat: | o Normal  
| | o Distinct  
| | o Slurred  
| | o Calm  

If voice is familiar, whom did sound like? __________

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#### Threat Language:

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<thead>
<tr>
<th></th>
<th>Well spoken</th>
<th>Incoherent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Foul</td>
<td>Taped</td>
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<tr>
<td></td>
<td>Message read</td>
<td>Irrational</td>
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### BUS ACCIDENT

**Bus Driver/Monitor:**

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

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

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

FIRE DRILL PROCEDURES

In the event a fire or smoke from a fire has been detected:
• Any staff discovering fire or smoke will immediately report the fire to the office.
• The principal or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 and notify the district office.
• Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the designated assembly areas.
• No one may re-enter building(s) until entire building(s) is declared safe by the fire department.
• If in the cafeteria/gym during breakfast/lunch students will evacuate to the SOUTH side where the teacher's parking and bus barns are located. Teachers will need to report there to reunite their class and take roll.

Principal and office staff:
• The principal or designee calls 911 to identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
• School office staff will take the visitor log and student sign-out sheet and evacuate to the designated area.
• Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students.
• After consulting with Superintendent, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to Farwell Football Stadium.
• Principal designees will call in “____ hall clear” when bathrooms are checked.
• Principal designees will call in “_____ all present” when all students on their side of the building were accounted for.

Teachers:
• Take class roster and Crisis Bucket and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
• Close the classroom door and turn off the lights upon exiting confirming all students and personnel are out of the classroom.
• Take attendance at the assembly area after being evacuated. Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance. If you have a student who should be with the ISS teacher, pull-out teacher, etc. hold up your RED card.
• Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
• Keep your class together and wait for further instructions.
**INTRUDER / HOSTAGE**

**Intruder-** When an unauthorized person enters school property:

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

If intruder refuses to leave:

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

**Hostage Situation:**

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert he actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses in route to the school to an alternate location.
- School Commander notifies Superintendent.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions. Everyone should remain in lockdown until given the “All Clear” or if directed in person by a uniformed law enforcement officer.

If taken hostage:

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

**MISSING STUDENT OR RUNAWAY STUDENT**

*Purpose: To seek the safety of child who leaves campus unauthorized.*

- Have someone follow student and maintain visual contact
- Do not attempt physical apprehension
- Contact Principal
TORNOADO / SEVERE WEATHER PROCEDURES

Principal and office staff will:
- Monitor weather via computer/cell phone
- All support staff who do not have children will need to report to the office immediately. If it is a tornado warning we will send you back to shelter in place in the conference room or in the art room.
- If severe weather only, not a tornado warning, support staff will be assigned to monitor all entrances and weather conditions.
- Principal designees will check hallway.

Teachers and staff will:
- Bring all persons inside building(s).
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Place the GREEN or RED status card under your door. Green signifies everything is OK. Red means that emergency assistance is needed.

When a tornado has been spotted in the area or a tornado WARNING has been issued:
- The principal or designee will activate tornado alert signal.
- The principal and designees will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting. Principal Designees will need to reference Principal designee sheet.
- If students are in the cafeteria/gym for breakfast/lunch students will be directed to return to their classroom where teachers will follow tornado alert procedures.
- If outside, students and staff should move inside the building. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear announcement.

HAZARDOUS MATERIAL RELEASE

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

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

Colby Waldrop - Superintendent
806-481-3371
806-422-1848
• Teachers should take attendance at their outside Assembly Area and report any missing or injured
  students to administration.
• After evacuation, persons who have come into direct contact with haz-mat substances should be taken to
  a decontamination area.
• The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request
  transportation resources from the district. Alert staff to move to students to designated transportation site.
• Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:
• The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE
  EVACUATION into the building for all students and staff outside the building.
• The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system)
  identify the name/exact location of the school, describe the emergency, state what actions are being
  taken to safeguard students/staff and remain on the line until told otherwise.
• The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn
  off fans and air conditioners.
• The SC will notify the Superintendent’s office and request activation of media and parent notification
  protocol.
• Refer media to:
  Colby Waldrop - Superintendent
  806-481-3371
  806-422-1848

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

EARTHQUAKE
Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to
building and injuries.

School Commander:
• The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial
  911 from your phone system)
• After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will
  evacuate using designated routes or alternate routes to the outside Assembly Area(s).
• The SC will contact the Superintendent's office and activate the media and parent notification protocol.
• The SC will establish a school command post and medical triage site on campus.
• The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas,
  power, water or sewer)
• The SC will consult with emergency management and public safety officials to determine if the buildings
  are safe for re-occupancy.
• The SC will consult with the Superintendent concerning closing school. They will decide whether to
  announce dismissal students from the school or EVACUATE student's off-campus to an alternate
  relocation site for Parent Reunification.
• If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the
  appropriate law enforcement agency to request assistance at the relocation site.
Teachers and staff:
- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

**ACTIVE SHOOTER / ARMED INTRUDER**

*Under the FISD response plan, you deal with the information you have and your decisions are based on what the appropriate action would be for you.*

**Purpose:** Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (i.e., intruder, shooting, hostage incident, etc.)

The principal or designee will make an announcement such as:

"Your attention, please. There is an intruder located in__________. OR There is an intruder in the building. Teachers, secure your students immediately."

**Staff options:**
- **EVACUATE:** If you hear gunfire only or you hear the announcement, “There is an intruder in the building” check the hallway to see if you need to evacuate or to lockdown. If possible use the nearest exit to evacuate to the Farwell Baptist Church.
- **LOCKDOWN:** If the intruder is in your area, lockdown, barricade your door, listen for further announcement in case you need to reassess and evacuate to the Farwell Baptist Church when possible. Cover your window, turn off your lights and shut your blinds. Move students away from doors and window and have them sit against an interior wall remaining QUIET and CALM. If staying in lockdown, allow no one in or out of the classroom until the principal or a designee comes to your room and unlocks the door.
- **COUNTER:** If the intruder enters your room or area, distract and take down the intruder as much as possible and evacuate to Farwell Baptist Church.

**Office Responsibilities:**
- The office staff will lockdown in the principal's office and will call 911, identify the name and address of the school, describe the emergency, state that the school is evacuating/locking down and provide information about the intruder (if possible).
- The principal or a designee will notify the central office and primary school.
- CAFETERIA/GYM: Designee or any office staff will call the cafeteria and gym to instruct them to evacuate students
- PLAYGROUND: Staff is to ALWAYS have a cellphone and a whistle with them when students are outside. The office will notify staff and classes by phone that might be outside to blow their whistles for students to immediately evacuate to Farwell Baptist Church.

**Teachers:**
- **REMAIN CALM**
  - Train any "stray" students in the hallway to quickly join a group that is evacuating or to move into the nearest open occupied classroom. Train them to exit the building at nearest exit if no doors open. Do not allow anyone to enter your room after you have locked down.

**Reunification:**
- **OFFICE STAFF:** Take Student Info Card Box to assist in reunification.
- **PULL OUT TEACHERS/AUXILIARY STAFF:** Take any students with them to their homeroom teacher if able.
- **HOMEROOM TEACHERS:** Take attendance and call the principal with attendance status.
- **ADMINISTRATION:** Work with FISD administrative staff and First Responders under ICS (Incident Command Structure) to account for all students and reunify with families.
UTILITY LOSS OR FAILURE

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

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

  Colby Waldrop - Superintendent
  806-481-3371
  806-422-1848

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

MEDIA

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

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

  District Spokesperson:
  Colby Waldrop - Superintendent
  806-481-3371
  806-422-1848

  Alternate:
  Coby Norman – High School Principal
  806-481-3371
  432-935-1160
School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person:
Colby Waldrop - Superintendent
806-481-3371
806-422-1848

Alternate:
Coby Norman – High School Principal
806-481-3371
432-935-1160

During an emergency, adhere to the following procedures:

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

Media statement

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

STRUCTURAL FAILURE

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

Structural failure with collapse or partial collapse:

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

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

MEDICAL EMERGENCY

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

Administration:
- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first-aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
APPENDIX 14

Incident Command Posts

High School
Fire – Football Field
Tornado – Gym Locker room area
Evacuation – Football Field
Lockdown – Office
Reverse Evacuation – Office

Junior High
Fire – Football Field
Tornado – Office/Hallway
Evacuation – Football Field
Lockdown – Office
Reverse Evacuation – Office

Elementary
Fire – Football Field
Tornado – Office/Hallway
Evacuation – Football Field
Lockdown – Office
Reverse Evacuation – Office

Off Campus Rally Point
All Schools – First Baptist Church