Emergency Operations Plan

August 2018

Brazosport ISD
BRAZOSPORT INDEPENDENT SCHOOL DISTRICT

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Mr. Danny Massey

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PREFACE

Maintaining a safe, secure environment for learning is of significant importance to public schools and the first imperative necessary for significant achievement to occur. Even though public schools are among the safest places for children, we know we must increase our vigilance to assure safe passage for our youth at school.

School personnel must be prepared to deal with a variety of emergencies. This handbook is designed to provide guidelines, procedures, and suggestions to aid staff when confronting an emergency. This plan is not intended to provide an exclusive nor exhaustive list of emergencies or solutions.

During emergencies, no handbook or set of written instructions can substitute for the timely and prudent decisions of a campus leader and the carefully considered reactions of a well-trained and practiced staff and student body. Therefore, for any plan to be effective, there must be regular campus drills preceded by comprehensive training of staff. Students must be made aware of plans so they can be an effective part of the response to a campus emergency.

The effectiveness of handling an emergency is often based on the respondents’ familiarity with established emergency procedures. By reading this information, becoming familiar with its contents, and being able to refer to it as a resource document, principals and their staff will be better decision-makers while ensuring a safe environment for our children.

Danny Massey
Superintendent

It is the policy of Brazosport ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es normal de Brazosport ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de, tal como lo requieren el Título VI de la Ley de Derechos Cíviles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.
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SECTION I

GENERAL

A. Mission Statement I-1
B. Goals and Objectives I-2
A. MISSION STATEMENT

Our mission is to provide a safe and secure environment in which children can learn and
teachers can teach. All children will be provided physical and emotional safety in which they can develop their full potential.

“Families trust schools to keep their children safe during the day. Children and youth rely on and find great comfort in the adults who protect them. Teachers and staff must know how to help their students through an emergency and return them home safely. Knowing what to do when faced with an emergency can be the difference between calm and chaos, between courage and fear, between life and death. There are thousands of fires in schools every year, yet there is minimal damage to life and property because staff and students are prepared. This preparedness needs to be extended to all risks schools face. Schools and districts need to be ready to handle emergencies, large and small, to keep our children and staff out of harm’s way and ready to learn and teach.”

Excerpt from the USDE report, Practical Information on Crisis Planning: A Guide for Schools and Communities
B. GOALS AND OBJECTIVES

GOAL

Our goal is to assure that the BISD Emergency Operation Plan complies with all requirements of crisis planning as defined by the Texas Homeland Security Strategic Plan and addresses the four phases of crisis management as identified by the Federal Emergency Management Agency: prevention and mitigation; preparedness; response; and recovery.

OBJECTIVES

- Build relationships and coordinate plans with emergency responders; police, fire and EMS services, and with local business and industrial partners.
- Communicate preparedness plans to parents and community.
- Develop comprehensive, site specific campus response plans based on the Incident Command System that identify and address multiple hazards.
- Practice and evaluate plans through drills and exercises.
- Review school programs and initiatives (both staff-and student-based) to ensure that each campus has the maximum number of safe school programs available to all. Character education, peer mediation, hotlines, anger management and conflict resolution are a few of the many school programs that can be made available.
- Continually review the physical security needs on campus by allowing various assessments teams and safety groups to evaluate internal and external safety.
- Stay apprised of the latest technology and invest wisely on building design and equipment which will increase campus safety.
- Develop effective communication plans to communicate within the district sites and to communicate with parents in the event of an emergency.
- Develop effective communication plans to communicate with emergency responders and with community and industrial partners.
- Conduct campus safety audits and train campus personnel in life safety and security issues. Comply with state audit requirements.
- Insure that schools are included in all community emergency planning.
- Review and revise emergency response flyer to include multiple hazards and address implementation of teacher actions in the event of an emergency as well as campus administration.
- Continue to train personnel in the Incident Command System and teachers in their roles as first responders.
SECTION II

SAFETY & SECURITY TEAMS

A. Team Descriptions II-1
   a. BISD Safety and Security Committee
   b. Safety and Security Audit Team
   c. District Emergency Response Team
   d. Campus Emergency Response Teams

B. Brazosport ISD Emergency Response Team II-4

C. CAMPUS EMERGENCY RESPONSE TEAM II-5
   ROLES AND RESPONSIBILITIES
A. DISTRICT AND CAMPUS TEAMS

BISD Safety and Security Committee

The BISD Safety and Security Committee is a working group that meets at least twice annually to participate on behalf of the district in identifying hazards, assessing risks, developing safety and security goals/objectives, reviewing and updating emergency operations plans, ensuring training and drills are conducted, and reviewing safety audit information. This committee includes members from across the district and advisory members as listed below, as well as district representatives for the Brazosport Emergency Management Committee (BEMC), the Local Emergency Planning Committee (LEPC), and Community Awareness & Emergency Response (CAER). The representatives include:

a. Superintendent or Designee
b. Assistant Superintendent of Administrative Services (CAER Rep.)
c. Chief of Staff and Support Services
d. Chief Financial Officer
e. Chief Operations & Technology Officer
f. Chief of Police
g. Director of Student Services (BEMC Representative)
h. Director of Environmental Health and Safety (LEPC Representative)
i. Director of Maintenance
j. Director of Transportation
k. Director of Child Nutrition
l. Health Services Coordinator
m. Coordinator of Counselors
n. Communications Coordinator
o. *Campus Team Members (from different campuses)
   3 Administrators (High School, Middle/Intermediate, Elementary)
   1 Counselor
   1 Nurse
   1 Teacher
   1 Behavior Specialist
p. *Parents (from Brazosport feeder pattern & Brazoswood feeder pattern)
q. *Students (from Brazosport HS & Brazoswood HS)
r. *Board of Trustees Representative
s. *Local Emergency Responders (Police/EMS/Fire; from different cities)
t. *Industry Representatives

District Safety and Security Audit Team

The District Safety and Security Audit Team audits each district facility at least every three years according to the district schedule. The team is led by two outside consultants and also includes the Director of Student Services, Director of Environmental Health and Safety, and the Chief of Police. This team follows the protocol prescribed by the Texas School Safety Center.
## Emergency Response Teams

District and Campus Emergency Response Teams are trained to respond to emergencies. The teams are organized using the National Incident Management System’s (NIMS) model of the Incident Command System, which includes assignments to the roles of incident commander, operations, medical responder, media coordinator, logistics, planning & recovery, and finance & record-keeping. The responsibilities and qualities necessary for each of these roles are described on the next page.

1. **The District Emergency Response Team**

   This team consists of leaders from across the district who provide direct help or resource information to a campus requesting assistance during an emergency situation and coordinate efforts with other schools and local professional consultants. This team also coordinates efforts for emergencies that affect multiple campuses or the district as a whole.

2. **Campus Emergency Response Teams**

   Members of this team are prepared to go into action in any emergency situation that might occur on campus. This team also meets regularly to develop emergency plans for the campus and communicates those plans to the staff and students through training and drills.

   The campus administrator is responsible for selecting campus team members. The Director of Student Services will request submission of team member names by September, annually.


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| INCIDENT COMMANDER (Principal)    | • Sole responsibility for emergency/disaster operations – activates team  
• Maintains communication with district central office and campus team members  
• Primary contact for agencies outside of school (police, fire, emergency responders)  
• Builds and trains Campus Emergency Response Team  
• Provides for practice of existing plan  
• Make decision when a crisis situation is resolved  
• Conduct critical debriefings and prepare after action report | • Displays a sense of calm in a stressful environment  
• Can provide clear, concise, and good communication  
• Models critical thinking and good decision-making  
• Can assign duties and delegate appropriately  
• Pays attention to detail  
• Can create a team spirit                                                                 |
| OPERATIONS (Assistant Principal)   | • Physical plant manager  
• Provide materials and resources for managing crisis response  
• Ensure that emergency site is secure  
• Coordinates efforts to sweep building and grounds in the event of an evacuation  
• Check evacuation routes in advance  
• Maintain responsibility for utilities  
• Provide damage assessments – facility and physical  
• Activate plan for traffic/crowd control  
• Assist IC in rescheduling of bells, etc.  
• Restrict media access  
• Assemble classroom emergency kits  
• Activate plan for student/parent reunification | • Authoritative  
• Ability to respond quickly  
• Ability to multitask  
• In-depth knowledge of school facilities and grounds                                                                 |
| MEDICAL RESPONDER (Nurse)         | • Responsibility for emergency care of students/staff  
• Triage the injured  
• In case of an evacuation, takes medical information for students/staff  
• Keep a record of who is injured and when transported (Report to Incident Commander ASAP)  
• Serve as liaison between school and hospital personnel  
• Build a team to accompany students/staff to emergency facilities | • Training to administer emergency first aid                                                                                                        |
| LOGISTICS                         | • Practical needs coordinator Provide for supplies, food, water, etc.  
• Campus liaison for transportation  
• Prepare offsite facilities, if needed and check sites in advance  
• Plans, assists, and arranges for special needs students/staff  
• Assure that an interpreter is available if necessary | • Good organizational skills  
• Ability to think ahead  
• Able to adjust to changing circumstances  
• Maintains a calm presence  
• Has personal transportation                                                                                                                |
| PUBLIC INFORMATION COORDINATOR    | • Serves as contact person for all media inquiries, press releases, etc./works with or relinquishes authority to BISD public information officer when officer becomes available  
• Drafts and assists in distribution “crisis statement” to staff, students, and parents  
• Manages pre-established media staging area  
• Establishes and initiates procedures for contacting staff (after hours)/or in house  
• Develop contact list of organizations/agencies that need to be contacted | • Articulate  
• Able to think clearly under stress  
• Have a strong tolerance for emotionally charged situations  
• Capable of creating and delivering messages that are factual, useful, and reassuring  
• Firm, tactful management skills                                                  |
| PLANNING/RECOVERY (Counselor)     | • Provides emotional support for school staff and families  
• Oversees preparation of classroom staff and supervision of counseling staff activities  
• Determines the extent and nature of need for student/staff counseling services on site  
• Provides liaison with external mental health agencies  
• Implement post crisis procedures | • A sense of responsibility beyond routine  
• Ability to establish rapport quickly  
• Ability to listen to difficult feelings and experiences of others  
• Clear about feelings, thoughts, biases  
• Maintain confidentiality  
• Aware of limitations  
• Aware of the need for self-care                                                                                                        |
| FINANCE/RECORD-KEEPING (Secretary) | • Purchase equipment, supplies, or services  
• Track staff time/costs  
• Collect and compile all records of the emergency as reports are issued  
• Document events and responses | • Has ability to keep methodical and detailed records  
• Has experience in campus fiscal policies, etc.                                                                                           |
BRAZOSPORT ISD EMERGENCY RESPONSE TEAM

OPERATIONS

Campus Site
Jay Whitehead (Backup: R. Redden)

- Communicate with campus Principals
- Concur with Incident Commander for all campus site-based decisions
- Coordinate all outgoing information with Incident Commander
- Provide assistance to campus Principals with campus, site-based decisions (i.e. schools closings, evacuations, etc.)
- Relay specific campus needs to Central Office Command Center teams (i.e. first aid, transportation, food, etc.)
- Go to site, if necessary
- Contact with head coaches, athletic directors
- Provide updates on canceling and/or rescheduling extra-curricular activities

MEDICAL RESPONSE

Molly James

- Report to BISD Command Center
- Maintain/update current information to and from all BISD nurses
- Contact and liaison with Brazoria County Health Department and Brazosport Regional Health Systems
- Go to crisis site if necessary

CAER STATION

Leta Faulk

- Report to CAER station in Leta Faulk’s office
- Test CAER radio (make a ‘test’ call)
- Turn on radio AM 1610
- Receive information from CAER Central
- Relay CAER information to Incident Commander and Communications Team

FINANCE AND ADMINISTRATION

Rebecca Kelley

- Purchase equipment, supplies or services, as needed
- Maintain records to assist in reclaiming costs; insurance claims, payroll, volunteers, etc.
- Track staff time/costs

BISD POLICE

Chief Wade Nichols

- Coordinate Police response

INCIDENT COMMANDER

Danny Massey (Backup: J. Whitehead)

- Establish Incident Command Center
- Coordinate all functions during the emergency
- Assume responsibility for over all campus, site-based decisions
- Maintains communication with all Command Center teams

RECORDER

Robin Pelton

- Make a record of all decisions and actions taken

LOGISTICS

Brent Jaco

- Collect information from Command Center teams to determine the particulars of the event
- Prepare draft notification letter of vital information, district position, and concerns. All or part of this notification may be shared.
- Provide print shop with original so that copies can be distributed to campuses for distribution to parents
- Provides translators to district as needed
- Provide information to the following Command Center Stations
  - Main Switchboard – Sharon Ritchie
  - Phone Bank (Grace Delgado, chair) - Sue West, Stacie Dull, Graciela Cardenas
  - Brazosport College – Janice Constantine
  - Day Care Centers – Rene O’Pry

TRANSPORTATION TEAM

John Craig

- Assess transportation needs and determine loading sites
- Respond to campus, site-based needs and determine evacuation destination
- Provide transportation for special needs students
- Maintain current list of emergency drivers

MAINTENANCE/FACILITIES/CUSTODIAL

Zeke Wintjen

- Activate Maintenance Emergency Response Command Center
- Send ‘teams’ to assess damages at specific sites
- Report conditions to Maintenance Emergency Response Command Center
- Assess the situation to determine if students and staff can occupy the building or should evacuation be initiated
- Send supplies, materials and labor to affected area

RECOVERY

Allison Jasso

- Coordinate emotional recovery response from Counseling staff

PUBLIC INFORMATION COORDINATOR

Tami Sophia

- Coordinate all information being released from BISD in regard to the crisis:
  - Email
  - News Releases
  - Internet/intranet Updates
  - Contact news media when applicable
- Go to crisis site if media representation is present, coordinating the dissemination of information
- Maintain contact with city managers, city judges, DOW, BASF, Red Cross, Mental Health professionals, police, fire, and EMS

CHILD NUTRITION

Rachel Arthur

- Contact Child Nutrition office staff and inform them that Rachel is reporting to Emergency Response Command Center
- Provide instructions for Child Nutrition office staff pertinent to the crisis
- Organize and delegate instructions for feeding of students if need arises
- Go to Crisis site or alternate feeding site if necessary
- Assist District in any other need that might arise

TECHNOLOGY

Monty Burger

- Collect information from Command Center teams to determine particulars of event
- Help set up crisis command center kit in appropriate area if necessary (wireless video feed and IP phone via crisis laptop)
- Provide pertinent information via district technology tools to staff and/or public if necessary (school messenger, district website, email, channel 19, paging system)
- Communicate and initiate shutdown of district network equipment if necessary
- Initiate backups, verify backups and remove from site if necessary
- Keep in contact with incident commander and key technology personnel in order to re-enter district to assess damage and activate disaster recovery plan if necessary

July 2018


**CAMPUS EMERGENCY RESPONSE TEAM ROLES & RESPONSIBILITIES**

Each school needs a Campus Emergency Response Team to manage an emergency as it unfolds. The Campus Emergency Response Team consists of school personnel who are not directly in charge of a classroom of students and who can assist with the shutting down of a school during an emergency situation. Campus Emergency Response Teams include the administrator, assistant administrator, school resource officer, and other personnel not directly responsible for supervising students such as office personnel, custodial staff, kitchen staff, counselor, family advocates, teaching assistants, etc.

**AT THE BEGINNING OF EACH SCHOOL YEAR:**

1. The Principal will designate Campus Emergency Response Team members. Due to staff changes from year to year, Campus Emergency Response Team members need to be identified & trained at the beginning of each school year. Designate Roles & Responsibilities using this worksheet.
2. Ensure that each room has a current evacuation plan/campus map hung in a prominent location. In addition, ensure that a current evacuation plan & campus map (with utility shut off locations indicated) is kept in front office.
3. Test the intercom notification system to be sure it is working in all areas of the building (including restrooms, hallways, cafeteria, etc.).
4. Test radio communications to ensure they are in good operating condition and ensure that appropriate staff members use them consistently (administrators, custodians, office staff, classes meeting outside, outside supervisors, etc.).
6. Develop emergency phone-calling trees, and ensure all staff are informed of the communication plan that will be used in the event of an emergency.
7. Train all adults in the building (teachers, office, counselors, custodians, kitchen, substitutes, nurse, etc.) the emergency response procedures.
8. Train all students in Lockout, Lockdown, Evacuate, Shelter-in-place, and Hold procedures.
9. Schedule and hold Emergency Response Drills. Record and evaluate results after each drill or event. Send completed drill documentation forms to the Director of Student Services, at the end of each semester.

<table>
<thead>
<tr>
<th>JOB</th>
<th>DESCRIPTION</th>
<th>WHO IS RESPONSIBLE &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAMPUS EMERGENCY RESPONSE TEAM MEMBERS</strong></td>
<td><strong>Campus Emergency Response Team Members:</strong> The Campus Emergency Response Team is a group of staff members at your school who help to plan for and manage emergencies as they unfold. Campus Emergency Response Team members are not generally directly in charge of students and report immediately to a designated area when an emergency occurs. The Campus Emergency Response Team is organized according to the U. S. Department of Homeland Security's National Incident Command System. Campus Emergency Response Team members are assigned roles within that system and are trained in its implementation.</td>
<td><strong>Campus Emergency Response Team Members:</strong> Incident Commander: Backup: Operations: Backup: Medical Responder: Backup: Logistics: Backup: Public Information Coordinator: Backup: Planning/Recovery: Backup: Finance/Recordkeeping: Backup:</td>
</tr>
<tr>
<td>JOB</td>
<td>DESCRIPTION</td>
<td>WHO IS RESPONSIBLE &amp; LOCATION</td>
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</tr>
<tr>
<td>LOCKDOWN DUTY</td>
<td><strong>Lock Exterior Doors and Hang Signs:</strong>&lt;br&gt;These are Campus Emergency Response Team members or designated personnel who are assigned to lock specific exterior doors immediately upon hearing <em>Lockout</em> or when drills are performed. They also will hang a signs on entrance doors, indicating that an emergency drill is in progress and that their access is restricted until the drill is over situation. This will help to let parents/visitors know not to drop off students at this time or to pound on the door trying to get in.</td>
<td><strong>Lock Exterior Doors:</strong>&lt;br&gt;Main Front Doors:&lt;br&gt;Other Exterior Doors:&lt;br&gt;Kitchen/Delivery Doors:&lt;br&gt;Other:</td>
</tr>
<tr>
<td>SPECIAL NEEDS CONTACT</td>
<td><strong>Special Needs Students Contact:</strong>&lt;br&gt;These designated personnel will provide for the special evacuation needs of persons with disabilities.</td>
<td>Special Needs Contact:</td>
</tr>
<tr>
<td>SWEEP TEAM</td>
<td><strong>Sweep Building:</strong>&lt;br&gt;These designated personnel will move through the building and gather students and staff who are not in a secured location (i.e. restrooms, hallways, etc). These people will be taken to a secured &amp; supervised location. This does not apply to Lockdown situations.</td>
<td><strong>Sweep Building:</strong>&lt;br&gt;Secured &amp; Supervised Location(s):&lt;br&gt;Halls:&lt;br&gt;Restrooms:&lt;br&gt;Common Areas:</td>
</tr>
<tr>
<td>OUTSIDE CLASSES CONTACT</td>
<td><strong>Outside Classes Contact:</strong>&lt;br&gt;These designated personnel who will deliver messages to classes meeting outside or to classes meeting where the intercom system doesn’t reach. Do not rely on radios or cell phones to deliver these messages in the event of a bomb threat.</td>
<td><strong>Outside Classes Contacts, by Location:</strong></td>
</tr>
<tr>
<td>UTILITIES</td>
<td><strong>Utilities:</strong>&lt;br&gt;These designated personnel will shut down school operating systems such as bells, fire alarms, ventilation system, gas, water, and power as directed by the scene contact and/or emergency personnel. Be sure to coordinate with the emergency service agency leading the situation before shutting down utilities. Clear instructions must be posted ahead of time and practice is essential. It is also important to know the location of any needed tools for shutting off these services.</td>
<td><strong>Utilities:</strong>&lt;br&gt;Bell System:&lt;br&gt;Fire Alarm System:&lt;br&gt;Ventilation:&lt;br&gt;Water:&lt;br&gt;Power:&lt;br&gt;Gas: (define location of gas key also)</td>
</tr>
<tr>
<td>FIRST AID CONTACT</td>
<td><strong>First Aid Contact:</strong>&lt;br&gt;The Campus Emergency Response Team member who serves in the role of medical responder and designated personnel will report to the incident site to treat victims until additional medical personnel arrive. Upon arrival of medical personnel, they assist medical personnel as needed and attend to individual medical needs of other students/staff (i.e. diabetes, etc.).</td>
<td><strong>First Aid Contact:</strong>&lt;br&gt;Primary: Nurse&lt;br&gt;Support Team members: 1.&lt;br&gt;2.&lt;br&gt;3.</td>
</tr>
<tr>
<td>JOB</td>
<td>DESCRIPTION</td>
<td>WHO IS RESPONSIBLE &amp; LOCATION</td>
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<td>------------------------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td><strong>EMERGENCY VEHICLE CONTACT</strong></td>
<td>Emergency Vehicle Contact: These designated personnel will meet &amp; direct emergency personnel to the location of the incident. They have campus maps available at gates and front office that include power, gas, ventilation, and water shut off locations. They should be available for communications between emergency personnel and the Command Post.</td>
<td>Emergency Vehicle Contact:</td>
</tr>
<tr>
<td><strong>PARENT CONTACT</strong></td>
<td>Parent Contact: These designated personnel will meet, direct, and share information with parents. They will reassure parents and give instructions and information in a firm, calm voice. They should be prepared to assist in drafting and distributing letters home with students if indicated.</td>
<td>Parent Contact:</td>
</tr>
<tr>
<td><strong>REUNIFICATION TEAM</strong></td>
<td>Reunification Team: This team greets parents and explains the reunification process, facilitates the parent check-in table, and reunifies students with their parents.</td>
<td>Reunification Team</td>
</tr>
<tr>
<td><strong>TRAFFIC FLOW</strong></td>
<td>Traffic Flow: These designated personnel will manage the emergency by controlling the traffic flow of parents and media. The entire campus can become a crime scene, so be observant as to what is going on outside the building and on outlining borders of the campus. Focus on the entrances and staging areas.</td>
<td>Traffic Flow:</td>
</tr>
<tr>
<td><strong>PUBLIC INFORMATION COORDINATOR</strong></td>
<td>Public Information Coordinator: These designated personnel will direct media to a designated area off campus. They will support the District Representative, who will give regular updates (facts only) to the media and will be the only staff member to provide any information to the media about the emergency.</td>
<td>Media Area &amp; Contact: Area:</td>
</tr>
<tr>
<td><strong>CRISIS RESPONSE TEAM</strong></td>
<td>Crisis Response Team: These designated personnel have extensive training in deescalating students in crisis. These team members include campus-based staff, as well as district personnel, who can respond at a moment’s notice to any campus experiencing a crisis/emergency situation.</td>
<td>Crisis Response Team</td>
</tr>
<tr>
<td><strong>TRANSPORT TEAM</strong></td>
<td>Transport Team: This team assembles a master student and staff roster, notifies the reunification site, and provides for safe transportation.</td>
<td>Transport Team</td>
</tr>
</tbody>
</table>

II-7
<table>
<thead>
<tr>
<th>JOB</th>
<th>DESCRIPTION</th>
<th>LOCATION</th>
</tr>
</thead>
</table>
| LOCKDOWN DRILL TEAM       | Lockdown Drill Team  
This team is made up of BISD Police and district/community safety representatives. They assist administrators in holding Lockdown drills.                                                                 | BISD Police:  
Administrative Services:  
Maintenance Support:  
Local Police:  
Community:  |
| RECOVERY TEAM             | Recovery Team  
These designated personnel have extensive training in providing emotional support to victims and to students who have experienced or been affected by a crisis situation. Principals should contact the Assistant Superintendent of Administrative Services (730-7000 X 25102) who will dispatch appropriate District Recovery Team members. | Counselors: |
| COMMAND POST (inside building): | Command Post (inside building):  
Consider communication capabilities and using different parts of the building for primary & secondary.                                                                                                         | Primary:  
Secondary: |
| COMMAND POST (outside building): | Command Post (outside building):  
Consider communication capabilities & partnerships with other facilities and quick, easy access to the location. Be sure to have a bullhorn/megaphone available for communications. (Posted in EOP). | Command Post (outside building): |
| EMERGENCY STAGING AREAS   | Emergency Staging Areas:  
Take a look at your campus and surrounding areas to determine the best location for each of the following needs. Consider the manageability of the area and how quickly emergency personnel are able to get to the location. Make sure there is no conflict between the helicopter landing areas and the area where students are evacuated. (Information on staging areas is in Campus Emergency Operation Plan). | Emergency Vehicle Area:  
Helicopter Landing Area & GPS Coordinates:  
Outside Student Holding Area:  
Parent Area:  
Media Area: |
| ON-CAMPUS EVACUATION POINTS: | On-Campus Evacuation Points:  
Train all teachers & students for both primary & secondary evacuation routes and assembly points. Both primary and secondary evacuation drills should be practiced. Be sure to practice these drills during all times of the school day, not just during class-time. | Primary:  
Secondary: |
| OFF-CAMPUS EVACUATION POINTS: | Off-Campus Evacuation Points:  
If possible, identify two assembly points for off-campus evacuation sites. Evacuation points should be a minimum of ¼ of a mile away from campus. You may consider getting permission to use other schools, churches or community buildings, if so, be sure to get contact numbers for that facility. | Primary (within walking distance):  
Secondary (within community, but need busing to location): |
# SECTION III

**PREVENTION / MITIGATION**

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<th>A. Security Measures</th>
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<td>B. Fire Prevention</td>
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<td>C. Life Safety Code Compliance</td>
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<td>D. Disease Control</td>
<td>III-10</td>
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</table>
A. SECURITY MEASURES

As a primary preventative strategy for addressing the problems of violence, vandalism, disruptions and fear, BISD has proponents to curb and/or eliminate these elements from our school so that we may provide a safe and secure environment for all.

1. POLICE OFFICERS – The district employs 20 officers. This includes a Chief, a Captain, a Dispatcher, and officers at campuses as follows: Brazoswood (5), Brazosport (3), Lake Jackson Intermediate (2), Clute Intermediate (2), Freeport Intermediate (2), Rasco Middle School (1), Lanier Middle School (1), Brazos Success Academy (1) and SFA STEM Academy (1). The additional officers assigned to the intermediate schools will provide partial coverage at our elementary schools.

2. PARTNERSHIPS WITH LOCAL LAW ENFORCEMENT – Local police agencies meet quarterly meeting for ongoing discussions regarding safety and security. Local law enforcement agencies are invited to come to any of our campuses while they are on patrol. BISD provides free breakfast or lunch to any law enforcement personnel visiting our campuses.

3. SECURITY SPECIALISTS – Secondary campuses have staff who patrol hallways, door entrances, parking lots and perimeters of the campuses, as well as monitor security cameras.

4. BEHAVIOR SPECIALISTS – Nine behavior specialists support students at all campuses in need of tiered behavior support. In addition, a special education behavior specialist supports students in the BEST Program and Life Skills programs.

5. MENTORING PROGRAMS – Brazosport and Brazoswood High Schools have mentoring programs through Club Belay provided by True to Life Ministries. A BISD mentoring program called Lift Up has also been initiated to support students.

6. CASE MANAGERS/SOCIAL WORKERS – Through partnerships with nonprofit groups True to Life Ministries and Communities in Schools, case managers serve to support students and families at Brazosport High School, Brazoswood High School, Brazos Success Academy, Clute Intermediate, Freeport Intermediate, Lanier Middle and Velasco Elementary.

7. LICENCED PROFESSIONAL COUNSELORS – In a partnership with SFA Health Clinic, LPCs will be housed at five schools: Brazosport High, Brazoswood High, Clute Intermediate, Ney Elementary and Ogg Elementary. These LPCs will serve students and their families within all BISD’s 19 campuses from those locations.
8. THREAT ASSESSMENT TEAMS – Every campus employs an interdisciplinary team of trained professionals that convene to identify, evaluate, classify and address threats or potential threats to school security. Following assessment, this team determines appropriate response and intervention. This includes notification and involvement of parents, a suicide risk assessment, and the development of a written safety plan.

9. MOTION DETECTORS AND ALARM SYSTEMS – Most campuses have motion detectors and alarms installed that alert key personnel and emergency responders when the campus has been breached after hours.

10. PERIMETER FENCING – Fencing that encloses the campus is designed to limit and/or restrict access to individuals without a need to be on the campus.

11. SECURITY VESTIBULES AND OUTSIDE DOOR BUZZ-IN SYSTEMS

12. RAPTOR VISITOR MANAGEMENT SYSTEM – All campuses utilize this electronic visitor sign-in system that uses the name and birthdate information to perform a search against publicly available national sex offender registries to determine whether the person seeking entry to a school campus is a sex offender. Custody and protective orders can also be entered into the system. The Raptor system creates a name badge with the visitor’s full name, date, picture, and destination printed on the badge. The visitor badge allows school staff to quickly identify those who have authorization to be on campus.

13. SECURITY CAMERAS – Approximately 800 cameras are in place throughout the district.

14. TELEPHONES – Telephones are in all classrooms for use during emergency situations.

15. RADIOS – Key staff have been provided radios to support campus communication processes.

16. K9 DRUG DOG – BISD Police has a K9 and K9 Handler that performs random checks at campuses and parking lots.

17. WEAPON-SNIFFING DOG – BISD contracts to provide random weapon checks at campuses.

18. PORTABLE METAL DETECTORS – Secondary campuses conduct random searches of backpacks and utilize these devices as students exit from classrooms, the cafeteria, hallways, etc. This is an effort to deter students from bringing weapons and drugs onto the campus.

19. LOCKED CLASSROOM DOOR POLICY – Teachers are instructed to keep their classroom doors closed and locked at all times. Barriers are not to be used. Substitutes shall follow the same policy, with campuses ensuring they have access to the classrooms they need throughout the day.
20. STAFF TRAINING – All administrators and campus emergency response team members are trained in National Incident Management System (NIMS). This training is provided every other summer. All staff members are trained annually in emergency protocols for the campus, as outlined by the district. De-escalation training is provided for all staff, and key campus personnel are CPI-trained.

21. STUDENT TRAINING & DRILLS - Students receive training on the Standard Response Protocol for lockout, lockdown, evacuate, shelter, hold, and room clear. In addition, drills are held for each of these emergency actions on a regular basis. Students also receive strategies on bullying prevention and a wide variety of character-building lessons. Students are provided guidance on the reunification method utilized by the district, should there be a need for a formalized, controlled release of students to their parents.

22. THREAT REPORTING SYSTEM – Students, parents, staff, and community members are encouraged to share information with us that is deemed troubling, so that we may take appropriate action. This includes information about weapons, threats, fights, drugs, self-harm, suicide or disclosures made that are concerning. Reports may be made online, by calling the B*SAFE Hotline at 979.730.SAFE (7233), or by directly contacting any campus administrator, district administrator or BISD Police Officer.

23. BULLYING REPORT SYSTEM – Brazosport ISD seeks to empower students to take personal responsibility for eliminating bullying, including cyberbullying, within our schools and community by reporting bullying and cyberbullying when they observe or experience it as soon as possible, so school officials may take appropriate action. Parents, staff members and community members who learn of bullying or cyberbullying incidents are also asked to report it as soon as possible, in support of a community-wide stance against this type of behavior. Reports may be made online or by directly contacting a campus administrator.

24. SOCIAL MEDIA ALERTS – BISD contracts with a company that alerts the district to possible threats shared publicly on social media.
B. FIRE PREVENTION

Classroom fires are not common; however, some classrooms are at a higher risk of fire. We think of science labs and industrial technology shops as higher risk. But that too may be misleading. What are the factors which lead to a higher risk of fire?

- The National Fire Protection Association (NFPA) Life Safety Code uses “occupancy” as a way to help define the level of hazard. Assembly occupancies are areas of building designed (or used) for instructional purposes usually for children. Day Care occupancies are a special class of educational occupancy because the students usually require a higher level of assistance. Storage occupancies are areas of a building designed (or used) primarily for mass storage of supplies. Most schools are mixed occupancies in that they have some assembly, some educational, some business (offices) and some storage occupancies within a single building.

- Assemble occupancy or storage occupancy classrooms are at a higher risk than other types of classrooms.

- Another factor in the Life Safety Code risk assessment is the hazard of the contents. Hazardous contents include: combustible liquids (like the natural gas piped into science labs), any compressed gases (like helium for balloons), large amounts of combustible solids (like wood stacks in shops), reactive chemicals (such as those used in art) or toxic chemicals (like chlorine for the swimming pools).

A third element that increases the level of risk within a class is the number and nature of the ignition sources. Ignition sources occur in all classrooms. In some classrooms there are more and hotter ignition sources. Hot ignition sources, such as welding equipment, may cause fires where protection is otherwise adequate. More ignition sources just increases the probability that a combustible material will be close enough to an ignition source to cause a fire. All electrical equipment, including lights, are possible ignition sources. Stored chemicals are also potential ignition sources.

The old fire formula (called the fire triangle) says that three elements are needed to have a fire: fuel, air (oxygen) and an ignition source. Air is always available. Therefore, prevention of fires is about controlling the fuel and the ignition source.

Neatness counts when it comes to fuel in schools. If the material is stored properly, then it won’t be near an ignition source. The most common fuel in schools is paper. When storing paper we can actually control the air part of the triangle, paper neatly stacked or still in its wrapper will not burn very well since air cannot get between the pages. On the other hand paper hung from the ceiling grid or on the walls will burn very well.
Guidelines for fuels in schools:

- Combustible artwork (paper, plastic, foam, etc.) may cover only up to 20% of the wall space in a classroom or area of the school. Combustible artwork should never be concentrated along egress paths (no paper or plastic curtains over doors, not hallway walls completely covered by paper).

- Student items may only be stored in halls when they are stored in properly designed fire resistant (metal) lockers. Coat hangers in elementary egress halls are not acceptable.

- Combustible materials may never be stored in a mechanical room with ignition sources, such as transformers or boilers, or within air handling equipment.

- Combustible materials should be stored neatly and when possible in an enclosed cabinet. Combustible materials may not be stored within 24 inches of the ceiling in any school.

- Combustible liquids should be stored in fire resistant cabinets if stored in quantities above three quarts. Combustible liquids should always be in the original labeled container. Care must be used in storing combustible liquids with liquids which might react, if mixed, are not stored together.

- Compressed gases, whether or not they are combustible, must be stored with an appropriate cover on the valve and chained in an upright position.

- Natural gas piping in every school should be checked for leaks annually. When not in use, gas lines in science classrooms should be turned off at the central station. Labs with gas outlets should be kept locked when not occupied by a class.

Guidelines for ignition sources in schools

- Open flame ignition sources:

- Candles can be used in ceremonial situations or in instructional activities but must be approved in advance by the principal. Candles may not be used in offices or on teachers’ desks.

- Science burners must only be used under the direct (observed) supervision of the teacher. Flames used in shops, art or drama are also to be used under direct supervision.

- Fireworks are not approved for use in any school for any reason.
o Demonstrations that result in flame should be held in science hoods or metal containers.

o Welding shall be done outside or in an area specifically designed for the purpose. The design must be approved by the Superintendent’s designee. The design must include: fire resistant separations between individuals welding and the classroom and proper ventilation.

Ignition sources that result from chemical reactions:

o Chemicals which react producing high energy should not be stored where they can mix as a result of an accidental leak. Intentional mixing of chemicals that result in exothermic reactions should only be done in chemical safety hoods.

o Oily rags, waste solvents or parts cleaning chemicals must be stored in a metal safety container. If the safety container is a parts washer it must also be vented to the outside of the building.

Electrical equipment ignition sources:

o No electrical circuit may be overloaded by installing devices that require more amps than the circuit rating. Normally if no more than six devices are connected to a surge protector on a single duplex outlet the circuit will not be overloaded. Special precaution should be used if high amp devices such as microwaves, refrigerators or hot plates are to be connected.

o Extension cords are to be used as temporary wiring only.

o Lights and most other electrical equipment are to be turned off when the teacher is not in the classroom. Lamps and string lights (Christmas lights) that are not approved for institutional use should not be used in the classroom.

o High heat electrical equipment such as stoves, kilns, driers or hot plates may be installed only with specific approval by the Superintendent’s designee.

o Any damaged electrical equipment should be taken out of service immediately. Damaged electrical equipment shall not be returned to service until repaired by the appropriate technician from Maintenance and Operations Department.

o No combustible or non-combustible material may be stored in electrical control rooms. Tools or building supplies may not be stored within three feet in any direction of a transformer.
Guidelines for classroom cooking

- Cooking in classrooms, life-skills or elementary, should always be done under the direct supervision of a teacher.

Electrical Safety

Electrical safety is a matter of preventing sparks, heat and grounding.

Sparks can be prevented by not plugging in damaged electrical equipment or cords. The most common damage is to the end of the cord where one or more tines become bent or the ground plug is removed. The wire may also become separated from the plug if the cord is unplugged by pulling on the wire. Sometimes motors spark if the circuit in the motor is old or damaged. If you see sparks complete a work order to have the equipment checked.

Preventing electrical heat can be accomplished by:

- Not overloading any electrical circuit by installing devices that require more amps than the circuit rating. Normally if no more than six devices are connected to a surge protector on a single duplex outlet the circuit will not be overloaded. Special precaution should be used if high amp devices such as microwaves, refrigerators or hot plates are to be connected.

- Not connecting extension cords in series.

- Not using any damaged electrical equipment. Damaged electrical equipment may not be returned to service until repaired by the appropriate technician from the Maintenance and Operations Dept.

Unintentional grounding of electrical equipment can be avoided by connecting equipment to ground fault interrupters if the equipment is used near water. Also, using equipment with the third (ground) tine and equipment with phase control (one tine larger than the other).
C. Life Safety Code Compliance

The National Fire Protection Association (NFPA) has established fire and life safety codes which have been adopted by the Texas State Fire Marshall (37 TAC 511) and are the Standards in force in unincorporated areas of the state.

Exits

Under no circumstances shall any exit equipped with panic hardware be locked in the direction of egress when the school is occupied (101.5-2.1). only one locking device shall be allowed on a door (101.11-2.2).

The way to exits will be clearly marked. No hangings or draperies will be placed so as to obscure either the exit way or the signs marking the exit way (101.5-5.2).

Rooms normally occupied by preschool, kindergarten, or first grade students shall be on the first (ground) floor. (101.11-2.1).

Exit corridors shall be kept clear (not used for storage) such that the corridor is at least six feet wide (101.11-2.3).

Operating Features

Fire exit drills that comply with the code are described elsewhere in this document.

Compressed gas containers shall be chained in an upright position. (101.31-1.6)

It is the responsibility of principals and teachers to inspect exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition and clear of obstructions (101.31-3.2).

Unless stored in lockers, clothing and personal effects shall not be stored in corridors (101.31-3.3).

Child prepared artwork and teaching materials shall be permitted to be attached directly to the walls and shall not exceed 20% of the wall area (101.31-3.4).
Mechanical rooms (rooms which contain transformers, boilers, or air handling equipment) shall not be used for the storage of any combustible material. Storage of materials shall be limited so that access to control features is not obstructed (101.7-2 and 101.7.3).

Storage in enclosures, which contain vertical openings, shall be controlled so as to reduce the hazard of fire spread between floors (101.7.4).

Assembly Requirements

In assembly situations with over 250 occupants there shall be trained crowd managers for every 250 occupants. Crowd managers shall have received training in crowd management and in the location of the means of egress from the assembly space. Crowd managers shall also be instructed in the proper use of fire extinguishers prior to assignment as a crowd manager, and annually thereafter (101.31.2.2).

Adequate aisles for egress shall be maintained in all assembly areas. Seats in assembly areas for more than 200 shall be secured to the floor or to each other in groups of 3 to 7 seats. When it is not possible to secure seats exit aisle shall be at least 4 feet wide. The maximum occupant load for assembly areas without fixed seating shall be determined and posted on the wall near the entry to the room. (101.31.2.4) Clothing shall not be stored in corridors (101.31.2.5).
D. Disease Prevention

Schools can play a major role in helping to reduce or prevent the incidence of illness among children and adults in our communities. Encouraging good hand hygiene and following cleaning recommendations contribute to a safe and healthy learning environment for children.

Coughing and Sneezing
Teach children (and adults) to cough or sneeze into tissues or their sleeve and not onto surfaces or other people. If children and adults sneeze into their hands, hands should be washed immediately.

Handwashing Procedures
Washing your hands is one of the easiest and best ways to prevent the spread of diseases. Hands should be washed frequently including after toileting, coming into contact with bodily fluids (such as nose wiping), before eating and handling food, and any time hands are soiled. It is also important that children’s hands be washed frequently. Water basins and pre-moistened cleansing wipes are not approved substitutes for soap and running water. Alcohol-based hand sanitizers containing at least 60% alcohol may be used when soap and water are not available and hands are not visibly soiled. However, sanitizers do not eliminate all types of germs so they should be used to supplement handwashing with soap and water.

The general handwashing procedure includes the following steps:

- **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather** your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
- **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
- **Rinse** your hands well under clean, running water.
- **Dry** your hands using a clean towel or air dry them.

More information on handwashing can be found at [https://www.cdc.gov/handwashing/](https://www.cdc.gov/handwashing/). Your campus can also participate in Global Handwashing Day on October 15th as organized by the SNAP! (School Network for Absenteeism Prevention) program.
SECTION IV

PREPAREDNESS

A. EMERGENCY MANAGEMENT DRILL FORM IV-1
B. FIRE DRILL PULL STATION PROCEDURES IV-2
C. EMERGENCY PREPAREDNESS CHECKLIST IV-3
D. Automated External Defibrillator (AED) Locations IV-5
E. Guidelines for Developing Emergency Plans for People with Disabilities IV-6
F. Extreme Heat Guidelines IV-8
G. Transportation IV-8
H. Volunteers IV-8
I. CAER IV-9
J. Closing of School and Early Release IV-10
K. BISD Communication Process IV-11
L. Hurricane Preparedness IV-12
Emergency Management Drills

Campus: ___________________________ School Year: ___________________________

Principal: __________________________

<table>
<thead>
<tr>
<th>Type of Drill</th>
<th>Date</th>
<th>Time</th>
<th>Time Required</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVACUATION</strong> (Fire)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(One drill each month that has 10+ school days, including summer programs)</td>
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<tr>
<td>In addition to completing this form, also complete the <a href="https://www.tdi.texas.gov/fire/fmschl.html">Required State Form</a></td>
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<tr>
<td>Unobstructed</td>
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<tr>
<td><strong>LOCKOUT</strong> (fall/spring)</td>
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<tr>
<td><strong>LOCKDOWN</strong> (fall/spring)</td>
<td></td>
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</tr>
<tr>
<td><strong>SHELTER-IN-PLACE</strong> (fall/spring)</td>
<td></td>
<td></td>
<td>Hazmat/CAER</td>
<td></td>
</tr>
<tr>
<td><strong>Severe Weather</strong></td>
<td></td>
<td></td>
<td>Severe Weather</td>
<td></td>
</tr>
<tr>
<td><strong>HOLD</strong> (fall/spring)</td>
<td></td>
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<tr>
<td>Reunification (tabletop)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Site evacuation (tabletop)</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

IV-1
Fire Drill Pull Station Procedure

1. Notify monitoring company 15 minutes prior to fire drill activation.
2. Select and document the pull station to be used for drill. Fire alarm pull stations should be used alternately throughout the building.
3. To start drill, remove clear cover on pull station selected and reset the button or toggle switch on the back side to silence loud, shrill, alarm.
4. Have key ready and available to open pull station after it has been pulled.
5. Pull handle on pull station downward to begin actual drill alarm.
6. Use key to open the pull station. This lock can be at bottom front of the station or on the side. Reset pull station by pushing button or toggle switch upwards. Close and re-lock pull station.
7. Flip button or toggle switch, on clear cover, back the other direction. This will activate the loud, shrill alarm.
8. Replace the clear cover over the pull station to silence that alarm. The pull station is now in the ready position.
9. After all of the students have evacuated the school, push the silence button on the fire alarm panel. After alarm has silenced, push reset system on the same panel.
10. Document the drill date/time/results on the BISD Emergency Management Drills form, as well as document the date on the Texas Dept of Insurance Fire Drill Exit Report Form.

<table>
<thead>
<tr>
<th>Date of Drill</th>
<th>Pull Station Location Used for Fire Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
This checklist is provided to assist administrators in preparing to respond to emergency situations.

<table>
<thead>
<tr>
<th>Emergency Response Team Planning</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the Campus Emergency Operations Plan been updated for current school year and submitted to the Department of Administrative Services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have members and backup members of the Incident Command System been identified for all key roles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a core group of campus staff trained in CPI been identified and they are aware of campus procedures that will be utilized when a student exhibits crisis behavior?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a meeting been held with Emergency Response Team members to discuss the Emergency Operations Plan and their specific roles and responsibilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have Emergency Response Team members been provided with a copy of the campus’ Emergency Operations Plan?</td>
<td></td>
<td></td>
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<tr>
<td>Have additional incident commanders been identified who will coordinate the emergency response in the absence of the primary incident commander?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have interior and exterior command posts been identified?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the back-up Emergency Response Team members know their roles and responsibilities?</td>
<td></td>
<td></td>
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<tr>
<td>Is there a plan to monitor access to the building and securing doors when appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a clearly identified visitor sign-in and identification procedure in place?</td>
<td></td>
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</tr>
<tr>
<td>Is an evacuation map posted in every room throughout the campus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have on and off campus multi-hazard evacuation locations been identified?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a gathering point been pre-designated for outside students/staff to gather at least one block from the school during a lockdown?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a parent/child reunification plan been developed and shared with parents, staff, and students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have on and off-campus parent information/reunification staging areas been identified?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have office staff been trained in use of Raptor and monitoring of vestibules?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the Campus Emergency Operations Plan been reviewed with all staff members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are staff and students familiar with Evacuation, Lockout, Lockdown, Shelter-In-Place, Hold, and Room Clear procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students received bullying/cyber-bullying prevention training?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do students and staff know how to report a threat or bullying incidents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has staff received active shooter training?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the staff been made aware of the locations of the command center, first aid station, and family reunification station?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a plan in place to provide substitute teachers access to the necessary rooms and ensuring they keep their doors locked throughout the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have parents/guardians been notified of reunification processes and provided information related to the locations the parent/child reunification sites?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the emergency kit and first aid kit(s) stocked and ready for use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Are the emergency cards/contact sheets up to date to include the names of additional adults who are authorized to pick-up students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are joint –occupancy users (Boys and Girls Club, etc.) included in the Emergency Operations Plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have staff members been assigned to assess mental health needs following an emergency/crisis?</td>
<td></td>
<td></td>
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<tr>
<td>Have counselors and school psychologist been involved in emergency response planning, including needed mental health supports?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there awareness of students/staff who may be vulnerable in an emergency/crisis because of past loss experiences or unique needs?</td>
<td></td>
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</tr>
</tbody>
</table>

**Practice Drills**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a schedule been developed that identifies when all drills will take place, and have back-up dates been designated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have fire evacuation drills been practiced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have lockout drills been practiced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have lockdown drills been practiced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have shelter-in-place drills been practiced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have hold drills been practiced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are after-action reviews held after practice drills or actual emergencies/crises?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the emergency cut-off valves clearly marked for identification purposes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the appropriate staff aware of the location of the emergency gas, HVAC, water, and MAIN electric cut-off valves/switches and do staff members know how to shut them off?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Medical/Special Needs**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have staff members who are certified in first aid/CPR been identified?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the staff been notified of the locations of the first aid kits and the AEDs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many first aid kits and AEDs are in the school/facility? ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have provisions been made to address the special needs of disabled students, limited-English-proficient students, and other student/staff populations?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the administrative team familiar with the BISD communications protocol?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are accurate student lists including emergency contact information accessible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do key personnel have radios and are trained in how to use them effectively?</td>
<td></td>
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</tr>
<tr>
<td>Are backup communications procedures in place in the event of the loss of telecommunications or power?</td>
<td></td>
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</tr>
<tr>
<td>Is the NOAA alert radio operational, equipped with batteries, and turned on?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the emergency phone that is kept in the office operational?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a backup emergency plan in place for communicating with portable classrooms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the school communication process in effect to inform parents/guardians of emergency information?</td>
<td></td>
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<tr>
<td>Is there an updated staff phone tree that has been tested for accuracy and effectiveness?</td>
<td></td>
<td></td>
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<tr>
<td>Is a system in place for PTO/community communications?</td>
<td></td>
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<tr>
<td>Is there an updated list of emergency contact numbers, including all necessary public safety and central administration numbers?</td>
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</tbody>
</table>

(Rev. 7-10-18)
D. Automated External Defibrillator (AED) Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen F. Austin Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>A. P. Beutel Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>Bess Brannen Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>Freeport Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>Madge Griffith Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>Elisabet Ney Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>T. W. Ogg Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>Gladys Polk Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>O. M. Roberts Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>Velasco Elementary</td>
<td>Nurse</td>
</tr>
<tr>
<td>Lanier Middle School</td>
<td>Nurse</td>
</tr>
<tr>
<td>Grady Rasco Middle School</td>
<td>Nurse</td>
</tr>
<tr>
<td>Clute Intermediate School</td>
<td>Nurse</td>
</tr>
<tr>
<td>Clute Intermediate School</td>
<td>Athletic Coordinator</td>
</tr>
<tr>
<td>Freeport Intermediate School</td>
<td>Nurse</td>
</tr>
<tr>
<td>Freeport Intermediate School</td>
<td>Athletic Coordinator</td>
</tr>
<tr>
<td>Lake Jackson Intermediate School</td>
<td>Nurse</td>
</tr>
<tr>
<td>Lake Jackson Intermediate School</td>
<td>Athletic Coordinator</td>
</tr>
<tr>
<td>Brazosport High School</td>
<td>Nurse</td>
</tr>
<tr>
<td>Brazosport High School</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Brazosport High School</td>
<td>Director of Athletics or Athletic Trainer</td>
</tr>
<tr>
<td>Brazosport High School</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Brazosport High School</td>
<td>Band Director</td>
</tr>
<tr>
<td>Brazoswood 9th Grade Center</td>
<td>Nurse</td>
</tr>
<tr>
<td>Brazoswood High School</td>
<td>Nurse Coordinator</td>
</tr>
<tr>
<td>Brazoswood High School</td>
<td>Teacher</td>
</tr>
<tr>
<td>Brazoswood High School</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Brazoswood High School</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Brazoswood High School</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Brazoswood High School</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Brazoswood 9th Grade Center</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Brazoswood High School</td>
<td>Band Director</td>
</tr>
<tr>
<td>Lighthouse Learning Center</td>
<td>Nurse</td>
</tr>
<tr>
<td>Brazos Success Academy</td>
<td>Nurse</td>
</tr>
<tr>
<td>BISD Maintenance</td>
<td>Safety &amp; Training Coordinator</td>
</tr>
<tr>
<td>BISD Transportation</td>
<td>Shop Manager</td>
</tr>
<tr>
<td>BISD Administration Building</td>
<td>Receptionist/Nurse</td>
</tr>
</tbody>
</table>

IV-5
E. Guidelines for Developing Emergency Plans for People with Disabilities

1. Identification

It is critical that we identify those persons in our schools that may need assistance during an emergency. This is no simple task, as medical confidentiality needs to be protected as well.

As part of the campus emergency plan each school should identify students whose disability is such that they would need additional assistance during an emergency. Students with disabilities such as reduced mobility, hearing impairment, blindness, emotionally disturbed or mentally retarded should be included in the plan.

Staff members with disabilities who would either require assistance or who could not perform the emergency tasks usually assigned to staff should be included in the campus emergency plan.

Visitors to assembly events (athletic competitions, plays or programs) may require assistance should an emergency occur. Specific plans cannot be developed for these events since each situation will be different. Staff should take note of individuals with special needs so that they may inform fire, EMS or police officials should a crisis occur.

The school staff should also make an effort to get to know the parents who have disabilities. If a parent is unable to hear or speak or is unable to drive these might affect how a student crisis would be handled.

2. Buddy System

The recommended first step in planning for assisting a disabled person in an emergency is to assign a knowledgeable person to watch out for the disabled individual. Each campus should, in the campus emergency plan, assign each disabled person a buddy. The buddy should be responsible for finding the disabled person after an evacuation or during a sheltering operation. The buddy should know what the disabled person’s special needs might be and be able to communicate those needs to rescue or law enforcement officials.

3. Planning

Plans should be developed for the needs of identified students and staff. Each plan should address: evacuation, sheltering, communication, providing health care and transportation based on the specific disability.
Evacuation

Evacuation plans should provide for the needs of the disabled person. Each disability will require a unique plan. The following are specific issues and solutions.

1. A blind individual will need audible alarms, a clear path to an exit and possibly someone to guide him to the exit.
2. A deaf individual will need visible alarms, and possibly someone to communicate instructions to her.
3. An individual with limited mobility may need assistance getting down stairs. Evacuation chairs are available at all two story facilities. These individuals should be advised of locations of rescue refuge – normally these areas are enclosed stairways with fire doors at the top and bottom.
4. Planning for persons with respiratory conditions should include plans to limit exposure to smoke and plans to assess the person’s condition once outside the building.

Shelter-In-Place (Hazardous Material Release)

During a hazardous materials release the disabilities of primary concern change to persons with respiratory disabilities. Plans should include assessing these individuals should an exposure occur.

Shelter-In-Place (Severe Weather)

Tornado plans should provide for the needs of the disabled person. Each disability will require a unique plan. The following are specific issues and solutions.

1. Blind individuals may need assistance getting to a designated safe zone.
2. Hearing impaired individuals will need to have the need to shelter communicated by some method other than audible signals or verbal instructions.
3. A mobility-impaired person may need assistance particularly if she is in a temporary building. Consideration should be given to locating classrooms with mobility-impaired teachers in more storm resistant construction (permanent buildings).
4. Mentally or emotionally disabled persons with these type disabilities should have assistance in focusing on moving to and staying in the safe zone.

Lockdown

During a lockdown it is critical that plans include how to care for persons with mental or emotional disability who may become upset by the confinement. Also plans should address care for individuals with blood sugar problems (diabetic or hypoglycemia).
F. EXTREME HEAT GUIDELINES

BISD urges taking precautions to prevent heat-related illnesses, with special emphasis to those staff members whose students are involved in band, drill team, physical education and athletics. People suffer heat related illness when the body’s temperature control system is overloaded and the body can no longer cool itself.

Teachers should encourage students to drink water during the day, regardless of activity level, providing time for students to get water after outdoor activities and prior to riding the bus home. Rests should be given regularly when outdoor activities are taking place, and close monitoring of students should occur.

Signs of heat exhaustion include heavy sweating, paleness, muscle cramps, tiredness, dizziness, nausea, vomiting, skin being moist to touch, a fast but weak pulse, and fast, shallow breathing. Seek medical attention immediately if symptoms are severe or if the student has heart problems or high blood pressure. Otherwise, help the student cool off and monitor closely. If symptoms worsen, seek medical help immediately.

The chart shows how often breaks should be scheduled when performing outside activities.

<table>
<thead>
<tr>
<th></th>
<th>LIGHT</th>
<th>MODERATE</th>
<th>HEAVY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooler Mornings</td>
<td>45 minutes/hour</td>
<td>35 minutes/hour</td>
<td>25 minutes/hour</td>
</tr>
<tr>
<td>Hotter Afternoons</td>
<td>35 minutes/hour</td>
<td>25 minutes/hour</td>
<td>15 minutes/hour</td>
</tr>
</tbody>
</table>

G. TRANSPORTATION

The transportation department maintains plans for evacuation needs. Periodically, they will collect information from campuses to ensure they have information on hand about the number of buses they would need to evacuate each campus and the locations the buses would need to travel.

H. VOLUNTEERS

After a major crisis, many people in the community may want to volunteer their services. The following guidelines shall apply to anyone volunteering services following a crisis:

1. The volunteer should first check with the Emergency Operation Center to make an offer of service. The offer of service should be in an area for which the individual has training and experience. Professionals should make a copy of the appropriate license or certification to provide to the District volunteer coordinator.

2. Volunteers are required to comply with all laws, rules, policies and regulations applicable to working with students in the District.

IV-8
3. First responders to an emergency are expected to have appropriate identification issued by the agency by which they are employed. If the first responder will be working in the District for more than one day the ID must be of a design that can be worn, or they must obtain a District ID card.

I. CAER

1. What is CAER?

CAER stands for Community Awareness and Emergency Response. The program is sponsored by the Chemical Manufacturers Association nationwide, the Texas Chemical Council in Texas, and in the Brazosport area by your local chemical industries, emergency service agencies, and local government officials.

Even though the probability of a major chemical emergency is very remote, the “first responders” – the people and agencies that would respond to actually correct the situation – are well prepared to respond in an efficient and coordinated manner.

A CAER information number has been set up for the public to call if they have questions that can be answered over the phone or to arrange for a speaker. That number is 238-CAER (238-2237).

2. What happens if a release occurs?

If a major release is suspected, CAER Central (Emergency Services & Security at Dow’s Texas Operations) is notified via a common radio frequency and network that has been established and is on line 24-hours a day, seven days a week. Dow’s Industrial Security personnel will immediately notify the Sheriff’s Department through a “hot line” which rings in the Sheriff’s office as soon as the receiver at Dow is picked up. All the local police departments also have the capability to monitor this system. This too, is manned around the clock.

The Sheriff’s Department can then ask the appropriate agency to take whatever action is needed according to the information they receive. For example, roadblocks may be critical to keep traffic from an affected area.

Each of the companies and all police vehicles have identical maps designating roadblock points, eliminating confusion as to where the police cars should go.

3. If a chemical release occurs:

a) A warning siren system will be activated for affected areas. It will be loud enough to be heard a great distance in the direction of the affected area.

b) A recorded emergency announcement will be played over CAER Radio 1610 AM. This recorded announcement will state the emergency, the wind direction and speed, and remind you of the action you should take. This same recorded announcement can be heard by calling 238-CAER (238-2237).
c) Residents and businesses near any of the chemical industries will receive a phone call from the Telephone Alert System (TAS) at their place of business. Public institutions such as schools, hospitals, and nursing homes in the affected area will also be immediately notified via the TAS system. Additional communications to local schools and hospitals through radio communications are also used during an emergency.

d) Local police departments will proceed if possible to the affected area to further inform area residents.

4. What people should do in an “affected area”?

   a) People in an affected area should be prepared to get themselves and their family out of the area if instructed to do so by the appropriate local authorities – the police or fire departments. If they are close enough to the release to determine the direction and speed of the release, they might also choose to leave the area.

   b) Preparations should be made to take adequate steps to protect family members if evacuation is not possible or necessary. Studies have shown that even poorly sealed buildings give protection from a serious amount of gas entering the building. Therefore, you should go in your house or a nearby building, or get in your automobile. Once inside, close off outside ventilation such as the air conditioner or windows. Stay inside and wait for the cloud to pass.

       a. If you do feel the gas is entering the building and you are in danger, a wet cloth or towel over your nose and mouth will act as a filter and offer some protection.

       b. If you are outside and can’t possibly get in, move crosswind (in a direction so the wind is blowing from your left to right or vice versa, but not into your face or from behind). This offers the best advantage for getting out of the path of the release. In either case, remain calm and wait until you hear the “All Clear” signal before taking any further action.

In Summary… *Get inside, shut off all outside ventilation, and wait for the ALL CLEAR signal.* Be prepared to leave the area if directed to do so by the appropriate local authorities. This information would be communicated through recorded messages on CAER Radio 1610 AM and through the information number 238-CAER (238-2237).

J. CLOSING OF SCHOOL AND EARLY RELEASE

The Superintendent or designee will notify media sources in the event of the closing of school by 5:30 am (if possible) on the day of the closing and upon its resumption. Media sources that will be notified are: Cable Channel 19, Houston television channels 2(KPRC), 26(Fox), 10(KXLN 45 Univision/Spanish), 11(KHOU), and 13(KTRK). Information will also be posted on the BISD website, Facebook, Twitter, at www.brazosportisd.net, and School Messenger as it becomes available.
Brazosport ISD Crisis Communication Process

This administrative regulation is designed to establish procedures for communication during a crisis event. This process is to be followed for any crisis event that occurs on a district facility or at a district event, including games and contests. All staff should be provided a copy of this regulation annually.

Operational Definition: Crisis events are defined as any event that requires emergency personnel or the administration of life-saving techniques.

Additional Requirements:
- Every facility shall develop a building-level communication process that aligns with this regulation.
- All media contact shall be done through the communications department.
- This regulation supports the Emergency Operations Plan for the district, but in no way supersedes compliance with the Emergency Operations Plan.

HRO = Highest Ranking Officer

- Provide details of incident
- Indicate steps taken to resolve
- In the event the Asst. Supt. of Administrative Services is not available, contact the Superintendent
- Provide frequent updates

Process Review is held 1-2 days post incident

End of Process
L. HURRICANE PREPAREDNESS

Hurricanes are a serious threat in the Brazosport Area. Since hurricanes are very large storms, hurricane warnings can be issued approximately 24 hours before the storm strikes land. The superintendent will make the decision if and when the schools are closed and communicate this information to campus administrators. Schools will not normally be in session when a hurricane strikes, but there are steps to prepare facilities for possible flooding and/or high winds associated with a major hurricane.

- Survey the campus to identify items that must be secured or stored inside prior to high winds. i.e. trash cans, athletic equipment, portable signs
- Move items subject to damage by rising water to tables or higher shelves.
- Move computers and other critical equipment away from windows and store in interior areas off the floor. Cover equipment.
- Unplug non-essential electrical equipment. Do not unplug alarm systems.
- Protect permanent records by wrapping in plastic and moving from lower shelves.
- Remove money from vending machines and office and place in vaulted locations.
- Back up electronic data.
- Ensure emergency numbers on the calling trees are accurate and that this information is taken with you before evacuating and before the storm makes landfall.
- Those with the responsibility of returning early after a storm to assess damage to BISD facilities need to ensure they have their re-entry pass with them before evacuating.
SECTION V
RESPONSE

A. Standard Response Protocol
   i. Lockout........................................................................... V-1
   ii. Lockdown ........................................................................ V-3
   iii. Evacuation ................................................................. V-6
   iv. Shelter .............................................................................. V-8
   v. Hold & Room Clear ......................................................... V-10
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B. Reunification ........................................................................ V-13
C. Bat Management ................................................................. V-14
D. Bomb Threat Report Form ............................................... V-15
E. Spilled Body Fluids/Blood Borne Pathogens .............. V-16
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I. Danger of Suicide ............................................................... V-18
J. Bus Accident/Field Trip Emergency ............................. V-18
LOCKOUT

CONDITION

Lockout is called when there is a threat or hazard outside of the school building. Lockout uses the security of the physical facility to act as protection.

- Violence or criminal activity in the immediate neighborhood
- Unknown or unauthorized person on the grounds
- A dangerous animal in the playground or on the school grounds
- Civil disobedience

PUBLIC ADDRESS: “Lockout! Secure the perimeter,” repeated twice

TEACHER ACTIONS

- If outside or in a portable building, bring students into the main building.
- If assigned Lockout Duty, lock outside access points and display “Drill in Progress” signs.
- Take roll and determine if attendance has changed since the start of class. If there are extra or missing students, notify the office.
- Where possible, continue classroom activities.
- Classes that were held outside, such as gym class, continue class inside the building.
- There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented.
LOCKOUT
– ADMINISTRATOR SUPPLEMENT

PUBLIC ADDRESS: “Lockout! Secure the perimeter”

- Repeat twice each time the public address is performed.

PRE-PLANNING

- Ensure there is a communication plan to notify those outside and those in portable buildings, so they know to come inside the main building.
- Identify the Lockout Perimeter and identify Perimeter Access Points that must be locked in the event of a Lockout. Group the Perimeter Access Points into Lockout Zones.
- Determine if the campus will designate a campus perimeter in addition to the building perimeter, if gates and fences allow for Lockout to occur at that level.
- Designate staff members who will be assigned Lockout Duty.
  - Assign each a Primary Responsibility for a pre-identified Lockout Zone.
  - Assign each a Secondary Responsibility, in the event the person with Primary Responsibility is absent or unable to perform the protocol.
  - Develop individual Lockout Duty checklists for each person assigned with either Primary or Secondary Lockout Duty.
  - Train to lock all doors, windows, loading docks, and fire escape access points within their Lockout Zone.
  - Provide “Drill in Progress” posters to display at routine entry points during drills.
- Hold Lockout drills at least once per semester, during the first month of each semester. Plan to hold these drills when outside activities are in progress.
- There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADMINISTRATOR ACTIONS

- Utilize office staff to field information from the classrooms regarding missing or extra students in the classroom.
- If during a Lockout a hazard manifests inside the school – (i.e. fire, flood, hazmat), then situational decisions must be made. It may be necessary to evacuate to a different location than would typically be indicated, according to circumstances.
- Announce an All Clear at the end of the drill.
**LOCKDOWN**

**CONDITION**

Lockdown is called when there is a threat or hazard *inside* the school building. Lockdown uses *classroom* security to protect students and staff from threat.

- Dangerous animal within the building
- Angry or violent parent or student
- Parental custody dispute
- Intruder
- Active shooter

**PUBLIC ADDRESS:** “Lockdown! Locks, Lights, Out of Sight!” repeated twice

- Note: Loud popping noises or screaming may also initiate a lockdown in an actual incident; however, this should not be intentionally used during drills.

**TEACHER ACTIONS:**

- Ensure doors are shut and locked.
- Move students out of line of sight from corridor windows to a predetermined Safe Zone.
- Turn off lights.
- Ensure all cell phones are silenced. Refrain from texting during drills.
- Take a silent or whispered roll to account for students.
- Maintain silence. This could be required for up to several hours during an incident.
- Do not open the classroom door, once in Lockdown. No indication of occupancy should be revealed until a member of the Lockdown Drill Team or first responders open the door.
- Students who are in the hall at the time of a Lockdown will need to get out of sight without the benefit of a locked room, or evacuate themselves away from the building.
- Staff and students outside should remain outside and move to a safe evacuation point.
- Utilize Run/Hide/Fight or Avoid/Deny/Defend strategies as a last resort.

<table>
<thead>
<tr>
<th>RUN</th>
<th>AVOID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an escape route and plan in mind</td>
<td>Pay attention to your surroundings.</td>
</tr>
<tr>
<td>Leave your belongings behind</td>
<td>Have an exit plan.</td>
</tr>
<tr>
<td>Keep your hands visible</td>
<td>Move away from the source of the threat as quickly as possible.</td>
</tr>
<tr>
<td></td>
<td>The more distance and barriers between you and the threat, the better.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HIDE</th>
<th>DENY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hide in an area out of the shooter’s view</td>
<td>when getting away is difficult or maybe even impossible.</td>
</tr>
<tr>
<td>Block entry to your hiding place and lock the doors</td>
<td>Keep distance between you and the source.</td>
</tr>
<tr>
<td>Silence your cell phone and/or pager</td>
<td>Create barriers to prevent or slow down a threat from getting to you.</td>
</tr>
<tr>
<td></td>
<td>Turn the lights off.</td>
</tr>
<tr>
<td></td>
<td>Remain out of sight and quiet by hiding behind large objects and silence your phone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGHT</th>
<th>DEFEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a last resort and only when your life is in imminent danger</td>
<td>because you have the right to protect yourself.</td>
</tr>
<tr>
<td>Attempt to incapacitate the shooter</td>
<td>If you cannot Avoid or Deny, be prepared to defend yourself.</td>
</tr>
<tr>
<td>Act with physical aggression and throw items at the active shooter</td>
<td>Be aggressive and committed to your actions.</td>
</tr>
<tr>
<td></td>
<td>Do not fight fairly. THIS IS ABOUT SURVIVAL.</td>
</tr>
</tbody>
</table>
PUBLIC ADDRESS: “Lockdown! Locks, Lights, Out of Sight. This is a drill.”

- Repeat twice each time the public address is performed.
- Note: Loud popping noises or screaming may also initiate a lockdown in an actual incident; however, this should not be intentionally used during drills.

PRE-PLANNING

- Ensure each teacher has identified classroom access points that must be locked in the event of a Lockdown. These may include doorways, windows, loading docks, and fire escape ladder access points.
- Ensure each teacher has identified a Safe Zone within the classroom that is out of sight of the corridor window.
- Establish the Lockdown Drill Team. This team should include BISD Police, as well as district and community safety representatives. These members could include staff from the Administrative Services or Maintenance departments, or from city police departments. Ensure the team is large enough to conduct the drill in a timely manner.
- Train staff and students to not open the classroom door, once in Lockdown, and not to slide red/green cards under doorways to indicate status. This are practices that are no longer advised.
- Train students and staff to expect that a Lockdown incident may persist for several hours and silence is essential.
- Pre-designate and communicate during training the Evacuation Points for staff and students who must self-evacuate during drills, and provide suggested safe places to evacuate and gather in an actual incident.
- Ensure members of the Lockdown Drill Team are notified of the scheduled drill dates.
- Hold Lockdown drills at least once each semester, during the first month of the semester.
- Communicate Lockdown Drills to staff, students, and parents prior to holding Lockdown drills. This can be communicated by announcing the day that the drill will be held, or by sharing a three-day window that the drill will be held. Provide staff of special needs classes the specific day and time, so they may ensure their students have the support needed during the drill.

ADMINISTRATOR ACTIONS:

- Hold a Pre-drill Briefing to review the floor plan and team member assignments, share the expected drill duration, and review the drill procedures, including the door knock and classroom conversation.
- There is no call to action to lock the building outside access points, as this exposes staff to unnecessary risk and inhibits first responders entry into the building.
- Communicate to parents electronically that a drill is in progress to avoid unnecessary anxiety.
- Announce an All Clear at the end of the drill.
- Hold a Lockdown Drill Team debriefing to document issues and identify actions needed.
LOCKDOWN DRILL TEAM WORKSHEET

1. The Lockdown Drill Team is broken into groups of two or three members who go to individual classrooms. One of the members acts as “Scribe” and documents each classroom response.
2. At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement.
3. A team member then knocks on the door and requests entry. There should be no response to this request.
4. At this point a member of the team unlocks the classroom door and announces their name and position.
5. The team members hold a “classroom conversation,” addressing the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.
6. Any issues should be addressed gently but immediately.

<table>
<thead>
<tr>
<th>Room #</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Locks</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Lights</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Out of Sight</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Door Knock</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

Notes: _______________________________________________________________________________
EVACUATE

CONDITION

Evacuate is called when there is a need to move students from one location to another.

- Fire
- Bomb threat
- Explosion
- Chemical spill

PUBLIC ADDRESS: “Evacuate! To ______ (pre-designated location),” repeated twice

- Note: A fire alarm also initiates an evacuation.

TEACHER ACTIONS:

- Move students in an orderly fashion to the announced or pre-designated Evacuation Point.
- Take Go-Bags that have supplies needed during a building or site evacuation. Go Bags should include student rosters with contact information and Red/Green Roll Cards.
- Ensure all students are out of the classroom and adjoining restrooms.
- Close the door after the last person is out of the room.
- Do not stop for student/staff belongings while evacuating.
- Students who are in the hall at the time of the evacuation, or students who are separated from their class during the evacuation, shall join the evacuation line and then identify themselves to the teacher in their group after arriving at the Evacuation Assembly Point.
- The Sweep Team shall ensure that all students are out of hallway restrooms.
- Take roll after arrival at the Evacuation Assembly Point. Make note of any missing or extra students/staff on the Red/Green Roll Card.
- Display the green “OK” or red “HELP” signs for administrators and first responders to quickly, visually identify the status of your class.
- Ensure students remain in a group and maintain order.
- Do not re-enter the building until the “all clear” signal has been given.
- If proceeding with a site evacuation, assemble students in rows perpendicular to the street and wait for buses. At the off-site Evacuation Point, reassemble and re-account for students.

Note: If the evacuation is police-led, students and staff may be instructed to walk in a single line and hold their hands on or above their heads with their fingers spread. Staff and students should avoid quick movements, pointing, screaming, or yelling. Staff and students should not ask officers questions and should follow all instructions given by Police.

Note: If during the evacuation, the conditions outside become the hazard, a Lockdown will be implemented by an announcement or by ringing a series of short bell signals.
EVACUATE – ADMINISTRATOR SUPPLEMENT

PUBLIC ADDRESS: “Evacuate! To ______” (state the pre-designated location).

- Repeat twice each time the public address is performed.
- Note: A fire alarm also initiates an evacuation. Notify the monitoring company and follow the established guidance if using pull stations to initiate a drill.
- If during the evacuation, the conditions outside become the hazard, reverse the evacuation by announcing a Lockdown or by ringing a series of short bell signals.

PRE-PLANNING

- Ensure every room in the building has a posted evacuation map on the inside of the door that shows the primary and secondary evacuation route.
- Identify Evacuation Points and determine protocols for Evacuation Assembly.
- Identify students or staff with special needs and develop evacuation plans that will meet their individualized needs.
- Establish a Sweep Team that will ensure all students are out of hallways, common areas, and hallway restrooms.
- Prepare the Campus Emergency Kit that includes student contact information, a portable communication system, and materials to support Reunification.
- Ensure all staff have a Go Bags that include supplies needed in the event of a building or site evacuation.
- Ensure all staff have a Red/Green Roll Card that are kept in their Go Bags.
- Include in training what staff and students might expect from a police-led evacuation.
- Hold one Evacuation drill each month that has 10+ school days, including summer programs. The site evacuation drill only needs held once per year, and can be held as a tabletop exercise with the Campus Emergency Response Team and a member of the Transportation department.

ADMINISTRATOR ACTIONS:

- Ensure all staff and students have evacuated the building.
- Take the campus emergency kit to the Evacuation Assembly Point.
- Assess staff that have evacuated to verify all are displaying the green “OK” sign. If any are displaying a red “HELP,” determine and resolve the need.
- Gather lists of unaccounted for students.
- Do not use of radios, if the evacuation is necessary because of a bomb threat.
- If proceeding with a site evacuation, request transportation. Ensure staff assemble students in rows perpendicular to the street and wait for buses. Post a sign on the door, if feasible, with location for Reunification. Plan for implementation.
- Announce an All Clear at the end of the drill, or signal the conclusion of the drill by ringing a continuous bell signal.
- In addition to documenting the drill on the BISD Emergency Management Drills form, document the date on the Texas Dept of Insurance Fire Drill Exit Report Form required by the state.
SHELTER

CONDITION

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

- Off-site hazardous materials (hazmat) incident
  - Chemical spill or gas release
    - At a plant facility
    - While transported by vehicle, rail, pipeline, or boat
  - Train derailment
- On-site hazardous materials incident
- Severe weather
- Tornado (Watch=Conditions are right; Warning=A tornado has been spotted)
- Terrorist threats
- Wildfires

PUBLIC ADDRESS “Shelter! ______ (hazard); ______ (safety strategy),” repeated twice

TEACHER ACTIONS FOR HAZMAT INCIDENT

- Move students from portable buildings.
- If outdoors, move students into the building.
- If outside and attempting to get indoors, move crosswind, so the wind is not blowing in your face or from behind. Close all windows and doors.
- Seal cracks around windows and doors with wet materials (rags, mops, paper towels).
- Turn off air conditions, fans, etc.
- Wet pieces of cloth for each student and give to them to hold over their mouths if gas should enter the building or in the event of a site evacuation.
- Do not leave the building until official notification has been given.
- Be aware that an evacuation may be called.

TEACHER ACTIONS FOR SEVERE WEATHER INCIDENT

- If in a portable building, move students inside the main building. If it is not possible to move into the main building, stay in the portable building.
- If outside, move students inside the main building. If it is not possible to get into the main building, seek shelter in a ditch or an enclosed vehicle. Move from high ground. Do not seek shelter under isolated trees or close to metal fences, small sheds, playground equipment, or shelters in exposed locations. Avoid electrically-conductive overhead objects. Avoid using umbrellas.
- Move students out of open areas and away from exterior doors, windows, and electrical appliances. The safest place is in interior halls and lower floors.
- Instruct staff and students to get into a crouching position, facing walls, with arms overhead and tucked over their heads with fingers laced (duck & cover).
- Remain in duck & cover until the weather has passed and an all-clear has been issued.
SHELTER
– ADMINISTRATOR SUPPLEMENT

PUBLIC ADDRESS “Shelter! ______ (state the hazard); ______ (state the safety strategy)”

- Repeat twice each time the public address is performed.
- Safety strategies include “seal the building” or “seal your room” (Hazmat)
- Safety strategies include “duck & cover” (severe weather)

PRE-PLANNING

- Ensure all staff have a Shelter Kit with supplies needed for an extended shelter-in-place event. These kits should include water, towels to seal doors and windows, and cloths to cover mouths of staff and students.
- Ensure proper staff know how to shut off air conditioning systems.
- Ensure a communication system with staff and students who are outside or in portable buildings.
- Ensure all staff have a predetermined location for students when duck & cover strategies are necessary.
- Hold Shelter-in-Place drills at least once each semester, during the first month of the semester.

ADMINISTRATOR ACTIONS FOR HAZMAT INCIDENT

- Identify the location of the hazmat incident.
  - If incident is on-site, consider the need for evacuation. Be aware that on-site hazmat incidents are reported by the Brazosport Community Awareness and Emergency Response (CAER). Follow instructions they provide.
  - If incident is off-site, consider the need for a Lockout.
- Shut down the air conditioning system.
- Announce an All Clear at the end of the drill.

ADMINISTRATOR ACTIONS FOR SEVERE WEATHER INCIDENT

- Monitor weather conditions closely during times of stormy weather.
- Ensure all staff and students outside or in portables have moved into the main building, and all classes are in their predetermined location when the drill is implemented.
- Announce an All Clear at the end of the drill.
HOLD

CONDITION
Hold is called when there is a need to require students to remain in their classrooms.

- Altercations in the hallway
- Medical emergencies
- Power outage

PUBLIC ADDRESS: “Hold in your classroom,” repeated twice

TEACHER ACTIONS:

- Recover students from the hallways.
- Keep the classroom door closed and locked.
- Take roll and account for students.
- Hold students in your classrooms, even if there is a scheduled class change, until there is the all-clear is announced.

ROOM CLEAR

CONDITION
Room Clear is called when the teacher must stay in the classroom but there is a need to send students to a predetermined location within the building.

- Injured student within the classroom
- Student exhibiting extreme behavior

CLASS ANNOUNCEMENT: “Room clear to ______ (predetermined location),” repeated twice

TEACHER ACTIONS:

- Determine a “buddy room” to relocate students if the room needs temporarily cleared.
- Notate the buddy room on the campus map posted in the classroom.
- Train students to walk directly to that room when a Room Clear is announced.
- Stay in the classroom, working to defuse the situation, until help arrives.
- The buddy room teacher receiving the students should immediately notify the office that there is an emergency.
HOLD
– ADMINISTRATOR SUPPLEMENT

PUBLIC ADDRESS: “Hold in your classroom”

- Repeat twice each time the public address is performed.

PRE-PLANNING:

- Ensure staff and students are trained in Hold protocols.
- Hold drills should be held at least once each year.

ADMINISTRATOR ACTIONS:

- Announce when a Hold procedure is initiated.
- Resolve concern causing a need for students to remain in classes.
- Announce an All Clear at the end of the drill.

ROOM CLEAR
– ADMINISTRATOR SUPPLEMENT

PRE-PLANNING:

- Establish a Crisis Response Team and ensure they are trained (and have been to training or refresher training within the past 12 months) in CPI Nonviolent Crisis Intervention. These are additional campus staff who are trained in CPI to de-escalate situations or implement student restraints. Texas Administrative Code § 89.1053 requires that a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.
- Ensure a communication system to contact the school nurse or Crisis Response Team members for immediate assistance.
- Ensure staff are trained on Room Clear protocols.

ADMINISTRATOR TEACHER ACTIONS:

- Assess the situation.
- Call for medical assistance, if needed.
- Call for support from the Crisis Response Team, if needed.
- Call law enforcement, if needed.
Administrators Guidance for Drill Implementation

- Ensure every room in the building has a posted Emergency Wall Poster on the inside of the door.
- Train all staff and students on all drill procedures during the first two weeks of the school year. PreK-2 curriculum is provided to support training young students or those with special needs. Provide refresher training during the first two weeks of the spring semester. Provide refresher training during the first week of summer programs.
- Ensure drill protocols have been shared with parents by providing them the Standard Response Parent Handout and the Reunification Method Parent Handout.
- Establish a drill schedule at the beginning of the school year that has predetermined dates for Lockout, Lockdown, Evacuation, Shelter-in-Place, and Hold drills. Schedule drills that are held once per semester during the first month of the semester. Put drill dates/times on the calendars of administrative team members. Do not change date/times without designating a new date/time.
- Consider combining drills. For instance, a Lockout drill can lead into a Lockdown drill.
- Consider focusing a drill on a specific vulnerability or area of the school. For instance, instead of the entire campus, a Lockdown drill might only involve the cafeteria during the lunch periods.
- Establish a system that provides all substitute teachers information about drill procedures.
- Train classroom teachers to keep their doors locked.
- Ensure substitute teachers have access to the rooms they need, and are trained to keep doors locked.
- Display “Drill in Progress” at access points during all drills and communicate through social media when drills are taking place to parents to reduce unnecessary alarm and anxiety. Use this as an opportunity to communicate student safety is priority.
- Include those with special needs in all drills; however, provide the teachers of special needs classes extra notice to better prepare and support students.
- Include BISD Police in all Lockdown drills as part of the established Lockdown Team. Include local fire departments in Evacuation drills at least once per year.
- Document all drills on the BISD Emergency Management Drills Form. If actual or accidental incidents occur, they may be recorded as fulfilling drill requirements.
- Gather feedback from staff and students after drills.
- Conduct After-Action Reviews to share with staff and the Campus Emergency Response Team.

BISD Police – 979.730.7299
REUNIFICATION

INITIATED AS THE RESULT OF ANYTHING ABNORMAL OCCURRING AT THE SCHOOL OR IN THE AREA:

- Power outage
- Weather event
- Hazmat incident
- Bomb threats
- Criminal activity in the area
- Active violence at the school

SUMMARY OF PROCESS

- If reunification occurs off-site, utilize a Transport Team to:
  - Assemble a master student roster, teacher roster and guest roster
  - Identify and notify reunification site
  - Provide safe transport of students and staff to reunification site
  - If there are injuries, additional district personnel assign to the receiving care facilities
- Establish a parent check-in location. This should be outside of the building, if possible.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians. This may be a cafeteria or gym. Verify students against the master roster provided by the campus (if on-site) or the Transport Team (if off-site).
- Once students are on site, notify parents of location.
- Utilize a Reunion Team stationed at these locations:
  - Greeting Area: “Greeters” direct parents/guardians to the parent check-in location, help them understand the process, and provide them a Reunification Card. Parents/guardians complete Reunification Cards and get IDs ready to present.
  - Parent Check-in Table: Parents proceed to parallel check-in lines, based on the first initial of their child’s last name. Checkers verify ID and custody, and give the parent the bottom section of the card.
  - Reunify Area: Parents give their card to the Reunifier and then waits in a cluster with other parents (rather than in lines). The “Reunifier” recovers student from the student staging area, verifying the student feels comfortable leaving with that adult, and delivers to the parent, noting the time and initialing the bottom of the card. The card is then given to the Accountant. If the student isn’t there, the card is given to a Crisis Counselor, who separates the parent from the other parents and takes them to a private location.
- The Principal should be in the area where students are reunited with their parent.
- Media should be prohibited from this area, parked across the street.
- Teachers stay with their students until all students have been reunited with their families.
- BISD Police provide traffic control, crowd control, perimeter control, and security.

V – 13
C. Bat Management

If a bat is found on campus, take the following actions:

1. Do not try to capture the bat unless you have been trained to handle bats.
2. An administrator shall contact District personnel to respond immediately to capture and secure the bat.
3. Remove all students, staff, and visitors from the area.
   - If the bat is in a room or a large area such as a gym or band hall, have all the occupants leave the room, and secure the doors.
   - If the bat is in a hallway, isolate the hallway and ask the students or staff in nearby rooms to close their doors and stay in the rooms until the bat is captured and secured.
   - If the bat is on the outside wall of a building, keep people away until the bat is removed.
4. If a person has been bitten, have him or her thoroughly wash the wound, hands, etc., with soap and water immediately.
5. Identify all people who came into direct contact with the bat. Direct contact with a bat means touching it, handling it, or being bitten by it. Just seeing a bat is not direct contact.
6. Record each person’s full name, age, home address, parent or guardian name(s), and phone numbers. This information will be used to inform them of the rabies test results. Handle this information confidentially and release it only to the proper authorities.

Refer to the Bat Management Plan for Schools section of the website located at http://agrilife.org/batsinschools/batspot/ for further guidance.
### BOMB THREAT REPORT FORM

<table>
<thead>
<tr>
<th>School:</th>
<th>Time Call Received:</th>
<th>Call Taken By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time Caller Hung Up:</td>
<td>Title:</td>
</tr>
<tr>
<td>Caller ID Information (*69):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**State:** “This building has a lot of people in it and detonation could result in death or serious injury to many innocent children.”

*Then ask:*

<table>
<thead>
<tr>
<th>Exact Wording of Threat:</th>
<th>“This building has a lot of people in it and detonation could result in death or serious injury to many innocent children.”</th>
</tr>
</thead>
</table>

1. **When will the bomb explode?**

2. **Where is the bomb right now?**

3. **What does it look like?**

4. **What kind of bomb is it?**

5. **What will cause it to explode?**

6. **Did you place the bomb?**

7. **Why?**

8. **How did the bomb get in the school?**

9. **Where are you calling from?**

10. **What is your name, address, phone number?**

11. **ID Marker for Phone Call**

**Other Observations:**

Write down information about the next phone call...phone number, name, time...for tracing purposes.

---

**Caller Demographics (circle one):**

- Animal Noises
- Clear
- Male
- Female
- Unknown
- Static
- Local

**Caller's Voice:** (circle all that apply)

- Calm
- Nasal
- Deep Breathing
- Cracking Voice

**Caller's Language:** (circle all that apply)

- Well Spoken
- Educated
- Street Noises
- Restaurant Kitchen

**Background Sounds:** (circle all that apply)

- Voices Laughter
- PA System School bells
- Music
- TV
- House Noises

**Caller's Demographics**

- Middle Aged
- Old
- Factory
- Machinery

**Other Observations:**

Write down information about the next phone call...phone number, name, time...for tracing purposes.
E. Blood Borne Pathogens

All body fluids (blood, vomit, urine, feces and saliva) have the potential to infect people with diseases such as Hepatitis B, HIV or other serious illnesses. Employees are instructed to treat all body fluids/material as potentially infectious. A reportable incident is an occupational exposure that occurs resulting in an actual interaction of body fluids between two persons. Examples of reportable incidents: Blood splashing into eyes or mouth or into a cut or abrasion that is not completely healed. A bite from another person that results in a break of the skin barrier. Being cut or stuck with a sharp object that contains another person’s body fluid. Your school custodian is familiar with safe cleanup and disposal procedures. Use the following work practices to eliminate or minimize exposure:

- Use universal precautions by wearing disposable gloves, eye protection, mask, and gown when dealing with another person’s body fluids to avoid getting them in your eyes, mouth, or open sores.
- If exposed, rinse the affected area immediately, using soap and water.
- Report exposure to the building administrator, and complete an exposure report.

For clean-up, the following practices should be followed:

- Block off the spill.
- Put on disposable latex gloves,
- Disinfect with approved agent.
- Cover with absorbent material and wipe up.
- Place spill in heavy duty plastic bio-bag.
- Dispose in proper bio-receptacle.
- Wash with cleanser or soap and water and then disinfect with bleach solution.
- Clean and disinfect non-disposable items.
- Take off gloves and wash hands thoroughly.

F. Child Abuse Reporting

The Department of Family and Protective Services (DFPS), local law enforcement agencies, and Brazosport ISD have certain obligations pursuant to the Texas Family Code, Texas Penal Code, and the Texas Code of Criminal Procedures regarding reporting, investigation and protection of abused and neglected children in the State of Texas. In accordance with Texas Family Code Section 261.101, any person suspecting abuse or neglect of a child or death of a child from abuse or neglect shall report immediately or within 48 hours this belief to the Department of Protective and Regulatory Services or local law enforcement agencies. Counselors can assist teachers in making the report, but cannot make the report for a teacher.

It shall be the duty of all school personnel (teachers, principals, etc.) to report child abuse or neglect to the DFPS or local law enforcement agencies. A report made to the Texas Education Agency will not satisfy the statutory reporting requirements. It is the responsibility of the individual, not the school district, to make the report. A person who has cause to make a report, but knowingly fails to do so, commits a criminal offense (Texas Family Code, Section 261.101 and 261.109)
The methods for making a report are described in the box below:

**Report Non-Emergency Child Abuse/Neglect**

Texas Department of Family and Protective Services (DFPS)

The following web site is intended only for use by professionals:

https://www.txabusehotline.org/Login/Default.aspx

or

Abuse Hotline: 1-800-252-5400 (non-emergency)

For Emergency Situations Call 9-1-1

It is not the responsibility of school personnel to investigate. A DFPS official will complete the investigation. When a DFPS official arrives at the school and asks to interview a student, a copy of their badge should be maintained, and school staff should then cooperate with their directives.

**G. Kidnapping / Missing Child**

Though almost exclusively an elementary school problem, child napping has occurred in middle and high schools. A child napping normally occurs when there is a divorce or separation occurring in a family. Typically, a non-custodial parent is denied access to the child by the court or the custodial parent refuses to comply with a court order to allow access to the child. Any non-custodial adult who takes a child from the campus without the permission of the court ordered parent/guardian might be guilty of a felony.

To prevent abductions, schools should keep unmonitored exterior doors locked, as well as interior classroom doors, and all visitors and parents should be required to sign in at the front office. A visible visitor badge should be worn at all times by guests, and staff should be trained to enforce this policy.

If a student is found to be missing, BISD Police should be contacted. The custodial parent should be notified immediately, as well.

**H. Medical Emergency**

When a medical emergency occurs that requires a student be transported to by ambulance, parents should be contacted immediately and an administrator or another designated staff member should accompany the student to the hospital and stay at the hospital until the parent arrives.
I. Danger of Suicide

Talk of suicide and/or death should be taken seriously. Each staff member with knowledge of a student in crisis has the responsibility to communicate that knowledge in a manner that respects the student’s privacy while protecting the student from physical harm. The staff member should go directly to the counselor or principal with the information and should allow these people to assess what other actions should be taken, according to the established district protocol.

J. Bus Accident / Field Trip Emergency

The transportation department has procedures in place to respond to bus accidents. Teachers and chaperones should support the plan they have in place.

Prior to field trips, students must be assigned to a group with a chaperone and specified vehicle of transportation. Each vehicle must be supplied with a copy of all vehicle rosters that include student and chaperone names, addresses, phone numbers, necessary medical information, and transportation assigned. Police, fire, and district personnel will utilize the lists in an emergency. A master list of this information should also be on file with the campus office prior to leaving.

If there is an accident, the bus driver will take the lead of calling 911 and determining if an evacuation is necessary. If so, passengers will be kept together. Teachers should remain with their students and evaluate first aid needs, treating the most critical first.

The campus and district should be notified immediately. Transportation will take the lead of contacting parents, with the assistance of campus staff. Parents will be contacted when there is an accident, regardless if there are injuries or not. Information will be given about the medical facility their child was taken, if their child was injured.

If an ambulance is called for a student, a staff member should accompany the student to the hospital and remain there until the parent arrives. In the event of a serious injury, the Principal or designee will go to the accident site and hospital.
SECTION VI

RECOVERY

A. General Guidelines VI-1
B. Counseling Response Team Protocol VI-2
C. Memorials VI-21
A. GENERAL GUIDELINES

The primary objective of the recovery phase is the restoration of the learning environment, which requires reestablishing a sense of emotional safety, returning to a calm routine, helping students understand their reactions to danger and trauma, and supporting the emotional stabilization of teachers and parents. There are three steps to recovery – pre-planning, short-term, and long-term.

Pre-Planning

Trauma is an acute stress response that occurs when one experiences a sudden, unexpected, unusual event that poses a serious threat to one’s life or physical integrity, to the life of a family member or close friend, or to the nearby environment. Individuals who witness an event are also at risk. Trauma interferes with a sense of safety and creates barriers to learning including physical, emotional, cognitive, behavioral, and spiritual changes. Symptoms include difficulty concentrating, sleeping, or staying asleep; recurring traumatic images; hyper-vigilance; fear of recurrence; and avoidance or reactions to reminders of the trauma.

Meta-analysis has shown that the population most vulnerable to trauma is children and the second most vulnerable is mothers with children.

Many parties should be involved in the pre-planning stage including the school psychologist, school counselor and school nurse. Schools should also create partnerships with community mental health agencies (public and private non-profit), the police department, victim’s assistance and emergency services to provide health services for trauma victims.

Short-Term Recovery

School recovery begins when students and teachers perceive a sense of renewed security. During short-term recovery, schools need to provide accurate information, triage and assess, offer individual and group crisis counseling in the first few weeks after a crisis, return to the business of learning, support immediate emotional recovery (staff and students), re-establish a sense of safety, and follow-up with referral for mental health services, as needed.

Long-Term Recovery

School staff needs to monitor Post-Traumatic Stress Disorder (PTSD) over time, prepare for anniversaries, and allow as much time as needed for recovery. There are three broad categories of PTSD response: re-experiencing, avoidance/numbing, and increased arousal. Symptoms must be present for at least one month and cause significant distress or impairment in functioning. Over time, 75 percent of students have decreased post-traumatic stress symptoms.
Purpose of the District Response Counseling Team:
- Provide support to grieving and/or traumatized students and/or staff in groups or individually immediately following a death or traumatic event
- Screen, refer, and follow-up for those who need on-going support and parent contact
- Reduce the likelihood of contagion for suicide, self-harm, and impact on school performance

District Personnel over District Guidance and Counseling Program leads process in selecting “District Counseling Response Team” (CRT)

Choosing Response Team Members

District counselors who are interested in serving on the district CRT need to complete the Counseling Response Team Application and submit to the District Counseling Supervisor by date specified.

In choosing District Counseling Response Team Members (CRT), the following should be considered
1. CRT should reflect the student populations as much as possible in:
   1.1. Race/ethnicity
   1.2. Languages
   1.3. Gender
2. CRT members should have the following professional reputation in the district:
   2.1. Well respected in the campus/district
   2.2. Solves problems
   2.3. Able to maintain confidentiality
   2.4. Consistently exhibits a positive attitude in all situations
   2.5. Works well under stress
3. CRT members should not have gone through any major or traumatic life changes in the past calendar year that might affect his/her ability to stay objective and unemotional when working with students and staff.
4. CRT must be willing to make the following commitments:
   4.1. Adjust daily routine when required to be at a campus early
   4.2. Able to stay late on required days of support
   4.3. If unable to perform duties, must call the district Coordinator as soon as possible
   4.4. Attend additional training and planning meetings

Lead Counselors for CRT
The district should choose 2-4 counselors from the CRT to support and lead the activities in case of a crisis.

Some tasks that the leads will take care of could be:
- Makes sure the counseling center is appropriately set up
- Sets up the check-in area with passes, sign-in sheets, and facilitator guides (questions)
- Provides coffee, water, and orders lunch for the counselors
- Provides Student Referral Forms to CRT, campus counselors, and teacher mailboxes
- Provides school maps for locations to restrooms, phone, faculty lounges, office/s, etc. for the Campus Response Team
- Packs up supplies for Counseling Center and replenishes needed supplies used
- Keeps counselors updated

VI-2
Counseling Response Team (CRT) Protocol

- Leads initial meeting to give the facts and review the procedures for the day with the CRT and campus counselor/s
- Monitors Counseling Center to see if additional support is needed or when some may leave to return to their campus
- Meets with campus counselors to identify staff or students who may need to be monitored
- Leads debriefing meeting for the CRT and the campus counselors at the end of the day.
- Identifies and maintains a list of students who may require additional follow up and give to campus counselor

Counseling Response Teams’ Responsibilities:
1. Attend all counseling response trainings
2. Be on time and attend briefing and debriefing meetings
3. Know and follow all procedures, complete forms, and follow through with all responsibilities
4. Be prepared to serve as group facilitator or group supporter
5. Know and follow all legal responsibilities that may include confidentiality and privacy issues
6. Distribute and review any handouts given to groups
7. Be warm, firm, grounded and reassuring
8. Reassure persons that the need for help is legitimate and normal

Counseling Response Team Group Facilitator:
1. Lead group discussion
2. Write input from students on chart paper
3. Review discussion
4. Remind students of seeking help if needed

Counseling Response Team Group Supporter:
The supporter does not participate in facilitating the group discussion.
1. Monitor and record names of students in the groups who may need assistance
2. Pull students out of the group (e.g. students who monopolize the discussion, who appear agitated and argumentative, etc.) and takes to a counselor doing individual work
3. Take a student after the group discussion is over to a counselor doing individual work if he/she makes a statement that indicates he/she has or may consider hurting self or others

Campus Counselors’ Responsibilities:
1. Work with CRT Coordinator to verify that all campus counseling responsibilities are fulfilled
2. Follow-up with students referred from staff and CRT
3. Determine students that choose or may need to go home, escort to the office, and call their parents. Ensure student is not left alone.
Guidelines for K-3rd Grade Students

School counselors may support grieving young children for a few initial sessions but long term grief counseling should be referred to an outside agency or grief group. However, there are general guidelines to keep in mind when counseling young students who have just heard of a death.

General guidelines in conversation with elementary children:

1. Answer any and all questions that the student asks. Even the hard ones. They may ask difficult or “silly” questions because they are trying to understand or make sense of what is happening. Children must know that all questions are OK to ask and answer questions truthfully with age appropriateness in mind – children must not be lied to.
2. Use specific words like “died,” “death,” or “killed” rather than “passed away,” “gone away” or “gone to heaven” or “you lost your dad.” Dying, death and killed helps the student to understand finality and that they will not be coming back.
3. Allow students to talk about and remember things about that person. Memories relived gives permission for the student to talk about the deceased and use of their name.
4. All children grieve differently and understand the finality of death at various times. Some children will deny the death and want to continue play and routines while others may cry or withdraw.
5. Listen without judgment in how the child responds to a death. Allow children to express feelings of guilt, scary thoughts, nightmares, fear of further loss, lack of feelings of sadness, etc.
6. Allow the student to repeat himself/herself over and over again as this may be the way they are processing and making sense of what has happened.

In the counseling area, some activities that are helpful for students to process grief are:

- Art supplies for a child to draw or paint their feelings
- Writing thoughts &/or feelings (journaling)
- Making cards or writing letters to the deceased
- Role-playing or re-enactment with the counselor through puppets or dolls
- Making a memory book with a collection of drawings or writings of feelings or events with the deceased
- Reading books for children about death or grieving
- Research books and/or the Internet for activities counselors can use with young children and prepare a folder ahead of time.

Counseling Response Team Procedures Appropriate for Grades 4-12

Guidelines for Facilitating a Group Discussion for Death of a Student/Staff or Traumatic Event

There should be two members leading each group. One should be designated as “the facilitator” who asks and guides the discussion and one to be designated as “the supporter” who will record a summary after each group and remove students from the larger group who need to see an “individual counselor.” It is suggested that the counselors can switch roles if the facilitator needs to take a break. The questions below are to be used to guide student group discussions. The answers should be summed and recorded on the large note pad provided.

1. What have you heard about what happened?
2. When and where were you when you heard the news?
3. Who were you with?
4. Would you like to share an experience or comment about the student that you will remember?
5. Share what information you have and clear up any incorrect information. If students asks questions you cannot answer, just assure them that the school is in the process of obtaining additional information from reliable resources.
6. Is this the first time you know of someone who (was in a car accident, died from an illness, was in a fire, etc.)?
7. What are some of the feelings you are experiencing?
8. What coping strategies or support are available to you?

After the questions have been completed with the group, the group facilitator should briefly review the questions and answers to give validation to the comments made by the students and ensure that all students leave with the same information. Remind students that if they need further assistance in dealing with the loss or regarding their own issues, they should see their school counselor and/or talk to their parents.

Guidelines for Facilitating a Group Discussion on a Confirmed Suicide

1. What have you heard about what happened?
2. When and where were you when you heard the news?
3. Who were you with?
4. Is this the first time you know of someone who has committed suicide?
5. What do you know about depression and its symptoms?
6. Explore that it is normal for the thought of suicide to cross our minds at some time in our lives, but ensure that suicide is not an option and not an acceptable way to deal with problems. Emphasize that suicide is painful for family and friends and leaves a lasting effect on those that are left to deal with the loss.
7. What are some challenges you have experienced and how did you overcome them or worked through them?
8. Who are some people that you trust that you can go to when you are feeling alone, depressed, or have thoughts of hurting yourself?

After the discussions have been completed with the group, the group facilitator should briefly review the discussion items to give validation to the comments made by the students and ensure that all students leave with the same information and understanding. Be sure to focus on the strategies in closing.

Guidelines for Facilitating a Group Discussion on a Confirmed Homicide

1. What have you heard about what happened?
2. When and where were you when you heard the news?
3. Who were you with?
4. Are you experiencing any fears and anxieties because of the situation?
5. Ask the students to brainstorm strategies to keep themselves safe at school and in the community.
6. Reinforce that violence never solves problems and leaves many victims in the aftermath.
7. Can you think of a time that you were very angry and hurt but used strategies that kept you from hurting others?
8. Let’s explore some of those options we use in handling strong emotional feelings, anger, possession, and loss rather than hurting others.

After the discussions have been completed with the group, the group facilitator should briefly review the discussion items to give validation to the comments made by the students and ensure that all students leave with the same information and understanding.
Monitoring Students
Students who are resilient demonstrate:

- Sociability - Form healthy relationships
- Optimism - View self and the future positively
- Flexibility - Accept change as a part of living
- Self-confidence - Base decisions/choices on instincts and confidence in abilities, while moving towards goals
- Competence - Are “good” at something, and are aware of their skills
- Insightfulness - Understand people and situations
- Perseverance - Continue despite difficulty, don’t give up
- Perspective - View crises as challenges to be faced, rather than insurmountable obstacles
- Self-control - Manage strong feelings and impulses

Students to monitor during a crisis event:

- Witnessed the accident, suicide, homicide or death
- Had a close relationship with the deceased student
- Have a history of prior suicidal behavior
- Have depression
- Have limited social resources of limited family support
- Feel they failed to recognize the suicidal intent of the victim
- Believe they may have caused the suicide, identify with the deceased
- Have symptoms of helplessness &/or hopelessness
- Have had recent significant life stressor or losses
- Are victims of persistent bullying
- Are victims of abuse and neglect
- Have a history of drug and/or alcohol use

Types of students who may need additional support from the school counselors if some of these following behaviors are being exhibited over a period of time after the crisis:

- Students who cannot engage adequately in classroom assignments and activities after a sufficient amount of time has passed since the crisis and after a majority of their peers are able to do so
- Students that continue to exhibit high levels of emotional responsiveness (e.g. crying, tearfulness) after a majority of their peers have discontinued to do so
- Students who appear sad, withdrawn and non-communicative
- Students who continue to exhibit poorer academic performance and decreased concentration
- Student who express suicidal or homicidal ideation, or students who are intentionally hurting themselves (e.g. cutting themselves)
- Students who exhibit an apparent increased usage of alcohol or drugs
- Students who gain or lose a significant amount of weight in a short period of time
- Students who exhibit significant behavioral changes
- Students who discontinue attending to their hygienic needs.
Counseling Response Team (CRT) Protocol

Application for District Counseling Response Team

The school counselor applying for the Counseling Response Team should fill out the top section. Once the top part of the application is completed, the counselor should take the application to her supervising administrator with an addressed envelope to District Counseling Supervisor with the required due date to the district office on the outside of the envelope. Serving on the District Counseling Response Team (CRT) is a commitment and investment of time, energy and emotions. Because we believe the CRT members should reflect the student population as much as possible; be ready to serve; and to have certain characteristics, please fill out all the information requested below. (Use the back of this page if needed)

Race/ethnicity:
Language/s Spoken:
Gender:
☐ Male ☐ Female
I have had ____ years of experience as a school counselor.
I have had experience as a counselor at the following level/s.
☐ Elementary School ☐ Middle School ☐ High School
☐ In the last calendar year, I have not gone through any major or traumatic life changes that might affect my ability to serve and remain calm and objective on the CRT.
☐ I am interested in a leadership role on the CRT and feel I have the time, organization, and leadership to be considered.

I am willing to make the following commitments:
☐ Adjust my daily morning routine when required to be at a campus early
☐ Adjust my daily afternoon routine when required to stay late
☐ If unable to perform my duties, notify Co-Manager as soon as possible.
☐ Attend and participate in district trainings and planning meetings for the CTM
☐ Notify my campus supervisor immediately of scheduled CTM training sessions, planning meetings, and crisis assignments to other campuses.

Why do you want to serve on the Crisis Response Team?

Have you had any prior crisis team experience or training? ☐ Yes ☐ No
If yes, please describe:

Counselor’s Signature ______________________________ Date Submitted to Principal ______________________________
To Be Filled Out by Supervising Administrator

Please check all that apply:
☐ Well respected on the campus
☐ Approaches most challenges as a problem-solver
☐ Able to maintain confidentiality
☐ Exhibits a positive attitude
☐ Works well under stress
☐ Maintains positive relationships with students and parents
☐ Follows through on tasks
☐ Proven dependable

As the counselor’s supervisor, for the safety and support of all our campuses, I am willing to make the following commitments:
☐ Allow this counselor to attend training sessions and planning meetings as determined by the district.
☐ Allow this counselor to report immediately to other campuses dealing with crisis once I have been notified.

Comments:

Administrator’s Signature ____________________________ Date Submitted to District ________________
Checklist for District Guidance Supervisor 
or a Lead Counselor 
During a Crisis

Required Binder:
Keep the following information in a binder in your car, home and school office to be with you at all times:

- Copy of Counseling Response Manual
- Copy of Crisis Response Team Notification System
- Copies of the Student Referral Forms
- Checklist for District Notifications
- Agenda of CCT Initial Meeting
- Minute Notes of CCT Debriefing Meeting

Daily Checklist During a Crisis:

☐ 1st Priority - Speak with building administrator and designate counseling center
☐ Immediately notify location of the Counseling Center
☐ Meet with Campus Emergency Response Team’s (CCT) for their initial meeting and work with campus administration to develop a campus action plan to discuss appropriateness and need for:
  - Agenda for morning and afternoon faculty meetings
  - Announcements for classroom teachers to read to all classes
  - Designation of campus staff to contact family for what the school may share with students and staff and to monitor arrangements
  - Letter and contents to parents of student body – must abide by the wishes of the victim’s parents
  - Student body parent meeting, date, and agenda
  - Memorial guidance (follow district policy)
  - Need for substitutes to support teachers of student/s
    - Asks administration if there are any staff members that are currently or recently have experienced a traumatic event that may have trouble coping with the news

☐ Check in periodically with campus nurse, crisis counseling center, and building administrator/s to obtain updates, provide support, and answer questions and keeps lines of communication opened to appropriate CRT and staff
☐ Develops lists of others that might need to be notified across the district and make the notifications
☐ Maintain notes of CCT Initial meeting notes of Plan of Action AND CCT’s Debriefing Minutes
☐ After all debriefing meetings, schedule a meeting with Coordinators and Team Liaisons to discuss how things went, needs identified, adjustments needed to responsibilities, etc.
Counseling Response Team (CRT)
Protocol

Checklist for
Designated Campus Room Coordinator

Required Supplies:

- Supplies for Counseling Center
- Supplies for Sign-in area
- Copies of the Student Referral Forms

Daily Checklist during a Crisis:

☐ Set up counseling center with all supplies:
  ☐ Kleenex
  ☐ Chart markers
  ☐ Chart paper
  ☐ Laminated facilitator guides;
  ☐ Drawing or white paper,
  ☐ Colors & markers; and
  ☐ Pens/pencils for counseling center
  ☐ Student Referral Forms for Group Supporters and Individual Counselors

☐ Set up the check-in area with sign-in sheets
  ☐ Arrange for table and chairs
  ☐ Student sign-in sheets
  ☐ Campus student passes
  ☐ Pens &/or pencils for student sign in
  ☐ Name tags & markers for students

☐ Work with campus to set up coffee and water in Counseling Center for counselors
☐ Get copies of school maps for the CRT to know where restrooms, faculty lounges, offices, and phone are located
  ☐ Follow district/campus procedures in ordering lunch for counselors

☐ Pack up all Counseling Center and Student Check-in Supplies, make a list of additional supplies needed before next crisis, turn in to campus counselor
Counseling Response Team (CRT)
Protocol

Checklist for
CRT Lead/s

The following responsibilities may be carried by one lead or divided into several leads.

Required Binder:
Keep the following information in a binder in your car, home and school office to be with you at all times:

- Copy of Counseling Response Manual
- Crisis Response Team Notification System
- Agenda for Initial CRT meeting
- Agenda for CRT and Counselors Debriefing meeting
- Laminated Group Questions for Facilitators

Daily Checklist during a Crisis:

☐ Meet with Administration Coordinator and Campus Counselor(s) and Principal to obtain the facts and devise a campus action plan. Plan may include how to notify students/staff (i.e. assembly vs. going into classrooms), assigning personnel to follow students’ schedule for the day, etc.
☐ Lead initial CRT meeting to give facts and review procedures for the day
☐ Coordinate the procedures for checking-in and out for students – make sure there is plenty of adult help and that students who go home are escorted, parents are called, and students are not left unsupervised
☐ Support counseling groups, individual counselors, and the efficient management of the counseling center
☐ Meets with Campus Counselor(s) to identify others who may need to be monitored (teachers, close friends, etc.) and how best to support the impacted family (i.e. outside counseling referrals, support groups, etc.)
☐ Take notes during the day of any adjustments that might need to be made

☐ Coordinate whether support is needed from the Crisis Response Team the following day

☐ Lead the CRT and Campus Counselors in Debriefing Meeting at the end of the day

☐ Collects student referral sheets from CRT

☐ Turn in sign-in sheets to the Campus Counselor
Agenda for CRT Initial Meeting

1. Remind CRT of confidentiality of the information shared throughout the day and confidentiality regarding any student information received during counseling sessions unless there is an educational need to know.

2. Give information of the circumstances of the incident and information the parents have requested be shared.

3. Assign a facilitator and supporter to take on groups (recommended group size no larger then 8 students if possible). Any CRT member left can rotate and give breaks &/or take students to the office or help with individual counseling.

4. Pass out Group Questions and Student Referral Forms to supporters. Review questions and process for groups and the role of the facilitator and role of the supporter.

5. Assure the CRT that you will keep them updated with any new information as it unfolds and that your role is to support the Counseling Center and its needs.

6. Remind CRT that there will be a debriefing session with the campus counselors that all will need to attend to provide valuable input in planning for follow-up to the crisis and planning for the next crisis.

7. Ask if there are any questions and let them go to their stations and set up.
Questions for Facilitating Groups for a Death  
(Copy and laminate for group facilitators)

1. What have you heard about what happened?

2. When and where were you when they heard the news?

3. Who were you with?

4. Would you like to share an experience or comment about the student that you remember?

5. Share what information you have and clear up any incorrect information. If students ask questions you cannot answer, just assure them that the school is in the process of obtaining additional information from reliable resources.

6. Is this the first time you know of someone who (was in a car accident, died from an illness, was in a fire, etc.)?

7. What are some of the feelings you are experiencing?

8. What coping strategies or support are available to you when you experience a loss?
Questions for Facilitating Groups for a Completed Suicide  
(Copy and laminate for group facilitators)

1. What have you heard about what happened?

2. When and where were you when they heard the news?

3. Who were you with?

4. Is this the first time you know of someone who has committed suicide?

5. What do you know about depression and its symptoms?

6. Explore that it is normal for the thought of suicide to cross our minds at some time in our lives, but ensure that suicide is not an option and not an acceptable way to deal with problems. Emphasize that suicide is painful for family and friends and leaves a lasting effect on those that are left to deal with the loss.

7. What are some challenges you have experienced and how did you overcome them or worked through them?

8. Who are some people that you trust that you can go to when you are feeling alone, depressed, or have thoughts of hurting yourself?
Questions for Facilitating Groups on a Confirmed Homicide
(Copy and laminate for group facilitators)

1. What have you heard about what happened?

2. When and where were you when you heard the news?

3. Who were you with?

4. Are you experiencing any fears and anxieties because of the situation?

5. Ask the students to brainstorm strategies to keep themselves safe at school and in the community.

6. Reinforce that violence never solves problems and leaves many victims in the aftermath.

7. Can you think of a time that you were very angry and hurt but used strategies that kept you from hurting others?

8. Let’s explore some of those options we use in handling strong emotional feelings, anger, possession, and loss rather than hurting others.
Debriefing Minutes with CRT and Campus Counselor/s

Counseling Response Team Manager:
Campus:
Date of Meeting:
CRT Members Present:

1. What worked really well today?

2. What operating systems do we need to modify?

3. What was not on our plan that we need to add, modify, or stop?

4. How did the counseling process go and are there any suggestions to make things better?

5. Any adjustments that need to be made in forms or the check in and out system?

6. Any additional supplies needed?

7. Follow-up Plan for students referred?
Debriefing Minutes with
Campus Crisis Administration Team

Administration Coordinator:
Campus:
Date of Meeting:
CRT Members Present:

1. What worked really well today?

2. What operating systems do we need to modify?

3. What was not on our plan that we need to add or stop?

4. What are the updates from the family?

5. Review action plan and see if there are any adjustments that need to be made.

6. Are there any additional support services needed after today?
Student Referral Forms

Please submit form at the end of each day to the campus counselor/s.

Teacher:

Student:
Date of Referral:
Reason for referral:

Student:
Date of Referral:
Reason for referral:

Student:
Date of Referral:
Reason for referral:

Student:
Date of Referral:
Reason for referral:

Student:
Date of Referral:
Reason for referral:
Counseling Response Center
Daily Summary

School:

Date:

Average Number of Students Present in the Group:

Focus Points of Discussion:

Students that were identified for additional support:

Students who went home from the counseling center *(can attach list from sign-in sheet)*:

Recommendations:
# Student Sign-in Sheet for Counseling Center

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Time In</th>
<th>Time Out</th>
<th>Back to Class</th>
<th>Went Home</th>
<th>Follow-up</th>
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VI-20
B. MEMORIALS

Gifts and memorials are mechanisms for people to recover from the loss of a death.

When planning for a memorial service to be held on campus, those planning must first seek the approval of the Superintendent or his designee and are encouraged to include the Principal and Superintendent in the planning from the beginning. Memorial services should be as inclusive of all victims as possible.

When planning for physical memorials, the Superintendent must approve physical memorials (e.g. markers, trees, play structures or other structures, books, founding of a scholarship) before installation on campus. As with memorial services, the Principal and Superintendent should be included in the planning of physical memorials from the beginning. A memorial should be inclusive of all victims. Memorial design should take into account the potential emotional effect on survivors.

When a person has died by suicide, the issue of memorials is complicated by the need to prevent romanticizing or glamorizing the death. It is recommended that any activity chosen be a one-time event. Memorials for suicides might include a blood drive, contributions to a suicide prevention program or a donation to non-profit organization.
SECTION VII
CAMPUS EVACUATION PROCEDURES / PLANS

A. Campus Evacuation Procedures VII-1

B. Campus Evacuation Plans/Campus Maps

Stephen F. Austin Elementary ....................... VII-5
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A. **EVACUATION PROCEDURES**

Step 1. Activate the “Fire Alarm” to evacuate (or 3 short rings and hold the last ring).

Step 2. The principal (or designee) will call Transportation to request buses be dispatched to the school(s).

Step 3. The principal will call Central Administration and BISD police.

Step 4. Upon hearing the evacuation bell, students and employees will exit the building and proceed rapidly to the embarking area. (Students/staff in portable buildings should be informed.)

Step 5. The teacher will account for all of her/his students and bring the class roster. (Family/emergency contact numbers should be included.)

Step 6. The principal (or designee) will bring necessary items from the crisis emergency kit.

Step 7. Student groups of two or three rows will form lines perpendicular to the street and wait for the buses (60-80 individuals per bus).

Step 8. The media is given information regarding the relocation site and parents are given instructions for picking up their child at the relocation site. A parent signature is required to pick up a student. **A sign should be posted on the door of the school being evacuated to inform parents of the relocation site.**

Assembly Areas:  
Lake Jackson & Clute Schools:  
A. A. McLean Park (Parks Director – 297-4533)  
Freeport Schools:  
Freeport Municipal Park (Parks Director – 233-3306)  
Alternate Site for All Schools:  
Brazoria County Fairgrounds  
(County Judge – 265-4261, ext. 1200)

1. General Information

   A. Scope

   1). This basic evacuation plan provides for evacuation of only one school campus at any given time.

   2). If an emergency arises which indicates that the school district should attempt to evacuate more than one campus at any given time, it will be possible under certain conditions to evacuate as many campuses as are in one end of the district. In order to do this, the following must be considered.
(a). The Director of Transportation, or the Director's designee, or the Superintendent, or the Superintendent's designee, will call all bus drivers in the district and dispatch them to the proper school sites.

(b). Conditions must be such that buses can be routed to places of need. Most decisions concerning this type of evacuation will need to be made at the time the emergency arises.

3). In case of an emergency affecting the entire district, students are to be sent or delivered to their homes in the same manner they got to school. (Note: In such an emergency, it would be necessary to evacuate not only the schools but the homes also, and under such conditions children should be with their parents.)

B. Signals

1). If bell system is working properly, the following will be used.

Activate the “Fire Alarm” or three short rings of bell (same as fire signal) followed immediately by one long continuous ringing of the bell. Note: First three bells about three seconds each and fourth bell about thirty seconds in duration.

2). If bell system is not working properly the Principal, Assistant Principal or other personnel designated by the Principal or Assistant Principal are to move through the building announcing the order to evacuate the campus.

C. Designated Assembly Area

1). Primary

If conditions are such that it can be used, all schools will use the A. A. MacLean Park (Parks Director 297-4533) as the primary assembly area. Under certain conditions, the schools on the Brazosport High School side of the district would use Freeport Municipal Park (Parks Director 233-3306).

2). First Alternate

The Brazoria County Fairgrounds (County Judge 265-4261, ext. 1200) parking lot near Angleton or the Brazoria Intermediate School at the intersection of Highways 36 and 521 in Brazoria will be used as first alternate assembly areas. Alternates will be designated at the time of evacuation.
3). Other Assembly Areas

In case the facilities at the primary or first alternate areas cannot be used, the Director of Transportation, Principal, or Assistant Principal (in the order listed) will designate an assembly area and the route to be taken. Prevailing circumstances such as wind direction, etc. will determine the actual area to be used.

D. Line of Authority (in order listed) for directing bus traffic.

1). Director of Transportation or his designee
2). Principal
3). Assistant Principal
4). Other personnel as designated by the above persons.

E. Class Roll

Each teacher is responsible to take a roll of the class for which he or she is responsible at the time an emergency is declared.

2. Pupil Accounting

A. Upon arrival at a predetermined destination, the teachers will account for all students on their rolls and report to the principal.

B. Each teacher will be required to keep a class roll book or daily register with him/her in the event of any disaster or fire/disaster drill. In this roll book or register are to be blank sheets of paper to be used to record names of students called for.

C. After the report to the principal, the teacher will note on the blank sheets the name of any student called for, the time, the name of the parent calling for the student, and will require the signature of the parent who requests the release of the student.

3. Duties of Evacuation Coordinators

Principals are responsible for the evacuation of their schools. The following steps are procedures to be followed immediately.

A. Contact the transportation office as to the school in need of evacuation.

B. Contact the administration building.

C. Contact the local police department involved.
4. Transportation Office

A. Duties

1). Contact Director of Transportation at 730-7145.

2) Dispatch buses to designated schools.

(a). Mechanics – 3 go with buses to evacuation point
    1 is to remain in shop
    1 drives truck to site of evacuation.
(b) Send all bus drivers in office to evacuation point.

(NOTE: If only 3 mechanics are in shop, send to site of evacuation point.)

3). Dispatch all available buses by radio or telephone to the evacuation point.

4). Eliminate all radio traffic by stating we have a 10-33. All radios on stand-by.

5). Continue to monitor making sure Director has been notified.
B. Campus Evacuation Plans

1. Stephen F. Austin Elementary
   7351 Stephen F. Austin Road, Jones Creek, TX 77541
   730-7160
   GPS Coordinates: N:28 58.023’ X W:095 27.872’

   a. The Principal will call, or designate somebody to call, Transportation to dispatch buses to Stephen F. Austin for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate someone to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these if practical.

   b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

   c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

   d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

2. A. P. Beutel

101 Nasturtium, Lake Jackson, TX, 77566
730-7165
GPS Coordinates: N:29 02.082’ X W:95 25.749’

a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to A. P. Beutel for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.

(Map needs updated)
**B. Campus Evacuation Plan**

3. **Bess Brannen**
   802 That Way, Lake Jackson, TX, 77566
   730-7170
   GPS Coordinates: N:29 03.673’ X W:95 26.604’

   a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to Bess Brannen for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

   b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

   c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

   d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

4. Freeport Elementary
1200 W. Eleventh Street, Freeport, TX 77541
730-7175
GPS Coordinates: N28 56.937’X W095 21.894’

a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to Freeport Elementary for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously dedicated teacher will ride the bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.

e. Assembly Area for Evacuation
Site: Freeport Municipal Park (Parks Director–233-3306)
Alternate Site: Brazoria County Fairgrounds
(County Judge–265-4261, ext. 1200)

(Map needs updated)
B. Campus Evacuation Plans

5. Madge Griffith Elementary
101 Lexington Avenue, Clute, TX, 77531-4761
730-7180
GPS Coordinates: N:29 02.61’ X W:095 24.44’

a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to Madge Griffith for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

6. Elisabet Ney Elementary

308 Winding Way, Lake Jackson, TX, 77566
730-7190
GPS Coordinates: N:29 02.136’ X W: 95 26.485’

a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to Elisabet Ney for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

7. T. W. Ogg Elementary

208 Lazy Lane, Clute, TX, 77531
730-7195
GPS Coordinates: N:29 01.44’ X W: 095 24.76’

a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to T. W. Ogg for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

8. Gladys Polk Elementary
600 Audubon, Richwood, TX, 77531
730-7200
GPS Coordinates: N:29 03.84’ X W: 095 24.73’

a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to Gladys Polk for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

9. **O. M. Roberts Elementary**
   110 South Cedar, Lake Jackson, TX, 77566
   730-7205
   GPS Coordinates: N:29 01.130’ X W: 95 25.826’ or
   N:29 01.253’ X W: 95 25.771’

   a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to O. M. Roberts for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

   b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

   c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

   d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

10. Velasco Elementary
401 N. Gulf Blvd., Freeport, TX, 77541
730-7210
GPS Coordinates: N:28 57.892’ X W: 095 21.980’

a. The Principal will call, or designate somebody to call, Transportation to request buses be dispatched to Velasco for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way to notify the Transportation Department of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area. Groups of two or three rooms together will form lines perpendicular to the street and wait for instructions to board a bus (approximately 60-80 people per bus).

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.

(Map needs reviewed)
B. Campus Evacuation Plans

11. Lanier Middle School

522 North Avenue B, Freeport, TX, 77541
730-7220

GPS Coordinates: N:28° 57.892’ X W: 095° 21.980’

a. The Principal will call, or designate someone to call, Transportation to request buses be dispatched to Lanier for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way notify Transportation of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, students and school employees will exit the building and proceed rapidly to the embarking area (see map below). Grade Level teams will form lines perpendicular to the street and wait for instructions to board a bus as previously assigned.

c. All students and school employees will board the buses with at least one teacher on board each bus. No cars are to be used in the evacuation process.

d. A previously designated teacher or assistant principal will ride the first bus and be in charge at the assembly area until the principal (who will ride the last bus) arrives.
B. Campus Evacuation Plans

12. Grady Rasco Middle School
92 Lake Road, Lake Jackson, TX, 77566
730-7225
GPS Coordinates: N:29 01.817’ X W: 95 27.430’

a. The Principal will call, or principal designee will call, Transportation and request buses be sent to Rasco Middle School for the purpose of evacuating the campus. In case of telephone failure, the Principal or designee will use Nextel radios or an available cell phone to notify Transportation of the need for buses.

b. Upon hearing the signal to evacuate, teachers who are bus drivers are to ask other teachers to assume responsibility for their classes and go immediately to their buses.

c. Students, teachers and other school employees will use fire drill procedures to evacuate the building. When outside the building, students and teachers will proceed to Lake Road to the bus embarking area which is on the portion of Lake Road adjacent to the west side of the campus. Buses should be facing north on Lake Road.

d. The Assistant Principal will board the first bus and be in charge of the assembly area until the Principal, who will ride the last bus, arrives. No cars are to be used in the evacuation process.

e. At least one teacher will ride each bus. No specific bus is assigned to other school employees; however, all are to ride buses to and from the assembly area.

![Diagram of campus evacuation plan]
B. Campus Evacuation Plans

13. Clute Intermediate School
421 East Main, Clute, TX, 77531
730-7230
GPS Coordinates: N:29 01.41’ X W: 095 24.01’

a. The Principal, or somebody designated by the Principal, will call Transportation and request that buses be sent to Clute Intermediate for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way notify Transportation of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, both students and teachers will evacuate the building by using the same procedure as in fire drills and proceed immediately to the embarking area which is along Main Street in front of the main campus.

c. The Assistant Principal will board the first bus and be in charge of the assembly area until the Principal, who will ride the last bus, arrives. No cars are to be used in the evacuation process.

d. At least one teacher will ride each bus. All school employees are to ride buses to the assembly area. No specific bus assignment is given but all school employees are to ride buses to and from the assembly area.

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![Diagram of Clute Intermediate School area showing streets and key points]

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VII – 17
B. Campus Evacuation Plans

14. Freeport Intermediate School
1815 West Fourth Street, Freeport, TX, 77541
730-7240
GPS Coordinates: N:28 57.300’ X W: 095 22.400’

a. The Principal, or somebody designated by the Principal, will call, Transportation and request buses be sent to Freeport Intermediate for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way notify Transportation of the need for buses. Schools having two-way radios will use these, if practical.

b. Teachers who are bus drivers will ask another teacher to care for his/her students and s/he will go immediately to his/her bus.

c. Students, teachers and other school employees will use fire drill procedures to evacuate the building and proceed immediately to the bus embarking area on Dixie Drive and await instructions to board buses. No cars are to be used in the evacuation process.

d. The Assistant Principal will board the first bus and be in charge of the assembly area until the Principal, who will ride the last bus, arrives.
B. Campus Evacuation Plans

15. Lake Jackson Intermediate School
100 Oyster Creek Drive, Lake Jackson, TX, 77566
730-7250
GPS Coordinates: N:29 02.628’ X W: 95 26.604’

a. The Principal, or somebody designated by the Principal, will call Transportation and request that buses be sent to Lake Jackson Intermediate for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way notify Transportation of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, teachers who are bus drivers are to ask another teacher to assume responsibility for her/his class and s/he will go immediately for her/his bus.

c. Students, teachers and other school employees will use fire drill procedures to evacuate the building. When outside the building the following routes will be taken to the bus embarking area which is on the portion of Oak Drive adjacent to the northwest side of the campus. Buses should be facing north on Oak Drive.

(1) Those exiting the building on the Circle Way side should proceed rapidly along Circle Way (not in the street) to the bus embarking area.

(2) Those exiting on the Oyster Creek Drive side should proceed rapidly along Oyster Creek Drive (not in the street) to the bus embarking area.

(3) Those exiting in the area of the shops, gymnasium and music buildings should proceed by shortest route across campus to the bus embarking area.

d. The Assistant Principal will board the first bus and be in charge of the assembly area until the Principal, who will ride the last bus, arrives. No cars are to be used in the evacuation process.

VII – 19
B. Campus Evacuation Plans

Lake Jackson Intermediate School (cont.)

e. At least one teacher will ride each bus. No specific bus is assigned to other school employees but all are to ride buses to and from the assembly area.
B. Campus Evacuation Plans

16. Brazosport High School
1800 West Second Street, Freeport, TX, 77541
730-7260
GPS Coordinates: N:28 57.476’ X W: 095 22.356’

a. Upon hearing the signal to evacuate, the Principal or someone designated by the principal, will notify the Transportation Office to send their buses for the purpose of evacuating the campus. In case of telephone failure, the Principal will appoint someone to go to the nearest operating telephone or in some way notify Transportation of the need for buses. Schools having two-way radios will use these, if practical.

b. All students, teachers and other personnel should evacuate the buildings using fire drill procedures.

(1) Those exiting on the North side of the building will gather on the North side of the black top student parking lot and wait to load on buses when they arrive.

(2) Those exiting the West side of the building by the John Magee Performance Center will gather in the parking lot close to Highway 288 B and wait to load on buses when they arrive.

(3) Those exiting the South side of the building will gather in the teacher’s parking lot and wait to load on the buses when they arrive.

c. Upon hearing the evacuation signal, bus drivers are to go immediately to their buses and proceed to the embarking area.

d. The designated Assistant Principal will board the first bus leaving the parking area and be in charge at the assembly area until the Principal arrives.

e. The Principal will board the last bus leaving the parking area.

f. At least one teacher will ride each bus. No cars are to be used in the evacuation process.

VII – 21
B. Campus Evacuation Plans

17. Brazoswood High School
302 West Brazoswood, Clute, TX, 77531
730-7300
GPS Coordinates: N:29 01.253’ X W: 95 24.818’

a. Upon hearing the signal to evacuate, the Assistant Principal for Instruction, or somebody designated by him, will notify the Transportation office to send buses for the purpose of evacuating the campus. In case of telephone failure, the Assistant Principal for Instruction will go, or designate somebody to go, to the nearest operating telephone or in some way notify Transportation of the need for buses. Schools having two-way radios will use these, if practical.

b. Students, teachers and other personnel will evacuate the building according to regular fire drill procedures. The following routes will be taken to the bus embarking area which is on Dixie Road adjacent to the west end of the campus.

(1) Those exiting on the south side of the building will move along Brazoswood Drive with their teachers.

(2) Those exiting on the north side will move along the north road and through the athletic practice field with their teachers.

(3) Those exiting from the 9th Grade Campus will also move along the north road and through the athletic practice field with their teachers.

(4) Those exiting from the vocational education building will move along Brazoswood Drive with their teachers. If only the vocational education building needs to be evacuated the students and teachers will exit by Brazoswood Drive to Brazoswood High School.

c. Upon hearing the signal to evacuate, bus drivers are to go immediately to their buses and proceed to the embarking area.
B. Campus Evacuation Plans

Brazoswood High School (cont.)

d. The Assistant Principal for Student Affairs will board the first bus and be in charge of the assembly area until the Principal, who will ride the last bus, arrives.

e. At least one teacher will ride each bus. No cars are to be used in the evacuation process.
B. Campus Evacuation Plans

18. Lighthouse Learning Center
1035 Dixie Drive, Clute, TX, 77531
730-7340
GPS Coordinates: N:29 00.662’ X W:95 25.086’

a. Upon hearing the signal to evacuate, the Principal, or designee, will call Brazoswood High School and request that buses be sent to the Lighthouse Learning Center for the purpose of evacuating the campus. In case of telephone failure, the Principal or designee will have someone go to the nearest operating telephone or in some way notify Brazoswood High School (Transportation as backup) of the need for buses for the purpose of evacuating the campus.

b. All students and school employees should evacuate the buildings using the same exits as during fire drills.

c. All students and school employees will board the buses at the front of the building. No cars are to be used during the evacuation unless prior approval has been obtained from the Principal. At least one school employee will ride each of the buses used during the evacuation. The Principal will designate one school employee to supervise the assembly area until s/he arrives.

d. The Principal or designee will board the last bus leaving the Lighthouse Learning Center.
B. Campus Evacuation Plans

19. Brazos Success Academy
100 Oyster Creek Drive, Lake Jackson, TX, 77566
730-7250
GPS Coordinates: N:29 02.628’ X W: 95 26.604’

a. The Principal, or somebody designated by the Principal, will call Transportation and request that buses be sent to B*Success Academy/PRC for the purpose of evacuating the campus. In case of telephone failure, the Principal will go, or designate somebody to go, to the nearest operating telephone or in some way notify Transportation of the need for buses. Schools having two-way radios will use these, if practical.

b. Upon hearing the signal to evacuate, teachers who are bus drivers are to ask another teacher to assume responsibility for her/his class and s/he will go immediately for her/his bus.

c. Students, teachers and other school employees will use fire drill procedures to evacuate the building. When outside the building the following routes will be taken to the bus embarking area which is on the portion of Oak Drive adjacent to the northwest side of the campus. Buses should be facing north on Oak Drive.

(4) Those exiting the building on the Circle Way side should proceed rapidly along Circle Way (not in the street) to the bus embarking area.

(5) Those exiting on the Oyster Creek Drive side should proceed rapidly along Oyster Creek Drive (not in the street) to the bus embarking area.

(6) Those exiting in the area of the shops, gymnasium and music buildings should proceed by shortest route across campus to the bus embarking area.

d. The Assistant Principal will board the first bus and be in charge of the assembly area until the Principal, who will ride the last bus, arrives. No cars are to be used in the evacuation process.
B. Campus Evacuation Plans

B*Success Academy/PRC (cont.)

e. At least one teacher will ride each bus. No specific bus is assigned to other school employees but all are to ride buses to and from the assembly area.

(Map needs updated)
SECTION VIII

APPENDICES INDEX

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APPENDIX A

Student School Safety Pledge (example)

COMMITMENT TO SCHOOL SAFETY

As a student of ______________________________ I pledge to help ensure that my school is a safe place to attend and to learn in. With my pledge, I promise to share with a teacher, counselor, or administrator any information that could result in someone being injured or harmed. If I am uncertain of the seriousness of the concern, I will report it and allow the adults to make that judgment. I believe that my school should be a place where all students are treated with respect, receive a quality education, and feel safe. And I understand that I may remain anonymous when I report my concern. I may also give my name when reporting, and if I do, my report will remain confidential.

Recognizing that every student has the right to a safe environment where everyone is treated with respect:

- I understand that I have an essential role in school safety and violence prevention.

- I will immediately report any threats of violence, suicide, presence of weapons or explosives to a school administrator, counselor, or teacher, to allow them to investigate and determine the seriousness of the report.

- I will do all I can to stop the harassment of others.

- I will promote the acceptance of individual differences, recognizing that diversity contributes to the strength of ____________________________ ____________________________
  (campus)

Student’s Signature ________________________________________________

Parents’/Guardians’ signature as witness ________________________________
Campus Emergency Kit

The campus principal or his/her designee needs to secure and keep updated a Campus Emergency Kit. This helps provide maximum safety and security at the time of an emergency on the campus. This emergency kit contains information and supplies needed at the time of a campus crisis. A sample list of contents is provided below. The kit must be readily available at the time of an emergency. Items need to be maintained and checked periodically and batteries replaced. It must include:

- Complete phone list for staff (home, office, cell)
- Volunteers/parent organizations contact lists & phone no.
- Log Book (pages for recording events of an incident)
- Student demographics for all students
- Floor plans with evacuation routes (laminated)
- Location of utility shut-off (laminated)
- Basic office supplies (notepads, pens, pencils, tape, Sharpies)
- A copy of the District Emergency Operations Plan
- A copy of the Emergency Response poster
- Emergency First Aid Kits (contents listed on next page)
- 6 – Emergency rain ponchos
- 1 – Orange Safety Vest
- 2 – Rolls Yellow tape for perimeter control areas
- 1 – Masking tape
- 1 – Set name tags
- 1 – Flashlight
- 1 – Air horn

Recommended additions:

- Bullhorn – with extra batteries
- Phone Book
- Cell Phone
- Current Yearbook
- Bug Repellent
**APPENDIX B, continued**

**FIRST AID KIT CONTENTS**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Adhesive Bandages 3/8” X 1 ½”</td>
</tr>
<tr>
<td>40</td>
<td>Adhesive Bandages 3” X ¾”</td>
</tr>
<tr>
<td>12</td>
<td>Butterfly Closures</td>
</tr>
<tr>
<td>3</td>
<td>Knuckle Bandages</td>
</tr>
<tr>
<td>1</td>
<td>Adhesive Tape Roll (1/2” X 5 yds.)</td>
</tr>
<tr>
<td>1</td>
<td>Triangular Bandage w/ safety pin</td>
</tr>
<tr>
<td>10</td>
<td>Cotton Tip Applicators</td>
</tr>
<tr>
<td>4</td>
<td>Finger Splints</td>
</tr>
<tr>
<td>1</td>
<td>First Aid Guide</td>
</tr>
<tr>
<td>1</td>
<td>Round Eye Pad 2”</td>
</tr>
<tr>
<td>6</td>
<td>Sterile Sponge Dressings 2” X 2”</td>
</tr>
<tr>
<td>6</td>
<td>Sterile Sponge Dressings 4” X 4”</td>
</tr>
<tr>
<td>1</td>
<td>Sterile Sponge Dressings 5” X 9”</td>
</tr>
<tr>
<td>2</td>
<td>Gauge Roll</td>
</tr>
<tr>
<td>4</td>
<td>Examination Gloves</td>
</tr>
<tr>
<td>1</td>
<td>Instant Cold Pack</td>
</tr>
<tr>
<td>4</td>
<td>Splinter Remover</td>
</tr>
<tr>
<td>1</td>
<td>Scissors</td>
</tr>
<tr>
<td>1</td>
<td>Tweezer</td>
</tr>
<tr>
<td>2</td>
<td>Burn Cream Packets</td>
</tr>
<tr>
<td>2</td>
<td>Lip Ointment Packets</td>
</tr>
<tr>
<td>6</td>
<td>Antibacterial Ointments</td>
</tr>
<tr>
<td>24</td>
<td>Antiseptic Towelettes</td>
</tr>
<tr>
<td>24</td>
<td>Alcohol Prep Pads</td>
</tr>
<tr>
<td>9</td>
<td>Povidone Iodine Pads</td>
</tr>
<tr>
<td>9</td>
<td>Sting Relief Pads</td>
</tr>
<tr>
<td>1</td>
<td>Water Pouch 4.2 fl. Oz.</td>
</tr>
<tr>
<td>1</td>
<td>Plastic Whistle</td>
</tr>
<tr>
<td>4</td>
<td>Antacid Tablets</td>
</tr>
<tr>
<td>4</td>
<td>Electrolyte Tablets</td>
</tr>
<tr>
<td>4</td>
<td>Ibuprofen Tablets</td>
</tr>
<tr>
<td>4</td>
<td>Non-Aspirin Tablets</td>
</tr>
<tr>
<td>1</td>
<td>Thermal Blanket</td>
</tr>
<tr>
<td>1</td>
<td>12 Hour Light stick</td>
</tr>
</tbody>
</table>

* It is the responsibility of the campus to ensure all contents are replenished after use.
APPENDIX B, continued

Classrooms should also be prepared with a Go Bag or supplies needed for an extended Shelter-in-Place.

Go Bags should include items such as:
- Emergency Response Guidelines
- Current student rosters with contact information – Teachers can run these in TEAMS by following these steps:
  o Open Gradebook
  o Select “My Report Profiles”
  o Select the “Plus Sign (+)” for Student
  o Select “Scheduling”
  o Click on “Student Class Roster Period Attendance”
  o From the drop-down list, select each item
    ▪ Make sure to choose your name for the teacher
    ▪ Indicate YES for “include parent/guardian phone”
    ▪ Sort order “By Day Period”
    ▪ Choose NO for other items
  o At the bottom, click “Request Report”
  o Print the report from the Report Queue each grading period, or more often if your rosters change during the interim
- Water
- Non-perishable snacks
- Flashlight with batteries
- Whistle
- Pen and paper
- Basic first aid supplies and toiletries
- Plans for students or staff with required medications

Shelter-in-Place Kits include Go Bag contents as well as items such as:
- Cotton washcloths (enough for all students and staff in the room)
- Towels for placement along edges of doors or windows

These suggestions are a starting place; however Campus Emergency Response Teams should evaluate needs for their specific campus. Staff should also ensure that their own families are aware of school emergency plans and have a home emergency plan in place in the event an emergency occurs during the school day, so all staff can be fully on duty during an emergency. It is important to also ensure staff knows not to communicate details of the emergency situation to family members, as this is a primary way misinformation becomes circulated.
APPENDIX C

Student Plan of Action
To be filled out with counselor and student.
Copy is to be given to student/parent.

Should I continue to have these thoughts, I will do one of the following to move beyond these thoughts instead of hurting myself:

☐ I will seek help and allow time for these feeling to get better – they will go away in time
☐ Work with my parents to remove any items that might be used on impulse to hurt myself
☐ Use any of the following healthy coping strategies when feeling stressed:
  ☐ Exercise and stay active
  ☐ Eat healthy foods
  ☐ Do not skip meals
  ☐ Spend time outside
  ☐ Practice slow breathing exercises

☐ Develop new interests and try new activities that provide me a sense of purpose and/or enjoyment:
  ☐ Trying new hobbies
  ☐ Volunteering
  ☐ Helping others
  ☐ Joining in school activities
  ☐ Starting a job
  ☐ Setting new goals

☐ Spend time with positive people who make positive decisions

☐ Keep a regular routine each day (even when I don’t want to) to keep functioning with daily activities

☐ Be creative:
  ☐ Through drawing or painting
  ☐ Through writing music
  ☐ Through writing poetry
  ☐ Write a journal or book
  ☐ Make a craft
  ☐ Building something
  ☐ Other:

☐ Consider with parents visiting with a professional that might provide some support and help (i.e. doctor, therapist, etc.)

☐ Other ideas suggested by student and/or parent:

VIII – 5
APPENDIX C, continued

AVOID:

☐ Alcohol and drugs. These can increase depression and impulsive behavior and impair my ability to think through the best action to take.

☐ Being alone and staying in bed

☐ Doing things that make me feel worse:
  ☐ Listening to sad or violent music
  ☐ Watching sad, scary or violent TV shows and movies
  ☐ Looking at certain photographs
  ☐ Reliving sad memories

☐ Avoid negative thinking

CONTACTS:

☐ Call the crisis hotline (800) 273-8255

☐ Call 911 for immediate help

☐ Responsible school staff member that will help me when I’m at school:

☐ Responsible adult/s in my home/community/church that will help me:

Signatures:
Wednesday, July 11, 18

________________________________________
Student

________________________________________
Counselor
APPENDIX D

Parent Meeting Notes
Copy given to parents.

Date of Meeting: Wednesday, July 11, 18

The school counselor met with me today to discuss my child’s/student’s statements with me and advised me that my child/student has expressed:

☐ Suicidal thinking
☐ Harming others thinking
☐ Other:

I have been given a list of community resources if I choose to seek follow-up assessment and/or treatment.

☐ I understand that this list is not inclusive and other referrals from my child’s doctor, insurance and/or local agencies are other options to me.

☐ I understand that the determination to seek additional help is mine as the parent/guardian of my child.

☐ I understand that any fees, charges or other financial obligation associated with outside resource is not a responsibility of this School District or the counselor listed below.

__________________________________________
Parent Signature

Attachments given to parents:
☐ Student Plan of Action
☐ Parent Meeting Notes
☐ Parent Hand-outs
☐ Community Referral List

__________________________________________
Counselor Signature
Community/Counseling Resource List

The following information includes a list of community services available to you and your child. The following is only a partial list of frequently used phone numbers of agencies in our area. Changes to services, hours, location and requirements are subject to change without notice. These resources are being provided as a convenience and for informational purposes only; this list does not constitute an endorsement for any particular service provider.

Brazosport I.S.D. Printable Resource Brochure

**Counseling Services:**

- **Brazoria County Counseling Center** (979) 549-0889
- **Gulf Coast Center** (979) 848-8420
- **His Love Counseling Services** (979) 297-3236
- **Meehl Foundation** (979) 798-5182
- **Morris Psychological Services** (832) 549-5819
- **NAMI Gulf Coast** (281) 585-3100
- **Sardelich Counseling & Consulting** (979) 848-0766
- **Stephen F. Austin Community Health Center** (281) 824-1480
- **Steve Sutherland, LPC** (281) 794-7414
- **Texas Family Solutions, LLC** (979) 297-4335
- **Therapy & Life Counseling Associates** (713) 819-6818
- **Youth & Family Services** (979) 849-7751

**Community Resources:**

- **Children’s Health Insurance Program** 1-800-318-2596
- **CHI St. Luke’s Brazosport Medical Center** (979) 297-4411
- **Texas Children’s Hospital** (832) 824-1000
- **United Way of Brazoria County** (979) 849-9402
- **UW Directory of Resources**
**Drug/Alcohol Prevention Services:**

ADAPT Programs (979) 480-3327
Al-Anon (Support Group for Families) 1-888-425-2666
Alcoholic Anonymous (713) 686-6300
Bay Area Council on Drugs & Alcohol 1-800-510-3111
Great Oaks Recovery (281) 409-0155

**Psychiatry Services:**

Lowell Adams, PhD & Associates (979) 353-0135
Dr. Olen Baker, Child & Adolescent Psychiatry (409) 747-9675
Behavioral Hospital of Bellaire (in-patient) (713) 600-9500
IntraCare North Hospital (in-patient) (281) 893-7200
Psychiatric Solutions PC (Dr. Ashok Jain, MD) (281) 302-6636
Psychology Works (Dr. Deidre Frazier) (979) 285-9242
Stephen F. Austin Community Health Center (281) 824-1480
Sun Behavioral Hospital (in-patient) (713) 796-2273
Westpark Springs Behavioral Health Hospital (832) 535-2770
West Oaks Hospital (in-patient) (713) 995-0909

**Suicide Prevention/Crisis Hotlines:**

Texas Youth Hotline 1-800-989-6884
National Suicide Prevention Hotline 1-800-273-8255
Child Nutrition Emergency Management Plan

Procedure for evacuation outside of the building or if students are moved off campus.

1. Executive Director of Administrative Services or designee will contact the Child Nutrition Central Office with the following information.
   a. Which campus will need meals.
   b. Location of where meals will be needed.
   c. Number of students evacuated from the campus

2. The Child Nutrition secretary or other Child Nutrition personnel receiving the emergency call will contact the Director of Child Nutrition and Child Nutrition coordinator.

3. The emergency food supply will be pulled from the warehouse/appropriate campus and shipped to the crisis location by the Child Nutrition warehouseman.

4. The Child Nutrition Director and Cafeteria Manager will coordinate efforts to set up an organized location and method for students to pick up meals. Meals will be given to all students and faculty.

5. Child Nutrition personnel will be on site to help with any need that may arise.
### APPENDIX G

**Procedures for Handling Suspected Food Borne Illnesses**

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Freeze sample tray daily.</td>
<td>Manager</td>
</tr>
<tr>
<td>2. Determine that sample food tray is still intact.</td>
<td>Manager</td>
</tr>
<tr>
<td>3. Report potential problem to Director</td>
<td>Manager</td>
</tr>
<tr>
<td>4. Check with school nurse for number of reported illnesses.</td>
<td>Manager</td>
</tr>
<tr>
<td>5. Make Principal aware of potential problem.</td>
<td>Director</td>
</tr>
<tr>
<td>6. Report potential problem to the Executive Director of Business Services and the Superintendent.</td>
<td>Director</td>
</tr>
<tr>
<td>7. Contact the County Health Department if a large number of students become ill.</td>
<td>Superintendent or designee</td>
</tr>
<tr>
<td>8. Contact parents and express concern. Assure them of complete cooperation with the Health Department. Ask about the welfare of the student.</td>
<td>Director/ Superintendent</td>
</tr>
<tr>
<td>9. Sample food tray will be released only to the proper authorities (Health Department) with permission of Director of Child Nutrition Services.</td>
<td>Manager</td>
</tr>
<tr>
<td>10. Make full written report of incident and outcome.</td>
<td>Manager and Director</td>
</tr>
</tbody>
</table>
## APPENDIX H

### Hurricane Preparation – Child Nutrition Services

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>STEPS TO ACCOMPLISH</th>
<th>DATE</th>
<th>PERSON/S RESPONSIBLE</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
</table>
| 1.       | Reduce inventory during hurricane | a. Maintain low inventories until after hurricane season.  
b. Order limited quantity frozen foods until after hurricane season. | Aug. 1 each year | Cafeteria Managers and Purchaser  
Director of Child Nutrition Services, Purchaser and Managers | End of hurricane season. |
| 2.       | Have generator available for warehouse | a. Purchase or arrange for use of a generator. | Aug. each year | Director Child Nutrition Service and Director of Maintenance | August each year. |
b. Secure lower files off floor  
c. Disconnect electrical office equipment  
d. Cover office machines with heavy plastic | Prior to dismissal of school | Child Nutrition office personnel and/or Cafeteria manager. | Prior to dismissal of schools. |
| 4.       | Secure food and supplies | a. Raise all food and supplies off floors | Prior to dismissal of school | Managers and Warehousemen | Prior to evacuation |
| 5.       | Secure food supplies | a. All outside items secured inside building | Prior to school dismissal | Managers and Warehousemen | Prior to evacuation |
| 6.       | Stop deliveries | a. Notify bread, milk, produce and grocery distributors to stop deliveries and plan to resume operation. | Prior to evacuation | Director of Child Nutrition | Prior to evacuation |
| 7.       | Make menu decisions | a. Establish menu selection with managers for return to school. | Prior to evacuation | Director of Child Nutrition | Prior to evacuation |
| 8.       | Establish clean-up schedule | a. Plan clean-up evaluation and procedure. | Prior to evacuation | Director of Child Nutrition | Prior to evacuation |
| 9.       | Establish communication | a. Compile contact addresses/phones for managers and supervisors.  
b. Identify radio stations carrying messages. | Prior to evacuation | Director of Child Nutrition and Managers | Prior to evacuation |
Key staff are provided a “Re-entry Letter” that allows re-entry to the area after a hurricane in advance of the general public for the purpose of assessing damage and beginning recovery. This pass is for the key staff member only, not family, and is for access to schools, not homes. Key staff includes the campus principal, campus lead custodian, maintenance staff, and district emergency response team members.
Hurricane eye positions are given by latitude (for example, 13.6 degrees North) and longitude (for example, 102.3 degrees West), to the nearest one-tenth of one degree. When you receive an advisory, mark the eye position and the time on the tracking chart. Since this position does not indicate the true possible impact of the hurricane, center a dime on your mark and draw a circle around it. This shows you the area that can be affected by a hurricane that is approximately 150 miles in diameter. The circumference of a quarter can be used to indicate a storm approximately 200 miles in diameter. Because hurricanes change direction very quickly, you should concentrate more on where the storm could go than where it has been.
Understanding and First Response
to
National Security Alert Codes
from
The US Department of Homeland Security
and
The BISD Crisis Management Plan Manual

The following information is provided to help schools recognize and respond to, by descending order of severity, the Five National Security Alert Codes; Red, Orange, Yellow, Blue and Green.

This information should be considered as a companion to the BISD Crisis Management Plan Manual.

For questions about this information on safety / security emergency management, you may wish to contact Tracie Phillips, Executive Director of Administrative Services of Brazosport I.S.D., at 730-7000 ext. 31201 or by email at tracie.phillips@brazosportisd.net

**CODE RED**: A severe condition or severe risk of terrorist attack.

- If advised by emergency management officials to close the school – Initiate Closing of Schools.

- If advised by emergency management officials, prepare to initiate Shelter-In-Place, as outlined in the attached memo.

- If advised to Shelter-In-Place, post signs on the windows of entrance/exit doors indicating the doors are locked and will not be opened, for any reason, until it is safe to do so.

- Maintain a “heightened awareness” for suspicious activity; including suspicious vehicles on/around campus grounds, suspicious persons in/around the school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, or suspicious solicitations for information by unknown persons. Report suspicious persons/activities to campus/district administration.

- Routinely monitor incoming/exiting persons, - check picture IDs. Frequently check restrooms, hallways and stairwells for unauthorized persons.

- If a bomb is suspected, do NOT use walkie-talkies.
• Consider canceling/rescheduling off-campus school-related activities (i.e., athletic events, banquets, fundraisers, field trips, etc.)

• Convene the Campus Emergency Response Team members to review and coordinate campus-specific emergency response actions with district office administration & internal/external emergency management officials.

• Ascertain that all emergency contact telephone numbers are updated & centrally located for easy accessibility.

• Continuously monitor email relay, radio and telephonic communication systems for updates on security alerts and emergency management advisories.

• Consider implementing a buddy system, so that no one becomes separated or left alone.

• Address special medical needs of students & staff with the school nurse & Campus Emergency Response Team.

• Verify inventory in campus emergency supplies.

• Help keep students calm (if SIP is implemented) with light activities and general discussion on what is being done to keep them safe.

• Monitor, redirect, or constrain transportation system – be prepared to communicate specific employee/student transportation needs and the off-campus reunion sights/designated refuge areas with emergency management officials, District Office Administration, and/or Transportation Department.

**CODE ORANGE: A high condition or high risk of terrorist attack.**

• Be prepared for an expedited security alert status upgrade to Code Red.

• Review the Crisis Management Plan and Guidelines for Shelter-In-Place.

• Practice SIP and disaster preparedness / response drills.

• Consider canceling/rescheduling off-campus school-related activities (athletic events, banquets, fundraisers, field trips, etc.)
• Maintain a “heightened awareness” for suspicious activity; including suspicious vehicles on/around campus grounds, suspicious persons in/around the school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, or suspicious solicitations for information by unknown persons. Report suspicious persons/activities to campus/district administration.

• Closely monitor incoming / exiting persons, - check picture IDs. Frequently check restrooms, hallways and stairwells for unauthorized persons.

• Review with Area Maintenance groups - the status of windows and door security; assess window panes, wall baseboards and door frames for cracked panes, loose caulking, and defective sealant putty, such that they could not keep out airborne contaminants. Coordinate urgent repairs with Maintenance.

• Convene the Campus Emergency Response Team members to review & coordinate campus emergency response actions, member responsibilities, and to provide security / alert updates.

• Ascertaining that all emergency contact telephone numbers are updated and centrally located for easy accessibility.

• Monitor email relay, radio and telephonic communication systems for security alert and emergency management advisories.

• Address special medical needs of students & staff with the school nurse & Campus Emergency Response Team.

• Check emergency supplies, i.e., batteries, flashlights.

• Verify inventory of campus emergency supplies.

• Help keep students calm with light activities & discussion on what the school can do for safety during an emergency.

• Monitor, redirect, or constrain transportation system – be prepared to communicate employee/student transportation needs and the off-campus reunion sights/designated refuge areas with emergency management officials, District Office Administration, and/or Transportation Department.

• Consider sending a letter home to parents, advising of general emergency preparedness plans for the school.
**CODE YELLOW:** An elevated condition or significant risk of terrorist attack.

- Be prepared for an expedited security alert status upgrade to Code Orange.
- Review the Crisis Management Plan and Guidelines for Shelter-In-Place.
- Practice SIP and disaster preparedness / response drills.
- Maintain a “heightened awareness” for suspicious activity; including suspicious vehicles on/around campus grounds, suspicious persons in/around the school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, or suspicious solicitations for information by unknown persons. Report suspicious persons/activities to campus/district administration.
- Closely monitor incoming / exiting persons, - check picture IDs. Frequently check restrooms, hallways and stairwells for unauthorized persons.
- Convene the Campus Emergency Response Team members to review campus emergency response actions and their responsibilities and to provide security / alert updates.
- Ascertain that all emergency contact telephone numbers are updated and centrally located for easy accessibility.
- Review with Area Maintenance groups - the status of windows and door security; assess window panes, wall baseboards and door frames for cracked panes, loose caulking, and defective sealant putty, such that they could not keep out airborne contaminants. Coordinate urgent repairs with Maintenance.
- Monitor email relay, radio and telephonic communications systems for emergency alerts and crisis management advisories.
- Address special medical needs of students & staff with the school nurse and Campus Emergency Response Team.
- Check emergency supplies, i.e., batteries, flashlights.
- Verify inventory of campus emergency supplies.
- Help keep students calm with light activities & discussion on what the school can do for safety during an emergency.
- Monitor, redirect, or constrain transportation system – be prepared to communicate employee/student transportation needs and the off-campus reunion sights/designated refuge areas with emergency management officials, District Office Administration, and/or Transportation Department.
**CODE BLUE:** A general condition or general risk of terrorist attack.

- Review the Crisis Management Plan and Guidelines for Shelter-In-Place.

- Practice SIP and disaster preparedness / response drills.

- Maintain a “heightened awareness” for suspicious activity; including suspicious vehicles on/around campus grounds, suspicious persons in/around the school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, or suspicious solicitations for information by unknown persons. Report suspicious persons/activities to campus/district administration.

- Closely monitor incoming / exiting persons - check picture IDs. Frequently check restrooms, hallways and stairwells for unauthorized persons.

- Convene the Campus Emergency Response Team members to review campus emergency response actions and their responsibilities and to provide security / alert updates.

- Ascertain that all emergency contact telephone numbers are updated and centrally located for easy accessibility.

- Review with Area Maintenance groups - the status of windows and door security; assess window panes, wall baseboards and door frames for cracked panes, loose caulking, and defective sealant putty, such that they could not keep out airborne contaminants. Coordinate urgent repairs with Maintenance.

- Monitor email relay, radio and telephonic communications systems for emergency alerts and crisis management advisories.

- Address special medical needs of students & staff with the school nurse and Campus Emergency Response Team.

- Check emergency supplies, i.e., batteries, flashlights.

- Verify inventory of campus emergency supplies.

- Help keep students calm with light activities & discussion on what the school can do for safety during an emergency.

- Monitor, redirect, or constrain transportation system – be prepared to communicate employee/student transportation needs and the off-campus reunion sights/designated refuge areas with emergency management officials, District Office Administration, and/or Transportation Department.
CODE GREEN: A low condition or low risk of terrorist attack

- Review the Crisis Management Plan and Guidelines for Shelter-In-Place.
- Practice SIP and disaster preparedness and response drills.
- Maintain a “heightened awareness” for suspicious activity; including suspicious vehicles on/around campus grounds, suspicious persons in/around the school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, or suspicious solicitations for information by unknown persons. Report suspicious persons/activities to campus/district administration.
- Closely monitor incoming / exiting persons - check picture IDs. Frequently check restrooms, hallways and stairwells for unauthorized persons.
- Convene the Campus Emergency Response Team members to review campus emergency response actions and their responsibilities and to provide security / alert updates.
- Ascertain that all emergency contact telephone numbers are updated and centrally located for easy accessibility.
- Review with Area Maintenance groups - the status of windows and door security; assess window panes, wall baseboards and door frames for cracked panes, loose caulking, and defective sealant putty, such that they could not keep out airborne contaminants. Coordinate urgent repairs with FMO Maintenance.
- Monitor email relay, radio and telephonic communications systems for emergency alerts and emergency management advisories.
- Address special medical needs of students & staff with the school nurse Campus Emergency Response Team.
- Check emergency supplies, i.e., batteries, flashlights.
- Verify inventory of campus emergency supplies.
- Help keep students calm with light activities & discussion on what the school can do for safety during an emergency.
- Monitor, redirect, or constrain transportation system – be prepared to communicate employee/student transportation needs and the off-campus reunion sights/designated refuge areas with emergency management officials, District Office Administration, and/or Transportation Department.
## Appendix L

### EMERGENCY – CALL 9-1-1

<table>
<thead>
<tr>
<th>Community Partners</th>
<th>LAW ENFORCEMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>SUBSTANCE ABUSE/MENTAL HEALTH</strong></td>
<td><strong>BRAZORIA COUNTY SHERIFF’S DEPT.</strong></td>
</tr>
<tr>
<td>Intracare</td>
<td>1-281-893-7200</td>
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<tr>
<td>N.A.M.I(Alliance on Mental Illness)</td>
<td>1-281-585-3100 Central Area</td>
</tr>
<tr>
<td>National Substance Abuse Helpline</td>
<td>1-800-662-4357 North Area</td>
</tr>
<tr>
<td><strong>HEALTH INFORMATION</strong></td>
<td><strong>Brazosport Area - Dispatch</strong></td>
</tr>
<tr>
<td>Health Dept. – Angleton</td>
<td>388-1484 Texas DPS - Angleton 849-5711 x 1521</td>
</tr>
<tr>
<td>Dept. of Family Protective Services (CPS)</td>
<td>388-1428 BISD Police Dept. 730-7299</td>
</tr>
<tr>
<td>CPS Hotline</td>
<td>1-800-252-5400 Clute Police Dept 265-6194</td>
</tr>
<tr>
<td>Texas Dept. of Health – Information</td>
<td>1-888-963-7111 Freeport Police Dept 239-1211</td>
</tr>
<tr>
<td>Nationa. Org. for Victim Assistance</td>
<td>1-800-879-6682 Lake Jackson Police Dept 415-2700</td>
</tr>
<tr>
<td>Gulf Coast Center MHMR-children</td>
<td>1-877-226-8780 Richwood Police Dept 265-2222</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>979-549-6439 Surfside Police Dept 239-1151</td>
</tr>
<tr>
<td>Youth &amp; Family Counseling Services</td>
<td>979-864-1577 Oyster Creek Police Dept 233-8481</td>
</tr>
<tr>
<td><strong>POISON CONTROL</strong></td>
<td><strong>FIRE</strong></td>
</tr>
<tr>
<td>United Way Help Line</td>
<td>1-800-222-1222 Jones Creek Police Dept 233-3091</td>
</tr>
<tr>
<td><strong>HOSPITALS</strong></td>
<td><strong>NTL RESPONSE CENTER TO:</strong></td>
</tr>
<tr>
<td>Clute EMS</td>
<td>265-6194 Report Toxic Chemical Spills 800-424-8802</td>
</tr>
<tr>
<td>Freeport, Jones Creek, Oyster Creek EMS</td>
<td>239-1211 Report Terrorist Threat 800-424-8802</td>
</tr>
<tr>
<td>Lake Jackson EMS</td>
<td>979-415-2700 CRIME STOPPERS 800-460-2222</td>
</tr>
<tr>
<td>Surfside EMS/Fire</td>
<td>239-1211 ATF Bureau of Alcohol, Tobacco, Firearms 1-281-372-2900</td>
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<tr>
<td></td>
<td>Texas Alcoholic Beverage Commission 798-7441</td>
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<tr>
<td></td>
<td>CAER 238-2237</td>
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<td></td>
<td>DOW WEATHER 238-1419</td>
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</table>
SECTION IX

Site-Specific Plans

Campus Emergency Operations Plan

- Campus Emergency Response Team
- Campus-specific Roles & Responsibilities
- Campus communications plan
- Campus drills schedule
- Campus-specific response procedures
  - Evacuation
  - Lockout
  - Lockdown
  - Shelter-in-place
  - Hold
- Campus-specific Reunification Procedures
- Campus Maps with:
  - Evacuation routes, including primary and secondary routes
  - Building and room access points
  - Electrical, gas, and water shut-off valves
  - Fire extinguisher locations
  - Camera locations
  - Incident command post, reunification center, staging areas, etc.

Campus Emergency Response Team Records

- Agendas, minutes of meetings
- Records of team and staff training
- Records of emergency management drills (maintain 3 years)

Campus Safety and Security Audits (3-year cycle)

Campus Security (Landon’s)