# Board of Trustees

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<tr>
<th>President</th>
<th>1st Vice President</th>
<th>2nd Vice President</th>
<th>Board Secretary</th>
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| Edwin Flores  
District 1  
Term Expires 2021 | Dan Micciche  
District 3  
Term Expires 2021 | Joyce Foreman  
District 6  
Term Expires 2020 | Justin Henry  
District 9  
Term Expires 2021 |

Northwest Dallas, including North Dallas, Addison, parts of Carrollton and Farmers Branch

Northeast Dallas

Southwest Dallas

South Dallas and parts of Downtown Dallas, Pleasant Grove, Deep Ellum, Uptown, and East Dallas

| Dustin Marshall  
District 2  
Term Expires 2020 | Jaime Resendez  
District 4  
Term Expires 2019 | Lew Blackburn  
District 5  
Term Expires 2019 | Audrey Pinkerton  
District 7  
Term Expires 2019 | Miguel Solis  
District 8  
Term Expires 2020 |

North and Near East Dallas  

Southeast Dallas, Seagoville, Balch Springs  

Oak Lawn, West Dallas, Wilmer, Hutchins and portions of East Oak Cliff  

North Central Oak Cliff and parts of West Dallas  

Love Field, Northwest Dallas, and Central Dallas |
Plan Approval

The Dallas Independent School District is committed to the safety and security of students, faculty, staff, and visitors on its campuses. To support that commitment, the Board of Trustees has asked for a thorough review of each school’s emergency mitigation / prevention, preparedness, response, and recovery procedures relevant to natural- and human-caused disasters.

The Emergency Operations Plan that follows is the official policy of the District and this school. It is a result of a comprehensive review and update of school policies in the context of the local setting, with due concern given to regional, even global, concerns. We support its recommendations and commitment of District and school resources for ongoing training, exercises, and maintenance required to sustain a current and effective Plan.

This Plan is a blueprint that relies on the commitment and expertise of individuals both inside and outside the District, and in the school’s community. The Plan further outlines clear communication with emergency management officials while supporting ongoing monitoring of emergency management best practices and advisories.

This Campus Emergency Operations Plan (CEOP) is hereby approved. It is effective immediately and supersedes all previous editions.

Craig R. Miller  
Chief of Police  

8-20-18  
Date
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TEXAS EDUCATION CODE §37.108
§ 37.108. MULTI-HAZARD EMERGENCY OPERATIONS PLAN; SECURITY AUDIT.  

(a) Each school district shall adopt and implement a multi-hazard emergency operations plan for use in district schools. The plan must address mitigation, preparedness, response, and recovery as defined by the commissioner in conjunction with the governor's office of homeland security. The plan must provide for:

   (1) district employee training in responding to an emergency;
   (2) mandatory school drills to prepare district students and employees for responding to an emergency;
   (3) measures to ensure coordination with local emergency management agencies, law enforcement, and fire departments in the event of an emergency; and
   (4) the implementation of a security audit as required by Subsection (b).

(b) At least once every three years, a school district shall conduct a security audit of the district's facilities. To the extent possible, a district shall follow security audit procedures developed by the Texas School Safety Center or a comparable public or private entity.

(c) A school district shall report the results of the security audit conducted under Subsection (b) to the district's board of trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center.

(d) A school district shall include in its multi-hazard emergency operations plan a policy for responding to a train derailment near a district school. A school district is only required to adopt the policy described by this subsection if a district school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.

Added by Acts 2005, 79th Leg., Ch. 780, § 1, eff. September 1, 2005.

1 This is currently completed by the Office of Emergency Management
From the U.S. Department of Education

Emergency Planning for America’s Schools

The U.S. Department of Education, working with school safety experts from around the United States, has made available a model emergency response and crisis management plan. Recommendations from the model are shown below:

Emergency Plans:

If you don’t have a school crisis plan in partnership with public safety agencies, including law enforcement and fire, health, mental health and local emergency preparedness agencies, develop one. Ensure that it addresses traditional crises and emergencies such as fires, school shootings, accidents, as well as biological, radiological, chemical and other terrorist activities.

If you do have a crisis plan, review it. Ensure that it addresses issues noted above.

Train, practice and drill. Documents on a shelf don’t work in a crisis.

Ensure that your school district’s crisis plan addresses the unique circumstances and needs of individual schools. Districts are encouraged to develop a separate plan for each school building. Each school crisis plan should address four major areas – Mitigation and Prevention; Preparedness; Response; and Recovery.

Mitigation and Prevention:

☐ Conduct an assessment of each school building. Identify those factors that put the building, students and staff at greater risk, such as proximity to tracks that regularly transport hazardous materials or facilities that produce highly toxic material or propane gas tanks, and develop a plan for reducing the risk. This can include plans to evacuate students away from these areas in time of crisis and to reposition propane tanks or other hazardous materials away from school buildings.

☐ Work with businesses and factories near the school to ensure that the school’s crisis plan is coordinated with their crisis plans.

☐ Ensure a process is in place for controlling access and egress to the school. Require all persons who do not work at the school to sign in.

☐ Review traffic patterns, and where possible, keep cars, buses, and tracks away from school buildings.

☐ Review landscaping to ensure that buildings are not obscured by overgrowth of bushes or shrubs where contraband can be placed or persons can hide.

Preparedness:

☐ Have site plans for each school facility readily available and ensure they are shared with first responders and agencies responsible for emergency preparedness.

☐ Ensure there are multiple evacuation routes and rallying points. Your first or second evacuation site options may be blocked or unavailable at the time of the crisis.

☐ Practice responding to crises on a regular basis.

☐ Ensure a process is established for communicating during a crisis.

☐ Inspect equipment to ensure it operates during crisis situations.

☐ Have a plan for discharging students. Remember that during a crisis, many parents and guardians may not be able to get to the school to pick up their child. Make sure every student has a secondary contact person and have contact information readily available.
Emergency Planning for America’s Schools (continued)

- Have a plan for communicating information to parents for quelling rumors. Cultivate relationships with the media ahead of time, and identify a public information officer to communicate with the media and the community during a crisis.
- Work with law enforcement officials and emergency preparedness agencies on a strategy for sharing key parts of the school crisis plans.

Response:
Develop a command structure for responding to a crisis. The roles and responsibilities for educators, law enforcement and fire officials, and other first responders in responding to different types of crises need to be developed, reviewed, and approved.

Recovery:
- Return to the business of teaching and learning as soon as possible.
- Identify and approve a team of credentialed mental health workers to provide mental health services to faculty and students after a crisis. Understand that recovery is not immediate and that the services of this team may be needed over an extended time.
- Ensure the team is adequately trained.
- The plan needs to include notification of parents on actions that the school intends to take to help students recover from the crisis.

For more information go to [www.ed.gov/emergencyplan/](http://www.ed.gov/emergencyplan/)

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*From the Governor of Texas, Greg Abbott*

**School and Firearm Safety Action Plan**

On May 30, 2018, Texas Governor Greg Abbott unveiled the *School and Firearm Safety Action Plan*. In the plan, the Governor details a partnership between the Texas School Safety Center and the *I Love U Guys Foundation*. One of the plan’s recommendations, the *Standard Response Protocol / Standard Reunification Method*, created by the *I Love U Guys Foundation*, provides guidance and procedures for multi-hazard response to critical incidents at schools. The Dallas Independent School District has recently adopted the SRP / SRM procedures and will increasingly incorporate them into the CEOP. The district’s current drill procedures are aligned with the concepts of the SRP / SRM. As the Standard Response Protocol / Standard Reunification Method training materials are made available to campuses, Emergency Management will reflect this with procedural supplements to the CEOP, via the department’s web portal. With a complete implementation to the campuses, and a reliance on a standardized methodology, the district’s ability to respond to critical incidents will be improved.
Philosophy

The Dallas Independent School District and this school have undertaken the task of planning for different emergencies. It is our contention that by thinking through possible crises and providing possible solutions to them, all persons involved in dealing with these situations will be prepared to handle them as they arise.

Succinctly, it is better to have a plan and adjust it as needed during an incident than not to have a plan at all.

The Office of Emergency Management has approached the emergency response issue by providing safe, logical, and humane steps to be considered when faced with a crisis. The primary goals of the Campus Emergency Operations Plan are:

- the protection of lives;
- incident stabilization, mitigation of the effects from the incident, and facilitation of recovery from the crisis due to an effective and efficient response to emergencies; and
- protection of district and community property.

It is the policy of the Dallas Independent School District and this school that no guarantee is implied by this Plan of a perfect response system. As personnel and resources may be overwhelmed, the District / school can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.
Campus Emergency Response Team

**Purpose:** Readiness begins with a core team dedicated to ensuring the safety of students and staff. Select staff that are willing to lead and have the cross-functional expertise you need if you must execute your plan. There are roles and actions that are important in an emergency. These actions should be prioritized in the following manner:

1. **Take actions that save lives and prevent the situation from expanding**
2. Safeguard property
3. Protect the crime scene (if applicable)
4. Restore normal operations

**Directions:** Identify the members of the planning team. Each team member should include his or her cell phone number and e-mail address. Not all positions may be applicable to your campus.

<table>
<thead>
<tr>
<th>Campus Position</th>
<th>Name</th>
<th>Cell Phone Number</th>
<th>Alternate Phone</th>
<th>E-mail</th>
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<td>Principal</td>
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<td>Assistant Principal</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Safety Coordinator</td>
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<td>Nurse</td>
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<td>Counselor</td>
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<td>Facility Supervisor</td>
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<td>Police / Security</td>
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<td>Police / Security</td>
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**First responder review:**
If you do not have a district police officer assigned to your campus, you may want to review your plan with your local fire department or Dallas ISD Police Department staff. Office of Emergency Management staff are also able to assist.
CEOP Compliance Due Dates

**Purpose:** Develop campus systems to ensure readiness.

**Guidelines:** Understand compulsory emergency readiness activities and reporting in accordance with Texas Education Code (TEC) 37.108, 37, TEC 34.0021, and Board Policy CKC (Local).

A printed copy of this CEOP SHALL be kept in the front office, and able to be retrieved by staff at all times.

<table>
<thead>
<tr>
<th>2018 - 2019 Event or Milestone</th>
<th>Documentation</th>
<th>Due Date (No Later Than)</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>Campus Emergency Operations Plan (CEOP) complete²</td>
<td>Submit CEOP to the Office of Emergency Management <a href="#">here</a></td>
<td>September 14th, 2018</td>
</tr>
<tr>
<td>Complete an Evacuation drill and a Lockdown drill</td>
<td>Document on fall semester drill log and submit to the Office of Emergency Management <a href="#">here</a></td>
<td>November 9th, 2018</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>Complete a Severe Weather drill and a drill of choice.</td>
<td>Document on spring semester drill log and submit to the Office of Emergency Management <a href="#">here</a></td>
<td>March 8th, 2019</td>
</tr>
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</table>

**DO NOT WAIT UNTIL THE LAST MINUTE TO CONDUCT DRILLS!**

- Plan drill dates for year as early as possible
- Establish drill dates
- Stick to the drill dates
- Establish back-up drill dates in case a postponement is required
- Educate faculty, students, and staff regarding drill

**Office of Emergency Management:**

- 2500 S. Ervay St.
- Dallas, TX 75215
- Box 90
- (972) 749-2410 main
- (972) 749-2401 fax
- [EmergencyManagement@dallasisd.org](mailto:EmergencyManagement@dallasisd.org) (preferred)
- [EmergencyOperations@dallasisd.org](mailto:EmergencyOperations@dallasisd.org)
- [rohardin@dallasisd.org](mailto:rohardin@dallasisd.org)
- [dagarcia@dallasisd.org](mailto:dagarcia@dallasisd.org) • (469) 853-4640 cell
- [mjuiarez@dallasisd.org](mailto:mjuiarez@dallasisd.org) • (214) 869-6288 cell
- [Dallas ISD Police Department Dispatch](#) • (214) 932-5627

² Campus staff must be prepared to execute emergency plans on the first day of school. Review these procedures as soon as possible.
FAQ and Recommendations

A printed copy of this CEOP must be kept in the front office, and able to be retrieved by office staff at all times.

Fire Drills: At the beginning of each school year, a campus administrator should designate drill dates for each semester. For example, on fire drills, dedicate the second Tuesday of each month. For bad weather, schedule a backup drill date.

➢ What are Emergency Preparedness Drills?

The following emergency preparedness drills satisfy the requirement of two drills that are due each semester:

**Types of Approved Drills**
- Evacuation
- Lockdown
- Shelter-In-Place / Severe Weather
- Shelter-In-Place
- Drop, Cover, and Hold On

**Unapproved Drills**
- Partial reverse evacuation (all students must participate)
- Modified Lockdown
- Fire Drills

➢ When should drills be practiced?

Every year, schools have an influx of new students, parents, and staff. These newcomers have no knowledge of how to quickly exit the building. It is critical to hold an evacuation drill during the first week of school to ensure the safety of all stakeholders.

The Office of Emergency Management requires that a lockdown drill be practiced during the first month of school. If the risk of imminent danger is present, we are assured that our students and staff know the necessary procedures to follow throughout the year.

We can expect severe weather any time of year, with the spring months being more active. The Office of Emergency Management requires that schools practice at least one severe weather drill by the end of January.

Schools located in industrial or high commercial traffic areas should practice a shelter-in-place drill. This ensures that there is an action plan to secure the campus in the event of an airborne hazardous materials threat.

All compliance documents submitted to the Office of Emergency Management must be PDF files (.pdf). All submissions should be via the link on the department’s website, [http://www.dallasisd.org/em/compliance](http://www.dallasisd.org/em/compliance).

All submissions should include the campus name, the year, and the type of document (CEOP, drill log, etc.) in the filename. Please adhere to this as Emergency Management receives more than seven hundred compliance documents each year. This file naming system helps us keep the files organized.

Emergency teams should hold debrief meetings after drills. Each campus will maintain an Emergency Management file folder, where physical drill records will be kept on campus for 3 years.

Practice Drills to:
- Validate the plan
- Reveal weaknesses
- Identify resources needed
- Improve response times
- Clarify roles and responsibilities

**Schools will NOT be in compliance if documents are unaccounted for.**
Need and Risk Assessment

**Purpose:** Identify the most important campus-specific safety or emergency preparedness improvement areas.

**Guidelines:** Conduct a staff brainstorming session to focus on improvement areas that address the most pressing concerns or yield the greatest contribution to creating a safe and civil learning environment. Staff may want to use their Safety and Security Audit or Foundations program goals (if applicable.)

1. **Potential Campus Hazards**

   **Directions:** List five potential campus hazards. Some schools might have potential hazards based on geography, nearby commercial activity, or other site-specific circumstances. Examples may include tornados, loss of electrical power, flooding, train derailment, etc. Include “hazardous chemical accident” if your school is within 1,000 yards of a railroad.

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   5. 

2. **Campus Focus Areas**

   **Directions:** List five safety or emergency preparedness focus areas for this year. Examples of focus areas may include visitor access control, school climate and civility, campus-wide alert procedures, physical security, staff training in first aid, or any other area that contributes to increasing campus safety or emergency preparedness.

   1. 
   2. 
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   4. 
   5. 
Incident Command Team (ICT) Structure

Incident Command is a way to quickly form a team with groups that may not have worked with each other in the past. This format is used by local, state, and federal emergency response groups. Campus leaders will work closely with first responders (fire and police) using this structure.

- Initially, the campus team will be in charge.
- After first responders arrive, you will continue to be part of the team. At this point, the most important tasks will be to ensure effective student control, maintain accountability, and to reunify parents and students.

The size of the Incident Command Team (ICT) depends on the complexity of the emergency.

- In a small emergency, one person may fulfill all roles.
- If the emergency is more complex, the roles are typically grouped into the following core functions: Incident Commander; Operations; Planning / Intelligence; Logistics; and Finance / Administration.
- In large, complex emergencies, additional staff may support the core functions.

The most important idea is that everyone works together with one leader who identifies priorities that:

- Save lives and prevent further injuries,
- Protect property (or the crime scene), and
- Restore normal operations as the situation permits.

What are the Roles in an Incident Command Team?

**INCIDENT COMMANDER**

*"The Decision-Maker"
1. Understands the big picture (situational awareness)
2. Weighs options
3. Makes decisions

**Safety Officer... "The Wise Advisor"**
Provides a second opinion on courses of action recommended by Operations (the Doers) to ensure all options have been considered, and that the plan minimizes unnecessary risks

**Public Information Officer**

*"The Communicator"
Relays information to the parents and the public in a way that helps solve the problem, or at least helps minimize the negative impact of the problem

**Liaison Officer... "The Answer Person"**
Helps answer questions about schools, students, staff, and campus procedures to other non-school agencies such as fire, police, Red Cross, etc.

**Logistics... "The Getters"**

*"The Anticipators"
Helps others to understand the big picture and to think ahead about what will need to be done, when it will need to be started, and what will be required.
- Documentation: getting the necessary information to plan
- Situation Analysis

**Operations... "The Doers"**
Carries out tasks approved by the commander
- Student Care
- Student Accountability
- First Aid
- Securing the Campus
- Parent / Student Reunification

**Planning / Intelligence**

*"The Anticipators"
Gets Operations equipment, supplies people who have the necessary skills. Procures supplies and materials such as:
- Water
- Go-Kits
- Batteries
- Food
- Traffic Cones
- Radios
- Volunteers

**Finance / Administration**

*"The Record Keepers"
Records the activities and expenditures, and tracks resources used by the team for reimbursement after the emergency. Documentation includes:
- Activity / Decision Log
- Staff overtime
- Spending
Campus Incident Command Team

Directions: Identify the name and job title (such as principal, counselor, coach, etc.) for each team member who will serve in an incident command role. All key staff should understand how each position contributes to managing the emergency. Please list three different candidates since any one person may not be on site when an emergency occurs.
Organization and Assignment of Responsibilities

The Principal or Designee will:
1. Act as the school’s Incident Commander (IC).
2. Implement the policies and decisions of the governing body relating to emergency management.
3. Organize the school’s emergency management program and identify personnel, equipment, and facility needs.
4. Ensure that the CEOP is coordinated with District plans and policies.
5. Assign selected staff members to the Emergency Operations Planning Team, who will develop the school’s Emergency Operations Plan, using the basic guidelines shown in this template.
6. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
7. Conduct drills and initiate Plan revisions based on results of the drills.
8. Encourage incorporation of emergency preparedness material into regular curriculum.
9. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
10. Establish an Incident Command Post.
11. Assign school emergency responsibilities to staff as required.
12. Coordinate emergency assistance and recovery.
13. Coordinate use of building as public shelter for major emergencies occurring in the city or county.

The Campus Safety Coordinator will:
1. Create and maintain the Emergency Operations Plan in conjunction with District and local emergency services procedures.
2. Conduct hazard analyses with assistance of District and local emergency management officials.
3. Organize emergency response teams.
4. Recommend training for emergency response teams.
5. Establish a partner system to pair teachers and classes so that teachers assigned to an emergency response team can fulfill duties.
6. Provide information to staff, student, and community regarding emergency procedures.
7. Provide assistance during an emergency in accordance with designated roles.
8. Conduct debriefings at conclusion of emergencies to evaluate the effectiveness of the CEOP, and recommend changes, if necessary.

Teachers will:
1. Be prepared to use classroom emergency Go-Kits.
2. Participate in training, drills, and exercises.
3. Direct and supervise students en route to pre-designated safe areas within school grounds or to an off-site evacuation shelter.
4. Maintain order while in student assembly area.
5. Verify the location and status of every student. Report the condition of any student needing additional assistance to the Incident Commander or designee.
6. Establish a partner system for students and teachers with disabilities.
7. Remain with assigned students throughout the duration of the emergency (unless otherwise assigned through a partner system) or until every student has been officially released.
Teacher Buddy List

**Purpose:** The teacher buddy system is designed to allow teachers to take over for one another, if necessary.

**Guidelines:** Buddy teachers should be in adjacent or nearby rooms. During emergencies, buddy teachers should check on each other and each other’s students. If necessary, one buddy teacher can evacuate both classrooms. If both buddy teachers evacuate together, one should lead and one should bring up the rear, checking to ensure that both rooms are empty. Ensure that each classroom contains paper copies of current class rosters of both buddy teachers. Inform substitute teachers about their buddy teachers.

**Directions:** Identify at least one buddy teacher for each teacher at your campus. Additional space can be completed in excel, and attached to file. It is not necessary to submit this to Emergency Management.

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<th>Teacher Name</th>
<th>Room</th>
<th>Buddy Teacher Name</th>
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</tr>
</tbody>
</table>

While not required in this plan, you may want to ensure every campus employee or work center has a counterpart for evacuation.
Unique Staff Skills

**Purpose:** Identify staff with special skills that may be useful in an emergency.

**Directions:** Complete the following table. Add additional competencies based on your needs assessment, if desired.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid (&amp; CPR)</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Languages</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Special Needs Evacuation</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Mechanical Knowledge</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Prior Military Service</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Amateur (Ham) radio</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Technology</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Counseling</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>[Other]</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

Often, staff members with prior military service have been cross-trained in a wide variety of readiness skills.
Special Needs Planning

**Purpose:** A critical part of being ready for emergencies is planning for the needs of the most vulnerable members at your campus.

**Guidelines:** Be sure to work closely with your special education staff members and campus nurse to consider how you will work with these students in an emergency. Some special considerations for these students include procedures for sheltering in place, transporting students, evacuating in an emergency, loss of power at the campus, and the need for specialized emergency evacuation equipment. In each instance, staff must honor student and medical privacy laws such as FERPA and HIPPA. For additional assistance, please contact the Special Education department at (972) 581-4100.

1. Establish a buddy system with at least one alternate for each disabled student or staff member. The specific arrangements for assisting a disabled individual in the event of an evacuation should be discussed and practiced ahead of time. The planned movement of special needs students should address the restrictions in the student’s Individual Education Plan (IEP) and include the use of trained staff, as necessary.

2. Trained staff may not be able to evacuate a student. If the risk to the student remaining in place is greater than the risk of injury by full evacuation, move the individual to the safest area away from the hazard. In some cases, the next best option might be to move the student to a safer room in the building. In this case, inform emergency responders of the student’s location as soon as possible.

3. Individuals with certain sensory disabilities may require special alert equipment such as flashing lights, horns, etc.

4. Medicines and charts should be addressed in the campus evacuation plan. The supply of medicines on hand may be an important consideration in a shelter-in-place scenario.

5. Backup batteries may be needed for certain kinds of medical equipment.

6. Smoke and dust may exacerbate certain medical conditions. Certain disabilities such as autism may be affected by loud noises and lights.

7. Ensure special needs classrooms are annotated (with a blue triangle, ▲) on the campus emergency operations plan map. (It is acceptable to draw a triangle marked with a blue highlighter.)

**Directions:** Check the appropriate response to indicate whether the planning efforts have addressed special needs populations at your campus.

1. We have special needs populations at our campus.

2. We have worked with staff to address the needs of this population for reasonably foreseeable campus emergencies.

What types of functional / access needs students have been identified?

What types of accommodations, resources, or unmet needs have you identified?
Utility Shutoff and Hazardous Materials Locations

**Purpose**: Know how to prevent an emergency from getting worse.

**Guidelines**: In general, in addition to the number of people in the building (including special needs populations), first responders will want to know the location and functionality of fire alarm panels, utility shutoff controls, hazardous materials, and information about physical access (locks, keys, etc.).

**Directions**: Complete the following tables, identifying the staff with access to the utilities listed below.

1. Key Facility Locations

<table>
<thead>
<tr>
<th>Utility and Control Panels</th>
<th>Location (Room #)</th>
<th>Staff with Access or Keys</th>
<th>Person Responsible for Turning Off Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Gas</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>Electricity</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
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<td></td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>HVAC / air handlers</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<td></td>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
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<td>3.</td>
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<tr>
<td>Water</td>
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<td>3.</td>
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<td>3.</td>
</tr>
<tr>
<td>Fire Sprinkler Control Cut-off</td>
<td>1.</td>
<td>1.</td>
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<td>3.</td>
</tr>
<tr>
<td>Fire Alarm Control Panel</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<td></td>
<td>2.</td>
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</tr>
</tbody>
</table>

2. Hazardous Materials (HAZMAT)

<table>
<thead>
<tr>
<th>Material</th>
<th>Location</th>
<th>Staff with Access or Keys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
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</tbody>
</table>
Bomb Threats

All bomb threats must be taken seriously. The normal procedure is to NOT automatically evacuate the building. Any decision to evacuate the building should be made by the principal (incident commander) after consultation with the police and fire departments. Given limited information, we do not want to evacuate students into a dangerous situation or expose them to potential problems outside the building. Bomb threats (and other threats) may be conveyed in writing, in person, via a phone call or text, or sent by e-mail.

- Hand-held radios, microwaves, cell phones, and radio transmitting devices must NOT be used during the emergency because they could possibly detonate a bomb due to static electricity.

If the threat is via a phone call, the person answering the phone should:
- Remain calm
- Use the ATF’s “Bomb Threat Checklist” included in the CEOP (pg. 20)
- Listen carefully and gather as much information as possible:
  - Who?
  - What?
  - When?
  - Where?
  - Why?
  - How?
- Not interrupt the caller, keeping the caller talking as long as possible
- Obtain the caller ID information, if available
- Contact campus administrators during or immediately after receiving call

If the threat is written, the person in possession of the threat should:
- Preserve written threat for investigation by the police (and for possible fingerprints)
- NOT handle the letter
- Save e-mail or text threats for evidence

Building administrators should:
- Contact Dallas ISD Police Dispatch at (214) 932-5627 and campus-based police (if applicable)
- Shut off bells
- Engage procedures for the Campus Sweep Team to monitor hallways and restrooms
- Have staff check classrooms, boiler, etc. and report any suspicious concerns to administrators
- Communicate search directives without alarming students and / or staff
- Work with local authorities to determine if a search is necessary
- Locate site floor plans, aerial map, rosters, evacuation Go-Kit, and communication devices
- Follow the directives of the Emergency Operations Team
- Determine if feeder schools need to be contacted

Other staff members in the building should:
- Be on alert for anything suspicious
- Report anything suspicious to administration / police; “See Something, Say Something”
- Avoid handling any suspicious item(s)
- Keep others from handling item(s)

Recovery should include:
- Communication with appropriate personnel once threat is resolved
- An After-Action Review with staff members
**BOMB THREAT CHECKLIST**

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

**EXACT WORDING OF BOMB THREAT:**

<table>
<thead>
<tr>
<th>Slurred</th>
<th>Whispered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ragged</td>
<td>Clearing Throat</td>
</tr>
<tr>
<td>Deep Breathing</td>
<td>Cracking Voice</td>
</tr>
<tr>
<td>Disguised</td>
<td>Accent</td>
</tr>
<tr>
<td>Familiar <em>(If voice is familiar, who did it sound like?)</em></td>
<td></td>
</tr>
</tbody>
</table>

**BACKGROUND SOUNDS:**

- Street noises
- Factory machinery
- Voices
- Crockery
- Animal noises
- Clear
- PA System
- Static
- Music
- House noises
- Long distance
- Local
- Motor
- Office machinery
- Booth
- Other *(Please specify)*

**BOMB THREAT LANGUAGE:**

- Well spoken *(education)*
- Incoherent
- Foul
- Message read by threat maker
- Taped
- Irrational

**REMARKS:**

| Your name:                           |
|                                      |
|                                      |

| Your position:                      |
|                                      |
|                                      |

| Your telephone number:              |
|                                      |
|                                      |

| Date checklist completed:           |
|                                      |
Evacuation Sites

**Purpose:** Create options for evacuation sites when it is more hazardous to remain at a campus.

**Guidelines:**

1. The more evacuation sites you have, the more options you will have in an emergency. Even small emergencies can require evacuating large geographical areas. The sites should be close enough to walk to, but be far enough away to avoid the hazard.
2. Try to avoid sites with routes that cross busy streets and railroads.
3. Take equipment such as safety vests, traffic cones, radio, and flashlights that you may need for crossing traffic.
4. The evacuation site should be large enough to house your entire student body and faculty.
5. Ideally, the evacuation site will be handicapped accessible and should have adequate bathroom facilities.
6. Evacuation sites should accommodate adequate parking for parent-student reunification.
7. The key to being able to use a facility in an emergency is to create and maintain a good working relationship with the facility owner before you need help.
8. Ideally, evacuation sites are to another Dallas ISD property. Evacuations to an off-campus site, particularly if the location is not Dallas ISD property, are executive decisions that shall be made by an Executive Director with the District’s Emergency Manager / Assistant Chief of Police or their designee.
9. Campus Leadership (Principal / Assistant Principal) shall NOT make the decision to evacuate a campus, without consulting with Dallas ISD Police Department and /or Emergency Management to ensure safety parameters.
10. If another Dallas ISD property is not available, contact the Office of Emergency Management staff for assistance locating a suitable property.

**Directions:** Identify multiple off-campus evacuation sites for your campus. It is best to have options identified before the crisis. Note the dates that verification was made with the site contact each semester to ensure site availability. A **minor** evacuation sight is within walking distance for a smaller scale, more temporary incident. A **major** evacuation sight requires the use of bus transportation for more serious incidents of a greater scale.

<table>
<thead>
<tr>
<th>MINOR Evacuation site #1</th>
<th>Address</th>
<th>Contact</th>
<th>Cell number</th>
<th>Alternate phone</th>
<th>Date of contact (1ST sem.)</th>
<th>Date of contact (2nd sem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MINOR Evacuation site #2</th>
<th>Address</th>
<th>Contact</th>
<th>Cell number</th>
<th>Alternate phone</th>
<th>Date of contact (1ST sem.)</th>
<th>Date of contact (2nd sem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR Evacuation site #1</th>
<th>Address</th>
<th>Contact</th>
<th>Cell number</th>
<th>Alternate phone</th>
<th>Date of contact (1ST sem.)</th>
<th>Date of contact (2nd sem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR Evacuation site #2</th>
<th>Address</th>
<th>Contact</th>
<th>Cell number</th>
<th>Alternate phone</th>
<th>Date of contact (1ST sem.)</th>
<th>Date of contact (2nd sem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Communications Planning

**Purpose:** Create alternative ways for teams to communicate in each phase of an emergency.

**Guidelines:** Communication is often the most critical part of managing an incident. Use this section of the plan to show: 1) how you will be alerted before an emergency; 2) how you will warn and coordinate with other staff members; and 3) how you will communicate with the public. Effective communication plans have primary and backup strategies for challenges such as power failures. In widespread emergencies, you may not have cell phone connectivity due to high call volume or technical difficulties.

**Considerations:**
1. Create ways for your staff to communicate during emergencies.

   - All-hazards radio
   - Cellular Phone
   - Campus Radio
   - TV / public media
   - City warning siren
   - Other:

2. How will you alert and coordinate with your staff during an emergency? Consider the following:
   a. Can the public-address system reach all rooms? Yes ☐ No ☐ N/A ☐
   b. Does staff have a current **phone tree with personal cellphone** numbers? Yes ☐ No ☐ N/A ☐
   c. Is there at least one **megaphone** in the building? Yes ☐ No ☐ N/A ☐
   d. Are enough **campus radios** or walkie-talkies available for campus leadership? Yes ☐ No ☐ N/A ☐
   e. Will staff use network / e-mail notification? Yes ☐ No ☐ N/A ☐
   f. Will staff use **runners**? Yes ☐ No ☐ N/A ☐
   g. Are procedures in place for alerting **special needs** populations? Yes ☐ No ☐ N/A ☐
   h. Have campus staff been trained to communicate in plain language **(without code words)** as specified by the National Incident Management System (NIMS)? Yes ☐ No ☐ N/A ☐
   i. What other methods will you use to communicate your response actions?

3. How will you communicate with parents and media during and after an emergency?
   a. Will you use School Messenger? Yes ☐ No ☐ N/A ☐
   b. Will you use social media? Yes ☐ No ☐ N/A ☐
   c. Other ____________________________

4. How will you communicate during a power failure?

5. How many (and which) campus staff have radios that operate with district police on Dallas ISD police channel 2?
Preparedness Training

**Purpose:** Student and staff knowledge is the most important readiness ingredient.

**Guidelines:** There are a wide variety of resources to create prepared communities. Training should include academic learning and practical exercises with drills. The most effective training involves working with community partners such as fire and police agencies. The best time to learn to work together is before you need these partnerships. The framework for forming teams is the Incident Command System (ICS).

**Key Concerns:**

1. What date did the campus safety coordinator attend safety coordinator training? ____________

2. What training materials / strategies will your campus use in 2018 - 2019?

   - [ ] U.S. Department of Education’s *Practical Information on Crisis Planning*
   - [ ] *KnoWhat2Do*
   - [ ] Campus tabletop exercises
   - [ ] Online FEMA (Incident Command) Courses
   - [ ] Multi-hazard Planning for Schools
   - [ ] First responder (fire / police) exercises
   - [ ] Other: (List) ____________________________

3. How will the entire faculty, students, and parents, receive orientation to the Campus Emergency Operations Plan? What additional safety-related training has been conducted, (i.e., flu prevention or blood borne pathogens)?

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Date(s)</th>
<th>Topics and Methods of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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3 See KnoWhat2Do.com
4 See https://www.fema.gov/training
5 Contact the Office of Emergency Management at (972) 749-2410 for campus-specific training.
Emergency Equipment

Purpose: Ensure readiness by strategically prepositioning supplies and equipment.

Guidelines: Having the right equipment ahead of time can make an emergency response more effective and safe. Some of the items such as the all-hazards radio, campus Go-Kits, and megaphones have been provided by Emergency Management for your campus. You may choose to purchase other items with campus funds or work with your community partners for additional supplies and materials.

Directions: Check the appropriate box for each item you currently possess:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. All-hazards (weather) radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One per campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Campus Go-Kit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One per campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Campus map for first responders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If changes have been made, please resubmit to OEM</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>d. Campus first aid kit (including a plan that ensures students and staff have critical medicines for 24 hours.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Health Services for first aid kit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Traffic control equipment (cones, reflective vests, signs for directing traffic, etc.) for evacuating students across busy streets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact OEM for cones/traffic vests. OEM no longer issues stop signs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>f. District two-way radios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radios are provided to campus leadership positions, nurse, office manager, and one custodian.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For other requests, please complete a &quot;Campus Radio Request&quot; at <a href="https://www.dallasisd.org/em">https://www.dallasisd.org/em</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Megaphone(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One per campus</td>
<td></td>
<td></td>
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<tr>
<td>h. Class rosters for accountability during an evacuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Classroom Go-Kit</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provided by campus, contact OEM for bags if wanted</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>j. Extra batteries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Evacuation / Lockdown quick steps cards for staff ⁶</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One per staff member</td>
<td></td>
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<tr>
<td>l. Lockdown poster / sign(s) for front door</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Two per campus</td>
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</tbody>
</table>

- Keep equipment in a secure room that can be easily accessed
- Complete an inventory of equipment each year
- Check battery-powered equipment for corrosion (lanterns, flashlights, weather radios)
- Permanently label two-way radios and chargers when issued
- Collect all two-way radios and take to radio shop each year for servicing and recalibration

To request additional equipment, go to https://www.dallasisd.org/em and select “Equipment Request Form”.

⁶ Quick step cards list recommended actions for evacuations and lock downs on a plastic card that can be carried with staff ID badges. They are available in English and Spanish.
Emergency Drills

The key to success in responding to a crisis is training and practicing. A plan cannot be effective unless it is tested; specifically, the purpose of a drill is to find weaknesses in a plan, and to anticipate and overcome them in the next drill or during a real-life emergency.

Review, evaluate, and revise your Campus Emergency Operations Plan often, using drill results and input solicited from your Emergency Operations Planning Team. Any revisions should be communicated to the District for review and possible changes to the District’s EOP.

Pre-Drill Planning Exercise
The purpose of the pre-planning exercise is to:

- allow your EOP team to informally review responsibilities
- discuss simulated emergencies
- review procedures
- resolve coordination issues
- promote group problem-solving
- test the ability of school personnel to identify and use resources within their school during an emergency
- assess the ability of school personnel to implement the CEOP

A planning exercise can consist of complete written scenarios and “injects” (additional pieces of information or circumstances that can be injected to alter the scenario). Example injects might be “suspicious person with firearm behind school” to “electrical service to cafeteria interrupted.” Injects usually include a list of possible responses to assist the facilitator of the planning exercise.

It might also be helpful to have your team visualize a scenario by using full-sized building / property plans and objects or tokens to represent team members on the plans.

It is recommended that a pre-planning meeting be held with each member of the Emergency Planning team at the beginning of each school year (before students return) and prior to each live drill.

Emergency Drills
The following emergency drills are outlined in this manual. They include:

- Evacuation
- Reverse Evacuation
- Lockdown
- Shelter-in-Place
- Shelter-in-Place / Severe Weather
- Drop, Cover, and Hold On

After the completion of each drill, the Safety Coordinator should evaluate the school’s response, using the “Emergency Drill Evaluation” form. This form, located on page 26, is used for internal (campus level) review, and is not submitted to OEM. Weaknesses should be identified and corrected.
# EMERGENCY DRILL EVALUATION

## Campus: ___________________________________  Date: ____________________

### Type of Drill Performed:
- [ ] Evacuation
- [ ] Drop, Cover, and Hold On
- [ ] Shelter in Place
- [ ] Shelter-In-Place / Severe Weather
- [ ] Lockdown

Drill Start Time: ____________  Drill End Time: ____________

Number of Students Participating: ____________

Total Drill Effectiveness Rating: _______________________(poor, fair, good, or excellent)

<table>
<thead>
<tr>
<th>Team Participants</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety &amp; Operations Leader</td>
<td></td>
<td></td>
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<tr>
<td>Communication Liaison</td>
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<tr>
<td>Medical Care Leader</td>
<td></td>
<td></td>
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<tr>
<td>Custodial Logistics Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Drill Performance, Execution, and Efficiency

1) Were the teachers aware of the proper response action, including properly informing students of their expected responsibilities and actions?

2) Did all the students properly respond to the directions given by the teachers?

3) Did all teachers respond to the instructions from the campus administrators?

4) Did all teachers know and adhere to school or classroom assembly (safe) areas?

5) Did the execution of the drill flow smoothly, without glitches?

6) Were the crisis response procedures reasonable and efficient?

## Team Organization

1) Was the EOP Team effective in dealing with adverse situations quickly?

2) Was there effective interaction of EOP Team roles, resulting in clear handling of tasks?

3) Were EOP Team roles sufficient?

4) Should more roles be considered / added?

## Communications

1) Was the announcement of the start of the drill effective (and clearly understood by all)?

2) Were all teachers / team members aware of the specific response action required?

3) Was there confusion on which response to implement?

4) Did communication flow smoothly between the school and feeder pattern office (and higher administration offices, if applicable)?
### Overall Execution of the Drill

<table>
<thead>
<tr>
<th></th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Overall, was the drill conducted effectively and expeditiously?</td>
<td></td>
</tr>
<tr>
<td>2) Overall, did the students conduct themselves appropriately and adhere to the requirements of the drill?</td>
<td></td>
</tr>
<tr>
<td>3) Had the drill been a real emergency, would the health and safety of each person been protected?</td>
<td></td>
</tr>
<tr>
<td>4) Did the movement of students create any hazards?</td>
<td></td>
</tr>
</tbody>
</table>

**If any of the above evaluation items were answered “no”, please document below:**

What aspect of the drill did not function well? Provide suggestions for improvement. (Use extra sheets if necessary.)

**Drill Performance:**

________________________________________________________

________________________________________________________

________________________________________________________

**Team Organization:**

________________________________________________________

________________________________________________________

________________________________________________________

**Communications:**

________________________________________________________

________________________________________________________

________________________________________________________

**Overall Execution:**

________________________________________________________

________________________________________________________

________________________________________________________

What aspect of the drill worked most effectively? Corrective Actions needed?

________________________________________________________

________________________________________________________

________________________________________________________
Sample Annual Notification Letter to Parents / Guardians

[on campus letterhead]

It is recommended that this letter be sent home to all parents / guardians each year

[Date]

Dear Parents:

Should an emergency or disaster situation ever occur in our area while school is in session, we want you to be aware that our District—and this school—has made preparations in order to respond effectively to such situations. We want to assure you that the safety of your child(ren) is our primary concern, and that a detailed emergency operations plan has been designed with student safety in mind. You can assist us in our efforts to protect your child(ren) by being aware of the following procedures and information:

In the event of a serious emergency, students may be kept at their schools until the District allows release to an adult that has been identified on the school emergency card (that is completed by parents at the beginning of each school year).

Please be sure you consider the following when you authorize another person to pick up your child(ren) 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(ren)
- He / she is both aware and able to assume this responsibility

Students will only be released to adults identified on the school emergency card. During an extreme emergency, students may be released at designated areas located on the school campus. It is asked that parents be patient and understanding with the student release process. It’s important that you also tell your child(ren) that they should always follow the directions of school personnel in times of emergency.

DO NOT telephone the school during an emergency – telephone lines are needed for emergency communication. Turn your radio or television to local channels for announcements. Please DO NOT come to the school unless called to do so. Additionally, the Communication Department (972) 925-3900 can be contacted for further information.

If students are being transported by bus during an emergency, every effort will be made to deliver them to their destination.

Thank you for your cooperation with helping the District – and this school – be better prepared in keeping all students safe.

Sincerely,

Principal
It is recommended that this letter be sent home to all parents / guardians each year

[Date]

Estimados Padres:

En caso de que una situación de emergencia o un desastre llega a ocurrir en nuestra área cuando la escuela esta en sesión, nosotros queremos que usted este informado que nuestro Distrito —y esta escuela—a hecho preparaciones en orden de responder efectivamente a semejantes situaciones. Nosotros desearmos decirle que la seguridad de su hijo(s) es nuestra primera preocupación, y que se ha diseñado un plan de operaciones de emergencia consientes de la seguridad del estudiante. Usted puede ayudarnos en nuestros esfuerzos de proteger a sus hijo(s) estando enterado de los siguientes procedimientos y información:

En el evento de una emergencia grave, los estudiantes se quedarán en la escuela hasta que el Distrito permita dejarlos salir con un adulto que haya sido identificado en la tarjeta de emergencia (esta tarjeta es llenada por los padres al principio del año). Favor de estar seguro de lo siguiente cuando de permiso a otra persona a ir por sus hijo (s):

- El / ella tiene 18 años o mas de edad
- El / ella esta usualmente en casa durante el día
- El / ella puede caminar a la escuela si es necesario
- El / ella es conocido por su hijo(os)
- El / ella esta enterado y puede asumir esta responsabilidad

Solamente se dejarán salir a los estudiantes con el adulto identificado en la tarjeta de emergencia. Durante una extrema emergencia, se dejarán salir a los estudiantes en áreas designadas situadas en los terrenos de la escuela. Se pide a los padres que tengan paciencia y comprendan el proceso de salida de los estudiantes. Es muy importante que le diga a su hijo(os) que siempre deben de seguir las direcciones del personal de la escuela durante tiempos de emergencia.

FAVOR DE NO hablar por teléfono a la escuela durante una emergencia –las lineas de teléfono se necesitan para comunicaciones de emergencia. Ponga su radio o su televisión en canal local para escuchar anuncios. En adición, para mas información puede llamar a la oficina de Información Publica (Publica Información (972) 925-3900)

Si los estudiantes están siendo transportados en un bus durante la situación de emergencia, todos los esfuerzos se van hacer para llegar con ellos a su destinación.

Gracias por su cooperación para ayudar al Distrito – y a la escuela – estar mejor preparada en tener a todos los estudiantes seguros.

Atentamente, Director(a)
Crisis Response Procedures

SECURE

SEEK HELP

STAY IN CONTROL

EVACUATION – Requires all staff and students to leave the building. Evacuation can be highly effective if it can be completed before the arrival of the hazard. It can involve fires, bomb threats, and gas leaks.

REVERSE EVACUATION – Requires all staff and students to go to safe places in the building from outside the building. It can involve severe weather conditions or violent situations nearby.

LOCKDOWN – All exterior doors and classroom doors are locked and students and staff in their classrooms. It can involve bomb threats, severe weather conditions, terrorist threats, death and / or suicide on site, and civil disruption.

MODIFIED LOCKDOWN – All exterior doors are locked, outside activities are cancelled / postponed, and no one enters or leaves the campus. Modified lockdown is utilized when a threat is outside the school, such as police activity in the area.

SHELTER-IN-PLACE – Students and staff are held in the building, windows and doors are sealed, and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials, which can produce toxic vapors outside of the facility. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

SHELTER-IN-PLACE / SEVERE WEATHER – Requires all staff and students to take shelter in their designated severe weather areas, avoiding areas with windows or large roof spans (cafeteria, gymnasium, auditorium). It can involve tornado threats and other severe weather threats.

Drop, Cover, and Hold On – Students and staff drop low, take cover under furniture, cover eyes and protect internal organs. It can involve earthquakes.

Bomb Threat – The campus administrator (after consultation with the police and fire departments) makes the decision to evacuate the campus or to lock down the campus while a search of the building is conducted.
Evacuation

THE BUILDING IS UNSAFE:
ALL STUDENTS AND STAFF MUST EXIT IMMEDIATELY

<table>
<thead>
<tr>
<th>Explosion</th>
<th>Gas leak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>Severe building structural failure</td>
</tr>
</tbody>
</table>

This should be the first drill exercised within 2 weeks of the beginning of school, in the fall semester.

Guidelines: The primary goal of an evacuation is to ensure all students, staff, and visitors leave the building(s) safely. The direction of the evacuation may depend on the location of the hazard. You may have to move up to 2 miles away. First responders will help ensure you are out of the danger zone.

Before the drill:
1. Prior to the first day of school, display evacuation routes (primary and secondary) in each classroom and workspace. Each evacuation diagram should have an assigned assembly area for counting students and staff after an evacuation. A classroom flag or sign helps to quickly identify assembly area.
2. Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org, the day of the drill. If you need to request assistance please contact at least one week prior to the scheduled date to request assistance.
3. Notify Dallas ISD Police Dispatch at (214) 932-5627 fifteen minutes prior to and after the drill is complete.

During the drill:
1. Initiate the drill by activating the alarm at the fire alarm panel or via the public-address system. If there is imminent danger, a fire pull station can be used to activate the alarm. All buildings that are part of a school campus will be evacuated whenever any building is evacuated.
2. Teachers should take the class attendance sheet and the classroom emergency kit as they lead the students out using the posted evacuation route. Buddy teachers should verify classrooms are empty before leaving.
3. Teachers will check attendance when they arrive at the assigned assembly area. Teachers will report any missing students to the incident commander or designee. In an actual fire or other emergency, the incident commander will immediately report any missing students to the fire department.
4. The campus emergency operations team will report to the designated incident command post.
5. The campus emergency operations team will account for all students or staff with special needs.
6. Return tone / bell and a verbal announcement will end the drill and signal that it is safe to return to the building.
7. Remain calm and alert to avoid hazards or to take further action, if necessary.
8. Do not release students to a parent until approved by the principal.

Debriefing after the drill:
1. Identify areas for improvement.
2. To receive credit for the drill, complete the Emergency Drill Log online following completion of all drills.
3. Have the appropriate campus personnel reset the pull station, if applicable.
**Lockdown**

**SECURITY RISK**

**SECURE ALL AREAS OF THE CAMPUS DO NOT LEAVE ROOM**

- Abduction
- Gang Fight
- Stabbing
- Armed person
- Hostage Situation
- Suicide (Attempt)
- Assault
- Hostile / Irate Intruder
- Suspicious Package
- Death on campus
- Sexual Assault
- Suspicious Person in Building
- Drive-by shooting
- Shots Fired
- Weapon on Campus
- Drug overdose
- Sniper
- Workplace Violence

**Purpose:** Students and staff take actions to minimize harm from a person with a weapon.

*This should be the second drill exercised during the fall semester.*

**Guidelines:** The primary goal of a lockdown is to quickly separate students and staff from the threat. This can mean leaving the campus (separation by distance), locking inside classrooms (separation by barrier), or hiding (visual separation).

Prior to the first day of school, each school will develop a lockdown plan that shows spaces where students and staff can be secured behind locked doors. Planning should also include actions for lunch rooms, auditoriums, playgrounds, portable classrooms and other common areas. A well-developed plan should have input from all campus emergency operations planning team members.

**Before the drill:**
1. Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org, the day of the drill.
2. Notify Dallas ISD Police Dispatch at (214) 932-5627 fifteen minutes prior to and after the drill is complete.

**During the drill:** [see lockdown card]
1. The drill will be initiated using the words, “Go into lockdown. Clear the halls now!”
2. Post lockdown notification poster on front door prior to lockdown.
3. In general, staff inside the building should move students into the nearest room. Students outside of the school building should not re-enter an area with a threat.
4. Staff should lock classroom doors, cover windows and turn out lights. If classrooms cannot be locked, classroom doors should be barricaded. If classroom doors cannot be barricaded, students and staff should hide out of sight behind furniture or other barriers, and try to secure the door a different way (i.e., with a belt) if possible.
5. Each teacher will secure students currently in their classrooms and any students near the door. Doors should not be unlocked after entering lockdown until the emergency is over.
6. Disregard school bells and fire alarms.
7. To **terminate the drill**, use the word “**officer**” over the public-address system. FOR EXAMPLE: “**Officer** Jones is terminating the lockdown.” If the word “**officer**” is not used, assume the person making the announcement is hostile or under duress. *(This is the only time code words are used, and it is to release, not initiate an emergency response.)* This Code word applies even if there is not an officer assigned to your campus.

**Debriefing after the drill:**
1. Remove lockdown poster from front door.
2. Identify areas for improvement.
3. To receive credit for the drill, complete the Emergency Drill Log online following completion of all drills.

**Special Situations**

**During lunch or passing periods:**
   a. In general, staff inside the building should move students into the nearest room or to exit the building if a clear path to an exit is present
   
   b. Students outside of the school building should not re-enter an area with a threat
   
   c. Staff should lock classroom doors, cover windows and turn out lights. If classrooms cannot be locked, classroom doors should be barricaded. If classroom doors cannot be barricaded, students and staff should hide out of sight behind furniture or other barriers, and try to secure the door a different way (i.e., with a belt) if possible.

**Bathroom:**
   a. Students are to go to the nearest classroom as soon as possible
   
   b. Students who were unable to get to a classroom should go back into the bathroom and sit on the toilet and keep their feet up

**Library:**
   a. Librarian and students will go into any closet/room that is protected by a solid door.
   
   b. Lock or blockade the door, if possible.
   
   c. Turn off the lights, if possible.
   
   d. Get into a safe corner.
   
   e. Keep your students together, calm, and quiet

*A lockdown drill is NOT the same as the modified lockdown procedure that is used to secure the building when there is unusual neighborhood activity.*
Shelter-In-Place / Severe Weather

SECURE ALL AREAS OF THE CAMPUS

- Severe storm containing heavy rain, lightning, hail or high winds
- Tornado watch and / or warning:
  
  **Less Severe: Tornado watch** means no funnel clouds have been sighted, but conditions are favorable for tornados to occur

  **More Severe: Tornado warning** means a funnel cloud has been sighted and direction of travel is usually given in the warning broadcast

  Be prepared to “Drop, Cover, and Hold On”

**Purpose:** Students and staff move to areas of greatest safety during severe weather such as tornados.

*This should be the first drill exercised in the spring semester.*

**Guidelines:** Since winds grow geometrically stronger as the distance above the ground increases, to the extent possible:

1) move students and staff to the ground floor (or basement); and
2) move students from exterior walls to interior, windowless rooms.

Avoid areas with windows, skylights, and rooms with large roof spans such as auditoriums, gymnasiums and lunch rooms. Areas with pipes in the walls such as bathrooms have more strength.

**Before the drill:**

1. Prior to the first day of school, each school will develop a severe weather shelter plan that shows spaces where students can be sheltered (to the extent possible) away from windows, doors, skylights, long span roofs, and non-structural walls. Keep in mind, the plan may need to be executed with little or no warning. Planning should include provisions for portable classrooms and for normal transitions during the school day where students are in common rooms or outside the school. If questions arise where to safely shelter kids, Office of Emergency Management staff can assist you in planning.

2. Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org, the day of the drill.

3. Principals, Assistant Principals, etc. are encouraged to register at https://www.weather.gov/subscribe/ with their school campus address to receive up-to-the-minute weather alerts via e-mail and / or text.

**During the drill:**

1. The drill will be initiated using the words, “Tornado! Take shelter now!”

2. Each teacher will shelter students in designated safe areas. Once students are sheltered, the teacher will account for students as the situation permits.
   a. Have students and staff assume a protective posture kneel facing the interior wall with head down and hands protecting the back of the neck and head
   b. Protect heads, faces, and internal organs by sitting / facing wall, pulling knees to chest, crossing arms over knees, and ducking head into arms
3. The drill will continue while the emergency team reports, as the situation permits, to the pre-designated incident command post. Once assembled, the incident command team will complete the student accounting process.

4. After student accounting is completed, announce, “All Clear. Return to your Normal Schedule” to resume usual operations. The campus safety coordinator will complete a report on each severe weather drill indicating that all the steps listed above were followed.

Debriefing after the drill:
1. Identify areas for improvement.
2. To receive credit for the drill, complete the Emergency Drill Log following completion of all drills.

Emergency during dismissal:
1. If a severe storm is in process during dismissal, it is at the discretion of the principal or their designee to release students. The principal or their designee is permitted to hold students past the release time if they feel that student safety would be impacted by dismissing them.

2. Allowing parents who are attempting to pick up their children to take shelter inside the school building is also at the discretion of the principal or their designee. If the situation permits, customary procedures to check-in visitors is suggested, unless an immediate threat to life is present.

3. If a parent / guardian would like to take their student off the campus during a weather emergency, advise them it is in their best interest to seek shelter at the campus. If they refuse, note the student’s name, parent’s name, and allow the child and parent to leave. You may not restrict a parent from removing a student from the campus.
Shelter-In-Place

INSIDE THE BUILDING IS SAFER THAN OUTSIDE
DO NOT LEAVE ROOM

Purpose: Students and staff stay indoors because of an environmental threat outside.

Guidelines: Shelter-in-place is called when there is an imminent threat of airborne hazardous materials entering the building. This can occur because of a hazardous chemical spill near or upwind of the campus.

Before the drill:
1. Develop plans and procedures for closing and locking exterior doors and for sealing any openings around doors and windows. The plan should state how the HVAC system will be turned off. (Facility engineers may want to mark the appropriate switches and circuit breakers ahead of time.) Planning should include provisions for portable classrooms and for the normal transitions during the school day where students are in common rooms or outside.

2. Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org, the day of the drill.

During the drill:
1. The drill will be initiated using the words, “Shelter-in-Place. Close all windows and doors, and turn off air handlers!”

2. Post lockdown notification poster on front door prior to lockdown.

3. Each teacher will shelter students currently in their classroom and any students within a few steps of their room. Once students are sheltered, the teacher will wait for further instructions, and then report any students not in class (any missing) and any additional students sheltered with the class.

4. Staff should lock and seal exterior doors and shut down fans and air handling systems such as heaters and air conditioners.

5. Advise students and staff to disregard the fire alarms. Do not evacuate UNLESS fire or smoke is visible or directed to evacuate by the principal based on guidance from the Fire and Rescue Department.

6. Students and staff members should move into main building from trailers, unless movement is life-threatening due to outside environmental contamination.

7. The drill will continue while the emergency team reports to the pre-designated incident command post. Once assembled, the incident command team will complete the student accounting process and communicate with first responders about the severity of the hazard and expected duration.

8. Exposed or contaminated people will be kept separate from rest of school population and directed to wash with soap and water.
9. If possible, alternative clothing for exposed individuals will be provided and contaminated clothing will be removed and sealed in plastic bags.

10. After student accounting is completed, announce “all clear” to return to normal operations. The campus safety coordinator will complete a report on each drill indicating that all the steps listed above were followed.

Debriefing after the drill:
1. Remove lockdown poster from front door.
2. Identify areas for improvement.
3. To receive credit for the drill, complete the Emergency Drill Log following completion of all drills.
Drop, Cover, and Hold On

Earthquakes

**Purpose:** Students and staff take cover during a large and damaging earthquake

**Guidelines:** While a major earthquake is uncommon in our area, with the recent outbreak of smaller, non-damaging earthquakes, we must prepare for the potential that a large, destructive, and dangerous earthquake could occur here. This procedure is designed for large earthquakes over 5.8 magnitude on the Richter scale. The main goal of “DROP, COVER, and HOLD ON” is to afford protection from falling and flying debris and increase the chance of surviving a building collapse. Studies of injuries and deaths caused by earthquakes over the last several decades show that people are much more likely to be injured by toppled, falling or flying objects (loose items on shelves and counters, shattered window glass, unsecured bookcases and computers, etc.) than die because of a collapsed building.

**Before the drill:**
1. Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org the day of the drill.

**During the drill:**

A. Student earthquake procedures while **inside** the classroom:
   1. Upon command, drop to knees facing away from windows.
   2. Get body under/below equipment (desk, table, chair, etc.)
   3. Grasp equipment (furniture legs, etc.) with both hands and hold tightly.
   4. Wait quietly for further instructions.

B. Student earthquake procedures while **outside** the classroom:
   1. Stay clear of all buildings, power lines, light poles, etc.
   2. Drop to the ground and hold on to a stable object if possible.
   3. Remain clear of obstacles and wait quietly for further instructions.

**If a major earthquake occurs at a Dallas ISD facility while school is in session:**
1. Initiate Drop, Cover, and Hold On procedures immediately.
2. After the initial shock, each teacher should check for injuries and render first aid as needed. Seriously injured persons should not be moved unless they are in danger of further injury.
3. Teachers are to accompany students in a safe and orderly manner and take students to their assigned evacuation area if there is notable damage to their room. Each teacher should have a class roster to account for students at his/her assigned destination.
4. Please instruct students that if an earthquake occurs while not in class, students are to take all necessary precautions to protect themselves and go to the first classroom they come across.
5. Teachers are asked to take roll at their assigned area and are to remain with their classes and await further instructions.

6. All teachers who have a conference period are to report to the front office of the building for further instruction.

7. If you have a special assignment, you must first assure the safety of your students by taking your class to the assembly area. Arrange to have your class covered by the person closest to your location once outside.

Debriefing after the drill:
1. Identify areas for improvement.
2. To receive credit for the drill, complete the Emergency Drill Log following completion of all drills.

Special Situations:
1. If there isn’t a table or desk nearby, cover your head, neck, and face with your arms as best you can and crouch in an inside corner of the building. Stay away from windows, outside doors, and walls, and anything that could fall, such as lighting fixtures or furniture.

2. Modifications for people with disabilities or access and functional needs:
   • If a person(s)’ mobility is limited and they are unable to perform the DROP, COVER, and HOLD ON, it is important that they do not try to move to a “safer place” or attempt to move outside during an earthquake
   • Movement will be very difficult and the risk of injury by falling or being struck by toppled and flying objects are great; instead, they should protect their head, neck, and face with a pillow or their arms, and bend over, if able.
Modified Lockdown

SECURE THE BUILDING

Police Activity in the Neighborhood  Dangerous Situation Outside

**Purpose:** Secure the building procedures are used to protect building occupants from potential dangers outside the building.

*This is not a drill approved to satisfy compliance, and shall only be used in an emergency*

**Principal will ensure all the following:**

1. Communicate the need to secure the building via the public-address system and school portable radio
2. Notify Dallas ISD Police Dispatch at (214) 932-5627 of the situation
3. No students allowed outside of buildings and trailers (no P.E., no recess, etc.)
4. All building / portables exterior doors are closed and locked
5. Staff members and students are free to move about inside buildings / trailers
6. Staff should be posted at building main entrance to control visitor access. During a modified lockdown, only emergency personnel should enter the building
7. If the fire alarm has been activated, evacuate the building and contact the police department to provide security while the students are outside the building
8. If buses are scheduled to arrive or depart from school during the secure the building status, contact the police department, advise them of the situation. Buses will stage off-site until the situation is resolved
9. When the threat has been mitigated, make announcement to return to normal operations

**Teachers / Staff will ensure all the following:**

1. All outdoor activities are cancelled and students and staff are moved inside the building
2. Close and lock all exterior doors
3. Do not allow students to exit the building/trailers unless directed by principal
4. If a fire alarm has been activated, evacuate the building
5. Persons in portables remain inside locked trailers

*While this procedure is not intended to restrict movement inside the building, a principal or their designee may restrict students and staff to their classrooms during an event.*
Parent / Student Reunification

**Purpose:** After evacuating the school building to an alternate location, the parent (or guardian, but referred to as “parent” in these instructions) and student will reunite following this process.

The parent picking up a student will report to the Adult Report Point. The Student / Family Reunification Team will post signs. Security Team Members will be stationed to assist parents in finding the Adult Report Point.

Two or more members of the Student / Family Reunification Team who are working the report point will greet the arriving parent. The team members will provide the parent a copy of the Student Release Form and have them complete the first section. Then, a team member will confirm the identity of the parent utilizing a government issued picture identification (driver’s license, military ID, passport, etc.), and confirm that the parent is listed on the student emergency data card student as being authorized to pick up the student. Then, a team member will complete the second section of the Student Release Form and hand it to a runner to be carried to the Student Holding Area. The runner will be asked to step around to the Student Release Point and wait for the runner to return. (The Adult Report Point and the Student Release Point may be consolidated if there are too few Student / Family Reunification Team Members to run both locations.)

The runner will deliver the Student Release Form to Student / Family Reunification Team who are working at the entrance to the Student Holding Area. The team members will have the requested student report to them if the student is present in the holding area. The, a team member will record on a roster that the student has been released from the holding area, check off the “Sent with Runner” entry in the third section of the Student Release Form, and send the student with a runner to the Student Release Point. If, however, the student cannot be released for various reasons (they were never at school that day (absent), or they are being attended to at the First Aid Station, or they have been taken to the hospital, or they are missing, or they are not available for pickup due to some other situation), the team member will make the appropriate entry in the third section of the Student Release Form and enter comments to clarify the status. The runner will deliver the Student Release Form to the Student Release Point.

When the runner delivers the Student Release Form and the student (if available) to the two or more Student / Family Reunification Team Members at the Student Release Point, the team members will call for the parent picking up the student. The identification of the parent will again be confirmed with a government issued picture ID. The parent will then sign for the student and then depart the area with the student. If, however, the parent must be notified that the student is not available for pickup, a Student / Family Reunification Team Member will escort them to the Notification Room, where the notification will be made privately based on the information provided in the third section of the Student Release Form. The team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions.
Parent / Student Reunification (continued)

The double-gated system to be utilized when laying out the Parent / Student Reunification Site is depicted below. The previous page provides specific information on the entire system.

Due to the recent adoption of Standard Response Protocol / Standard Reunification Method, note that there will be minor changes to the method depicted below. (Refer to page 6 in this document.)

**Double Gate System**

- **STUDENT HOLDING AREA**: 2+ Team Members
- **ADULT REPORT POINT**: 2+ Team Members
- **STUDENT RELEASE POINT**: 2+ Team Members
- **FIRST AID**
- **SECURITY TEAM**
- **NOTIFICATION ROOM**: Mental Health Team
- **Runner** + Student
- **Move parents to Notification Room if student is not available for release.**
## 1. COMPLETED BY PARENT / REQUESTOR AT RELEASE

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Teacher (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of Person Picking up Student

Relationship to student

## 2. COMPLETED BY REQUEST STAFF

<table>
<thead>
<tr>
<th>Name on Release Form? (circle one)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Photo ID / Driver’s License Checked

or OK to verify at release gate by student

## 3. COMPLETED BY HOLDING AREA STAFF

Student Status:

- Sent with Runner
- Absent
- First Aid
- Missing

Other Notes:

## 4. COMPLETED BY RELEASE GATE STAFF

Name of Person Picking Up is same as Box #1 Above

Photo ID / Driver License Checked

or verified as in Box #2 Above by student

Check by Release Gate Personnel

## 5. COMPLETED BY PARENT / REQUESTOR AT RELEASE GATE

Requester Signature

Phone

Time Date
Special Situations

TRAIN DERAILMENT
Texas Education Code 37.108 (as modified by Senate Bill 1505) requires that schools within 1,000 yards of a railroad have plans to address a train derailment in their multi-hazard Emergency Operations Plan. A train derailment may require campuses to evacuate or shelter-in-place. (See previous guidelines.)

REVERSE EVACUATION
This procedure is necessary when students and staff are on the perimeter of the campus and conditions inside the building are safer than on the outside of the building. If there is police activity, for example, and there are students and staff on the perimeter of the campus, move the students and staff safely into the building until the threat has passed. As soon as all students and staff are secure in the building, school administrators should consider whether it is appropriate to enter a modified lockdown. During a reverse evacuation drill, ALL STUDENTS must participate for the drill to count towards compliance.
Fire Safety

Texas schools are known for fire safety excellence. This is primarily due to two strategies. First, fire safety systems such as detectors, flame retardant building materials, and evacuation routes are designed into school structures. Second, students practice evacuation procedures using the same signal used in an actual emergency in over 108 drills during their K-12 education!

Key Program Information

DOORS CANNOT BE CHAINED AT ANY TIME!

1. Each room must have a map showing primary and secondary evacuation routes.

2. Fire drill requirements: Campuses must complete one fire drill per month for each month that students attend 10 or more school days. Drills should alternate obstructed and unobstructed exits. Notify Dallas ISD Police Dispatch at (214) 932-5627 fifteen minutes prior to the drill and following the drill to prevent emergency vehicles from responding.

3. Fire Safety Compliance Documentation
   a. Initiate the drill by activating the alarm at a pull station. This will ensure that the pull station is functioning properly. If possible, try to use a different pull station for each drill.
   b. Keep the Dallas ISD Fire Exit Drill Record (yellow card) next to the fire alarm panel. Update monthly after each drill. (You will no longer submit this card to OEM at the end of the year)
   c. Complete the online Oracle Fire Drill After-Action Report after each drill. Contact Risk Management for assistance with the Oracle on-line reporting application, which is accessible here.* After-Action Reports must be made available to fire inspectors and central staff upon request.
   d. Documents must be archived in accordance with district records management policy CPC (Legal).

Remember to have the appropriate campus personnel reset the pull station after the drill is complete.
This checklist provides some of the basic regulations governing the operation of Educational Occupancies. It is not possible to cover all regulations. If you have a particular question of concern, please telephone or FAX the Dallas Fire-Rescue Department. The initial inspection is conducted at no charge. There is no charge for the first reinspección. The second reinspección is subject to an $80.00 fee, with all re-inspections after the second, subject to a $105.00 fee.

1. Permits
   A. A valid certificate of occupancy from Building Inspection is required.
   B. A Dallas Fire-Rescue permit to operate a child care facility as defined by the Texas Department of Family and Protective Services is required.
   C. Permit is required for welding and cutting operations, storage or use of flammable and combustible liquids, etc. Other permits may be required. Contact Dallas Fire-Rescue for more information.

2. Fire Drills
   A. Prepare an approved fire safety and evacuation plan which must be made available for review by employees.
   B. Post evacuation maps in each classroom.
   C. Educational facilities are required to have at least one drill per month.
   D. Drills shall be held at unexpected times and under varying conditions.
   E. Use fire alarm system to signal drill.
   F. Keep written records.

3. Exits
   A. Signs must be illuminated.
   B. Doors must remain unlocked when building is occupied.
   C. Panic hardware must operate as designed.
   D. Exits and paths must be clear of obstructions.

4. Fire Extinguishers
   A. Typically, one 2A-10BC extinguisher required for every 3,000 sq. ft. of floor space or within 75 ft. of travel. Special hazards may have additional requirements.
   B. Mounted in conspicuous accessible locations. When mounted, bottom of the extinguisher must be at least 4 in. from the floor and top no greater than 5 ft. above the floor. Top must be no greater than 3.5 ft. if extinguisher weighs more than 40 lbs.
   C. Inspected for proper maintenance annually by licensed individuals.
   D. Must be recharged following use.

5. Fire Alarm / Detection Systems
   A. Approved fire alarm system required. Must be installed in accordance with Chapter 9 of the Dallas Fire Code.
   B. Maintained in an operative condition at all times, and replaced or repaired when defective. Immediately notify Dallas Fire-Rescue at 214-670-4319 if the fire alarm system becomes non-operational.
C. Written operating instructions provided and maintained at an approved location.
D. Manual alarms and smoke alarms should be tested at least annually, and / or after modification.

6. Sprinkler Systems
A. Maintained in approved working condition. Immediately notify Dallas Fire-Rescue at (214) 670-4319 if sprinkler system becomes non-operational.
B. Identify controls, drains, and test control valves with approved signage.
C. Access to valves and/or fire department connections cannot be obstructed.
D. A sprinkler wrench must be provided. Spare sprinkler heads of the same types and ratings installed in the building must be provided for a system as follows:
   (1) Less than 300 system heads, a minimum of 6 spare heads.
   (2) 300 to 1,000 system heads, a minimum of 12 spare heads.
   (3) Over 1,000 system heads, a minimum of 24 spare heads.
E. Test at least annually.

7. Storage
A. Prohibited within 2 feet of ceiling or 18 inches of sprinkler heads.
B. Prohibited in boiler rooms, electrical rooms, mechanical rooms, stairwells, exit ways, and within 10 feet of incinerators.

8. Kitchens
A. Fire-extinguishing systems must be installed to protect commercial cooking equipment that produces grease-laden vapors.
B. If vent hood has a fire-extinguishing system, one Class K extinguisher must be provided within 30 feet.
C. Fire-extinguishing systems must be serviced at least every 6 months and after activation.
D. Maintain stove and vent hoods free of grease.

9. Flammable Liquids
A. Store in approved safety cans.
B. Amounts in excess of 10 gallons must be stored in approved cabinets or rooms.
C. Prohibit dispensing by gravity flow.
D. Spraying of these liquids must meet requirements of the Dallas Fire Code.

10. Miscellaneous
A. Post a correct address visible from the street. In complexes with multiple buildings, each building must be designated.
B. Combustible decorations must be flameproof/flame retardant.
C. Secure compressed gas cylinders in an upright position.
D. Dust removal systems required in wood shops.
E. Live Christmas trees are prohibited unless located in areas protected by an approved automatic sprinkler system. The trunk of live Christmas trees must be kept in water and trees must be removed when dry.

Revised - November 17, 20xx
Fire Drill Report

Fire Exit Drill Record

Complete the form below as fire drills are conducted.

One drill per month
Alternate unobstructed and obstructed

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Number of students</th>
<th>Time to evacuate building</th>
<th>Unobstructed</th>
<th>Obstructed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.</td>
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<td>Sept.</td>
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<td>Oct.</td>
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<td>Nov.</td>
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<td>Dec.</td>
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<td>Jan.</td>
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<td>Feb.</td>
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<td>Mar.</td>
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<td>Apr.</td>
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<td>May</td>
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<td>June</td>
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<td>July</td>
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</tbody>
</table>

School

Principal’s Signature

Date

Place this card next to the Fire Alarm Control Panel.

Campuses must complete one fire drill per month for each month that students attend school 10 or more school days.

Activate all fire drills using the pull station or Fire Alarm Control Panel. Remember to have the appropriate campus personnel reset the pull station.

Contact Dallas ISD Police Dispatch (214) 932-5627 before and after each drill is completed.

Please keep this card with your schools records for three years.

Fire Exit Drill Record (Yellow Card)

You will no longer submit a copy of this to Emergency Management. Please retain card at campus for 3 years


2018 - 2019 CAMPUS EMERGENCY DRILL LOG

School Name: ___________________________ Date: ______________

Board Policy CKC Local requires a minimum of two different emergency preparedness drills be completed each semester.

Directions: Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org at least 72 hours prior to drill if you would like someone to observe, this is not required.

Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org at least the day of the drill.

Following completion of the drill, fill in the below information for campus record keeping if you like. After completing all drills for the semester, you will then complete the “Emergency Drill Log” form available online and it will be submitted to the Office of Emergency Management.

To access the form, go to https://www.dallasisd.org/em, click on “Emergency Drill Log”, and print it. After completing it, upload it as a pdf file at http://www.dallasisd.org/em/compliance.

- The fall drill log is due to the Office of Emergency Management office November 9th, 2018

1st Semester – Fall

**PLEASE NOTE: Do Not Include Fire Drills or Bus Evacuation Drills on This Form!**

<table>
<thead>
<tr>
<th>Approved Drills:</th>
<th>Date Drilled Performed</th>
<th>Type of Drill Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Evacuation</td>
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<tr>
<td>Severe Weather</td>
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<tr>
<td>Lockdown</td>
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<tr>
<td>Parent Reunification</td>
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<tr>
<td>Shelter-in-Place</td>
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<tr>
<td>Drop, Cover, and Hold On</td>
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</table>

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<thead>
<tr>
<th>*After-Action Report 1</th>
<th>*After-Action Report 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Start time of Drill</th>
<th>End time of Drill</th>
<th>Start time of Drill</th>
<th>End time of Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants</td>
<td>Number of participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time required to accomplish drill</td>
<td>Time required to accomplish drill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas to Improve</td>
<td>Areas to Improve</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form is for record keeping only. Please complete the separate emergency drill log form located online.
2018 - 2019 CAMPUS EMERGENCY DRILL LOG

School Name: _____________________________ Date: _______________

Board Policy CKC Local requires a **minimum of two different** emergency preparedness drills be completed **each semester**.

**Directions:** Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org at least 72 hours prior to drill if you would like someone to observe, this is not required.

Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org at least the day of the drill.

Following completion of the drill, fill in the below information for campus record keeping if you like. After completing all drills for the semester, you will then complete the “Emergency Drill Log” form available online and it will be submitted to the Office of Emergency Management.

To access the form, go to [https://www.dallasisd.org/em](https://www.dallasisd.org/em), click on “Emergency Drill Log”, and print it. After completing it, upload it as a pdf file at [http://www.dallasisd.org/em/compliance](http://www.dallasisd.org/em/compliance).

- The spring drill log is **due** to the Office of Emergency Management office **March 8th, 2019**

**2nd Semester – Spring**

<table>
<thead>
<tr>
<th><strong>Approved Drills:</strong></th>
<th><strong>Date Drilled Performed</strong></th>
<th><strong>Type of Drill Performed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Site Evacuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Severe Weather</td>
<td></td>
<td></td>
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<tr>
<td>• Lockdown</td>
<td></td>
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<tr>
<td>• Parent Reunification</td>
<td></td>
<td></td>
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<tr>
<td>• Shelter-in-Place</td>
<td></td>
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<tr>
<td>• Drop, Cover, and Hold On</td>
<td></td>
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</tr>
</tbody>
</table>

**PLEASE NOTE:** Do Not Include Fire Drills or Bus Evacuation Drills on This Form!

**2nd Semester – Spring**

<table>
<thead>
<tr>
<th><strong>After-Action Report 1</strong></th>
<th><strong>After-Action Report 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start time of Drill</strong></td>
<td><strong>Start time of Drill</strong></td>
</tr>
<tr>
<td><strong>End time of Drill</strong></td>
<td><strong>End time of Drill</strong></td>
</tr>
<tr>
<td><strong>Number of participants</strong></td>
<td><strong>Number of participants</strong></td>
</tr>
<tr>
<td><strong>Time required to accomplish drill</strong></td>
<td><strong>Time required to accomplish drill</strong></td>
</tr>
<tr>
<td><strong>Areas to Improve</strong></td>
<td><strong>Areas to Improve</strong></td>
</tr>
</tbody>
</table>

**THIS FORM IS FOR RECORD KEEPING ONLY.**

**PLEASE COMPLETE THE SEPARATE EMERGENCY DRILL LOG FORM LOCATED ONLINE**