Mathis Independent School District

MULTI-HAZARD EMERGENCY OPERATIONS PLAN

2020/2021

REVISED AUGUST 2020
SECURITY STATEMENT

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PROMULGATION STATEMENT

Mathis Independent School District (Mathis ISD) and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility, and all staff, including substitute teachers, must be prepared to respond to an incident efficiently and effectively. Through its emergency management program, the district strives to ensure that Mathis ISD continues to provide a safe, orderly environment for students, staff, visitors that also supports the community. The district emergency management program is comprehensive, multi-hazard, and embraces local, state, and federal standards as well as proven practices including all phases of emergency management.

This plan is known as the Mathis ISD Emergency Operations Plan (EOP). The plan and its support documents provide a framework that outlines the district's intended approach to managing emergencies and disasters of all types and should be regarded as guidelines rather than performance guarantees. The district's planning process is supported by collaboration, training, and exercise. This plan is designed to allow for integration with local, state, and federal emergency management and continuity of operations plans. The district EOP and related documents are reviewed at least annually by the District's School Safety and Security Committee, as set forth in Chapter 37.108 of the Texas Education Code and updated as required by the district.

The Superintendent is responsible for approving and ensuring promulgation of this plan, which supersedes all previous district emergency plans. If any portion of the Multi-Hazard Emergency Operations Plan or support documents are held to be invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of the plan. The superintendent may designate, in writing, an individual who assumes the role of district emergency management coordinator (EMC) and is authorized to develop and distribute plan changes and updates. However, comprehensive or major revisions will be signed by the Superintendent of Schools.

_____   _____

Superintendent   Emergency Management Coordinator

Date Signed   _____   Date Signed: _____

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Preface

The Mathis Independent School District Multi-Hazard Emergency Operations Plan was developed in collaboration with District and Community Stakeholders as part of an ongoing process designed to ensure that the district can manage any incident efficiently and effectively. This plan is designed to align with local, regional, state and federal plans, including guidance from the Texas Division of Emergency Management, Texas Education Agency, Federal Emergency Management Agency, and U.S. Department of Education. It is based on guidance including various Gubernatorial Executive Orders, Homeland Security Presidential Directives, CPG 101 and the National Incident Management System. Additionally, local and regional emergency management plans provided guidance of the deployment of local and regional emergency resources, mutual aid resources and response using incident command, and were adapted integrate with school emergency preparedness.

Therefore, the plan summarizes the District's intended response for school incidents and special event planning. It provides resource summaries and guidance for requesting assistance through appropriate channels. It recognizes that Mathis ISD emergency operations may be supported by District or local emergency management resources.

A detailed list of references and acknowledgements is contained in Appendix 1 at the end of this document. Members of the planning team are identified in Appendix 2.

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1.0 PURPOSE

The purpose of the District's Emergency Operations Plan (EOP) is to educate and inform on what to do before, during, and after an incident by outlining the responsibilities and duties of the district administrators, staff, substitute teachers, students, response agencies, and the community. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

The plan addresses the process for developing and maintaining capabilities for a whole-community approach during all phases of emergency management. The plan addresses capabilities needed for mitigation, prevention, preparedness, response, and recovery activities and addresses processes for identifying and meeting training needs. The process and schedule for developing, conducting, and evaluating drills and exercises are addressed. The EOP addresses operational considerations and infrastructure activities designed to mitigate the impacts of hazards that the district faces.

Mathis ISD will review and update the plan and support documents in a way that is consistent with district policy. Revisions will enhance the district's ability to support all phases of emergency management.

A. Scope

This plan is applicable to all district sites and ensures that individuals with disabilities and those with access and functional needs are addressed. This plan includes a hazard analysis, which identifies district specific hazards and addresses those in the basic plan, annexes, and appendices.

B. Goal

The goal of this plan is to identify district-centered emergency management practices, relationships, responsibilities, and general considerations for the district and for facilities, campuses, and departments to integrate emergency management into their emergency plans in order to minimize the loss of life and damage to property.

C. Audience

This plan is intended for the "Mathis ISD community", which refers to the students, faculty, staff emergency responders and community members and other stakeholders who regularly interact with the district. At all times, a safe and secure learning environment remains a priority for the District and its stakeholders. The Mathis ISD Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State and Federal government mandates; common and specialized guidelines and procedures; and specific hazard vulnerabilities and responses/recovery.

The Mathis ISD plan operates with the framework of the Mathis ISD Board of Trustees policy. This plan is applicable to all District sites—campuses, administration and support facilities. It ensures that specific concerns of population segments, including children and individuals with access and functional needs are addressed.

This plan is based on an all-hazard approach to emergency management. It addresses general functions that many need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. This plan provides a standardized format consistent with that of local and state standards and with the requirements of Chapters 37 and 38 of the Texas Education Code and Chapter 418 of the Texas Government Code, among others, and may be considered a support or functional annex that compliments state and local emergency plans.

Support Documents

The attachments to this plan serve as support documents and may contain private or secure information vital to a safe and secure school environment. They include operational and tactical tools and job aids designed to provide incident specific and action-oriented guidance as well as processes to test, review and sustain operations.

Maintained under separate cover are tactical Standard Operating Guidelines (SOGs) that represent approved methods for accomplishing a task or set of tasks. They are prepared and maintained by the sections and departments that know their operations, requirements and best practices. SOGs provide a greater degree of detail than are contained in Emergency Operations Plans and support documents. They also may contain private or secure information and will be used as a part of regular drills, exercises and review.

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Situations and Assumptions

Situation

The Mathis ISD Emergency Operations Plan (EOP) is a strategic framework that includes guidance and structures to support the District's educational mission within a safe and secure environment. It is supported by a series of operational and tactical planning tools and documents. The objective of this plan is to minimize or mitigate the effects of natural, accidental or malicious incidents affecting infrastructure, safety, security and health. This plan is applicable to all district sites – including campuses and support facilities.

The intent of this plan is to minimize or mitigate the effects of natural, technological, and human-caused hazards that may affect the district. The district is located within San Patricio County, Mathis, Texas and is serviced by ESC (2) in Corpus Christi, Texas. There are (2) non-campus facilities. The district has (5) campuses. The district includes individuals with disabilities, individuals with access and functional needs, including limited English proficiency. It also is recognized that schools serve as in loco parentis, the legal doctrine under which an individual assumes some parental obligations and responsibilities including those related to safeguarding children.

The district's current enrollment of students with disabilities and/or access and functional needs is 176. Staff requiring additional assistance is 0. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. The district's policy for providing equal safety in an emergency for those with disabilities and individuals with access and functional needs in accordance with Education Code 37.108(f) (4) can be found throughout applicable annexes.

Planning Assumptions

Assumptions

The Mathis ISD EOP assumes:

- The strategic-level Multi-Hazard Emergency Operations Plan (EOP) is a framework that provides guidance and structure to support the district's educational mission within a safe and secure environment. As every incident is different, no single document can outline a specific chronology for response and recovery. Therefore, this plan is intended to reduce the effects of natural, accidental, or malicious incidents affecting infrastructure, safety, security and health.

- The District is not an emergency response organization and therefore depends upon local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health.

- An incident could occur at any time and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

- Action is required immediately to save lives and protect school property. An incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the campus affected cannot, and should not, wait for direction from district administration or local response agencies.

- Outside assistance from local fire, law enforcement, and emergency managers will be available in most incidents. Because it takes time to request and dispatch external assistance, it is essential for the district to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- In some cases, external resources covered by mutual aid agreements will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the district or any of its campuses or facilities may have to rely on their own resources to be self-sustaining for several hours or even days.

- There may be injuries to faculty, staff and/or students. Rapid and appropriate response may reduce the number and severity of injuries.

- Students, staff, and visitors with disabilities and others with access and functional needs will be included in all phases of the district emergency management program and supported in the response and recovery operations.

- Proper mitigation and prevention actions, such as creating a positive school climate, maintaining fire and health protocols, and conducting safety and security audits, may help prevent or reduce incident- related losses.

- Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be employed during emergencies.

- Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks.

- Personnel with special assignments, training, or capabilities may be asked to perform tasks other than their daily duties.

- Whenever possible, the district will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.

- Faculty and staff are empowered to assess the seriousness of incidents and respond accordingly.

- Non-district personnel who support the District, through written agreement or as identified in plans or guidelines are vetted through the district and authorized to work on its behalf. They may include representatives of local community, volunteer, or faith-based organizations.

- . This plan is intended to provide guidance but does not imply performance guarantees. The district may deviate from the plan as necessary.

Concept of Operations

Mathis ISD's multi-hazards emergency operations plan does not replace the responsibility of each campus, department, or facility within the district to develop and test emergency processes. To the extent possible, the same personnel and resources used for day-to-day operations will transition to response operations. Because personnel and resources are limited, some routine day-to-day operations that do not support the response may be suspended. The personnel, equipment, and supplies that would typically be required for the suspended operations will be redirected to accomplish assigned roles and responsibilities.

The Superintendent is responsible for overall emergency management planning for the district and may designate an individual to serve as the district's emergency management coordinator to support a strong district-centered emergency management program. The Superintendent may also identify individuals whose responsibilities are to support the district's emergency management program and response.

The district adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive 5 (HSPD-5), Texas Governor's Executive Orders, and the National Response Framework (NRF). Additional information about the District's NIMS implementation is contained in Annex A: Direction and Control. In addition, the District takes a comprehensive, all-hazard approach to emergency management; it will endeavor to review and update its plan and support documents through activities that enhance the District's ability to mitigate or prevent certain situations, prepare for, respond to and recover from emergency incidents of all kinds:

- Mitigation actions include activities to reduce the loss of life and property from natural, technological, and human-caused hazards by avoiding or lessening the impact of an incident and providing value to the public by creating safer communities. Mitigation

actions address the cycle of disaster damage, reconstruction, and repetitive damages. These actions will have long-term sustained effects.

- Prevention actions include activities to avoid an incident or to intervene to stop an incident from occurring. Prevention involves activities to protect lives and property.

- Preparedness actions include a continuous cycle of planning, organization, training, equipping, exercising, evaluation, and taking corrective action to ensure effective coordination during incident response.

- Response actions include activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response includes the execution of emergency operations plans.

- Recovery actions include activities that address both short-term and long-term efforts for rebuilding and revitalization of the district following an incident. It supports and aligns with the district continuity of operations and education program.

Stakeholders

While there is no reason to believe that any district campus or facility is in imminent danger from natural, accidental or malicious hazards, all stakeholders must be aware of what to do and how to protect themselves and students in an emergency. It is important for parents, caregivers and the community at large to understand the District's expectations of the safety and well-being of students and the community. Managing these expectations is vital to overall community resilience.

It is imperative to involve the whole district and campus community in school safety planning, and to integrate the resources necessary to allow for people with disabilities and others with access and functional needs or with limited English proficiency to maintain their safety, independence and dignity during an emergency incident. The District's intent is to ensure that people with disabilities and others with access and functional needs are considered in District and campus emergency management processes and guidance. The District recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

Interoperability

The district uses the National Incident Management System (NIMS) to integrate response activities with internal and external partners using a set of standardized organizational structures that improves interoperability, including commonality of terms and standards for efficient and effective management of an emergency or disaster. Neither the District, nor any of

its campuses will use code words as part of emergency operations. NIMS provides the District with set of principles that affords a systematic, proactive approach to work seamlessly with all stakeholders to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity. NIMS provides the District with a consistent approach to the effective management of situations involving natural, human caused or terrorism events.

Mathis ISD is responsible for organizing, training and equipping its campuses and staff for emergencies. Cities and counties are responsible for emergency management programs in their communities; and it is incumbent upon both local officials and school districts to build a collaborative process to support these missions.

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Readiness Levels

Many emergencies follow a recognizable build-up period during which actions can be taken to gradually increase Readiness. Mathis ISD will use a readiness system that mirrors the readiness levels of San Patricio County or the City of Mathis emergency management in order to ensure a consistent and efficient emergency response. General readiness levels are detailed in Appendix 5 of this plan. More specific actions are part of departmental and campus Standard Operating Guidelines (SOGs).

Explanation of Terms

Acronyms

AAR	After-Action Report
AED	Automated External Defibrillators
EMC	Emergency Management Coordinator
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Emergency Operations Plan

HHSC	Health and Human Services Commission
HSEEP	Homeland Security Exercise and Evaluation Program
HSPD-5	Homeland Security Directive – 5
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
MAA	Mutual Aid Agreement
MOU	Memorandum of Understanding
NRF	National Response Framework
NIMS	National Incident Management System
PBIS	Positive Behavioral Interventions and Supports
PIO	Public Information Officer
TEA	Texas Education Agency
TEC	Texas Education Code
TxSSC	Texas School Safety Center
UC	Unified Command

Definitions

1. **Agreement:** An agreement can consist of a contract, MAA, or MOU between the district and another entity.

2. **Drill:** A drill is typically operations based and designed to practice certain tasks or routines, such as a lock-down.

3. **Emergency**: Any incident that requires responsive action to protect life or property.

4. **EOP Planning Team**: The district's EOP Planning Team represents the personnel tasked with writing, reviewing, and updating the district's EOP. This team can mirror the district's Safety and Security Committee.

5. **Exercise**: An exercise is a hypothetical emergency scenario designed to encourage practical applications from lessons learned from drills such as a

tabletop exercise. This could mirror an existing team such as the Safety and Security Committee.

6. **Function**: A function is a critical activity that needs to be accomplished during an incident.

7. **Hazard**: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

8. **Incident**: An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action.

9. **Incident Action Plan**: An IAP formally documents incident goals, operational period objectives, and the response strategy defined by incident command during response planning.

10. **Incident Commander**: The IC has responsibility for the management of all emergency activities.

11. **Incident Command Post**: The ICP is the location where the primary functions are performed.

12. **Incident Command System**: ICS is the response infrastructure designed under the National Incident Management System to facilitate effective and efficient management of an incident.

13. **Incident Command System Forms**: These forms are intended for use as tools for the creation of Incident Action Plans (IAPs), for other incident management activities, and for support and documentation of ICS activities.

14. **Mutual Aid Agreement:** An MAA commit parties to a mutually beneficial, cooperative agreement. The agreement is usually to provide staff, resources, and/or services during an emergency with the expectation of a future reciprocal exchange of comparable value, if needed.

15. **Memorandum of Understanding:** An MOU is a written agreement designed to ensure that needed resources are available.

16. **National Incident Management System:** NIMS coordinates emergency preparedness and incident management among various federal, state, and local agencies. NIMS provides a consistent nationwide approach for organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents regardless of cause, size, or complexity.

17. **National Response Framework:** NRF is a guide to how the nation will conduct all-hazards incident response including the development of policies, plans, and procedures governing how to effectively allocate and provide resources.

18. **President's Homeland Security Directive 5:** A presidential order that established a single, comprehensive national Incident Management System and

requires all federal departments make adoption of the NIMS by state, tribal, and local organizations a condition for federal preparedness assistance through grants, contracts, and other activities.

19. **Unified Command:** The UC is a structure in which the role of the incident commander is shared by two or more individuals, having authority in a different responding agency.

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Emergency Authorities

Both Texas statutes and executive orders of the Governor provide school districts and local government with certain emergency powers. Those authorities include:

Emergency Declaration: In the event of an emergency that overwhelms local and mutual aid resources or should an imminent threat of such an event exist, the chief elected official (mayor/county judge) may ask the Governor to issue an emergency declaration for the entire jurisdiction, including Mathis ISD, and take action to control the situation.

Disaster Declaration: When an emergency has caused severe damage, injury or loss of life or appears likely to do so, the Mayor/County Judge may, by executive order or proclamation, declare a local disaster, which could include all or part of Mathis ISD.

School District Emergency Declaration: When an emergency poses an undue threat or causes severe damage, injury or loss of life, or appears capable of doing so, the superintendent, in collaboration with the school Board of Trustees, may declare a District emergency and implement appropriate emergency procedures, up to and including curtailment or suspension of educational and school-based activities.

Authority for Evacuations: State law, under specific conditions authorizes the Governor or local officials to issue mandatory evacuation orders. District officials have evacuation authority only as it relates to school property and student safety accountability.

Resource Management

Various private and public-sector entities and volunteer organizations respond routinely and/or provide critical services to Mathis ISD. A list of service providers, providers and contract information is maintained by the finance department. Additionally, the District relies upon Mutual Aid Agreements, Memorandums of Understanding (MOU) or similar agreements to supplement emergency management programs and support activities. Agreements and contracts involving the District are authorized by the officially designated administrator of each involved entity or organization and shall identify the District officials authorized to request assistance pursuant to those documents and include appropriate cost accounting details. Agreements involving the District may involve private and public entities, other jurisdictions including other school districts, and non-profit organizations.

Organization and Assignment of Responsibilities

The District recognizes its role in and dependence upon the whole community to ensure that schools are safe, secure learning environments for students and staff and therefore takes a whole community approach in addressing risks that might impact Mathis ISD. Therefore, the District endeavors to integrate and synchronize within its planning strategies preparedness, response and recovery efforts among stakeholders, inclusive of the multiple jurisdictions, governmental entities and special districts that are part of the District as well as with neighboring school districts.

The District embraces the National Incident Management System (NIMS) and its Incident Command System (ICS) to ensure that those involved in incident response/recovery understand their roles and have the tools they need to be effective. In all emergency incidents the district retains responsibility for student care and safety. Additional tasking details including organizational charts and ICS implementation can be found in Annex A: Direction and Control.

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When an incident expands to the extent that other responding agencies and organizations become involved, the District will be part of the resulting Unified Command structure. This will

also happen in the event that large or multiple incidents are occurring where all or part of the District is affected. The District may then be a part of Area Command as well.

Organization

For most emergency functions, successful operations require a coordinated effort among a number of departments, campuses, services, facilities, and groups as well as a good working relationship with first responders and local emergency management officials.

Primary responsibility for an emergency function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. (When more than one person holds a specific title, assignments are based upon areas of authority and/or expertise). The individual having primary responsibility for an emergency function also is responsible for contributing to the preparation and maintenance of the portions of the plan that address their roles. The principal of each campus has primary responsibility for preparedness, response and recovery functions for their respective locations.

To facilitate a coordinated effort, essential employees within the District are assigned primary responsibility for planning and coordinating specific emergency functions. Many of these individuals also are part of the District's Safety and Security Committee.

Assignment of Responsibilities

In most cases, within the Incident Command System (ICS) structure, the District has established primary responsibility for its emergency functions to the individual or department that has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills.

Executive Group

- Provide strategic guidance for emergency response, recovery and continuity of operations. Serve as the primary source of information to the general public and the news media.
- Serve as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements.
- The Executive Group includes the Superintendent, key members of the executive or leadership staff and other individuals designated by the Superintendent.

Support Group

- Assume roles within the incident command structure and assign personnel to both the incident scene and/or to the District EOC, staging and/or coordination areas.
- Help sustain emergency response and recovery at the scene or as part of staging and logistical support.
- Support accountability and reunification efforts for campuses and other district facilities.

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District Staff

Superintendent:

- Develop, implement, and promote a multi-hazard school-centered emergency management program where the planning process embraces each emergency management phase.
- Communicate to the District's School Safety and Security Committee the objectives and priorities for a District emergency management program.
- Advise school board members of emergency situations and provide periodic reports as needed.
- Monitor situations; provide direction related to closing the District or a campus; seek mutual aid or other outside assistance; initiate requests for assistance from other jurisdictions at all levels of government; and authorize extraneous expenditures and use of resources using ICS.
- Upon activation of District EOC, serve as the EOC lead or assign a representative to do so.
- Ensure, without compromising the confidentiality of the plan, that the public is informed about the district's efforts related to all phases of emergency management.
- Authorize actions designed to effectively and efficiently manage an emergency and mitigate potential liabilities, losses and execute appropriate mutual aid agreements and similar documents.
- Maintain documentation of administrative and legal activities. Assist in the gathering of information for situation or status reports and other recovery documentation.

District Emergency Management Coordinator:

- Serve as the emergency management lead for the District
- Ensure that departments and agencies participate in emergency planning, training and drills/exercises.
- Ensures the District and campus emergency management programs include strategic, operational and tactical components.
- Oversee a viable emergency management program including audit reporting, plan maintenance, personnel, equipment, facility and resource needs; assigning program tasks to departments and agencies, as appropriate.

Campus Principals/Facility Managers

- Bear the responsibility for the emergency management program on their respective campuses or facilities.
- Ensure development of campus emergency plans that contain operational and tactical guidance consistent with the District multi-hazard EOP.
- Ensure completion of drills and exercises needed to ensure plan maintenance and as identified by best practices and incident or event after-action reviews.

- Ensure that campuses where summer school, extracurricular and contract activities are conducted have emergency guidelines in place that have been reviewed and tested through training, drills and exercises.
- Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.

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- Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- Provide copies of the school plan to the district superintendent and local Emergency Management Office.
- Assign school emergency responsibilities to staff as required.

Law Enforcement/Security:

- Support for District strategic, operational and tactical planning before, during and after incidents.

Transportation:

- Support for District strategic, operational and tactical planning before, during and after incidents.
- Establish and maintain school division protocols for transportation-related emergencies.
- Provide division-wide transportation for bus drivers.
- Establish and maintain plans for the emergency transport of Mathis ISD personnel and students.
- Coordinate transportation plans with State Police and other law enforcement personnel as appropriate.

Food Services:

- Support for District strategic, operational and tactical planning before, during and after incidents.

Student Health:

- Support for District strategic, operational and tactical planning before, during and after incidents.

School Counselors and Social Workers:

- Support for District strategic, operational and tactical planning before, during and after incidents.

All District Administrators will:

- Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.

- Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
- Remain current on planning, training and exercise requirements. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.

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All Campus Administrators will:

- Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
- Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
- Remain current on planning, training and exercise requirements.
- Develop training and conduct drills designed to strengthen the emergency management plan.
- Provide copies of the school plan to the district superintendent and local Emergency Management Office.
- Act as Incident Commander until superintendent or emergency services arrives.
- Assign school emergency responsibilities to staff as required.
- Coordinate use of building as public shelter for major emergencies occurring in the city or county.

Campus/Facility Staff will:

- Be empowered to take protective action for the safety of students and staff.
- Take on appropriate support roles as qualified and authorized.
- Help ensure student, faculty and staff accountability and safety.
- Relay emergency information and report concerns.
- Support emergency shelter and mass care operations.
- Support District outreach efforts to educate themselves, students and the community about ongoing District preparedness efforts.
- Participate in planning, training and exercises to become familiar with District emergency operations plans.
- Help ensure that facilities are maintained, clean, safe and orderly.
- Support damage assessment and emergency protective measures.
- Provide additional support as needed.

District personnel not assigned a specific function in this plan may be called upon to support emergency operations at either the campus or district levels. Volunteer agencies that traditionally coordinate efforts with Mathis ISD and/or local government may be called upon to assist.

Common Responsibilities:

- Be empowered to take protective action for the safety of students and staff.
- Maintain internal emergency plans and SOGs including ongoing review, training and exercises.
- Maintain situational awareness to assist in having safe and secure campuses and facilities.
- Support those individuals with disabilities and others with access and functional needs in preparedness activities and during response.
- Notify the Superintendent when a department, facility or campus cannot carry out roles as described in the planning documents, or when changing circumstances or drill results necessitate plan re-evaluation.

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- Provide regular status reports on department, facility or campus resources, activities and emergency conditions about which District administration and/or law enforcement should be aware of.
- Maintain accurate records of the costs associated with responding to emergency situations, including but not limited to personnel (regular and overtime), equipment, supplies, and services, in order to support disaster recovery reimbursement.

Direction and Control

A. General

To provide for the effective direction and control of an incident impacting the health and safety of the district, the district EOP will be activated. The Superintendent or designee will provide guidance for the direction and control function pursuant to NIMS and the district's emergency management program. The district will implement ICS to manage the emergency.

The first ICS trained district staff member to arrive at the scene of an incident will implement ICS and serve as the Incident Commander (IC) until relieved by a more qualified individual. The IC will establish an Incident Command Post (ICP) and provide an assessment of the situation to district officials and local emergency responders. The IC will identify resources required and direct the on-scene response from the ICP. The district's IC will be prepared to remain as a member of unified command (UC) with expectations of remaining accountable for students, staff, and property.

In a large disaster or an incident effecting the community, the local office of emergency management may activate their EOC to manage initial response actions. A representative from the district may be sent to the local office of emergency management's EOC to support and coordinate district activities.

B. Chain of Command

In accordance with Education Code 37.108(f)(1), the district's chain of command that designates the individual and other individuals responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable is listed below in the line of succession.

- First in Charge (Superintendent)
- Second in Charge (High School Principal)
- Third in Charge (Chief Financial Officer)

C. Local Emergency Resources / Facilities

This district has the following emergency resources / facilities within the community to support the district during emergencies. Additional information pertaining to these emergency facilities can be found in the Facility Access Management Annex.

- District's Incident Command Post
- District's Emergency Operations Center
- Local Emergency Operations Center

D. In accordance with Education Codes 37.108(a)(5) and TEC 37.108(c-2) (1), Mathis ISD has the following measures in place to ensure coordination with response agencies. Coordination involves notification of an incident, providing situational awareness, and requesting assistance if needed. These agencies include:

- Local fire departments
- Local health departments
- Local law enforcement
- Local office of emergency management
- Department of State Health Services

Emergency Operations

Most of Mathis ISD departments, campuses and staff have emergency functions in addition to normal day-to-day duties. The District uses the Incident Command System (ICS) in managing emergencies. Many responsibilities are inherent to an individual's primary job. During emergency situations, normal organizational arrangements may be modified to facilitate emergency operations.

Expectations

District:

- Command and control of District Operations
- Student and staff accountability and reunification
- Parent notification and emergency public information
- Resource management

City/County in support of the District:

- Conduit to support District requests for assistance as well as requests from other entities for District resources
- Support emergency warning and notification, including public information
- Provide emergency response for life safety and protection
- Support resource and information sharing
- Support shelter and other emergency protective measures
- Provide disaster recovery coordination

Volunteer Organizations and Other District Partners:

- If additional or unique resources are needed and available through existing local agreements and partnerships, the District will seek the additional support as outlined through the respective agreement.

State, Tribal, Federal, & Other Support:

- If additional or special resources are needed, the District will work through the appropriate city/county EOC to request or provide assistance.

Emergency Communications

The District uses radios, cell phones, land line phones, and phone tree to ensure emergency communications. During emergency incident, all non-emergency communication will be restricted on these devices. In addition, the District may use email, text messages, runners carrying hard-copy messages and/or social media to ensure emergency communications. All emergency communication using such mediums will be predicated with an "Emergency Communications" tag. Non-emergency communication will be given lesser priority and misuse of the Emergency Communications message tag may be subject to disciplinary actions if necessary. The District will coordinate emergency communication with local police, fire and emergency medical services via Mathis Police Department and County Sheriff's Office.

Emergency Alert and Warning

- The District uses Internet Web Site, www.mathisisd.org and School Messenger to inform the public.
- During emergencies, the District will work closely with local news media and use social and electronic media (such as Facebook, Twitter, websites, etc.) to provide clear and direct emergency information and updates.
- Emergency information will come from the Superintendent's office, or designee, using ICS principles and include updates about the incident, areas affected, impact/potential impact upon the District, measures the District takes to ensure the safety and well-being of students and where/when to find out more information.
- Television, District and local websites and radio will support warning and emergency information and the District coordinates response with local emergency management offices.
- The District will work with its local jurisdictional and governmental entity partners to incorporate other public warning and alert systems, including emergency notifications systems, to provide additional emergency information to its constituents.

District Emergency Operations Center (EOC)

- The District Emergency Operations Center (EOC) is a pre-designated location where key decision makers gather to support incident management. This includes support of campus operations and the management of state and local resource requests.
- The purpose of the District EOC is to coordinate command decisions, resources and public information on a strategic level and to serve as an area command post when the District is faced with multiple-incidents.
- The District EOC may be activated for any incident or event that occurs in or where the imminent threat exists that an incident will occur. This includes incidents where different emergency objectives are conducted at geographically separate locations within the District or where there is no single hazard impact site (such as a severe winter storm or area-wide utility outage).

Activation Considerations include but are not limited to:

- Resources are required beyond District capabilities and those of the immediate first responder network.
- The emergency is of extended duration.
- Major policy decisions and/or additional executive group support are anticipated.
- The incident has indications of expanding or intensifying.
- The Superintendent or their designee anticipates a request from local, regional, state or federal officials for District resources to support an incident or event.
- A threat becomes more likely and all or part of the District is or could be affected and additional readiness is required.
- The hazard becomes more localized so that specific impact site(s) are identified that directly or indirectly affect District properties, resources or operational integrity, including bus routes and the conduct of classes.

Command Post(s)

The Incident Command Post is usually established at or near an incident or emergency scene and the Incident Commander is responsible for directing the emergency response and managing the resources at the incident scene. Incident Command Posts and the utilization of the National Incident Management System are discussed in detail in Annex A: Direction and Control.

Unified Command

The District recognizes that some incidents may reach a level where command and control rests with other responding organizations. When this happens, the District will continue its support of the incident and retain its operational responsibilities toward students, staff and District resources. The District recognizes that when criminal activity is involved, law enforcement likely will assume the command function and when fire or hazardous materials incidents are involved, that function will likely rest with the fire department. In Incidents where someone other than a District employee assumes command, the District will ensure that it provides ongoing operational and tactical support through Unified Command and/or Area Command, depending upon the incident scope and duration.

Joint Operations and Area Command

The District may also elect to support the local EOC to ensure unity of effort and when district resources are requested for emergency support outside of the District. When this occurs, the District EOC usually will remain operational as well.

Requesting Assistance

If District resources are insufficient to deal with an emergency, the District may request, through appropriate channels, assistance from first responders, other districts or jurisdictions, organized volunteer groups and/or State and Federal resources. The request process is set forth in Appendix 6 of this plan.

All resource requests must be coordinated through the Superintendent or their designee. External agencies and organizations providing assistance are expected to coordinate with school leadership.

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Administration and Support

An incident of any kind requires documentation such as reports, logs, safety accountability, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. The extent of documentation is contingent upon the size and scope of the incident.

Documentation

It is the responsibility of each campus, facility or District department to compile, maintain and submit documentation and reports in a timely manner and to assist with preparation of documentation needed to ensure compliance with records management and open records. All original notes and records are legal documents that should be preserved.

The District will maintain an incident log and collect documentation for any incident. Individual departments, facilities and campuses will maintain logs of decisions, timelines, logistical deployment and other actions related to their areas of responsibility and accountability.

In addition, after each emergency incident, disaster response, drill or exercise, the District will ensure that After Action Reviews (AAR) are conducted and the results are captured in a written format that may include a Corrective Action Plan (CAP) designed to ensure that plans, guidance and policies are up to date and reflective of the requirements of the District to ensure a safe and secure learning environment. Documents to support this process are discussed in Appendix 7 of this plan.

Vital Records Preservation

To continue normal District operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents, including plans and contracts
- Financial accountability
- Student accountability
- Other documents deemed vital to District operations
- If records are damaged during an emergency, the District may seek professional assistance to preserve and restore documentation.

Policies

Formal policies that support the District multi-hazard Emergency Operations Plan and the planning process are maintained under separate cover and available from the superintendent.

Agreements

The District recognizes that during an emergency, additional resources not reflected within existing agreements may be needed by the District and/or requested of the District. In these cases, Mathis ISD may enter into agreements that initially may be verbal. Execution of agreements will be managed by individuals identified within the Executive Group, and as describe in the Organization and Assignment of Responsibilities section of this plan. It is understood that verbal emergency agreements enabled by this plan will be established in writing by the District as soon as possible and always within 30-days of the request. Implementation of agreements, either to access school resources or to supplement the District's emergency response, shall be coordinated through the Executive Group.

External agencies and organizations working with the District in the management of resources and support are expected to work through District Executive Group and appropriate state channels for requesting assistance as well.

A list of existing agreement, including their authorization and expiration or review dates, is contained in Appendix 4 to this plan along with guidance regarding the channels for requesting assistance. Each agreement is executed by individuals empowered to do so on behalf of their organization and reviewed annually, with renewals executed as applicable and approved by the Superintendent or their designee and in accordance with school board policy.

Maintenance and Changes

The Superintendent is responsible for approving and ensuring promulgation of this plan.

Distribution

The Superintendent shall determine the distribution of the plan and its support documents.

Copies of the plan, both electronically and by hard copy, shall be distributed to individuals, departments, campuses, facilities and organizations tasked in this document.

Copies are also made available to the District EOC and other key partners, as appropriate.

Some individuals may receive only portions of this plan or its job aids.

Appendix 8 identifies the distribution of the EOP and its components.

Review

The Superintendent or designee is responsible for ensuring the development, implementation and revision of this plan in conjunction with internal stakeholders as well as with local, state, regional and federal emergency management and Homeland Security partners and partner guidance.

Prior to the start of each school year, the District will complete a review of the Mathis ISD Multi-Hazard Emergency Operations Plan (EOP) and Campus plans as well as support documentation. This includes
updates to the organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates. In addition, the entire District emergency management program and its facilities conducts a safety and security at least once every three years as prescribed by Chapter 37 of the Texas Education Code and reported to the Texas School Safety Center at Texas State University.

Drills and Exercises

As identified in state law (TEC.37.1081), as well as in state and national best practices, every campus and key facility within the District shall schedule appropriate drills and exercises each school year and evaluate the effectiveness of each, including reports and after-action reports supported by Corrective Action Plans as needed. Drill and exercise guidance is contained in Appendix 9 of this plan. Additionally, training, exercise, and drill guidance is included in the functional and hazard-specific annexes associated with this plan.

APPENDICES & ATTACHMENTS

Mathis Independent School District: Multi-Hazard Emergency Operations Plan appendices, attachments, job aids, guidance and other support documents and tools. Campus EOP, hazard-specific, and functional annexes are addressed under separate cover.

For Official Use Only

       Appendix 1: References and Acknowledgements

       Appendix 2: Planning Team Roster

       Appendix 3: Identified Threats and Hazards

Appendix 4: Existing Agreements

Appendix 5: Readiness Levels

Appendix 6: Resource Request Process

Appendix 7: Record Keeping & Reports

Appendix 8: Distribution of EOP & Supporting Documentation

Appendix 9: Drill and Exercise Guidance

Appendix 10: Glossary

Appendix 11: Unified School Safety and Security Standards

Appendix 12: ICS Summary

Appendix 13: District Site Maps/Floor Plans

Appendix 14: Emergency Telephone Numbers

Appendix 15: Resource Inventory

Appendix 16: School Parent Letter

Appendix 17: Staff Skills Survey & Inventory

Annex A (Infectious/Communicable Disease)

Annex B (Railroad/Train Derailment)

Annex C (Active Shooter & Terrorism)

Annex D (Evacuation)

Annex E (Reunification)

Annex F (Communications/Technology)

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APPENDIX 1: REFERENCES AND ACKNOWLEDGEMENTS

Acknowledgements

- Texas School Safety Center at Texas State University
- Mathis ISD School Safety and Security Committee
- Curtis Clay, Director of School Safety Education Empowered Actions

Federal

- Americans with Disabilities Act
- Education for Homeless Children and Youth Program Title Vll-B of the McKinney-Vento Homeless Assistance Act (as amended by the No Child Left Behind Act of 2001 Non-Regulatory Guidance)
- Emergency Management and Assistance, 44 CFR
- Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) E-361, Multi-Hazard emergency Planning for Schools, E-362, Multi-Hazard Emergency Planning for Schools, Train-the-Trainer, G-364, Multi-Hazard Emergency Planning for Schools
- Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) IS-100.SCa, Introduction to the Incident Command System for Schools
- Emergency Planning and Community Right-to-Know Act, 42 USC Chapter 116
- Family Educational Rights and Privacy Act (FERPA), Title 34, Part 99 CFR
- Federal Emergency Management Agency (FEMA), Guide for Developing High – Quality School Emergency Operations Plans
- Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action
- Homeland Security Presidential Directive, HSPD-3, Homeland Security Advisory System
- Homeland Security Presidential Directive, HSPD-7, Critical Infrastructure Identification, Prioritization, and Protection
- The Disaster Mitigation Act of 2000, PUBLIC LAW 106-390
- The National Disaster Recovery Framework
- The National Incident Management
- The National Mitigation Framework
- The National Response Framework
- U.S Department of Education Guide to School Vulnerability Assessment: Key Principles for Safe Schools
- U.S. Department of Education NIMS Implementation for Schools and Institutions of Higher Education (IHEs)
- U.S. Department of Homeland Security (DHS), Comprehensive Preparedness Guide 101 (CPG 101): Developing and Maintaining Emergency Operations Plans

- U.S Department of Homeland Security (DHS), Comprehensive Preparedness Guide 201 (CPG 201): Threat and Hazard Identification, and Risk assessment Guide National Infrastructure Protection Plan, Education Facilities Subsector

State

- Administrative Code, Title 37, Part 1, Chapter 7 (Division of Emergency Management)
- Chapter 81 – Disease Control At
- Executive Order of the Governor Relating to Emergency Management
- Executive Order of the Governor Relating to the National Incident Management System
- Executive Order of the Governor Relating to the Regional Unified Command Structure
- Government Code, Chapter 418 (Emergency Management)
- Government Code, Chapter 421 (Homeland Security)
- Government Code, Chapter 433 (State of Emergency)
- Government Code, Chapter 552 (Public Information)
- Government Code, Chapter 791 (Inter-Local Cooperation Contracts)
- HSC Chapter 121, Subchapter B, Section(s) 121.021 – 121.025 – Health Authorities
- Local Emergency Management Planning Guide – Texas Division of Emergency Management
- Texas Education Agency Government Code 61,1036 Section 3, F (F)
- Texas Education Code Chapter 26
- Texas Education Code Chapter 37
- Texas Education Code Chapter 38
- Texas Education Code Chapter 42
- Texas State Agency Continuity Planning Policy Guidance Letter (PDF)
- Texas Unified School Safety and Security Standards (TxSSC)
- Texas Homeland Security Strategic Plan, 2010-2015, Section 3.2.4 Objective 2.4: Enhance the Safety of Schools in Texas

Local

- City of Mathis
- Mathis ISD Board Policy
- Mathis Police Department
- Mathis Fire Department

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APPENDIX 2: PLANNING TEAM ROSTER

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
District Emergency Management Coordinator Benny P. Hernandez	(361) 547-3378 EXT:1001	(325) 260-0812	bhernandez@mathisisd.org	☐ Yes XXX ☐ No
Superintendent Benny P. Hernandez	(361) 547-3378 EXT: 1001	(325) 260-0812	bhernandez@mathisisd.org	☐ Yes XXX ☐ No
Campus A Representative Patricia Pittman Mathis Elementary Principal	(361) 547-416 EXT: 2001	(361) 424-0849	ppittman@mathisisd.org	☐ Yes XXX ☐ No
Campus B Representative Cynthia Westbrook Mathis Intermediate Principal	(361) 547-2472 EXT:3001	(361) 445-5307	Cwestbrook2@mathisisd.org	☐ Yes XXX ☐ No
Campus C Representative Randy Tiemann Mathis Middle School Principal	(361) 547-2381 EXT: 4001	(361) 254-2482	rtiemann@mathisisd.org	☐ Yes XXX ☐ No
Campus D Representative Dr. Jesse Riojas Mathis High School Principal	(361) 547-3322 EXT: 5001	(361) 254-3513	jriojas@mathisisd.org	YES
Campus D Representative Leo Cano Mathis Learning Center Principal	(361) 547-4166	(361) 443-2647	lcano@mathisisd.org	YES
Finance Gail Shepler Chief Financial Officer	(361) 547-3378 |EXT:1011	(361) 562-1215	gshepler@mathisisd.org	☐ Yes XXX ☐ No
Information Technology Jose Avila Technology Director	(361) 547-3378 EXT; 1050	(361) 683-9662	javila@mathisisd.org	☐ Yes XXX ☐ No
Facilities/Support Services Rosie Huerta Distribution Center and Safety Director	(361) 547-4124	(361) 215-8366	rhuerta@mathisisd.org	☐ Yes XXX ☐ No
Food Services Sueann Martinez – Aramark Food Service Director	(361) 547-3378 EXT: 1070	(361) 215-0756	smartinez@mathisisd.org	☐ Yes XXX ☐ No
Transportation Julie Rosas – All Aboard Transportation Transportation Director	(361) 547-3322 EXT: 1085	(361) 585-5967	jrosas@mathisisd.org	☐ Yes XXX ☐ No
Athletics Trae Stevens Athletic Director	(361) 547-3322 EXT: 5190	(361) 549-2301	dstevens@mathisisd.org	☐ Yes XXX ☐ No
School-Based Law Enforcement	NA	NA	NA	☐ Yes ☐ No

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
School Board of Trustees Melinda Barajas Board President	(361) 547-3378 Ext: 1002 or 1001	(361) 815-5580	mbarajas@mathisisd.org	☐ Yes XXX ☐ No
Local Emergency Management Contact: San Patricio County Emergency Management	361-587-3560		EOC@co.san.patricio.tx.us	☐ Yes ☐ No XXX
County Emergency Management -San Patricio County Emergency Management	(361) 587-3560		EOC@co.san.patricio.tx.us	☐ Yes ☐ No XXX
Police Department Mathis Police Department Chief Marshall Roush	361-547-2113		skwood@mathisisd.org	☐ Yes ☐ No XXX
Sheriff's Office San Patricio County Sheriff Oscar Rivera	361-364-9600 361-364-2251			☐ Yes ☐ No XXX
Fire Department Adrian Ramirez Mathis Fire Chief	(361) 547-3343	(361) 533-7022		☐ Yes XXX ☐ No
Emergency Medical Services Paul Pulley - EMS Director	(361) 547-3995		ppulley@cityofmathis.com	☐ Yes ☐ No XXX
Public Health Authority San Patricio County Health Department – Dr. James Mobley	(361) 587-3530		jmobley413@gmail.com	☐ Yes ☐ No XXX
City Public Works / County Road & Bridge -Alma Moreno City Commissioner Precinct 3	(361) 547-2132			☐ Yes ☐ No XXX
Parent Teacher Association/Organization	NA	NA	NA	☐ Yes ☐ No
Mental Health Authority Mark Durand MHMR – Coastal Pains	361-777-3991			☐ Yes ☐ No XXX
TDEM District Coordinator San Patricio County - Emergency Management	361-587-3560			☐ Yes ☐ No XXX

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APPENDIX 2 ATTACHMENT A: SAFETY AND SECURITY COMMITTEE

As identified in this plan, Mathis ISD has a Safety and Security Committee to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep school campuses and District facilities safe and secure.

To facilitate a coordinated emergency management program, Committee members are assigned primary responsibility for planning and coordinating emergency functions in a manner that is consistent throughout the District. For some scenarios (i.e. Continuity of Operations, Health Emergencies, Mental Health Functions, Security Planning), safety subcommittees may be designated to include both District Safety Team members and other selected staff.

Campus level safety and security teams will be established at each campus to carry out responsibilities specific to their campus. It is the responsibility of the team to develop, maintain and test campus emergency plans.

Safety and Security Committee

The superintendent or their designee identifies District Safety and Security Committee members, coordinates meetings and supports the school safety and security audit process. The District Committee meets at least three times per year and may be called upon to support emergency operations, facilitate special events and support after-action reviews. The Committee will provide input into the campus planning and audit processes.

Committee Membership

The following individuals are designated as Safety and Security Committee members for Mathis ISD and agree to support District safety, security and emergency management functions.

In an emergency or when special event facilitation is required, they will support those operations, including activation of the District emergency notification process if needed. Emergency call down will occur in the order listed on the committee roster until one of the individuals responds. That individual is responsible for verifying notification of all other individuals on the list. The District should retain and update the original roster at least once per semester.

A similar list should be maintained by each campus and provided annually to the District emergency manager. A list of District Committee members is included table 2-1.

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Table 2-1: Safety and Security Committee Roster

Agency	Title	Name
Office of Emergency Management	Superintendent of Schools	Benny P. Hernandez
Mathis High School Campus Representative	Principal	Jesse Riojas
Local Law Enforcement	Police Chief	Marshall Roush
Mathis Middle School Campus Representative	Principal	Randy Tiemann
Mathis Intermediate Campus Representative	Principal	Cynthia Westbrook
Mathis Elementary Campus Representative	Principal	Patricia Pittman
District's Board of Trustees	Board President	Melinda Barajas
Mathis ISD Employee	Information Technology Director	Jose Avila
A Member of the District's Board of Trustees (other than the president)	Board Secretary	Angie Trejo
Mathis ISD Transportation Dept.	Transportation Director	
District's Superintendent	Superintendent	Benny P. Hernandez
Facilities/Support Services	Distribution Center & Safety Director	Rosie Huerta
Designee(s) of Superintendent – (one must be a classroom teacher in the district)	Chief Financial Officer High School Teacher	Gail K. Shepler Juan Guerra
Parent/Guardian of Enrolled Student	Parent (Mother)	Jessica Burch
A Member of the Open-Enrollment Charter School's	NA	NA

Governing Body (or designee, if applicable)		
Parent/Guardian of Enrolled Student	Parent (Mother)	Gloria Cantu
Parents/Guardians of Enrolled Student	Parent (Mother)	Leslie Cardenas

Campus Safety Teams

Campus safety teams will be developed by the Principal of each campus to meet the unique needs of their schools. Like the District Committee they should meet at least twice annually, support the school safety audit process, evaluate drills and exercises and support overall planning, training and the safety of the campus.

Emergency Management Coordinator and Campus Coordinators

The superintendent of schools may designate an individual whose responsibility is to oversee the District's emergency management program. If the superintendent does not so designate, the emergency management responsibilities remain with them. Likewise, each campus may designate an emergency management point of contact whose responsibility is to oversee the campus' emergency management and safety program, to ensure campus alignment with the District EOP. If the Principal of a campus does not make such a designation, then the responsibilities for the campus remain with them. The following forms are used to indicate the emergency management designation for the District and for each campus, respectively.

Name of Campus/Facility	Address	Number of Employees
Mathis High School	1615 East San Patricio Ave.	65

| Number of buildings on property: | 10 | |

Presence of adequate communication equipment / cell phone coverage?	YES

Mathis High School Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	City of Mathis EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Mathis Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Mathis Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	

Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	Yes	
Mathis High School Staffing	**Number - 65**	
Administrators	6	
Cafeteria Staff	8	
Custodial Staff	4	
Instructional Assistants	5	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	6	
Teachers	34	
Individuals with Disabilities or Access and Functional Needs	**Number – 43**	
Blindness or Visual Disabilities	**2**	
Cognitive or Emotional Disabilities	**40**	
Deafness or Hearing Loss	**0**	
Limited English Proficiency	**3**	
Medically Fragile Health (including asthma and severe allergies)	**3**	
Mobility / Physical Disabilities (permanent or temporary)	**1**	
Unaccompanied Minors	**0**	
Other Speech Impairment	**6**	
The campus enrollment of students with disabilities and / or access and functional needs is (43). The campus staff requiring additional assistance is (0).		

Name of Campus/Facility	Address		Number of Employees
Mathis Middle School	1627 East San Patricio Ave.		46
Number of buildings on property:	4		
Presence of adequate communication equipment / cell phone coverage?	YES		
Mathis Middle School Geographical Issue	None		If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	City of Mathis EMS		
Is there an extended response for EMS services?	No		
Which Fire / HazMat services your campus/facility?	Mathis Fire Department		
Is there an extended response for Fire / HazMat Services?	No		
Which Law Enforcement services your campus/facility?	Mathis Police Department		
Is there an extended response for Law Enforcement?	No		
Are there any Chemical Plants that may impact the campus/facility?	No		
Are there any Pipelines that may impact the campus/facility?	No		
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No		

Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	Yes	
Mathis Middle School Staffing	**Number - 46**	
Administrators	3	
Cafeteria Staff	8	
Custodial Staff	3	
Instructional Assistants	6	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	5	
Teachers	21	
Individuals with Disabilities or Access and Functional Needs	**Number – 40**	
Blindness or Visual Disabilities	1	
Cognitive or Emotional Disabilities	34	
Deafness or Hearing Loss	0	
Limited English Proficiency	1	
Medically Fragile Health (including asthma and severe allergies)	3	
Mobility / Physical Disabilities (permanent or temporary)	1	
Unaccompanied Minors	0	
Other Speech Impairment	11	

The campus enrollment of students with disabilities and / or access and functional needs is (40).

The campus staff requiring additional assistance is (0).

Name of Campus/Facility	Address	Number of Employees
Mathis Intermediate School	550 East San Patricio Ave.	43

Number of buildings on property:	1	

Presence of adequate communication equipment / cell phone coverage?	YES	

Mathis Intermediate School Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	City of Mathis EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Mathis Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Mathis Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	

Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Mathis Intermediate School Staffing	**Number – 43**	
Administrators	3	
Cafeteria Staff	6	
Custodial Staff	3	
Instructional Assistants	7	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	4	
Teachers	20	
Individuals with Disabilities or Access and Functional Needs	**Number - 26**	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	22	
Deafness or Hearing Loss	0	
Limited English Proficiency	1	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other Speech Impairment	15	

The campus enrollment of students with disabilities and / or access and functional needs is (26).

The campus staff requiring additional assistance is (0).

Name of Campus/Facility	Address	Number of Employees
Mathis Elementary School	315 S. Duval Street	52

Number of buildings on property:	1	

Presence of adequate communication equipment / cell phone coverage?	YES	

Mathis Elementary School Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	City of Mathis EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Mathis Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Mathis Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	

Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	

Mathis Elementary School Staffing	Number - 52
Administrators	3
Cafeteria Staff	8
Custodial Staff	4
Instructional Assistants	5
Law Enforcement / SROs	0
Substitute Teachers	0
Support Staff	4
Teachers	28

Individuals with Disabilities or Access and Functional Needs	Number – 41
Blindness or Visual Disabilities	1
Cognitive or Emotional Disabilities	25
Deafness or Hearing Loss	1
Limited English Proficiency	0
Medically Fragile Health (including asthma and severe allergies)	1
Mobility / Physical Disabilities (permanent or temporary)	2
Unaccompanied Minors	0
Other Speech Impairment	32

The campus enrollment of students with disabilities and / or access and functional needs is (41).

The campus staff requiring additional assistance is (0).

Name of Campus/Facility	Address	Number of Employees
Mathis Early Scholar	1615 East San Patricio Ave.	25

Number of buildings on property:	10

Presence of adequate communication equipment / cell phone coverage?	YES

Mathis Early Scholar Geographical Issue	None	**If yes, where is this addressed in the EOP?**
Which EMS provider services your campus/facility?	City of Mathis EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Mathis Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Mathis Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	

Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	

Mathis Early Scholar Staffing	**Number** - 25
Administrators	3
Cafeteria Staff	0
Custodial Staff	1
Instructional Assistants	10
Law Enforcement / SROs	0
Substitute Teachers	0
Support Staff	1
Teachers	10

Individuals with Disabilities or Access and Functional Needs	**Number -** 19
Blindness or Visual Disabilities	0
Cognitive or Emotional Disabilities	5
Deafness or Hearing Loss	0
Limited English Proficiency	0
Medically Fragile Health (including asthma and severe allergies)	1
Mobility / Physical Disabilities (permanent or temporary)	2
Unaccompanied Minors	0
Other Speech Impairment	18

The campus enrollment of students with disabilities and / or access and functional needs is (19).

The campus staff requiring additional assistance is (0).

Name of Campus/Facility	Address	Number of Employees
Mathis Learning Center	1615 East San Patricio Ave.	

Number of buildings on property:	10	

Presence of adequate communication equipment / cell phone coverage?	YES	

Mathis Learning Center Geographical Issue	None	**If yes, where is this addressed in the EOP?**
Which EMS provider services your campus/facility?	City of Mathis EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Mathis Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Mathis Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	

Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Mathis Learning Center Staffing	**Number - 6**	
Administrators	1	
Cafeteria Staff	0	
Custodial Staff	1	
Instructional Assistants	0	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	1	
Teachers	3	
Individuals with Disabilities or Access and Functional Needs	**Number – 7**	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	7	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other Speech Impairment	1	

The campus enrollment of students with disabilities and / or access and functional needs is (7).

The campus staff requiring additional assistance is (0).

APPENDIX 3: HAZARD ANALYSIS

Overview

Mathis ISD is an important part of the whole community and play a unique role in ensuring a safe, secure and healthy environment for our students, faculty and staff as well as for the community. The district maintains resources that not only support its daily educational mission, but also may be viewed as an important resource when disaster strikes. The District, as the community in which it is located, is exposed to many hazards that have the potential for disrupting the District and perhaps any and all of its daily operations.

A summary of potential hazards is outlined in Figure 1. Hazards are divided into three categories – natural, technological and security. The District has researched historical records and utilized subjective estimates to determine criticality, which is a measure of event probability and the District's ability to mitigate the harmful effects of an incident pertaining to health, safety and property. In addition, the District conducts ongoing self-assessments to ensure that planning assumptions are relevant to the whole community.

Figure 1:

	Probability*	Severity of Impact on Public Health and Safety*	Severity of Impact on Property*
Hazard Type	**(See Below)**	**(See Below)**	**(See Below)**
Natural Hazards			
Severe Weather	Highly Likely	Limited	Critical
Wildfire	Unlikely	Negligible	Limited
Biological (pandemic, food contamination)	Unlikely	Limited	Limited
Other			
Technological Hazards			
Explosion	*Possible*	*Critical*	*Catastrophic*
Power / Water Loss	Likely	Limited	Limited
IT System Failure	Likely	Limited	Limited
Other			

Human-Caused Hazards			
Active Threat	*Unlikely*	*Catastrophic*	*Critical*
Civil Unrest	*Unlikely*	Limited	Limited
Cyber Attack	Possible	Critical	Critical
Other			
* Probability:	**Unlikely**	**Possible**	**Likely**	**Highly Likely**
* Severity of Impact:	**Negligible**	**Limited**	**Critical**	**Catastrophic**

APPENDIX 4: DISTRICT AGREEMENTS & CONTRACTS

(Provide list of Mutual Aid Agreements, Memoranda of Understanding, and Contracts with Vendors that are currently in place)

Agreement Name:	Name/Contract #
Parties Addressed in Agreement	List of Parties
Effective Date of agreement	Date
General Details of Agreement	Details

APPENDIX 5: READINESS LEVELS

Mathis ISD to the best of its ability will ensure that resources are in place to assist in providing safety and security for the well-being of our students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged. The Readiness levels reflect District efforts to increase alert posture.

Level 4: Normal Conditions – Regular campus operations are unaffected.

- Emergency incidents occur and local officials are notified. One or mor external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.
- An incident command post may be established. Reverse Evacuation may be implemented but is not required.
- District personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

Level 3: Increased Readiness – Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed. Reverse Evacuation may be implemented, if conditions warrant to enhance accountability in advance of other protective measures. Increased readiness actions may be appropriate when situations similar to the following occur:

Hurricane/Tropical Weather Threat: A tropical weather system/Hurricane has developed that has the potential to impact local area or to trigger inland shelter and emergency support operations. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call ensuring that parent notification procedures are in place and assessing resource availability. The Executive Team should consider potential impact upon normal school operations.

Tornado or Severe Weather Watch: The possibility for severe weather or tornado development exists. Readiness actions may include increased situation monitoring, ensuring that weather radios are activated and monitored at each campus, ensuring that parent notification procedures are in place, reminding staff about tornado safety measures, placing selected staff on alert and reminding transportation staff to curtail operations immediately if conditions worsen.

Flash Flood Watch: The possibility of severe or flash flooding is possible due to heavy rains occurring or expected to occur. Readiness actions may include increased situational monitoring, transportation staff reconnaissance of known trouble spots, review of alternate bus routes, adjustment of school schedules to facilitate the safe release of students and preparedness of

parent notification messages related to protective measures, school schedules, student release or bus route changes.

Wildfire Threat: Extreme wildfire threats can exist during dry or drought periods and when windy conditions exist. Readiness action may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, notifying transportation about potential route impact, ensuring that parent notification procedures are in place and the Executive Team should consider potential impact upon normal school operations.

Violence Threat: Threats can be directed at the school or personnel therein or involve vicinity events such as a bank robbery or SWAT stand-off. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), ongoing coordination with Executive and Response Teams, preparation of appropriate and timely messages for parents and the community.

Level 2: High Readiness – Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regula campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events. High readiness actions may be appropriate when situation similar to the following occur:

Hurricane/Tropical Weather Threat: When conditions may impact the local area or triggers inland shelter and emergency support operations within 72 hours. Readiness actions may include continuous situation monitoring, identifying worst-case decision points and potential resource requests, ensuring staff availability, providing parent notification and Executive Team trigger points for curtailing school operations and supporting evacuation/sheltering operations, as appropriate.

Tornado Warning: Tornado warning are issued when a tornado has been sighted in the vicinity or is indicated by radar to be threatening the immediate area. Readiness includes taking immediate severe weather safety actions as outlined in District and Campus emergency plans and notifying transportation staff to curtail operations immediately. The District will also be ready to provide support to students, staff and the community in the wake of the storm.

Flash Flood Warning: When flash flooding occurs or is reported in the District immediate decisions are required related to school schedules and bus routes. Readiness actions include notifying transportation staff to curtail or adjust routes and to communicate hazardous areas encountered (this information may also be relayed to first responders) and making arrangements to retain all staff and students who cannot not return home safely.

Violence Threat: Threats are considered legitimate or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as

appropriate), considerations put in place for school schedules such as dismissal and outdoor activities, ongoing coordination with Executive and Response Teams, initial release of appropriate and timely messages for parents and the community.

Level 1: Maximum Readiness – Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

Hurricane/Tropical Weather Threat: The impact of a Hurricane/Tropical Weather system is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activation decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.

Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.

Violent Threat: Threats are verified or ongoing either on campus or in the immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Lockdown or other precautionary measures. Considerations are in place for release from Lockdown, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS All affected areas should be treated as potential crime scenes.

Revise 01/2021

APPENDIX 6: RESOURCE REQUEST PROCESS

Source and Use of Resources

The District will use its resource for emergency response and request additional assistance, as needed, through mutual aid and similar agreements or contracts. When external agencies and organizations respond to an emergency within the District, they must conform to the guidance and direction provided by the District's incident commander and the superintendent or their designee.

The District will use its own resources in accordance with the National Incident Management System (NIMS), to respond to emergency situations, purchasing supplies and equipment if necessary and providing for the augmentation of personnel as needed. A list of primary support entities is included in the resource list that follows.

In the event resources are insufficient or inappropriate, the District will use the provisions of Chapter 418.102 of the Texas Government code to seek additional support wherein the county will be the first channel through which requests for assistance are filtered. If additional resources are required, the District will:

- Summon resources pursuant to inter-local agreements, a list of which is included in Appendix 4.6 in this plan. It summarizes the agreements and identifies the officials authorized to implement those agreements.

- Summon contracted emergency service resources as identified through District purchasing practices and maintained in the District finance office.

- Proceed to request assistance, as needed from recognized and vetted volunteer and community groups.

- Request assistance from industry or individual that have resources needed to deal with the emergency situation.

Revised 01/2021

APPENDIX 7: RECORDKEEPING AND REPORTS

Any major incident requires documentation such as reports, logs, student attendance (accountability) reports, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. All original notes and records are legal documents that should be preserved. Reports should be provided in a timely manner and in compliance with the Texas Public Information Act and in accordance with District policies and procedures. Each campus, facility or department in the district must compile, maintain and submit documentation and reports related to their areas of involvement in the incident. They should also support development situation reports, damage assessment documentation, student accountability information, after action reports and other documentation as applicable.

Records Management

Records will be managed according to federal and state law and in compliance with District policies and procedures.

The Chief Financial Officer is responsible for the documentation process during EOC activating and for compiling final reports on behalf of the District following major events. When the EOC is not activated, the Chief Financial Officer, or their designee will be responsible for records management related to the incident or emergency.

During activation, the District EOC will maintain an incident log and oversee documentation for any major incident.

Individual departments, facilities and campuses will maintain a log of major decisions, time-lines, logistical deployment and other actions related to their areas of responsibility and accountability.

All logs will be submitted to the District EOC for compilation into a master log, which the District may make available to the local Office of Emergency Management upon formal request in support of incident coordination and/or disaster recovery.

Reports

The District may use any or all of the following reports that may be subject to open record requests as part of the documentation process of its emergency operations.

Revised 01/2021

Activity Logs

Staff shall maintain accurate logs recording key activities, such as:

- Protective actions

- Student and staff accountability and reunification

- Significant changes in the emergency situation

- Resource requests or commitment of resources

- Activation or deactivation of emergency facilities

- Containment or termination of the incident

- Administrative Releases and Parent Notification

In protracted incidents, the District may provide situational updates for parents, the public and the news media that include a brief event summary, protective measures and guidance related to educational and business continuity, such as school cancellations, delays or schedule changes.

Damage Assessments

- Indicate assistance or resource requirements and immediacy of the need

- Identify damage, loss and structure of facilities (such as playgrounds, gymnasiums or portable buildings) that are unsafe to use

- Damage reports should not contain any sensitive or restricted information, unless is designated as such

Situation Reports

May be prepared and distributed during emergencies or developing situations. This report is a public record document that provides an overview for District officials, emergency managers and responders, as well as the news media, support organizations and the general public.

After Action Review (AAR)

As part of a post incident or exercise critique/evaluation, the AAR should help document what occurred and provide a direction for system improvements. The AAR may include both written and verbal input from participants.

The Superintendent or designee is responsible for ensuring an AAR occurs at the conclusion of an emergency or exercise. District AARs may include input from both internal and external stakeholders.

The AAR should be submitted for review and comment among participants before formal distribution.

Corrective Action Plan (CAP)

Where deficiencies are identified the District will create a corrective action plan to guide improvements including identification of the individual or department responsible for corrective actions and the deadlines for achieving that action.

Other Reports

Other reports and/or forms covering specific functions may be prescribed as required by law or at the direction of the Superintendent.

Recordkeeping

Documentation is essential to decision making, liability protections, reimbursement eligibility, administrative controls and safety accountability. Mathis ISD provides administrative controls necessary to manage the expenditure of funds to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures. Therefore, all Mathis ISD departments and campuses maintain records summarizing the use of personnel, equipment and supplies during an emergency.

All Mathis ISD Mutual Aid Agreements, Memorandums of Understanding and other documents or contracts related to emergency operations include a cost responsibility clause. For major emergencies or disasters, all departments and agencies supporting the District and its emergency response, are expected to maintain detailed cost for emergency operations to include: personnel, including overtime; equipment operations; costs for leased or rented equipment; costs for contract services to support emergency operations; costs for emergency protective measures and expenses associated with specialized supplies or temporary facilities. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government. The District maintains similar accounting when it supports resource requests from local, regional and state partners.

Revised 01/2021

Preservation of Records

Vital Records

To continue normal District operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents, including plans and contracts

- Financial accountability

- Student accountability

Other documents deemed vital to District operations

If records are damaged during an emergency, Mathis ISD may seek professional assistance to preserve and restore the documents.

Providing Assistance

The District EOC will work with local emergency management to make requests for assistance. Requests will be coordinated through the County Office of Emergency Management.

The District may provide resources for shelter and mass care, transportation, staging, security, feeding and counseling. Many communities and/or districts have mutual aid agreements or similar documents in place with these groups to provide such services.

It is the District's responsibility to track all costs associated with such uses for possible reimbursement or restitution. The level of cost recovery may be contingent upon the situation, existing agreements and the nature of the incident.

The District EOC, working in conjunction with local emergency management offices will coordinate requests for assistance to avoid confusion, duplication and delay.

Revised 01/2021

APPENDIX 8: DISTRIBUTION OF PLAN

Recipient	Part(s) of Plan Received	Quantity Needed
Superintendent	All	1
Director of Finance	All	1
Campus Principals	All	5
All Employees	Campus Plans	Each Classroom
Mathis Police Department	Maps/site plans/Floor plans	1
Mathis Fire Department	Maps/site plans/Floor plans	1

Revised 01/2021

APPENDIX 9: DRILL GUIDANCE

Overview

Drills are a first and important step in keeping schools safe and secure. They are filled with teachable moments and they are as important to schools reading, writing and arithmetic.

Drills are a set of tools that campus and facility administrators can use to ensure that plans and procedures are tailored to the unique needs of students and staff and to the hazards to which the campus or facility is exposed. Drills are only as valuable as the willingness of campus administrators to seek feedback from staff and students and to share lessons learned. These lessons learned should not only be shared with the campus or facility and its stakeholders, but also with District administration, facilities and other campuses.

While drills are an important part of school safety and security, they are not a one-stop solution to preparedness. Lessons learned from drills are used to update plans and procedures. They are also used as the first step in the District's larger preparedness process including tabletop and functional exercises designed to improve coordination, clarify roles and responsibilities, improve individual performance and manage expectations.

The Following Documents Will need to be printed and added into the District plan in this APPENDIX.

- Drill Documentation Form
- Drill Guidance Form
- Post Drill Assessment Form
- All forms are available and printable at the Texas School Safety Center Website

SY: _____

TEXAS ★ STATE ®
TEXAS SCHOOL SAFETY CENTER

DRILL DOCUMENTATION FORM

District: Mathis Independent School District   **School/Facility:** Mathis High School

Drills	Date conducted	Time conducted	Time required to conduct drill	Date After-Action Review Conducted
BUILDING EVACUATION **(Fire Drill)**				
SECURE (LOCKOUT)				
LOCKDOWN				
SHELTER (SEVERE WEATHER)				
SHELTER (HAZMAT)				
HOLD (BEST PRACTICE-NOT REQUIRED BY LAW)				
OTHER				

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Drill Evaluator Form

Drill Date:					
Drill Type					
☐ Fire/ Evacuation	☐ Secure (Lockout)	☐ Lockdown	☐ Shelter (Severe Weather)	☐ Shelter (Hazmat)	☐ Hold (Not mandated by law)
Drill Purpose					
The purpose of this drill is:					
Point of Review					
Objective Number	Objective	Yes	No	N/A Not Applicable	N/O Not Observed
Comments:					

Completed by:		Date:	

TEXAS ★ STATE ®

TEXAS SCHOOL SAFETY CENTER

Post-Drill Assessment Form

Campus or Facility Name: _____			Drill Date: _____		
In accordance with the district's Emergency Operations Plan and this campus' commitment to safety and security, this campus conducted a drill with the following results:					
Check all that apply:					
☐ Fire/ Evacuation	☐ Secure (Lockout)	☐ Lockdown	☐ Shelter (Severe Weather)	☐ Shelter (Hazmat)	☐ Hold (Not mandated by law
Date of Drill:		Percent of Campus Involved:			
Drill Start Time:		Drill End Time:			
During this drill we tested our ability to do the following:					
(if an actual event, summarize what happened)					
Was a Campus Command Post Established?			☐ Yes	☐ No	
If **yes,** where?/If **no,** why not:					
Was the Incident Command System Used?			☐ Yes	☐ No	
Were first responders or district police involved (including school-based law enforcement)?			☐ Yes	☐ No	
How long did drill and student/faculty accountability process take?					
Were any special circumstances tested?			☐ Yes	☐ No	
If **yes** explain and/or indicate below:					
	☐ Obstructed	☐ Unobstructed	☐ Accountability	☐ Other	
Lessons Learned					
What happened during the drill?					
What was supposed to happen?					
Why were there differences?					
Will this drill result in changes to plans, policies or procedures?	☐ Yes	☐ No	Person who will ensure updates:		
Report Completed by:			Date Submitted:		
Do you have questions for district emergency management or other responders?				☐ Yes	☐ No

Revised 08/2020

APPENDIX 10: GLOSSARY

GLOSSARY OF TERMS

Access and Functional Needs: Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or have additional transportation needs.

After-Action Reviews: A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.

Comprehensive Multi-Hazard Exercise/Drill Program and Schedule: A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.

Continuity of Operations: Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.

Corrective Action Plans: Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.

Disability: The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term "disability" has the same meaning as that use in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).

Drill: An Action designed to test and to maintain skills in a particular operation or component of an emergency response plan. Examples may include evacuation drill, lockdown drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

Educational Service Center (ESC): As a regional component of the Texas Education Agency, the ESCs may assist school District Boards of Trustee in entering into agreements as defined by Section 61,003, for a cooperative shared services arrangement regarding administrative services, including transportation, food service, purchasing, and payroll functions.

Emergency Management Programs: An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and disasters (natural, technological or human-caused).

Emergency Supplies: A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kits can include but is not limited to the following: First-aid Kit (bandages, medicine, and

sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.

Exercise: An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of different types of exercises may include drills, table-top, functional and full-scale.

Facility: Any district owned or leased building, works system or equipment with certain improved and maintained natural features.

Hazard: Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.

Hazard Analysis: A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.

Health Control Issues: Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization records, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.

Incident Command System: A system to coordinate emergency preparedness and incident management among various federal, state and local agencies. Enables facilities, equipment personnel, procedures and communication to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

Independent School District (ISD): Created in accordance with Texas law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An ISD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.

Inter-Jurisdictional Agreement: A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.

Inter-Local Agreement: A written agreement or contract made under the Government Code, Chapter 791 between local government entities.

Interoperability and Compatibility: A principle of the National Incident Management System (NIMS) that ensures that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

Interagency Collaboration: Two or more divisions of government (i.e., school district, fire department, etc.) or non-governmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.

Local-Level Stakeholders: Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire,

emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.

Memoranda of Understanding: A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provided the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one is even needed. Usually it must be approved by the governing board or council of each agreeing agency/jurisdiction.

Mutual Aid Agreement: Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

National Incident Management System (NIMS): A systematic, proactive approach to guide departments and agencies at all levels of government, non-governmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.

Operational Plans: Processes included in the District or campus level plans to provide roles and responsibilities, talks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.

Professional School District Employee: A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Preserve Evidence: Practice of ensuring that potential evidence is preserved and not destroyed.

Public Information: Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.

Regional-Level Stakeholders: Includes the Councils of Governments (COGs) which are voluntary associations usually made up of local governmental entities formed under Texas law. Such organizations deal with the problems and panning needs that cross jurisdictional boundaries or require regional attention.

Resource management: Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.

Reunification: A process to return students to their parent or guardian while maintaining order and accountability after an incident.

Risky Behaviors: Actions that have been identified as precursors to violent or criminal behavior>

Safety: A condition of being protected from or unlikely to cause danger, risk, or injury.

Safety and Security Audit/Ongoing Self-Assessment: A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, emergency preparedness and access control.

School Climate: The quality and character of school life. School climate is based on patterns of students, parents and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

School Safety and Security Committee: A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs. As an audit-specific function, provides the district with any campus, facility or support services information required in connection with a safety and security audit or another report to be submitted by the district to the Texas School Safety Center. The Committee reviews each report required to be submitted by the district to the Texas School Safety Center to ensure that report contains accurate and completed information regarding each campus, facility or support service.

Security: The quality or state of being free from danger or threats.

Staff: School district personnel including, but not limited to teachers, substitute teachers, para-professionals, food services, custodial staff, counselors, social workers, school-based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.

State-Level Stakeholders: State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Texas Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and the Office of the Governor.

Stakeholders: Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by and entity's actions.

Strategic Plan: Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.

Systematic: Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.

Tactical Plan: Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.

Threat: An indication of possible violence, harm, or danger.

Warning Signs of Violence: Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

APPENDIX 11: TEXAS UNIFIED SCHOOL SAFETY AND SECURITY STANDARDS

Texas Unified School Safety and Security Standards

The Texas Unified School Safety and Security Standards provide criteria to assist school districts in developing and implementing a comprehensive program consistent with those of other governmental, private, and volunteer organizations to help them provide a safe, secure, and supportive environment for all students, staff, and visitors.

Phase 1.0	**Prevention/ Mitigation-** Coordinated actions taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat.	
Number	**Standard**	**Legal Citation or Best Practice**
1.1	The school district should coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district (internal) local, state and regional partners.	• TEC. 37.212. INTERAGENCY COOPERATION. • TEC 37.2121. MEMORANDA OF UNDERSTANDING AND MUTUAL AID AGREEMENTS.
1.2	The school district should establish a functioning school district safety and security committee with responsibilities that include ensuring compliance with local, state and federal mandates.	• TEC 37.109. SCHOOL SAFETY AND SECURITY COMMITTEE.
1.3	The school district should regularly assess school climate and implement relevant scientifically research-based curricula, programs, and practices to create a positive, safe, and disciplined environment conducive to learning.	• TEC 37.001. STUDENT CODE OF CONDUCT. • TEC 37.083. DISCIPLINE MANAGEMENT PROGRAMS; SEXUAL HARASSMENT POLICIES. • TEC 37.0832 BULLYING PREVENTION POLICIES AND PROCEDURES
1.4	The school district should have processes in place to identify and appropriately assist/address individuals who exhibit signs of violent, harmful, or risky behaviors, and/or pose a threat of committing criminal activity.	• TEC 37.006. REMOVAL FOR CERTAIN CONDUCT. • TEC 37.015. REPORTS TO LOCAL LAW ENFORCEMENT • TEC 37.0832 BULLYING PREVENTION POLICIES AND PROCEDURES • TEC 37.123. DISRUPTIVE ACTIVITIES. • TEC 37.124. DISRUPTION OF

		CLASSES. • TEC 37.126. DISRUPTION OF TRANSPORTATION

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Texas Unified School Safety and Security Standards

1.5	The school district, as part of their emergency operations planning, should complete a threat and hazard identification and risk assessment (THIRA) of all school district facilities, properties and their surrounding environment to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • Threat and Hazard Identification and Risk Assessment Guide: Comprehensive Preparedness Guide (CPG) 201 • TAC TITLE 16 PART I, RAILROAD COMMISSION OF TEXAS, CHAPTER 8, SUBCHAPTER D RULE 8.315 HAZARDOUS LIQUIDS AND CARBON DIOXIDE PIPELINES OR PIPELINE FACILITIES LOCATED WITHIN 1,000 FEET OF A PUBLIC SCHOOL BUILDING OR FACILITY
1.6	The school district should utilize the results of the THIRA to develop specific mitigation and prevention activities and plans as part of their multi-hazard emergency operations plan.	• FEMA: Threat and Hazard Identification and Risk Assessment Guide: Comprehensive Preparedness guide (CPG) 201 • FEMA: Guide for Developing High-Quality School Emergency Operations Plans
1.7	The school district, using trained staff and/or appropriate partners, should systematically perform safety and security, self-assessments/audits of facilities, to identify and address safety and security issues and report the results according to current Texas statute.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • TEC 37.109. SAFETY AND SECURITY COMMITTEES
1.8	The school district should develop access control and visitor management procedures for each facility; train staff and provide periodic	• TEC 37.108 (c-2)(9) • TEC 38.022. SCHOOL VISITORS. • TEC 37.105. UNAUTHORIZED PERSONS: REFUSAL OF ENTRY,

evaluations to ensure compliance of those procedures.	EJECTION, IDENTIFICATION. • TEC 37.107. TRESPASS ON SCHOOL GROUNDS.

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Texas Unified School Safety and Security Standards (Cited)

Phase 2.0	**Preparedness** - Coordinated actions taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.	
Number	**Standard**	**Legal Citation or Best Practice**
2.1	The school district should develop multi-hazard preparedness activities, plans, and practices consistent with and inclusive of the National Incident Management System (NIMS) objectives.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • National Incident Management System (NIMS) adopted for State of Texas by Executive Order RP-40. • National Incident Management System (NIMS) as directed in Homeland Security Presidential Directive 5 (HSPD–5), "Management of Domestic Incidents." • FEMA NIMS Implementation Objectives
2.2	The school district should integrate the needs of students, staff and visitors with disabilities and others with access and functional needs into all aspects of the district's comprehensive emergency management program including planning, training, and drilling.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • FEMA 2016 Office of Disability Integration and Coordination (ODIC) Fact Sheet • FEMA Integrated Public Alert and Warning System (IPAWS) Strategic Plan: Fiscal Year 2014-2018
2.3	The school district multi-hazard emergency operations plan should include policies and/or procedures to address public health situations.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • Districts must ensure compliance with public health and safety codes in all

		emergency plans and agreements. • FEMA CPG 101: Developing and Maintaining Emergency Operations Plans
2.4	The school district multi-hazard emergency operations plan should include current maps and floor plans that show evacuation options and utility shut-offs at all district facilities and properties.	• FEMA: Guide for Developing High-Quality School Emergency Operations Plans • FEMA CPG 101: Developing and Maintaining Emergency Operations Plans

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Texas Unified School Safety and Security Standards

2.5	The school district multi-hazard emergency operations plan should include procedures for emergency notification, public information, and communication with all stakeholders.	• FEMA: Guide for Developing High-Quality School Emergency Operations Plans • FEMA CPG 101: Developing and Maintaining Emergency Operations Plans • National Incident Management System (NIMS) adopted for State of Texas by Executive Order RP-40.
2.6	The school district multi-hazard emergency operations plan should address processes for accounting for all persons on school campus or district property, staff and student reunification, and release.	• FEMA: Guide for Developing High-Quality School Emergency Operations Plans • FEMA CPG 101: Developing and Maintaining Emergency Operations Plans
2.7	The school district should educate all stakeholders about the district's safety and emergency management practices.	• FEMA: Guide for Developing High-Quality School Emergency Operations Plans • FEMA CPG 101: Developing and Maintaining Emergency Operations Plans
2.8	The school district multi-hazard emergency operations plan should include the development and implementation of a comprehensive multi-hazard exercise/drill program in compliance with local, state and federal mandates.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • National Incident Management System (NIMS) adopted for State of Texas by Executive Order RP-40.

2.9	The school district should adopt mutual-aid agreements, memoranda of understanding, interjurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.	• TEC 37.2121. MEMORANDA OF UNDERSTANDING AND MUTUAL AID AGREEMENTS. • Executive Order RP-57. Regional Unified Command Structure (RUCS) and the Multiagency Coordination System (MACS) • National Incident Management System (NIMS) adopted for State of Texas by Executive Order RP-40.
2.10	The school district should document, maintain, and replenish emergency supplies, go-kits and equipment.	• FEMA CPG 101: Developing and Maintaining Emergency Operations Plans • Districts must ensure compliance with public health and safety codes in all emergency plans and agreements.

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2.11	The school district should have an emergency management contact or coordinator that is responsible for the emergency management program coordination and oversight.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT.
2.12	The school district should ensure that each facility has a designated emergency management program liaison.	• FEMA: Guide for Developing High-Quality School Emergency Operations Plans

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Phase 3.0	**Response –** Coordinated actions taken to resolve an incident.	
Number		**Legal Citation or Best Practice**
3.1	The school district should assess each incident/event, then determine and activate an appropriate response.	• TEC 37.108 MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT.
3.2	The school district should establish response guidance that empowers staff to initiate protective actions.	• FEMA CPG 101: Developing and Maintaining Emergency Operations Plans; • FEMA: Guide for Developing High-Quality School Emergency Operations Plans

3.3	School district personnel should initiate internal and/or external notification as necessary.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • FEMA 2016 Office of Disability Integration and Coordination (ODIC) Fact Sheet • FEMA Integrated Public Alert and Warning System (IPAWS)Strategic Plan: Fiscal Year 2014-2018 • National Incident Management System (NIMS) adopted for State of Texas by Executive Order RP-40.
3.4	The school district should implement National Incident Management (NIMS) objectives and integrate the use of the Incident Command System (ICS) into all response actions.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • FEMA (NIMS) Implementation Objectives • National Incident Management System (NIMS) adopted for State of Texas by Executive Order RP-40. • National Incident Management System (NIMS) as directed in Homeland Security Presidential Directive 5 (HSPD–5).

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3.5	The school district should take action to preserve the scene following an incident or potential crime.	• TEC 37.015. REPORTS TO LOCAL LAW ENFORCEMENT
3.6	The school district should initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.	• TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. • FEMA CPG 101: Developing and Maintaining Emergency Operations Plans • National Incident Management System (NIMS) adopted for State of Texas by Executive Order RP-40.

3.7	The school district should monitor, document, reassess, and adjust its response, as necessary.	• FEMA CPG 101: Developing and Maintaining Emergency Operations Plans

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Phase 4.0	**Recovery** – Coordinated actions taken to restore the learning environment and support functions.
Number	**Standard**	**Legal Citation or Best Practice**

4.1	The school district should adopt and implement policies, plans, and procedures for recovery and continuity of operations to continue school functions during and after an incident.	• FEMA: Guide for Developing High-Quality School Emergency Operations Plans • FEMA Continuity Guidance Circular (CGC) 1 and 2, March, 2015 • TEC 37.108. MULTIHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT
4.2	The school district should adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.	• FEMA CPG 101: Developing and Maintaining Emergency Operations Plans • FEMA: Guide for Developing High-Quality School Emergency Operations Plans • Executive Order RP-57. Regional Unified Command Structure (RUCS) and the Multiagency Coordination System (MACS).
4.3	The school district should adopt and implement policies, plans, and/or procedures for emotional and physical health recovery needs for students and staff after an incident.	• FEMA CPG 101: Developing and Maintaining Emergency Operations Plans • FEMA: Guide for Developing High-Quality School Emergency Operations Plans • TEC 38.051. ESTABLISHMENT OF SCHOOL-BASED HEALTH CENTERS.
4.4	The school district should adopt and implement policies, plans, and/or procedures for after-action reviews and corrective action plans following an exercise/drill or incident.	• FEMA CPG 101: Developing and Maintaining Emergency Operations Plans • FEMA: Guide for Developing High-Quality School Emergency Operations Plans

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Revised 08/2020

APPENDIX 12: INCIDENT COMMAND SYSTEM SUMMARY

A. Background

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

B. Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:
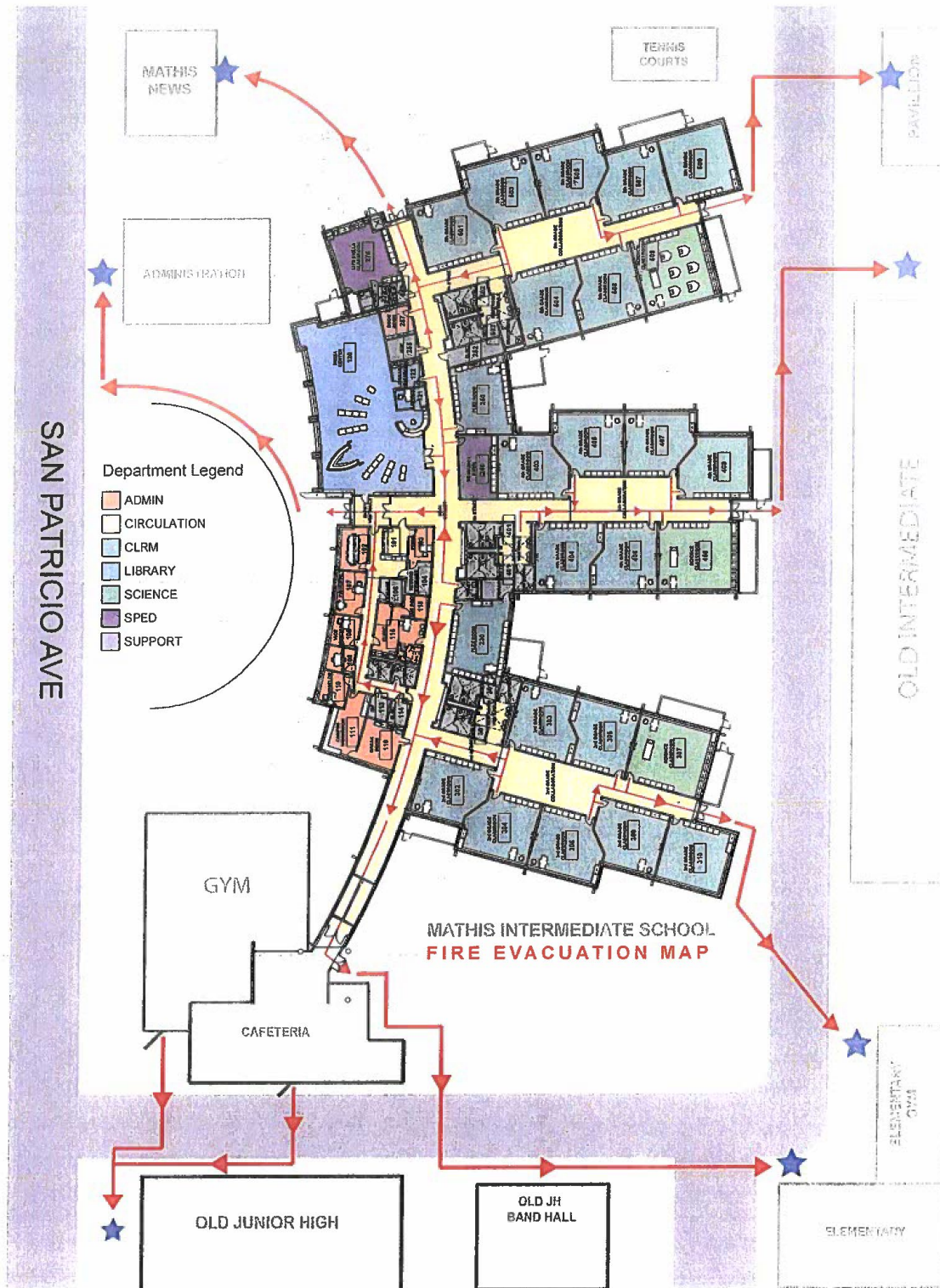
1. Standard Management Functions:
   a. Command: Sets objectives and priorities and has overall responsibility at the incident or event.
   b. Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
   c. Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
   d. Logistics: Provides support to meet incident needs, provides resources and all other services that may be needed.
   e. Finance / Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.
2. The individual designated as the IC has responsibility for all functions. In a limited incident, the IC and one or two other individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.
3. Management by Objectives: At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, and provide operational guidance – select tactics appropriate to the strategy and direct available resources
4. Unity and Chain of Command: Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization.
5. Organization Flexibility: Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.
6. Common Terminology: In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.
7. Limited Span of Control: Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.
8. Personnel Accountability: Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.
9. Incident Action Plan: The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel or there has been significant turnover in the incident staff.
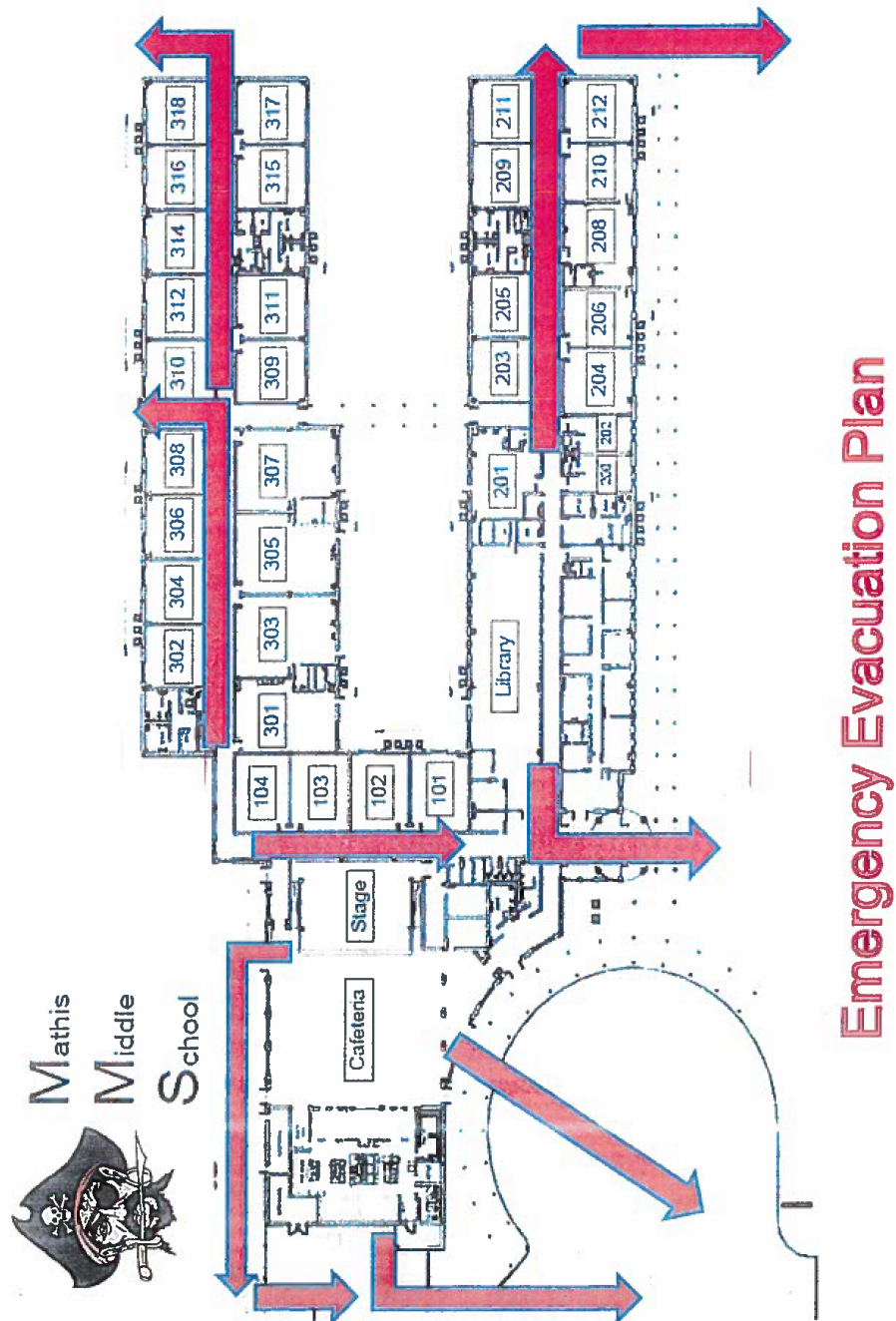
10. Integrated communications: Includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
11. Resource Management: Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

C. Unified Command
1. Unified command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. Thigh occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves mattes for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.
2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified Command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies, to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operation Section Chief. The Operation Section Chief is responsible for managing available resources to achieve objectives. Agency and Jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission requirement of the Incident Action Plan.

APPENDIX 13: DISTRICT MAPS/SITE PLANS/FLOOR PLANS

MATHIS INTERMEDIATE SCHOOL
FIRE EVACUATION MAP

Emergency Evacuation Plan
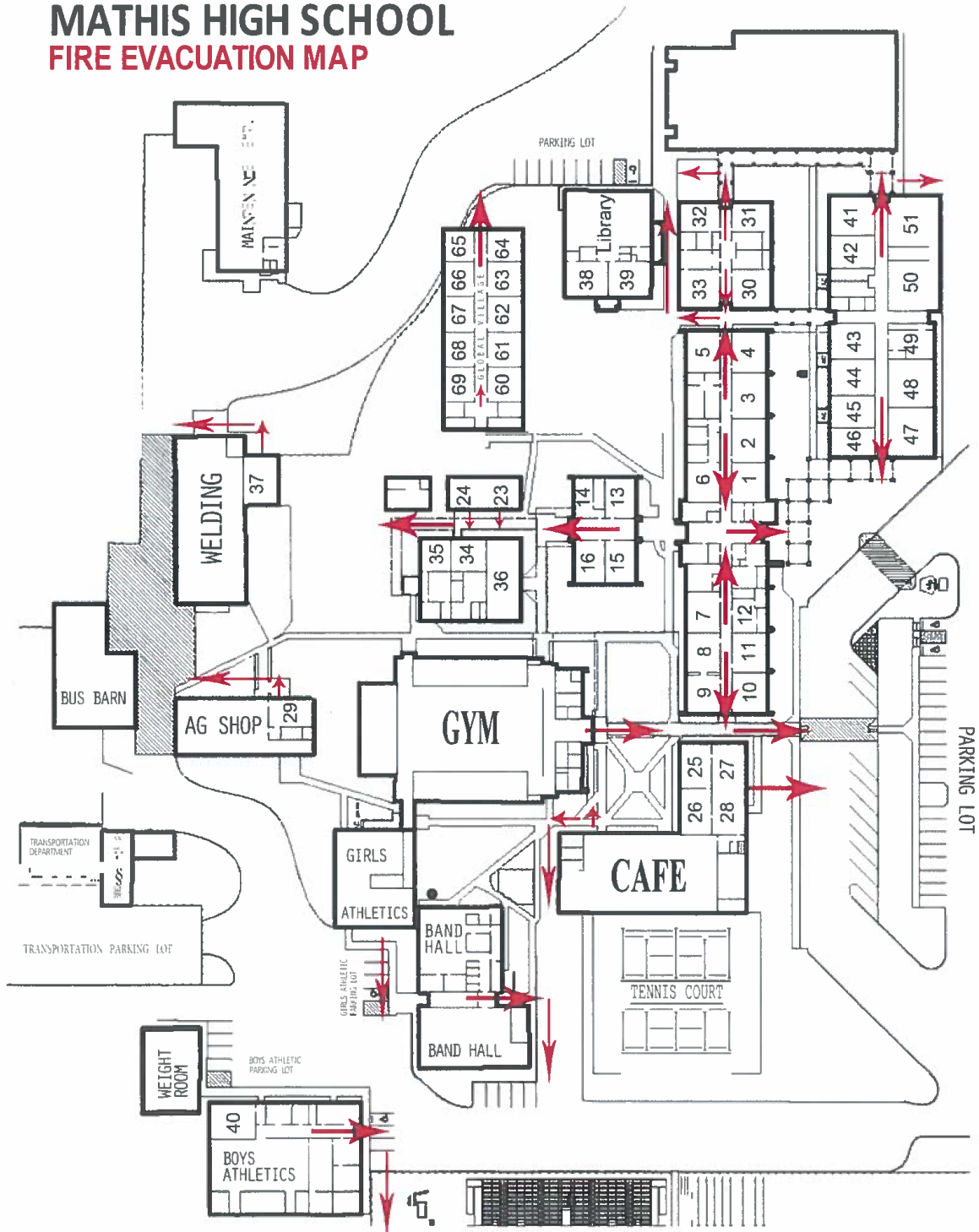
Mathis Middle School

Central Office Fire Evacuation
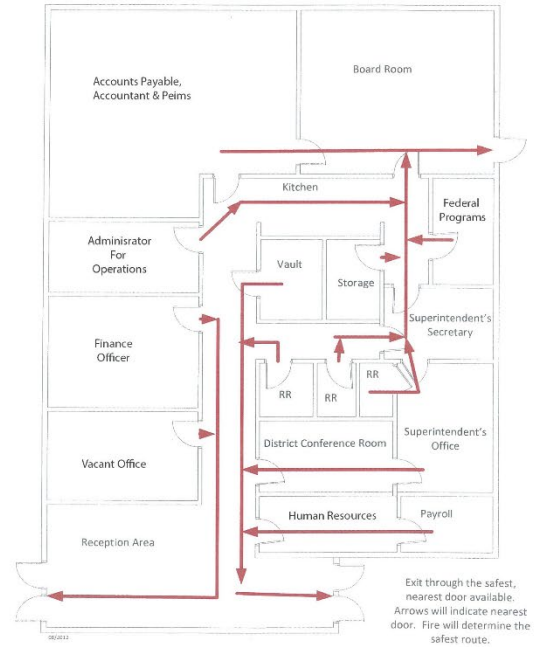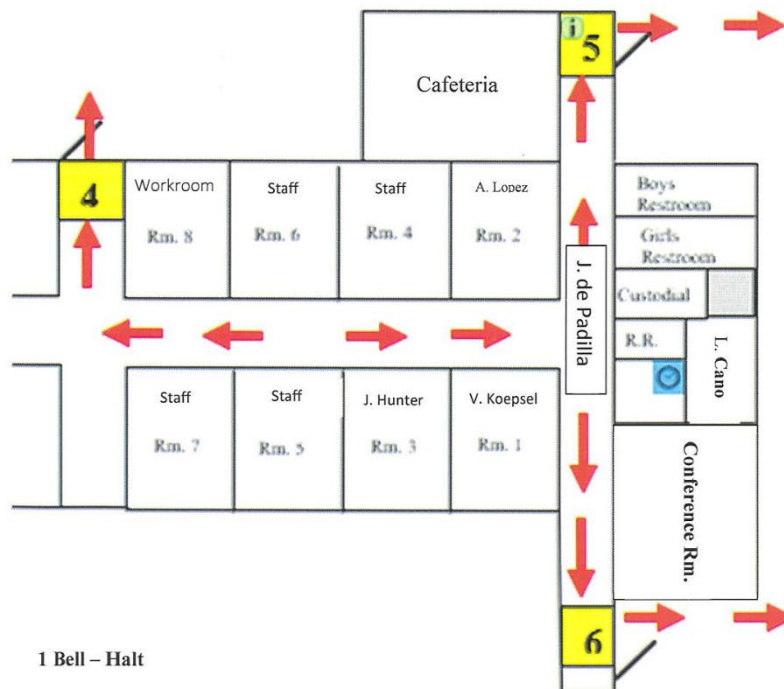
MATHIS HIGH SCHOOL
FIRE EVACUATION MAP

Mathis Learning Center

410 Saint Mary's St.

Mathis, TX 78368

1 Bell – Halt

2 Bells – Return
Walk back to the room

3 Bells – Evacuation
Fire, Disaster, Etc.
Everyone walk out of the building in an
orderly fashion.

Contact: Jennifer R. de Padilla @ 361-547-4166 Ext. 6000

APPENDIX 14: EMERGENCY TELEPHONE NUMBERS

Fire, Medical, Police and Sheriff Emergencies	911
Maintenance Director – Rosie Huerta	361-215-8366
Transportation Director – Julie Rosas	361-585-5967
Mathis Police Department -	361-547-2113
San Patricio County Sheriff's Office	361-364-9600
Poison Control	1- 800-362-0101
Other Neighboring Police Departments	
Texas Department of Public Safety	
Local Radio Station	
Energy/Electric Companies	361-
Red Cross	
Health Department	
Also place numbers of Evacuation Sites Here	

APPENDIX 15: RESOURCE INVENTORY

ATHLETICS

- Gators/tractors, etc.

COMMUNICATIONS EQUIPMENT

- Megaphones
- Portable PA Systems
- Backup Batteries
- Tech Hot Spots
- Chrome Books
- Drones
- List all items that should be included under this section

FIRST AID SUPPLIES

- Nurses' Supplies
- Athletic Trainer Supplies & First Aid
- Kits on Buses/Emergency First Aid
- Campus First Aid Equipment/Bags (4) with 1 at each main campus: components of each bag is listed at on forms at Central Office.
- Automated External Defibrillators (AED) (4) total district-wide: with 1 at each of the district's main campuses and 1 pending upon arrival at Learning Center
- Stop the Bleed Kits (47) total district-wide: Elementary Campus (8), Intermediate Campus (8), Middle School (8), High School (8), Learning Center (8), Central Office (8)
- Epi-Pens (11) total district-wide: Elementary (2), Intermediate (2), Middle School (2), High School (4)
- Spine Board
- Cots/Beds (4) total with 1 at each of the district's main campuses
- Ice Machines
- Ice Chests
- Wheel Chairs (4) total with 1 at each of the district's main campuses
- List all item in this category

FIRE FIGHTING EQUIPMENT

- Fire Extinguishers: Administration Building (2), Distribution Center (8), High School (69), Middle School (29), Intermediate (55), Elementary (31), Transportation (14)
- Fire Blankets in Labs (How Many at Each Campus)

LIGHTING

Spotlights are available at different locations around the district. These would have to be removed and installed. Maintenance Department may have some flashlights. Some portable spotlights may be available at the AG Shop.

TRANSPORTATION

- Special Needs Buses – (9)
- Full Size Buses – (8)
- White Fleet – (11)
- Trailers – (9) total in district: Distribution Center (5), Band (2), AG (2)
- Form with list of each vehicle description and vin number kept on file at Central Office

Equipment at Distribution Center

Bobcat welder generator	Miller welder-purchased 2018
Genie GS-2632 Scissor Lift-Goes 26 feet high furniture, etc.	6 truck dollies-used to move boxes,
Pallet jacks-manual-2	Electric Doosan pallet jack-1
Propane Operated Forklift-Doosan 25-1 gallon bottles	Aluminum hand truck-to deliver 5-
1-large bolt cutter	1-small bolt cutter
1-Distance measure wheel	2-battery chargers for white fleet
2-water pumps (2 small and 1 big)	1-3 Ton jack stands
2-Tile remover scrapers	4-water meters openers
3-Sewage lines snakes	4-metal rakes
2-metal squeegees to level concrete	1-hole digger
7-round shovels	6-trench shovels
2-Pick forks	3-Coal miner picks
5-Leaf rake	3-Hoes
2-Sleg Hammers	1-Axe

2-Tee Pole Drivers Pro)-2

DeWalt Oscillating Multi Tool-1

Milwaukee Hackzall-1

Milwaukee Hammer drill-1

Milwaukee Multi tool-1

Milwaukee Cut off/Grinder-1

DeWalt Drill Driver Hammer Drill-2

Hose repair & assembly kit-1

Power Torque Impact Wrench-1

Rotary Hammer-1 (Electric)

Ridged Drill Driver/Hammer Drill-1

Milwaukee Circular Saw-1 (Electric)

Electric Oscillating Total (Project

Makita 6" SJS Cut Angle grinder-1.

Milwaukee Impact driver-1

Milwaukee Work light-1

Milwaukee Charger-1

Milwaukee Heavy Duty Sawzall-1 (Electric)

DeWalt Impact Driver-2

Inficon refrigerant leak detector-1

DeWalt Cordless Circular Saw-2

Makita Hammer Drill-1 (Electric)

Ridged Jig Saw-1 (Electric)

Porter Cable Drill Driver/Hammer Drill (Electric)

Ironton Multi Tool (electric)

Milwaukee Battery M18 18 volt-2

Milwaukee Drill Driver-1

Husqvarna 450 Rancher Chain Saw

Power Washers-4

Leaf Blowers-3

Floor Wet/Dry vacuums-3

Floor Buffer machine-1

Weed Eater-1 1.

DeWalt Orbital Jig Saw (Electric)

Klutch Ratchet Pipe

Porter Cable Belt Sander (Electric)

DeWalt Drill Driver-1

Genarators-3

Cut off Saw-1

Shop Vac-2

Floor Scrubber machine-1

Pole Saw-electric-1, gas-1,manuel-1.

Chain Saws-3 gas

Chain Saw (electric)-1

Vacuums-8 used

APPENDIX 16: SAMPLE SCHOOL-PARENT LETTER

(Date)

Dear Parents:

(Place Your District Letter Here)

APPENDIX 17: STAFF SKILLS SURVEY & INVENTORY

(We will have forms completed by each campus and kept on file at each campus)

Current staff with CPR and/or AED training certification

District Total (36)

Mathis Elementary School (6)

- Marivel Ortiz – CPR & AED
- Irma Gonzales – CPR
- Sarah Johnston – CPR
- Jessica Soto – CPR
- Kathy Tucker – CPR
- Cynthia Jimenez – CPR & AED

Mathis Intermediate School (5)

- Rachel Golden – CPR & AED
- Nancy Ortiz – CPR & some AED
- ??
- ??
- ??

Mathis Middle School (4)

- Haylee Bell – CPR & AED
- Nobili Flores – CPR & AED
- Randy Tiemann – CPR & AED
- Nelda Trejo – CPR & AED

Mathis High School (22)

- Amy Perez
- April Lopez
- Arnold Maldonaldo
- Cristian Torres
- Deward Stevens III
- Keith Talbert
- Luis Barrera
- Maria Villarreal
- Rebecca Pina
- Rene Ortega
- Rhett Bell

- Rosa Oliva
- Theresa Gonzalez
- Victor Alvaredo
- Victor Alvaredo Jr.
- Estavan Garcia
- Jianna Garcia
- Kendall Allen
- Mateo Gonzalez
- Raelynn Soliz

Staff Skills Survey Form (examples)

Teachers,

Every year the School Safety and Security Committee must review our school's *Emergency Response Plan*. As part of that review, we want to make sure that we have made the best decisions as we assign staff members to emergency response teams.

Please take a minute to fill out this questionnaire and tell us about your preferences, training, skills and aptitudes. We will use the responses to make sure that our school's Safe School Plan reflects the best use of all of our skills. Please remember that in the event of an emergency, plans and assignments are flexible, depending on needs.

NAME: _____ **ROOM:** _____

I HAVE HAD THE FOLLOWING TRAINING:

☐ Red Cross First Aid/CPR/AED ☐ Safety Training
☐ Advanced First Aid ☐ Red Cross Disaster Class
☐ CERT ☐ Outdoor Survival Class
☐ Military ☐ Firefighter/Law Enforcement
☐ Amateur Radio (HAM) ☐ NIMS/ICS Training
☐ HAM DCS Training ☐ Crisis Counseling
☐ Other: _____

I HAVE THE FOLLOWING SKILLS:

☐ Construction/Hand Tools ☐ Rescue
☐ Hazardous Materials ☐ First Aid/Medical
☐ Other: _____

I FEEL THAT MY SKILLS WOULD BE BEST USED WITH:

☐ First Aid Team ☐ Search & Rescue Team
☐ Security/Utilities Team ☐ Fire Suppression/Haz-Mat Team
☐ Psychological First Aid Team ☐ Assembly Area Management
☐ Planning & Intelligence ☐ Request Gate
☐ Operations ☐ Reunion Gate
☐ Logistics ☐ Finance & Administration
☐ PIO/Media Relations

Please return this form to _____ by _____.

STAFF SKILLS SURVEY FORM

Name & School _____/_____ Room _____
            Name   School

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

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CIRCLE YES OR NO WHERE APPROPRIATE.

_____ First Aid (current card: yes/no)   _____ CPR (current yes/no)   _____ Triage   _____ Firefighting

_____ Construction (electrical, plumbing, carpentry, etc.)   _____ Running/Jogging

_____ Emergency Planning   _____ Emergency Management   _____ Search & Rescue

_____ Law Enforcement   _____ Bi/Multi-lingual (what language(s)) _____

_____ Mechanical Ability   _____ Structural Engineering   _____ Bus/Truck Driver (Class 1 or 2 license yes/no)

_____ Shelter Management   _____ Survival Training & Techniques   _____ Food Preparation

_____ Ham Radio Operator   _____ CB Radio   _____ Journalism

_____ Camping   _____ Waste Disposal   _____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (e.g., athletic bibs, traffic cones, carpet squares) _____ Yes _____ No

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

PLEASE LIST EQUIPMENT AND MATERIALS.

_____

_____

COMMENTS _____

_____

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

_____

_____

Infectious/Communicable Disease Annex

Purpose and Scope

A. Purpose

The purpose of the Infectious/Communicable Disease Annex is to provide standardized guidance in the response to the onset and spread of an infectious/communicable disease within the Mathis Independent School District and/or in the surrounding area.

This Plan is to promote the safety and well-being of Mathis Independent School District students, faculty, staff, and visitors by:

1. Preventing the spread of disease

2. Protecting School District workers who will need to keep the operations and educational programs functional

3. Providing support for the essential services that must be maintained

There are several aspects of an infectious/communicable disease emergency that differentiate it from other emergencies and that require variation in widespread planning, response, and recovery. The intention of this document is to provide guidance throughout an outbreak situation, but nothing in this document precludes the primary parties (Mathis Independent School District stakeholders) from modifying their actions to meet the unique conditions presented. These unique actions and responses may be based on one or more of the following:

- The current threat of disease in the world, region, state, and local area

- The unique nature of the disease including the incidence, morbidity, and mortality of the disease

- The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person

- Mandates and/or orders by federal, state, or local public health or public safety authorities

B. Scope

This annex incorporates, by reference, a similar emergency planning and response structure of the Mathis Independent School District Core Emergency Operations Plan (EOP). However, the special circumstances of an infectious/communicable disease outbreak may require some variance from the EOP.

This Infectious/Communicable Disease Annex applies to all Mathis Independent School District Campuses. While the general concepts and considerations remain constant for all district campuses, each campus will assign critical tasks and responsibilities differently based on their respective structure and governance. Each campus is responsible for developing response plans that are more targeted and appropriate for their locations while ensuring alignment and with this overall plan (such as off-campus leased locations, field stations, and faculty, staff, and students travelling outside of the district under campus auspices). Staff, students, and faculty who have been in travel status internationally and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

This annex provides a general framework for prevention, preparedness planning, response, and recovery for a large-scale outbreak of an infectious/communicable disease. It outlines the roles and responsibilities of School District personnel and units and the functions that public partners can be expected to provide to the School District.

Mathis ISD will work closely with the Department of State Health Services, the state governmental agency responsible for bringing integrated health services to the citizens of Texas.

The Public Health Reorganization Act, Chapter 121 of the Texas Education Code outlines local regulation of public health in Texas. Mathis ISD falls under the appointed local Health Authority within the San Patricio County Health Department.

Texas Department of State Health Services (2019) explains Health Authorities (HA) were established during the 79th Legislative session and serve as a critical part of the state's public health system. Health and Safety Code establishes and defines a Health Authority in Texas as a physician appointed under the provisions of Chapter 121, to administer state and local laws relating to public health within an appointing body's jurisdiction. Health Authorities are considered an office of the state when performing duties to implement and enforce laws that protect the public's health.

Strategies to Prevent & Reduce the Spread of Infectious Disease

Infections are caused by microscopic organisms known as pathogens- bacteria, viruses, fungi, or parasites-that enter the body, multiply, and interfere with normal functions. Most microbes enter through openings in the body – our noses, mouths, ears, anuses, and genital passages. They can also be transmitted through our skin through insect or animal bites. For certain people – particularly those with underlying illnesses like heart disease or cancer, those who have serious injuries, or those who are taking medications that weaken the immune system – it's more difficult to avoid getting sick with an infection. The best way to prevent infections is to block pathogens from entering the body.

Prevention

Texas Department of State Health Services (2013) instructs schools on the following notes:

1. Hand Washing (CDC Guidelines)

    i.   Encourage children and adults to wash their hands frequently, especially before handling or preparing foods and after wiping noses, diapering, using toilets, or handling animals.

    ii.   Wash hands with soap and water long enough to sing the "Happy birthday" song twice.

    iii.   Sinks, soap, and disposable towels should be easy for children to use.

    iv.   If soap and water are not available, clean hands with gels or wipes with alcohol in them.

2. Diapering

    i.   Keep diapering areas near hand washing areas.

    ii.   Keep diapering and food preparation areas physically separate.

    iii.   Cover diapering surfaces with intact plastic pads.

    iv.   If diapering surface cannot be easily cleaned, cover with disposable paper after each use and discard.

    v.   Sanitize the diapering surface after each use and at the end of the day.

    vi.   Wash hands with soap and water or clean with alcohol-based hand cleaner after diapering.

3. Environmental

i.   Regularly clean and sanitize all food service utensils, toys, and other items used by children.

ii.   Discourage the use of stuffed toys or other toys that cannot be easily sanitized.

iii.   Discourage children and adults from sharing items such as combs, brushes, jackets and hats.

iv.   Maintain a separate container to store clothing and other personal items.

v.   Keep changes of clothing on hand and store soiled items in a nonabsorbent container that can be sanitized or discarded after use.

vi.   Provide a separate sleeping area and bedding for each child and wash bedding frequently.

4. Respiratory Hygiene and Cough Etiquette (CDC Guidelines)

i.   Provide facial tissue throughout the facility.

ii.   Cover mouth and nose with a tissue when coughing or sneezing.

iii.   If tissue is not available, cough or sneeze into upper sleave, not hands.

iv.   Put tissue in the waste basket.

v.   Wash hands with soap and water or clean with alcohol-based hand cleaner after coughing or sneezing.

5. Standard Precautions

i.   Because we do not always know if a person has an infectious disease, apply standard precautions to every person every time to assure that transmission of disease does not occur.

ii.   Wear gloves for touching blood, body fluids, secretions, excretions, contaminated items and for touching mucous membranes and non-intact skin.

iii.   Use appropriate hand washing procedures after touching blood, body fluids, secretions, excretions, contaminated items and immediately after removing gloves.

iv.   Develop procedures for routine care, cleaning and disinfection of environmental surfaces.

6. Immunizations

      i.   Child-care facilities and schools are required to have an immunization record on file for each child enrolled to ensure that each child has received age-appropriate immunizations. For more information, contact the health department.

7. Antibiotic Use

      i.   Antibiotics are not effective against viral infections. Because common colds and many coughs, runny noses and sore throats are caused by viruses, not bacteria, they should not be treated with antibiotics. Even bacterial illnesses might not require antibiotic treatment. Except for conditions indicated in the readmission criteria, do not require proof of antibiotic treatment for readmission to school.

8. Avoid Bug-Borne Pathogens (ticks & mosquitoes) – Both mosquitoes and ticks are carriers of viruses and bacteria. And both have been associated with serious epidemics in the last decade.

      i.   Allow use of insect repellants approved by the EPA and district guidelines.

      ii.   Limit outdoor activity during peak mosquito hours of early morning and evening.

      iii.   Drain any standing water to prevent mosquitoes from breeding.

      iv.   Adults should pick up trash, discarded cans, bottles and other containers that can contain enough water to allow mosquitoes to breed.

9. Consistent message to stay home if you're sick:

A primary strategy against the spread of illness is for sick individuals to stay home from school. This includes students, staff, volunteers, and visitors. In times of suspected or identified infectious disease outbreaks, sick leave policies for staff and students suspected to be ill or who become ill at school will be identified and possibly modified, clearly communicated, and strictly enforced.

Education

To help prevent the spread of any infectious disease, schools can educate students, staff, and the community on health hygiene and beneficial health practices. Mathis ISD will enhance education on health hygiene any time there is a known or suspected outbreak or as requested by staff during the school year. The Mathis ISD Health Services (Lead Nurse) will ensure current illness and disease information is up-to-date. Mathis ISD Health Services staff will provide on campus education and training as needed. During times of suspected or identified infectious disease outbreak, Mathis ISD will coordinate with San Patricio county Health Department for appropriate response.

When a Communicable Disease is Suspected

- Separate the ill child from well children at the facility until the ill child can be taken home.

- Inform parents immediately so that medical advice can be sought.

- Adhere to the exclusion and readmission requirements provided on this chart.

- Observe the appearance and behavior of exposed children and be alert to the onset of disease.

- Pregnant women should avoid contact with individuals suspected of having chickenpox, cytomegalovirus, fifth disease, influenza, measles, and rubella. Seek medical advice if exposure occurs.

- In addition to the conditions described in this chart, the following symptoms might indicate an infectious condition; consider separating or isolating the child:

  1. Irritability

  2. Difficulty breathing

  3. Crying that doesn't stop with the usual comforting

  4. Extreme sleepiness

  5. Vomiting two or more times in a 24-hour period

  6. Mouth sores

Illness/Disease Monitoring & Tracking

During times of a potential infectious disease outbreak, district health services staff will consult with San Patricio County Health Department as a primary resource to implement a surveillance system to detect unusual rates of diseases in schools. They will monitor illnesses daily, track illness trends and report to the School Lead Nurse. The School Lead Nurse will follow up on trends and determine if there is a pattern. Once a pattern is identified, the health department will be notified if indicated. If any Mathis ISD staff members have had communicable disease exposure or confirmed communicable disease, the Mathis ISD Human Resources office will be notified. The HR office will follow up with the employee and the employee's supervisor regarding leave information. During large outbreaks, it may become necessary for the Human Resources office to collaborate with San Patricio County for guidance and expertise.

Staff should be trained to be alert to children who are ill. Examples of symptoms include fever, frequent cough and/or sneezing, sore throat, vomiting/diarrhea. These students need to be sent to the office for evaluation. Be careful not to assume that your "frequent flyer" is faking, they might really be ill.

During periods of suspected or identified infectious disease outbreaks, school health services staff should protect themselves by wearing appropriate PPE when helping sick students; this

includes gowns, gloves, eye protection and facial masks or shields. Students who have a cough with a fever or are sneezing with a fever will be isolated with appropriate supervision and asked to wear a mask until parents pick them up. Having the sick child isolated (separated from others) can help to slow or stop the spread of the disease. The use of a mask is common in health care facilities and helps to contain their secretions until they are sent home. It does not mean they are infected with a specific virus. If the student is unable or unwilling to wear a mask, the individuals helping the sick person will need to wear a mask in addition to any other appropriate PPE (gown, gloves and eye protection).

General Information on Pandemic Communicable Disease Events

An infectious disease pandemic may be caused by bacterial, viral, o other pathogens. Infectious diseases represent a major health threat resulting in the loss of millions of lives annually. Infectious disease can be transmitted through several methods including physical contact with infected individuals, contaminated objects, and airborne inhalation.

Public Health Agencies provide extensive information about the risks and preventative measures for infectious disease.

A pandemic is a "geographically widespread outbreak" of communicable disease. An emergency can result when there is enough morbidity and mortality to disrupt the essential operations of a community and when the communicable disease:

   a. is highly virulent (harmful),

   b. is readily transmissible from person-to-person, and

   c. has high clinical severity (causing sudden, serious, illness and death in a large number of people).

The communicable diseases with the highest risk for a pandemic event are those that are new to the population, either a mutated strain of a known pathogen or a newly emerging pathogen to which the general population has little or no immunity (resistance). Therefore, it spreads easily and is sufficiently virulent enough to cause social disruption. In the remainder of this document, "novel pathogen" will be used to refer to the latter agents. Animal viruses infecting humans are considered novel pathogens, thus the avian influenza concern in 2006 and the H1N1 influenza (aka "swine" influenza) in 2009 both had the pandemic potential to significantly interrupt usual operations.

The pandemic flu will be used as a primary example for the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the Mathis Independent School District recognizes as most likely to occur on campuses include corona virus, norovirus, measles, mumps, and meningitis.

Differences between Seasonal Flu and Pandemic Flu

Seasonal Flu:

- Seasonal flu is caused by influenza viruses that are like those already circulating among people.

- Symptoms include fever, headache, tiredness, dry cough, sore throat, runny nose, and muscle pain.

- Deaths can be caused by complications such as pneumonia.

- The very young, the elderly, and those with certain underlying health conditions are at increased risk for serious complications.

- Healthy adults usually are not at risk for serious complications.

- Every year in the United State, on average:

    - 5% to 20% of the population gets the flu

    - More than 200,000 people are hospitalized from flu complications

    - About 36,000 people die from flu

Pandemic Flu:

- Pandemic flu is caused by a new influenza virus that people have not been exposed to before.

- It is likely to be more severe, affect more people, and cause more deaths than seasonal influenza because people will not have immunity to the new virus.

- The symptoms are similar to the common flu, but may be more severe and complications more serious.

- Healthy adults may be at increased risk for serious complications.

- The effects of a severe pandemic could be much more damaging than those of a regular flu season.

- It could lead to high levels of illness, death, social disruption, and economic loss.

- Everyday life could be disrupted due to the large numbers of affected persons.

- Impacts could range from school and business closings to the interruption of basic services such as public transportation and food delivery.

A. Phased Pandemic Framework

To assist communities in planning for a potential pandemic, the World Health Organization (WHO) developed a phased pandemic alert system framework:

1. Inter-Pandemic Phase (the period between pandemics)

    i.   A new virus appears in animals but there is no or low risk of human cases

2. Pandemic Alert Phase (influenza caused by a new subtype has been identified in humans)

    i.   New virus in animals with higher risk of human cases

    ii.   Increased H2H transmission

    iii. Significant H2H transmission

    iv.   Efficient and sustained H2H transmission
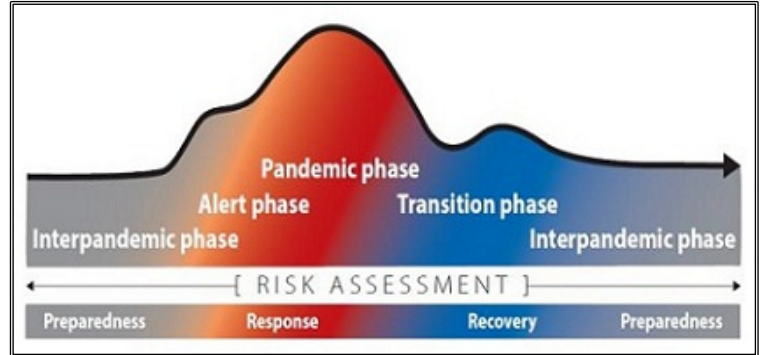
3. Pandemic Phase

    i.   Global spread of communicable disease caused by new subtype

4. Transition Phase

    i.   Reduction in global risk

    ii.   Reduction in response activities

    iii. Progression towards recovery actions

Further, the Centers for Disease Control and Prevention (CDC) has developed an interval system framework which can be applied to federal, state, or local indicators:

1. Investigation (of a novel pathogen in humans or animals)

2. Recognition (of increased potential for ongoing transmission of the novel pathogen)

3. Initiation (of a pandemic wave)

4. Acceleration (of a pandemic wave)
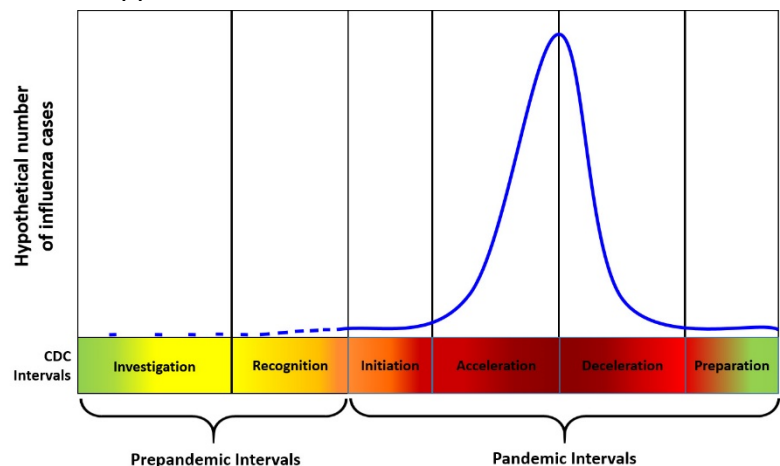
5. <u>Deceleration</u> (of a pandemic wave)

6. <u>Preparation</u> (for future pandemic waves)

The WHO and CDC frameworks complement one another, giving governments, institutions, and individuals information and timeframes to plan their response to a communicable disease outbreak. Relying on both frameworks, this Communicable Disease Outbreak Management Plan has developed a five-level action plan to follow throughout the course of a communicable disease outbreak:

1. **Plan**

2. **Prepare**

3. **Mobilize**

4. **Sustain**

5. **Recovery**

Additionally, the CDC has released the Influenza Risk Assessment Tool (IRAT) which evaluates potential pandemic risk based on emergence and public health impact and the Pandemic Severity Assessment Framework (PSAF) which predicts the severity of a pandemic by considering clinical severity and transmissibility during an initial assessment and then again during the refined assessment provided that more information becomes available. Clinical severity asks about the strength of the illnesses' association with the infection and transmissibility considers the ability of the pandemic virus to spread person-to-person.

Federal, state, and local public health agencies such as the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (TDSHS), and the local health department also provide communicable disease planning and response guidance and support. The School District planning and response levels described in this document are informed by the WHO pandemic alert system and are consistent with the TDSHS planning levels wherever appropriate. Mathis Independent School District and campus actions may deviate from WHO and/or CDC recommendations when necessary in order to follow guidance or directives from local public health authorities that more closely reflect the current situation in the surrounding communities in Texas.

Concept of Operations

Mathis ISD utilizes the National Incident Management System to manage infectious disease emergencies.

This section contains general information about the tasks that will most likely need to be completed to ensure an effective Infectious/Communicable Disease response. The following tasks represent a logical flow of response from the time an impending or actual Infectious/Communicable Disease Incident is perceived through recovery.

The Infectious/Communicable Disease Annex is based upon the concept that the incident management functions that must be performed by the School District and its partners generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

General

1. Mathis Independent School District public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to an Infectious/Communicable Disease Incident affecting Mathis Independent School District.

2. When a potential Infectious/Communicable Disease Incident in the Mathis Independent School District is reported, the person receiving the initial report will immediately notify the districts superintendent's office.

    a. The districts superintendent's office should work with the local health department to confirm the report.

3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with TDSHS. In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.

4. If appropriate, the district superintendent shall assign a position to manage and track operational duties on campus(s) related to the possible infectious/communicable disease exposure. This operations manager will:

    a. coordinate with environmental services for any decontamination services needed in the School District.

b. coordinate with the School District support services for any classroom closure or area quarantine needed on School District

c. provide district-wide communications notification support as necessary to the incident requirements

5. The Infectious/Communicable Disease Annex assumes mutual aid agreements, memorandum of understandings, and inter-governmental agreements between school district authorities, local/state/federal public health agencies, hospital/healthcare facilities, and other public health stakeholder agencies.

6. **The Incident Command System (ICS) will be used to manage all incidents and major planned events in the Mathis Independent School District.**
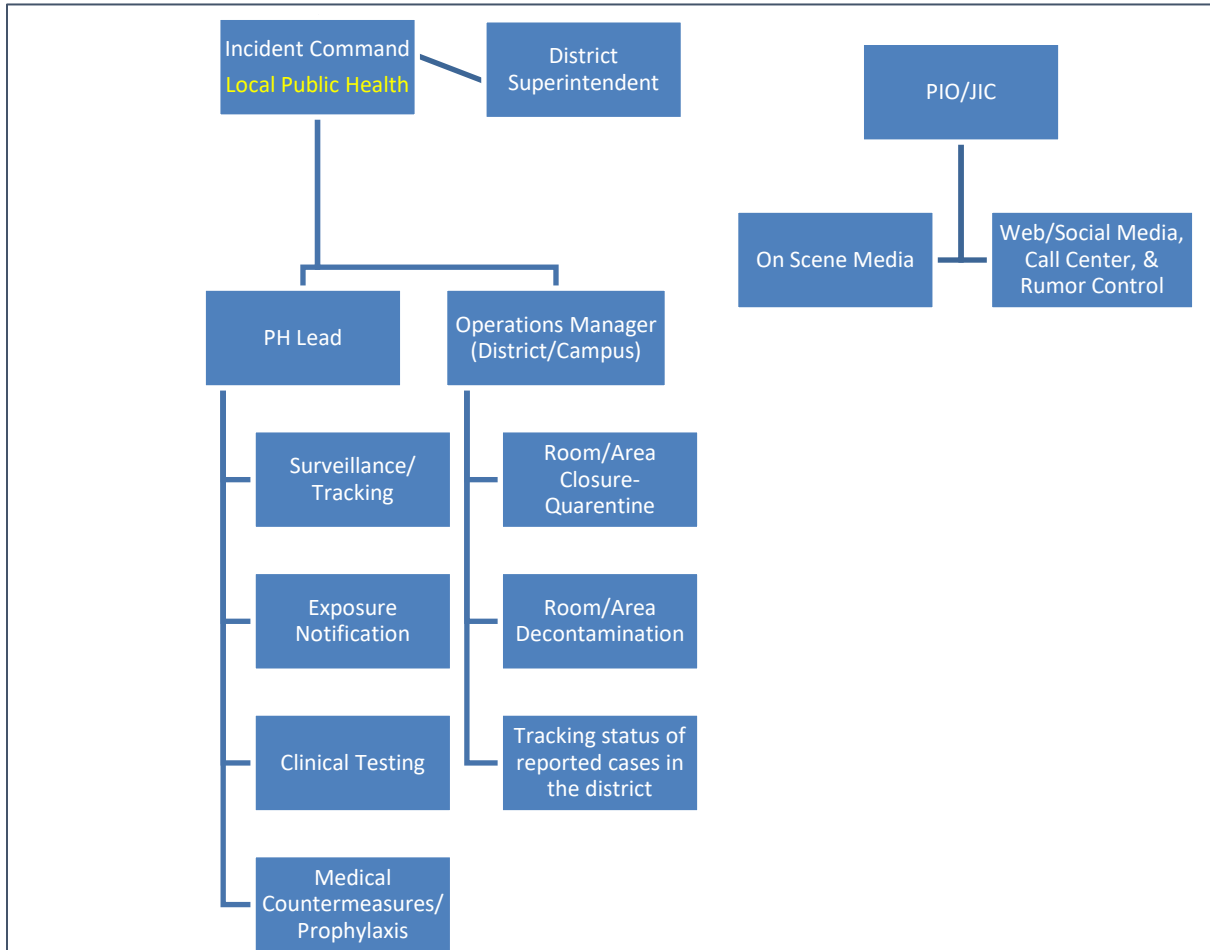
Sample ICS Organization Chart for a Public Health Incident on Mathis Independent School District

Public Health Incident Operations

Confirming a Public Health Incident

Determining if there is an outbreak hinges on if the number of cases is unusually high for the given population for that time of year. Factors included in determining if an outbreak exists are:

- Etiologic agent

- Size and composition of the population

- Previous occurrence of the specific disease in the community

- Season

If a disease is common, such as seasonal influenza, the number of cases before an outbreak is declared likely need to be incredibly high; however, if the disease is rare, like smallpox, a single case may be considered an outbreak.

During Fall and Spring Semesters, the School District population composition is approximately 1477 students and 255 employees.

Disease tracking in the School District is based on incidental reporting from the student population. The local health department may identify one case of a rare or uncommon disease, or notice an increase in cases of a common disease during a given period. When this occurs, the local health department shall commence with notification procedures to the school district.

Should Mathis Independent School District be made aware of a potential outbreak (or a confirmed case of a rare disease) by the local health department, the TDSHS, or any other health agency, the district superintendent's office shall alert the Principal(s) of the affected campus(es), and subsequently, the district board of trustees. Following actions and notifications should be at the direction of the local, county, health district, and/or TDSHS.

Request for Information

If a local health authority requests information about students in response to an investigation into the spread of infectious disease, Mathis ISD should provide requested information to local or state health authorities if the request is to protect the health and safety of the student and others. The Family Educational Rights and Privacy Act (FERPA) generally prohibits the release of personally identifiable student information contained in education records unless the student's parent or guardian authorizes the release of such information or an exception to this requirement exists. 20 USC S 1232g; 34 CFR Part 99.

An exception exits when Mathis ISD staff determines that there is an articulable threat to the health and safety of students; the district may disclose information from education records to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. In making the determination, Mathis ISD may take into account the totality of circumstances pertaining to a threat to the health or safety of a student or other individuals. 20 USC s 1232g; 34 CFR Part 99. Within a reasonable period of time after a disclosure is made under this exception, Mathis ISD must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. 34 CFR s 99.32 (a) (5).

Additionally, Mathis ISD may be asked to provide local, state, or federal health authorities information about staff assignments, student assignments, and daily schedules to determine the specific individuals who may have come in contact with a student or staff member with an infectious disease.

Infectious/Communicable Disease Response Protocol

When faced with an actual outbreak, local authorities may be required to use absolute limits to determine when to institute isolation, quarantine, vaccination, and other methods of infection control to protect the public health and safety. A balance must be struck between the implementation of such limits with an awareness of the public's rights to liberty.

This protocol recommends employing the most conservative authoritative medical and epidemiological evidence when faced with a range of possible actions. This statement is based upon the principle that lack of scientific certainty or consensus must not be used to postpone preventive action in the face of a threat to public health or safety. Preventative actions may include vaccination, medical prophylaxis, or social distancing.

The protocols outlined below shall serve as a guide in the event of an infectious disease outbreak in the Mathis Independent School District. Depending on the disease and the spread of the disease, some or all of these steps may be expanded, modified, or eliminated. The district superintendent, or their delegated representative, will work directly with the local health department and TDSHS to implement appropriate actions based on the public health hazard.

General Procedures

Procedures for responding to an infectious/communicable disease follow the same general pattern including monitoring, detection, implementation of pharmaceutical and non-pharmaceutical interventions, and coordinating with local and state health authorities. Specific application of interventions depends on the specific disease.

This plan may be activated for situations including but not limited to:

• Unusual cluster of disease in the School District population

• Disease with unusual geographic or seasonal distribution

• Single case of an unusual disease

• Endemic disease with unexplained increase in incidence

• Significant media inquiries or public calls concerning a health-related issue

• Local public health emergency in one or more of the surrounding jurisdictions

• Statewide disease outbreak

Critical Infrastructure

The Department of Homeland Security (2020) specifies that there are 16 critical infrastructure sectors whose assets, systems, and networks, whether physical or virtual, are considered so vital to the United States that their incapacitation or destruction would have a debilitating effect on security, national economic security, national public health or safety, or any combination thereof. Presidential Policy Directive 21 (PPD-21): Critical Infrastructure Security and Resilience advances a national policy to strengthen and maintain secure, functioning, and resilient critical infrastructure. This directive supersedes Homeland Security Presidential Directive 7.

The U.S. Department of Homeland Security (2018) delineates the Government Facilities Sector as one which includes a wide variety of buildings, located in the United States and overseas, that are owned or leased by federal, state, local, and tribal governments. Many government facilities are open to the public for business activities, commercial transactions, or recreational activities while others that are not open to the public contain highly sensitive information, materials, processes, and equipment. These facilities include general-use office buildings and special-use military installations, embassies, courthouses, national laboratories, and structures that may house critical equipment, systems, networks, and functions. In addition to physical structures, the sector includes cyber elements that contribute to the protection of sector assets (e.g., access control systems and closed-circuit television systems) as well as individuals who perform essential functions or possess tactical, operational, or strategic knowledge.

The Education Facilities Subsector covers pre-kindergarten through 12th grade schools, institutions of higher education, and business and trade schools. The subsector includes facilities that are owned by both government and private sector entities.

Due to K – 12 school being identified as critical infrastructure by the Department of Homeland Security's Cybersecurity & Infrastructure Security Agency, in some epidemic or pandemic situations, Mathis ISD may operate under different guidelines than the general public. (The Department of Homeland Security, 2018).

To ensure continuity of operations of essential functions, CDC (April 2020) advises that critical infrastructure workers may be permitted to continue work following potential exposure to COVID-19. Work would continue provided the workers remain asymptomatic and additional precautions are implemented to protect them and the community.

The critical infrastructure guidance can be utilized to ensure continuity of operations of essential functions. In times of disease outbreak, Mathis ISD should collaborate with San Patricio County Health Department and the district's regulatory agency.

Continuity of Operations Plan

Certain essential district-level functions will need to continue even during a school closure situation. Essential Services may include:

- Payroll & Accounts Payable

- Communications & technology (website, press releases, etc.)

- Facilities coordination (Red Cross, Health Department, etc.)

- Emergency Operations Center

Identify *Essential Personnel* who will be needed to carry out essential services and determine if those services can be accomplished at home (by computer, through emails, conference calls, using School Messenger, etc.) or by staggering work schedules and locations and using social distancing measures. Essential personnel who report to work during a school closure should take precautions and wear personal protective equipment (masks, gloves, gown and eye protection, etc.) to protect themselves from infectious disease.

Social Distancing

Social distancing measures that reduce opportunities for person-to-person virus transmission can help delay the spread and slow the exponential growth of a pandemic. Social distancing measures can reduce virus transmission by decreasing the frequency and duration of social contact among persons of all ages. These measures are common-sense approaches to limiting face-to-face contact, which reduces person-to-person transmission.

During outbreaks of highly infectious diseases or rare viral strains with high rates of mortality, the following social distancing procedures should be considered at Mathis Independent School District:

- Postponement or cancelation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.

- Postponement or cancelation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Multiple social distancing measures can be implemented simultaneously.

Isolation Protocols

If isolation/quarantine is recommended for exposed/infected persons, in most cases voluntary isolation is encouraged based on guidance and directed education from the local health department and TDSHS. In cases of highly infectious diseases or rare viral strains with high rates of mortality, the local health department has the authority to "…order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state."[1]

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.

2. The affected patient(s) should remain isolated for the duration of time specified by the local health department.

Cleaning Protocols

These procedures are for cleaning, disinfecting, and/or sanitizing for communicable diseases in non-healthcare settings. Increased cleaning shall be activated by the Mathis Independent School District and its campus stakeholders upon recommendation from the local health department.

1. The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate Mathis Independent School District campuses and campus housekeeping staff (based on areas to be sanitized).

    a. These locations may be based on where confirmed ill students and/or employees were on campus.

    b. Viruses generally survive on surfaces for about 48 hours.

2. If necessary, the local health department shall supply guidance to the district's housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.

3. Housekeeping and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants.

Buses

School buses are cleaned by the drivers on a regular basis during the normal school year. However, during periods of suspected or confirmed infectious disease outbreak, consideration will be given to increasing the frequency of cleaning schedules, possibly at the end of each route (morning and afternoon) based on the nature and spread of the disease and guidance from our Public Health Department.

Food Service Protocols

Mathis ISD follows safe food handling procedures principles in each step of the food preparation process and performs independent health and safety audits throughout the school year utilizing Aramark in contracted services. Mathis ISD staff members participate in safety training at the beginning of each school year, monthly safety trainings, and weekly safety messages. Mathis ISD discourages staff to come to work if they have a fever, diarrhea or vomiting.

During periods of suspected or confirmed infectious disease outbreak, Mathis ISD will consider the need to make modifications to its services based on the severity and nature of the outbreak. This could include discontinuing the use of self-serve salad bars, serving sack lunches instead of cafeteria style lunches, having more stringent sick employee policies, etc.

Scheduled Offsite Trips or Athletic/Other UIL Competitions

TASB (2020) states, in the face of legitimate risk of contagion, nonessential travel for sports, other competitions, or field trips may be cancelled by a district superintendent or designee. The superintendent, athletic director, or other appropriate administrator should verify with the administrator at the host district that there is a legitimate cause for concern. Factual information from public health and health care professionals should govern decision making with respect to Mathis ISD's and other district' students.

Cancelling School Due to Infectious Disease Outbreak

Mathis ISD will collaborate with the Region 2 Service Center and San Patricio County Health Department to monitor disease outbreaks in our schools and to determine if and when school should be cancelled. Collaboration will help us decide the length of time for a school closure and the extent of the closure (single school closure, neighboring schools, partial district, entire district, etc.), taking into consideration the mixing of students/staff across schools, geographic proximity, outbreaks at neighboring school districts, etc., based on the nature of the specific disease.

Legal Authorities for Cancellation of School: The Mathis ISD Superintendent has the authority to cancel classes when he/she deems it necessary for the health and safety of students and staff. In the Superintendents absence, the Director of Finance has this authority. If school is cancelled due to an infectious disease outbreak, all other school-related gatherings

(athletic events, concerts, afterschool activities, field trips, etc.) will also be cancelled. In some cases, non-academic events may be cancelled even if classes are not cancelled.

Communicating with Stakeholders during an Infectious Disease Outbreak

Mathis ISD will attempt to provide accurate, consistent, and timely communications with staff, students and parents to instill and maintain public confidence in our schools. Mathis ISD will coordinate with all stakeholders to disseminate critical information from the local and federal health department, to develop and deliver common health messages and educational materials in English and Spanish, and to demonstrate the school district is taking reasonable action to preserve the safety and health of our staff and students.

Information will be disseminated via our normal emergency communication methods: School Messenger messaging, google, Microsoft, staff email, web site postings, parent letters, school newsletters, television and radio broadcasts, and mass phone call system as needed.

Schools as Alternative Care Sites

If schools are closed due to an infectious disease outbreak, they may be needed by San Patricio County Health Department as public health sites for vaccine distribution, quarantine, etc.

Learning at Home

To help students stay educationally engaged while classes are cancelled, Mathis ISD will develop a variety of learning at home resources for students. In anticipation of a school closure, teachers can prepare students for home learning opportunities by: 1) helping them develop a daily journaling discipline: 2) introducing them to the learning at home resources; and 3) instructing students to take all academic materials home with them.

Reopening Schools

Our primary objective in the recovery phase is to restore the learning environment as soon as possible. Issues to consider include determining if schools need disinfection measures before reopening, staffing levels, and grief/mental health issues. The Superintendent's Office will also need to develop a plan for students/staff to make up lost school days.

As the district resumes normal operation it will remain with the Health Department regarding disease surveillance. An infectious disease outbreak often comes in waves and the response and recovery process may be repeated several times.

Disinfection: There are two primary considerations regarding disinfection: public perception of the safety of the school and actual germs in the school. Disinfection needs will depend primarily on the severity, type and duration of the pandemic as well as if the school was used by the health department or *Red Cross* as a hospital, feeding center or vaccination site. The degree of disinfection and sterilization appropriate on school campuses and vehicles depends on whether

Mathis ISD experiences a confirmed case of exposure to an infectious disease. In the absence of a confirmed case of active infection on school property, the district may determine that regular cleaning and disinfecting protocols are adequate, with additional directed cleaning as a preventative measure (TASB, 2020). Viruses can live from hours to days outside the human body on nonporous surfaces such as plastic, metal or wood (depending on the virus), extensive cleaning of schools by wiping down floors and walls prior to reopening is typically not necessary unless specifically directed by the health department. Each organism has infectious different characteristics. However, public perception about the safety of schools may impact decisions regarding the extent of disinfection.

If the district experiences a confirmed case of a deadly disease on school property, such as an active infection of Ebola, the school district should work with local health officials and the CDC to determine a more intensive disinfecting and sterilization process. This may involve using a professional cleaning company equipped with medical grade cleaning supplies and personal protective equipment (TASB, 2020).

Health Screenings for Infectious Disease (TASB, 2020): School Personnel may refer a student to the school nurse or campus office as they would in any instance when a student complains of feeling ill. The school nurse or other staff may take the student's temperature and conduct a medical screening.

If a more intrusive medical procedure, such as a blood sample or throat swab are needed to determine a student's condition, the student's parent should be contacted and the student should be referred to the student's primary healthcare provider or local health department for further screening. Encourage students and staff to take personal responsibility to monitor their health and stay home if they feel ill.

Mathis ISD may make inquiries of students in order to determine the likelihood of exposure to an infectious disease, such as coronavirus, if in coordination with local health officials Mathis ISD administration determines such screenings or questions are appropriate. A general questionnaire may be sent to all students and/or all new students. Mathis ISD may not use a person's race or national origin to determine which students will be asked to complete a questionnaire.

When a Student Should Stay Home (TASB, 2020): If a student has been experiencing symptoms of an infectious disease, the student should stay home until the student is symptom free and/or cleared by a medical professional to return to school. The district should follow normal procedures for requiring a doctor's note when a student is out sick in these instances.

If a school district becomes aware that a student has an infectious disease or has a risk of infectious disease requiring monitoring from local public health officials, the student must stay home until cleared by the health department as safe to return to the school environment.

Excused Absences Due to Illness or Observation (TASB, 2020): TASB (2020) states, in accordance with school district policy, a school official may excuse the temporary absence of a student for any acceptable reason including illness, quarantine, or exclusion during a period of observation. However, the student will not be counted as present for funding purposes absent an exception (like homebound instruction). Tex. Education Code Chapter 25.087; 19 Tex. Admin. Code Chapter 129.221.

If students in Mathis ISD have been identified by public health officials as having had a risk of exposure to infectious disease, the district may experience a drop-in attendance due to concern about contagion. Mathis ISD has the authority to excuse absences for the day following a public announcement while a situation regarding infectious disease is being investigated and stabilized. Once the district has announced that classes will resume as normal, student absences unrelated to actual illness or periods of observation should be addressed as any other absence under board policy.

Making up school days: The Superintendent's Office will collaborate with the Texas Education Agency to work out a plan for making up lost school days.

Student Return to School after Quarantine or Observation (TASB, 2020): Mathis ISD should convene necessary school personnel to prepare for students' arrival back into the classroom environment after a period of quarantine observation. Ideally counselors, teachers, and other student support staff and/or mental health professionals should work together to serve affected students and ensure a smooth transition back into the school environment.

Part of ensuring a smooth return includes completing staff and student training to explain why returning students present minimal risk to the school environment and to emphasize the district's policies against bullying, harassment, and retaliation. Mathis ISD staff should coordinate its re-entry plan with the students and the students' parents. Staff may check in with the student/s and parents periodically to ensure that the students are not falling behind in course work or experiencing negative reactions from peers (TASB, 2020).

Mental health issues: Depending on the severity of the outbreak, Mathis ISD can use or modify our Crisis Response Team protocols and/or collaborate with our local mental health partners to assist students and staff with loss and grief issues. This process may be much more involved and lengthier than our usual Crisis Response protocols.

Home Educational Services (TASB,2020): A student may continue to receive instruction at home during the time the student is not attending school. Depending on the length of the student's absence, continuing educational services may be as simple as sending assignments home or as elaborate as creating a home learning environment by providing instructional technology, with the potential option for live instruction via teleconference or videoconferencing software or distance learning (TASB, 2020).

Remote Conferencing (TASB, 2020): Even if the students' absences are excused during a period of illness, observation, or quarantine, school districts are eligible for Average Daily Attendance (ADA) funding only in accordance with rules set by the Texas Education Agency (TEA) in the Student Attendance Accounting Handbook. Claiming ADA for instruction provided during a time of confinement will likely require a waiver from TEA.

With a TEA waiver, a district may use remote conferencing to provide instruction, even for a period too brief to qualify for homebound services. Remote conferencing means remote instruction in which a student at an off-campus location is able to virtually participate in classes provided on the student's campus. If a district provides instruction through remote conferencing to a regular education student, the district may, with a TEA waiver, count the student in attendance for funding purposes, provided:

- the student is unable to attend school because of a temporary medical condition; and
- the student's temporary medical condition is documented by a physician licensed to practice in the United States, or
- TEA has issued specific guidance during a pandemic situation

Distance Learning (TASB): Distance Learning, such as TxVSN, is also funded in accordance with rules established by TEA.

Homebound Instruction (TASB, 2020): A student is eligible for general education homebound services when the student: (1) is expected to be confined at home or in a hospital bed for a minimum of four weeks (the four weeks need not be consecutive); (2) the student is confined at home or in a hospital for medical reasons only; and (3) the student's medical condition is documented by a physician licensed to practice in the United States.

A student eligible for homebound services must be provided educational services by a certified general education teacher. The teacher must provide instruction in all the student's core academic instruction courses. A student provided with homebound services retains the same ADA eligibility he or she had prior to receiving homebound services.

Instruction must be provided in person, absent a waiver allowing remote instruction. Remote instruction means instruction provide through a technology that allows for real-time, two-way interaction between a student and a teacher who are in different physical locations. The technology must allow for both two-way audio and two-way video conferencing.

Special Education (TASB, 2020): Students who are eligible for special education services should continue to receive those services to the best of the district's ability considering the circumstances. If a special education student will be receiving services through remote conferencing or remote homebound instruction, the student's Admission, Review, and Dismissal (ARD) Committee should determine how best to meet the student's needs in the temporary setting to be eligible for funding:

- the student's ARD committee must have determined, in a manner consistent with the state and federal law (including requirements for a Free and Appropriate Public Education and the Least Restrictive Environment), that the remote instruction to be provided meets the needs of the student, and
- the ARD committee must have documented that determination in the student's individualized education program (IEP).

For more information regarding homebound services, remote instruction, and the submission of waivers, see the TEA Student Attendance Accounting Handbook and TASB policy EEH (LOCAL).

Personnel: If there have been multiple staff illness or deaths due to the infectious disease outbreak, Mathis ISD will need to formulate a plan to continue instructional programs with a reduction in workforce and potentially reconfigure staffing levels and positions at our schools.

TASB (2020) advises, Mathis ISD may make inquiries that are targeted at identifying current employees who may have been exposed to an infectious disease. Such inquiries would not be disability-related inquiries. If the CDC or state or local public health officials recommend that people that visited specific locations remain at home for several days until it is clear they do not have symptoms of a contagious disease, an employer may ask whether employees are returning from these locations, even if the travel was personal. EEOC, Pandemic Preparedness in the Workplace and the Americans with Disabilities Act (Oct. 9, 2009) (III.B.8).

A district may not make medical inquiries of applicants but may make reasonable inquiries of individuals who have been offered employment. Any such inquiries must comply with the Americans with Disabilities Act (ADA). See TASB Policy DBB.

Mathis ISD Superintendent or designee may ask a current employee to submit a medical examination for an infectious disease only if there is objective evidence indicating that the employee poses a direct threat to the health and safety of the employee or others. Mathis ISD may require a current employee to submit a medical examination if the request is job-related and consistent with business necessity. 42 USC Chapter 12111 (3). An examination is *job-related and consistent with business necessity* when the employer has reasonable belief, based on objective evidence, that:

- An employee's ability to perform essential job functions will be impaired by a medical condition; or
- An employee will pose a direct threat due to a medical condition. *Direct threat* means a significant risk to the health and safety of the individual or others that cannot be eliminated by reasonable accommodation. 42 USC s 12111 (3).

Mathis ISD can require an employee suspected of having an infectious disease to stay home only if the employee poses a direct to the health and safety of students, employees, or others. If the district determines that an employee poses a direct threat, the designee should first solicit voluntary exclusion. If an employee refuses to remain home, the district may consider involuntary exclusion in consultation with the school district attorney, based on a determination that an employee poses a direct threat to the health and safety of the employee or others in the workplace. TASB (2020) recommends the district works with the local health department and other qualified medical personnel in determining whether an individual should be asked to stay home.

See Mathis ISD Board Policy DBB (LOCAL).

Direction, Control, and Coordination

D. Responders Standard Operating Procedures/Guidelines (SOP/SOGs)

Responders' department policy manuals provide said departments' members with best practice guidelines and procedures to conduct emergency operations. The policies provide department members with guidance that is both legal and practical. The department SOP/SOGs establish consistent procedures and provide members with a common understanding and focus. This common understanding and focus should translate into more effective operations during emergency incidents.

Emergency Operations Plan

Mathis Independent School District maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents. The EOP has been developed to fit into the larger City/County and State EOPs in the case of a large-scale incident. Mathis Independent School District maintains the plan, and conducts regular training and exercises to validate operational efficiency and readiness of the EOP. The EOP and other Mathis Independent School District emergency plans may also make critical School District personnel available beyond their regular job description in an incident or crisis event taking place on Mathis Independent School District campuses.

Coordination with Responders

An important component of emergency operations is interagency agreements with various neighboring agencies to aid timely response to, and recovery from, emergencies on campus. Agreements with these agencies and services (including such local governmental agencies as law enforcement, EMS, and public health) help coordinate services between the agencies and Mathis Independent School District. The agreements specify the type of communication and services provided by one agency to another.

If the campuses or City/County resources are insufficient or inappropriate to respond to the emergency situation, a request may be made for assistance from other jurisdictions, the state, or federal government. All response agencies are expected to fulfill mission assignments directed by the Incident Commander/Unified Command.

Communications

- ## General Communication

TASB (2020) guidelines indicate Mathis ISD should provide information to parents, students, and personnel about the facts regarding infectious disease. Clear factual communications can calm unsubstantiated fears and rumors that commonly arise at the onset of an outbreak. Providing facts about the disease form verifiable sources that can provide the community with confidence that schools and buses are safe for children and staff.

In addition, school district communications should emphasize how all members of the school community can help stop the spread of disease through personal responsibility, including hand washing, covering coughs or sneezes, getting immediate medical attention if symptoms develop, and avoiding close contact with other people as necessary. Emphasize that staff and students are asked to stay home if they are exhibiting symptoms. Remind parents and staff about procedures for documenting and excused absence for illness.

Ask that parents and staff inform the district about any personal contact they have had with the CDC, DSHS, or the local health department about the risk of exposure. Outreach from public health officials is typically to affected individuals and the local health department; as a result, schools may receive the information second hand. If you learn of a concern for a local individual, report to the district health services coordinator. The local health department should be contacted.

In coordination with the local health department, Mathis ISD shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:
- General communications to the School District –
  - information about the disease in general
  - information about the disease impacts on School District
  - what the School District is doing
  - what the School District should/should not do
- Targeted communications to affected or vulnerable populations on the School District, as needed
- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities

Disease Descriptions

Name	Vaccine Preventable	Description of Symptoms
Measles (Rubeola)	Yes	Symptoms: high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash Transmission: coughing and sneezing; virus can live up to two hours in contaminated air or on a surface
Meningitis	Yes	*Bacterial* Symptoms: fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion Transmission: germs spread person-to-person (depends on type of bacteria)
		Viral Symptoms: fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy Transmission: caused by other viruses like mumps, measles, influenza, etc.
Mumps	Yes	Symptoms: fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection Transmission: coughing, sneezing, or talking; sharing items; touching contaminated objects
Norovirus	No	Symptoms: diarrhea; vomiting; nausea; stomach pain Transmission: contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected

Name	Vaccine Preventable	Description of Symptoms
Hepatitis A	Yes	Symptoms: Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay-colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain Transmission: fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person
Influenza	Yes	Symptoms: fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea Transmission: person-to-person via droplets
Tuberculosis		Symptoms: A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs) Transmission: person-to-person via droplets
Varicella (chicken pox)	Yes	Symptoms: fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters Transmission: touching or breathing in the virus particles that come from the blisters

Definitions

Case – Describes the disease under investigation. Also describes a person in a population who is identified as having the disease.

Confirmed Case – Typical clinical features of the illness and either a lab test confirming the presence or an epidemiological link to a lab-confirmed case.

Coronavirus (COVID-19) – A novel virus of the family Coronaviridae that is composed of single-stranded RNA viruses that have a lipid envelope studded with club-shaped projections, infect birds and many mammals including humans, and was first identified during an investigation into an outbreak in Wuhan, China in 2019.

Direct Transmission – Infectious disease is transferred from a reservoir to a susceptible host by direct contact or droplet spread (kissing, skin-to-skin contact, sneezing). Droplet spread is the primary mode of transmission for influenza.

Endemic – Constant presence and/or usual prevalence of a disease or infectious agent in a population within a geographic area.

Epidemic – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area for a given period of time and may result from:

- Recent increase in amount of virulence of the agent

- Recent introduction of the agent into a setting where it has not been before

- Enhanced mode of transmission so that more susceptible persons are exposed

- Change in the susceptibility of the host response to the agent

- Factors that increase host exposure or involve introduction through new portals of entry

Incubation Period – The time from the moment of exposure to an infectious agent until signs and symptoms appear (varies by each disease). To determine the most likely period of exposure for an outbreak knowing the average incubation period for the disease and the range of incubation periods is important (E. coli average incubation is 3-4 days with a range of 2-10 days).

Indirect Transmission – Suspended air particles, vectors, or vehicles carry the infectious disease from a reservoir to a susceptible host through airborne transmission (Legionnaires' disease, TB, measles).

Infectious Period – The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to people, or from an infected person to animals. Also called "period of communicability."

Isolation – The physical separation of a person suffering from an infectious or contagious disease from others in a community.

Mode of Transmission – Method by which the disease transfers from the reservoir (originating source) to the host (susceptible person). Classified as direct or indirect.

Outbreak – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a limited geographic area for a given period of time (such as a university). Localized epidemic.

Pandemic – The global outbreak of a highly infectious disease in humans in numbers clearly in excess of normal caused by a new pathogen or emergence of an altered old pathogen capable of sustaining widespread disease in a region of the world or worldwide.

Pandemic Flu – A virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person-to-person.

Quarantine – The physical separation of healthy people who have been exposed to an infectious disease-for a period of time-from those who have not been exposed.

Social Distancing – A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings, and closure or limited mass transportation.

Transmissibility – Ability to easily spread from human-to-human.

Travel Advisory – When there is a recommendation against non-essential travel to a geographic area where an outbreak of a disease is occurring.

Travel Alert – Where an outbreak of a disease is occurring in a geographic area and there is no recommendation against non-essential travel to the area, although recommendations regarding personal health protection in such settings are available.

Virulence – The capacity of a microorganism to cause disease.

Legal Authority

In order to institute and enforce non-pharmaceutical interventions, the public health agency must have legal authority. Legal authority within Texas is primarily wielded by the local public health agency. The State of Texas also has authority, but typically defers to the locals. Additionally, federal agencies have legal authority derived from a variety of statutes, regulations and executive orders.

State

HS § 81 Communicable Diseases.

Sec. 81.002   The state has a duty to protect the public health. Each person shall act responsibly to prevent and control communicable disease.

Sec. 81.083   APPLICATION OF CONTROL MEASURES TO INDIVIDUAL. (a) Any person, including a physician, who examines or treats an individual who has a communicable disease shall instruct the individual about:

(1) measures for preventing reinfection and spread of the disease; and

(2) the necessity for treatment until the individual is cured or free from the infection.

(b) If the department or a health authority has reasonable cause to believe that an individual is ill with, has been exposed to, or is the carrier of a communicable disease, the department or health authority may order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state.

Federal

42 CFR § 71.20 Public health prevention measures to detect communicable disease.

(a) The Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may conduct public health prevention measures, at U.S. ports of entry or other locations, through non-invasive procedures as defined in section 71.1 to detect the potential presence of communicable diseases.

(b) As part of the public health prevention measures, the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may require individuals to provide contact information such as U.S. and foreign addresses, telephone numbers, email addresses, and other contact information, as well as information concerning their intended destination, health status, known or possible exposure history, and travel history.

42 CFR 71.21 Report of death or illness.

(b) The commander of an aircraft destined for a U.S. airport shall report immediately to the quarantine station at or nearest the airport at which the aircraft will arrive, the occurrence, on board, of any death or ill person among passengers or crew.

42 CFR § 70.11 Report of death or illness onboard aircraft operated by an airline.

(a) The pilot in command of an aircraft operated by an airline who is conducting a commercial passenger flight in interstate traffic under a regular schedule shall report as soon as practicable to the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] the occurrence onboard of any deaths or the presence of ill persons among passengers or crew and take such measures as the Director may direct to prevent the potential spread of the communicable disease, provided that such measures do not affect the airworthiness of the aircraft or the safety of flight operations.

21 CFR § 1240.45 Report of disease.

The master of any vessel or person in charge of any conveyance engaged in interstate traffic, on which a case or suspected case of a communicable disease develops shall, as soon as practicable, notify the local health authority at the next port of call, station, or stop, and shall take such measures to prevent the spread of the disease as the local health authority directs.

Mathis ISD

Annex B (Railroad)

Annex Responsibility Assigned to:

Superintendent of Schools

Mathis ISD

Security Statement

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Change #	Date of Change	Entered By	Date Entered

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Railroad

Introduction

Mathis ISD and its stakeholders expect that schools are safe and secure environments; however, schools cannot predict exactly when and where an incident is going to happen. Railways are common in Texas, which means that every campus, each facility, and all staff must be prepared to respond appropriately in the event of train derailment. The district recognizes that the success of its emergency operations plan is contingent upon collaboration with and support from local, regional, state, and federal partners as well as the news media.

Train derailments can occur due to track failure caused by defective or worn rails or equipment, human error, collision with an object on the track such as vehicle, collision with another train and severe weather events such as tornadoes or flooding that washes away portions of the track. The greatest concern during a train derailment is the release of hazardous materials as well as the potential for fire and explosions.

A train derailment in close proximity to a school can necessitate either sheltering in place or evacuation of students and staff from the site.

Purpose

The purpose of this annex is to outline the means, organization, and process by which the District will provide appropriate preparedness for, response to, recovery from, and mitigation of the impact of a train derailment that can affect school District operations and facilities.

Scope

The District has identified the following campus whose operations are most likely to be affected either directly or indirectly by a train derailment due to their proximity to a railroad track. They include:

Mathis High School   1615 E. San Patricio Ave, Mathis, Texas 78368

Mathis Middle School   1627 E. San Patricio Ave, Mathis, Texas 78368

Situation Overview

The impact a train derailment can have on District operations up to and including the need for sheltering in place, site evacuation, early dismissal, late opening, or cancellation of all or portions of District operations, including classes. It also could affect continuity of operations and continuity of credit that including decisions associated with student accountability, student reunification, and the resumption of classes. Evacuation, transportation, and protection of critical facilities and operations also must be considered.

1. There are numerous rail carriers and one rail station utilizing tracks directly through the town; and adjacent to school campuses.

 a. Railroad tracks pass within 1000 feet of the facilities listed in the SCOPE above.

2. These carriers operate several trains through the area daily, traveling at various speeds, carrying a variety of goods and materials.

3. The area surrounding the railways are vulnerable to emergencies involving a railway incident.

4. A train derailment will likely require a significant response by local authorities whether hazardous materials are potentially present or not.

5. Traffic and access to and from the school may be significantly affected by a train derailment.

Planning Assumptions

A train derailment may be severe in magnitude and involve the release of hazardous materials, fire and explosion necessitating the implementation of shelter-in-place protocols or evacuation from the site.

The District has identified employees who by virtue of their presence, specialized function, or necessary skills are essential to sustaining business, educational, or certain operational needs and who may be required to report for duty even when District schedules are altered or curtailed.

Essential Employees

While not all employees may be required to report to work, those individuals identified as essential employees should expect to be called upon to support emergency operations. This includes but is not limited to: [Staff from grounds, maintenance, transportation, food services, District and Campus administration, custodial, and security]. Since essential employee designation is dictated by the circumstances of an emergency, staff must understand that their status as an essential employee is subject to change depending upon operational needs.

Other Employees

School staff participate in training and drills to help them respond appropriately when events affect school operations. Also, the District uses various forms of communication to notify employees of events as well as for changes in school schedules, including closures and curtailments.

When schedule changes occur, it is the responsibility of each employee to verify the changes with their supervisor or designee. District policy reflects human resources expectations related to schedule changes that affect hours worked.

Concept of Operations

In the event of train derailment, the District's primary concern is the safety and well-being of students and staff.

During the initial stages of a train derailment event, the District Superintendent of Schools will be the liaison within the District, as well as with outside response agencies, to monitor the situation and coordinate, as needed, operational requests and status updates. While the District may accept the advice and guidance of local, regional, and state officials, it is the responsibility of the Superintendent or their designee to take appropriate actions on behalf of the District.

In the event of a train derailment, the District may activate the District Emergency Operations Center (EOC) as a location for operational decisions in instances were. travel is restricted, the Superintendent or their designee may coordinate decisions via conference call or electronic meetings. This communication can be internal to the District or part of local, regional, and/or state coordination. Shared information may include, but is not limited to:

• Personal observations from checking facilities, campuses, neighborhoods, and bus routes;

• Local fire, police and emergency medical response agencies;

• Texas Department of Transportation (TXDOT) reports;

• Texas Department of Public Safety;

• National Weather Service or local meteorological reports;

• Input from neighboring school Districts also affected by the threat;

• Awareness that public and private response authorities may be mobilized in anticipation of, or response to, events resulting from changing conditions;

• The City and/or County Office of Emergency Management notifies the District of an impending activation of the EOC or any of its primary components.

Organization and Assignment of Responsibilities

All District employees are encouraged to communicate to their immediate supervisor, information they may have related to changing conditions that potentially could disrupt District operations, endanger students and staff, or disrupt transportation services. It is the responsibility of the supervisor to share information with the District EOC or the Superintendent.

The Superintendents Designee will provide updates and make recommendations to the Superintendent to facilitate decisions related to mitigation strategies, protective measures, and schedule changes. They also will ensure that appropriate information is shared with each campus and provided to the staff members tasked with disseminating public information.

District Support Services

• District Maintenance/Facilities staff is responsible for preparing facilities for an impending event if it is safe to do so, for monitoring the status of facilities, for damage assessment after an event, and for reparations. This includes actions necessary to protect critical infrastructure including utilities, communications, and security systems.

• The Maintenance/Facilities department will monitor facilities for electrical outages, alarms, water line breaks, and other possible failures and will ensure the integrity of each campus and District facility prior to opening those facilities for students, faculty, and staff use. Support Services will report power outages to the City of Mathis & San Patricio County EOC as well as to the appropriate utility responsible for the affected services.

• In cases where conditions cause power and/or utility failures, the EOC will coordinate activities to support individuals or services where the interruption of power represents a life safety issue. Priority will be given to school Districts only if school is in session and priority within the District will be given to those facilities

housing individuals with special needs and those serving younger children.

Direction, Control and Coordination

Internal Coordination

When a train derailment occurs, campuses will monitor changing conditions and be ready to take appropriate protective measures. They will work with the District for status updates. Campus preparedness measures may include:

- Reminding staff to be vigilant to changing conditions and to be ready to support emergency actions should they be needed;

- Moving students and staff from portable buildings to the main building in the event of a hazardous materials release due to a train derailment and implementing shelter-in-place procedures;

- Relocating students and staff from the site if deemed appropriate after consultation with response agencies;

- Adjusting dismissal schedules or release procedures to facilitate a safe and efficient release of students and staff; and

- Preparing to house students and staff beyond normal operating hours as an alternative to releasing them to unsafe conditions.

Employees cannot rely solely on news reports or social media messages to determine their schedule; they must verify it through their supervisor or designee.

External Coordination

- The City/County Office of Emergency Management is the lead governmental entity to assess, monitor, and communicate the situation. To the extent possible participating city, county, school, regional, and state agencies will be consulted prior to the issuance of emergency orders such as closures and evacuation. These operations may be conducted from that entity's EOC.

- For school needs, the District's liaison to the EOC will be responsible for input of District requests on behalf of the District. Campuses will work through the Superintendent or their designee and/or the District EOC for help and support.

- To the extent possible, and as supported by mutual aid and similar agreements, the District will support shelter, evacuation, and reunification efforts of the community. These agreements and expectations are maintained under separate cover and outlined in the District EOP.

The City/County Office of Emergency Management, will coordinate governmental activities related to emergency weather operations. Coordination with schools includes, but is not limited to:

- Ensuring operation of critical governmental functions such as public safety and infrastructure.

- Assessing the impact of decisions related to closures, dismissals, and resumptions of activities.

- Assessing road operations within its jurisdiction including the closing and opening of roads and communicating that information to the District.

- Collecting and assessing data about weather, observed conditions, and damage reports, including information provided by the District.

- Assessing impact of a train derailment on overall operations.
- Coordinate the release of public information related to city and county operations and share information released by the District related to school closures, delays, and protective measures.

The EOC will coordinate protective measures such road closures, barricades and emergency support requests using the appropriate NIMS/ICS protocols and documentation.

Public Information and Outreach

Information on the closing of schools or modifications in schedules will be released to the media through the Districts Office of Communications. Individual announcements by campuses, extracurricular activities, transportation, or student services will be coordinated through the District communications office prior to release. The following processes will be used to notify the public and school staff.

Public Notification

During a train derailment event, the District will use the news media, the District website home page, social media, and campus list-serves as the primary means of communicating public information such as closures, dismissals, cancellations, and resumption of classes to the community at large. The District will use mass notification systems for more directed communication with parents and staff. Emergency communication for staff members is addressed in the Functions and Responsibilities section of this Annex.

The District will support communications in conjunction with local, regional, and state entity public information and Office of Communications. All major district operational announcements will be shared with the public information officer to ensure message consistency and coordination. Neither the District nor the EOC will post information on the closings of individual or private schools, daycares, or other events not directly related to school functions or school-sponsored activities.

Staff Notification

The District will use various methods to notify employees of changes in school schedules, closures, curtailments, and other actions to include the following:

• Website Updates using both public and private portals.

• Social media, texting, and Twitter/Facebook using only official District account.

• Mass Notification System (School Messenger).

Each employee is responsible for ensuring that their information in the District's notification system is up to date.

District Email

Because not all email messages regarding the cancellation or delay of school are from authorized District sources, employee notification messages will carry a subject message that reads: "Mathis ISD Administrative Message Regarding Conditions

Affecting the School". The email message will include the name and title of the person within the District who authorized the message, usually the Superintendent. Each employee who has an email account with the District is responsible for checking them. email to verify schedules.

Phone Tree

The District phone tree is organized by position in the District and by function including the time certain employees report to work. Notification is not necessarily completed by organizational seniority. This ensures that the people who report earliest to work each day have time to adjust their schedule or assignment in the event of evacuation, cancellation or delay of the school day. The District phone tree establishes the following notification priority:

• Superintendent and Executive Staff.

• Essential Employees and Department Head or Supervisor of employees with reporting times of 6:00 a.m. or earlier.

• Primary contact for contract services for the District.

• Other department heads and supervisors.

While all employees are responsible for staying informed about the closure or curtailment processes, it is the responsibility of each immediate supervisor to ensure that their employees are notified.

• If in making a notification, the person called does not answer, it is the responsibility of the person making the notification to contact the next person on that list.

• Once an employee receives a notification call, if they are tasked with making additional notifications, they must do so immediately.

Administration, Finance and Logistics

See EOC

Plan Development and Maintenance

See EOC

Appendices

Appendix 1-Train Derailment Considerations

Appendix 2-Train Derailment Procedures

Appendix 1

<u>Train Derailment Considerations</u>

Numerous carriers operate active trains through the town on a daily basis carrying a multitude of commodities, supplies and passengers. Tank cars are present periodically on these trains and a derailment should be assumed to contain HazMat and precautions should be taken as if this will happen. Shelter-in-place and reverse evacuation drills will be practiced at all Mathis ISD campuses regardless of the 1000-foot cordon stated above.

Appendix 2

Train Derailment Procedures

Procedures for a Hazardous Materials Release or Chemical Spill

The Principal will determine the need to activate the campus EOP and designate a School Incident Commander until another qualified Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If a hazardous material release or chemical spill has occurred due to a train derailment, the following steps will be taken by the school.

School Incident Commander/Principal:

• Call 911 and notify local law enforcement and emergency responders.

• Determine what procedures should be activated, such as a REVERSE EVACUATION and SHELTER–IN–PLACE.

• Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.

• Take appropriate action to safeguard school property.

• Notify appropriate school personnel (Superintendent/Public Information staff) of the status and actions taken and keep them updated of any significant changes.

• Activate internal and external communications plan.

• Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.

• If it is determined that conditions warrant an evacuation, issue instructions for relocating to a safer location by means of walking, buses and cars.

• Notify relocation centers and determine an alternate relocation center if

necessary.

• Disseminate information about the incident and follow-up actions such as were students/school have relocated and institute reunification procedures, if needed.

• Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.

• Determine whether school will be closed or remain open.

• Implement additional procedures as instructed by the School and/or emergency Incident Commander.

• Document all actions taken

Teachers and Staff:

• Move students away from immediate vicinity of danger.

• Implement reverse evacuation if students are outside; observe wind direction by observing flags or leaves and move students appropriately.

• Execute shelter-in-place when instructed by the Incident Commander. Remain with students throughout the incident.

Report any missing or injured students to the Incident Commander. Remain in safe area until the "All Clear" signal has been issued.

• In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an "All Clear" signal is issued.

• Document all actions taken.

Mathis ISD
Annex C
Active Shooter

Annex Responsibility Assigned to:

Superintendent of Schools

Mathis ISD

Active Shooter and Terrorism Annex

Overview

The emergency operation plan annex is part of the Mathis ISD Emergency Operations

Plan (EOP). This annex contains material unique to extreme violent incidents such as active

shooter.

Definitions

Active Shooter has the same meaning as active killer and while one implies use of a

firearm both should be interpreted as referring to an individual or group actively engaged in

attempted mass murder. The killer may use a firearm but recent incidents have occurred in

which the weapon was a vehicle or improvised explosive. Schools have been attacked by

active killers using knives, other blade weapons, hammers, other bludgeon weapons and

incendiary weapons or arson.

Terrorism is similar in approach but different in motivation. Terrorism is violence intended

to produce mass fear (terror) in order to bring about a political, religious or social change.

Leakage is a term used in the FBI research which refers to the fact that there are

almost universally clues that an incident of mass violence is being planned and that

preparations are being made to carry out an attack.

Bystanders is a term used in the Secret Service research for individuals who know, suspect

or fear that an act of violence is imminent. Bystanders may remain silent, may report

their suspicions to authorities or may choose to assist the aggressor in planning, preparing or

even in carrying out the attack.

Emergency Contact List

To avoid any possible delay in response to an active killer incident the primary contact

should be 911.

Students, parents, staff members (bystanders) who wish to report a concern about

potential violence may contact any campus administrator, faculty or staff member. Campus administrators are to alert the local law enforcement

to concerns, regardless of their evaluation of the level of threat. All threats should be evaluated

from a law enforcement point of view with mental health professionals as consultants rather

than as the primary assessors of threat. The Superintendent and key district crisis response personnel should

be advised of all active threat investigations.

Framework for Terrorism or Active Killer Incidents

The overall framework for extreme violence incidents is similar to, but slightly different, from

the emergency management cycle. The emergency management cycle includes four

steps: preparation, response, recovery and mitigation. The framework for terrorism includes

five mission areas: prevention, protection, response, recovery and mitigation. For this active

shooter and terrorism annex only the framework, rather than the emergency management cycle will be used.

Common Activities to all Mission Areas

There are activities common to prevention, protection, response, recovery and

mitigation. These include planning, public information and warning, and operational

coordination efforts. The District and each school have prepared an all-hazards emergency

operations plan which includes elements that will be used should an active killer incident occur.

The district will also seek within the limits of student confidentiality to provide parents and the

public with appropriate information about existing threats and how they can report suspicious

behaviors, conditions, activities or social media posts. As with other hazards, the response to

threats as well as acts of violence will be coordinated with community partners including:

fire/rescue, emergency medical services, mental health authorities, public health authorities,

city, county, state and federal law enforcement and city and county emergency management

agencies.

Prevention

The Homeland Security National Preparedness Goal explains, "Prevention includes

those capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism or

active killer violence. Unlike other mission areas, which are all-hazards by design, Prevention

core capabilities are focused specifically on imminent terrorist or active killer threats, including

ongoing attacks or stopping imminent follow-on attacks."

Mathis ISD seeks to prevent these incidents by:

1. Forensics and Attribution

This is a law enforcement activity which focuses on early identification and

intervention when a situation is reasonably suspected to pose a threat to a school facility

or its students and staff. A key element is the collection of "leakage" – those statements,

writings, drawings, social media posts and behaviors which indicate an individual may

pose a threat to himself or others. This should be focused on behavioral changes.

Indicators may include:

a. Surveillance, study of the school, its physical layout, operations and

schedules. This could be the same person watching, without being part of, arrival

or dismissal for several days. A person taking notes on a map of the school

site might also be suspicious.

b. Elicitation, asking questions the purpose of which seems dubious. This might include

someone asking about the placement and coverage of video cameras. Someone

asking about a specific individual's schedule or parking place might be seeking to

target that individual.

c. Impersonation has taken the form of someone pretending to be from CPS to remove

a child from the school. In one terrorism case the research was done by a group pretending to be a road repair crew.

d. Tests of security (pulling the fire alarm, calling in a false report to see how police respond, violating the dress code to see if the student can cover a carried weapon.

e. Acquiring supplies such as excessive ammunition purchases, purchases of unusual quantities of fireworks (as the marathon bombers did), theft or a vehicle or any other item specifically needed for a stated means of attack.

If a direct threat is made, another criminal act is committed or an attack occurs then the focus may be on the collection of physical evidence. This is a law enforcement function, but requires the support of the school administration:

f. School personnel should be aware of the different legal thresholds for searches by administrators (reasonable suspicion) rather than the threshold for police (probable cause). The administrator's lower threshold does not mean the administrator may search a student without reason or to an unreasonable level of invasiveness. School administrators must be able to provide a definite reason for their suspicion of the search and be able to articulate what they expected to find as a result of the search. Administrators are not to render evidence inadmissible by: expecting police to search on the basis or reasonable suspicion alone, or by searching without being able to explain the reason and expected outcome of the search.

g. School personnel should minimally handle suspicious items. Handling suspicious items can be dangerous and may destroy evidence.

h. School personnel should also wait to clean-up after a violent incident until police are finished collecting evidence.

2. Intelligence and Information Sharing

As with forensics, intelligence (data analysis) is primarily a law enforcement activity. The administration can support this by providing background information, examples

of troubling writings or art, and assisting with access to witnesses.

Information sharing is a responsibility of all school personnel as well as police and even the general public. Information sharing depends on:

a. Building a trusting environment in which conclusions are drawn only from as complete a situational analysis as possible. One aspect of this is not discouraging reporting by calling reporting concerns "tattling" or similar derogatory terms.

b. Allowing confidential reporting. This may include developing a formal relationship with Crime Stoppers.

c. Trust is also built by providing information to students, parents and the public when possible about situations that do occur.

3. Disruption and Interdiction is the law enforcement function of delaying, diverting, intercepting, halting, apprehending or securing human threats.

4. Screening, Search, and Detection

In the school environment this is not entirely the responsibility of law enforcement. The school administration, staff and police should all cooperate in attempting to identify, discover, or locate threats attentiveness to student, staff, and visitor behavior, dress and what they are carrying. In past school attacks students have used long coats to conceal weapons, one student who attacked his school carried several weapons as a bundle (that many saw and questioned but all accepted an unrealistic explanation), outsiders and even students have also approached with the weapon in clear view. Behaviors that should raise concern include evasion, attempting to hide, and extreme focus.

Everyone who attends school events should be subject to simple visual screening by gate/door keepers. Training in what to look for is provided by the local law enforcement, trainers and resources available to the district.

Protection

Access Control and Identity Verification is a critical activity that includes locking exterior doors.

This also includes checking the photo identification of all visitors to the schools.

Physical Protective Measures include keeping classroom doors closed and locked whenever

practicable during the school day. This also includes isolating after school activity areas from

the rest of the school building to the degree possible. Classrooms should be arranged so that

students can be out of sight during a lockdown.

Ongoing risk management includes all other efforts, including coordination with county, state

and federal authorities to identify developing threats. When a criminal act occurs, an effort will

be made to identify the vulnerabilities that allowed the crime and steps taken to mitigate the

vulnerability.

Preparedness

The same preparedness activities listed elsewhere in the plan apply to active shooter

incidents: planning, staff development, and drills/exercises.

This active killer annex is one part of planning. Schools in their individual emergency

plans outline specific measures to:

1. Secure the building from intruders,

2. Screen visitors and identify those on campus,

3. Respond to violent threats outside the school building (lockout – secure the building),

4. Respond to violent threats within the school building (lockdown), and

5. Avoid (run), Deny (hide behind locked doors) and defend (fight) against violent threats.

The district provides instruction to students and staff on implementing protective actions

(lockout and lockdown). In addition, the district provides staff development for personnel in

active shooter response and workplace violence.

Drills to test the procedures and remind students and staff of the procedures for lockdown

and lockout are regularly scheduled as outlined in the basic plan and campus annexes.

Response

Not all violent incidents are active shooter or terrorist events. For a violent threat outside a

school, such as a suspect fleeing police the procedure is lockout, also known as secure the

building and sometimes reverse evacuation. Students return inside for outside activities and the

entire exterior of the school is secured. For violent threats inside the building, such as an

armed intruder in the office, the procedure is to lockdown. In a lockdown, students outside the

building do not return, but move to a safe location away from the danger. Inside the school

the lockdown procedure is to quickly get students into classrooms, lock the door (barricade

if locking is not possible), move students to the least visible location within the class,

silence phones, and turn off the lights if necessary, to reduce visibility. Students and staff should

not leave the classroom in a lockdown unless:

1. Police or known campus administrators release the lockdown or;

2. There is active violence which threatens students and staff lives.

Because not all violence is active killer violence it is important to remind students and staff

to follow the lockout and lockdown procedures.

When an attack begins, if the primary is available, get out of the building to a safe location.

If the primary exit is not safe or available, deny access to the aggressor, continue to look for

an exit.

If another exit is available, avoid the violence (run) by escaping and going to a safe

location away from the school.

When in the "deny" location staff should be constantly preparing for the next step. If

the aggressor breaches the room, defend (fighting) becomes necessary.

When defending, look for ways to distract and disorient the aggressor. If physically fighting

the aggressor, commit to using enough force to disable the person.

Recovery

Following an active shooter or terrorist incident there will be a need for recovery activities:

1. Reunification; according to procedures

2. Mental health support; in which the school district will seek assistance

3. Communication and rebuilding trust, as far as possible the district will:

a. Provide timely and accurate information about the situation,

b. As the situation is resolved, provide information first to parents, then to media,

c. To the degree possible, avoid naming the aggressor or giving them celebrity status,

d. Focus on those who acted to keep students safe and resolve the incident

4. Repair damage to the school and consider how to return to learning quickly

Mitigation

Following any criminal act, the Superintendent, and key district crisis response personnel will review

the incident to determine what vulnerabilities contributed to the crime. They, in cooperation with

the campus administration will develop corrective action plans to reduce future vulnerability

and build greater resilience to the facility.

I. ANNEX D

II. EVACUATION

Mathis Independent School District

Revised:
January 29, 2020

APPROVAL & IMPLEMENTATION

Annex D

EVACUATION

This annex is hereby approved for implementation and supersedes all previous editions.

Approved:_____Date:_____
               Name, Title

Concurred:_____Date:_____

RECORD OF CHANGES

Annex D

EVACUATION

Change #	Date of Change	Entered By	Date Entered

ANNEX D
EVACUATION

AUTHORITY

See the district's basic plan.

PURPOSE

The purpose of this annex is to provide for the orderly and coordinated evacuation of all or any part of the district's population if it is determined that such action is the most effective means available for protecting students, staff, and visitors from the effects of an emergency.

SITUATION AND ASSUMPTIONS

A. Situation

There are a wide variety of situations that might require an evacuation of district facilities and population.

Limited evacuation of specific areas in the district might be needed as a result of a hazardous materials incident, fire, gas leak, or flooding.

Large-scale evacuations could be required in the event of a major incident such as a hurricane.

State law provides a county judge or mayor with the authority to order the evacuation of all or part of the population from a stricken or threatened area within their respective jurisdictions.

The incident commander of an incident can order evacuations of impacted areas.

B. Assumptions

Most people at risk will evacuate when local officials recommend that they do so.

Some individuals will refuse to evacuate, regardless of the potential hazard.

When there is sufficient warning of a significant incident, many individuals who are not at risk will evacuate.

Evacuation planning for known hazard areas will be done in advance.

While some emergency situations are slow to develop, others occur without warning.

In the case of short notice evacuations, there may be little time to obtain personnel and equipment from external sources to support evacuation operations.

In most situations, the majority of evacuees will seek shelter with relatives, friends, or in commercial accommodations.

District facilities may be used to shelter evacuees.

District buses may be utilized to assist in evacuations.

CONCEPT OF OPERATIONS

C. General

Evacuation is one means of protecting individuals from the effects of a hazard. Protection is achieved by moving people away from the hazard. In planning for an evacuation, the characteristics of the hazard, its magnitude, intensity, speed of onset, and anticipated duration are all significant factors.

Other important factors include the availability and capacity of evacuation routes.

The district will be prepared to conduct both small and large-scale evacuations.

D. Evacuation Decision

The district must assess the need for the evacuation of facilities and coordinate support for the evacuation. If a district facility is evacuated, it will require implementation of the Reunification Plan. Facility staff must ensure that all documentation and resources required to implement the plan is taken with them

A jurisdiction will assess the need for evacuations and coordinate activities.

E. Actions by Phases of Emergency Management

Mitigation:

a. The district will maintain an internal and external resource inventory of available equipment and resources.

b. Develop awareness of designated hazardous transportation routes.

c. The district will annually conduct a chemical hazard analysis to identify the types and quantities of hazardous materials present at district facilities.

Prevention:

a. Identify local hazardous materials transportation routes.

b. Coordinate with local fire department to perform periodic inspections of district facilities that store hazardous materials.

c. Identify community facilities that manufacture, use, or store hazardous materials.

Preparedness:

a. Train district personnel who respond to a hazardous materials incident on a regular basis.

b. Identify emergency response resources for hazardous materials incidents.

d. Develop interoperable communication procedures and maintain communication equipment.

e. Prepare and execute mutual aid agreements.

Response:

a. Any district employee discovering an incident involving the potential or actual release of hazardous materials should immediately notify 9-1-1 and district facility administrators.

b. Initiate the National Incident Management System (NIMS) and the Incident Command System (ICS).

c. Establish an Incident Command Post.

d. Determine hazard's potential impacts.

e. Initiate protective actions to protect life, property, and the environment.

f. Contain and control the hazard.

g. Extinguish fires as necessary.

h. Initiate rescue operations if necessary.

Recovery:

a. Monitor and survey area/facilities to declare it is safe to return.

b. Coordinate with the responsible party for the removal of contaminants.

c. Coordinate with local fire department to perform decontamination and or clean-up operations.

d. The district will document and maintain records of all costs/expenses associated with the hazardous materials incident in the event reimbursement is possible.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES
F. General

The district's normal emergency organization and communications will be established to coordinate the response to and recover from the hazardous materials incident.

Effective response to a hazardous materials incident may require response assistance from the responsible party. In some situations, assistance may be needed from local, state, and federal agencies having jurisdictional responsibilities for hazardous materials incidents.

Technical assistance may be provided by private industry.

G. Assignment of Responsibilities
All personnel assigned responsibilities in this plan are trained on the NIMS concepts, procedures and protocols.

Agency or Position	Functions/Responsibilities	Phase(s) (Mitigation, Prevention, Preparedness, Response, Recovery)
Superintendent or Designee	Liaison with emergency coordinators from local jurisdictions and private industry Maintain an accurate and up-to-date emergency contact roster of district personnel and administrators, and local emergency response agencies.	Prevention, Preparedness, Response, Recovery Preparedness
LEPCs	Provide assistance to the district in hazardous materials planning.	Preparedness
Fire Departments	Responding to district needs in an emergency Discussion of evacuation routes and procedures	Response Preparedness

DIRECTION AND CONTROL

H. General
The County Judge or City Mayor has the responsibility of ordering mandatory evacuations for their jurisdiction when it is the most suitable means of protecting the public from a hazard.

In situations where rapid evacuation is critical to the health and safety of the individuals, the on-scene incident commander (lead response agency) may recommend the evacuation of individuals at risk around an incident site.

The district should be in communication with response agencies and assist, as appropriate, during an evacuation.

I. Incident Command System and EOC Interface

If the district activates an Emergency Operations Center (EOP) and an Incident Command Post are operating, the Incident Commander at the command post and the manager of the district's EOC must agree upon a specific division of responsibilities for emergency response activities to avoid duplication of effort as well as conflicting guidance and direction. The district's EOC and the command post must maintain a regular two-way information flow.

J. Line of Succession
Benny Hernandez

Gail Shepler

Jesse Riojas

READINESS LEVELS

K. Readiness Level IV – Normal Conditions
See mitigation, prevention, and preparedness activities.

L. Readiness Level III – Increased Readiness
Monitor the situation.

Inform first responders of the incident.

Review of potential evacuation area including routes.

M. Readiness Level II – High Readiness
Monitor the situation.

Alert district personnel for possible emergency duty/assignment.

Deploy district personnel and equipment to scene.

Establish contact with local response agencies.

Identify potential shelters and transportation needs.

N. Readiness Level I – Maximum Readiness
Mobilize all necessary personnel and agencies.

Check the status of evacuation orders, routes, and traffic.

ADMINSTRATION AND SUPPORT

O. Reporting
Response agencies participating in evacuation operations should provide appropriate situation reports to the district. The district will maintain current records of significant operational activities, commitment of resources, and other information relating to the emergency.

Certain expenses incurred in carrying out evacuation response operations may be recoverable. The district will maintain records of personnel, equipment, supplies, and other expenses.

P. Maintenance and Preservation of Records
All records generated during evacuation operations will be collected and filled in an orderly manner, so a record of events is preserved for use in determining response costs, settling claims, and updating emergency plans and procedures.

Vital records should be protected from the effects of a disaster to the maximum extent feasible. Should records be damaged during an emergency, professional assistance in preserving and restoring the records should be obtained as soon as possible.

Q. Post Incident Review
The district will organize and conduct a review of emergency operations. The purpose of this review is to identify needed improvements to this annex, procedures, facilities, and equipment.

R. Training
All support personnel, including substitute teachers, will be trained over this annex.

S. Exercises
Drills, tabletop exercises, functional exercises, and full-scale exercises based on the hazards faced by the district will periodically include evacuation operations.   All support personnel, including substitute teacher, should be included in these exercises.

ANNEX DEVELOPMENT AND MAINTENANCE

The Safety and Security Committee and/or Emergency Management Team will continue to provide updates to this annex. The annex will be reviewed annually and updated as needed. Departments and agencies having responsibilities in this annex are responsible

for developing and maintaining standard response protocols (SOPs) to address these responsibilities.

REFERENCES

T. FEMA, Comprehensive Preparedness Guide (CPG) 101 Version 2.0 November 2010

B. Texas Disaster Act of 1975, Chapter 418, Texas Government Code

C. Texas Division of Emergency Management Plan Template

APPENDICES

Appendix 1 General Evacuation Checklist

Appendix 2 Stadium Evacuation Procedure

Appendix 1

General Evacuation Checklist

√	Action Item	Assigned
	1. Determine area(s) at risk: • Determine population of risk area(s) • Identify any special facilities in risk area(s)	Campus Principal
	2. Determine evacuation routes for risk area(s) & check the status of these routes.	Trans Director
	3. Determine traffic control requirements for evacuation routes.	Campus Designee
	4. Estimate public transportation requirements & determine pickup points.	
	5. Determine temporary shelter requirements & select preferred shelter locations.	Superintendent
	ADVANCE WARNING:	
	6. Provide advance warning of possible need for evacuation to the public, clearly identifying areas at risk. See Annex I, Emergency Public Information.	Superintendent
	7. Develop traffic control plans & stage traffic control devices at required locations.	Local Law Enf
	8. Ready temporary shelters selected for use. (American Red Cross)	District Designee
	9. Coordinate with transportation officer to ensure vehicles & drivers will be available when and where needed.	Superintendent
	10. Coordinate with school districts regarding closure of schools.	Superintendent
	11. Advise neighboring jurisdictions that may be affected of evacuation plans.	Superintendent
	EVACUATION:	
	12. Advise neighboring jurisdictions & the local Disaster District that evacuation recommendation will be issued.	Superintendent or Designee
	13. Disseminate evacuation recommendation to the public through available warning systems, clearly identifying areas to be evacuated.	Technology/Communication Department
	14. Provide amplifying information to the public through the media. Emergency public information should address: • What should be done to secure buildings being evacuated • What evacuees should take with them	Designated PIO

	• Where evacuees should go & how should they get there • Provisions for those without transportation	
	15. Provide traffic control along evacuation routes & establish procedures for dealing with vehicle breakdowns on such routes.	Local First Responders
	16. Provide security in or control accesses to evacuated areas.	Designated campus personnel
	17. Provide Situation Report on evacuation to local Disaster District.	Superintendent or Designee

RETURN OF EVACUEES:		
18. If evacuated areas have been damaged, reopen roads, eliminate significant health and safety hazards, & conduct damage assessments.	Designated Key Personnel
19. Determine requirements for traffic control for return of evacuees.	Principal
20. Determine requirements for & coordinate provision of transportation for return of evacuees.	Trans Director
21. Advise neighboring jurisdictions and local Disaster District that return of evacuees will begin.	Superintendent
22. Advise evacuees through the media that they can return to their homes and businesses; indicate preferred travel routes.	TDEM
23. Provide traffic control for return of evacuees.	Local First Responders
24. If evacuated areas have sustained damage, provide public information that addresses: • Documenting damage & making expedient repairs • Caution in reactivating utilities & damaged appliances • Cleanup & removal/disposal of debris • Recovery programs. See Annex J Recovery	Superintendent
25. Terminate temporary shelter & mass care operations.	TDEM
26. Maintain access controls for areas that cannot be safety reoccupied.	Local First Responders

Appendix 2

Stadium Evacuation Procedures

This appendix provides an overview of the policy and guidance for the decision to relocate Stadium spectators and participants. It includes the decision points and identifies where to relocate the Stadium population for all hazards in all areas of the Stadium.

> *[PLANNER NOTE: Insert the Stadium facility policy and additional information about the decision to relocate spectators and participants. Answer "who, what, where, when, and why" for all hazards, in all areas of the Stadium.]*

The decision to evacuate, shelter in place, or relocate from each or all areas within the Stadium (i.e., stands/bleachers, concession areas, locker rooms, field, parking lot, or other areas requires that the following considerations be taken into account:

1. Number/Location of Gates
    a. *[PLANNER NOTE: List gates/entrances/exists and the plan for each gate/entrance/exit depending on the need to relocate or evacuate the areas of the Stadium.]*

Gates/Entrances/Exits	Plan for Relocation or Evacuation
West 1 San Patricio Ave. EMS Entrance Gate	
South 2 Band Concession Drive in Gate	
South 3 Visiting Spectator West Entrance Gate	*Used to evacuate fans to cafeteria if necessary*
South 4 Visiting Spectator East Entrance Gate	*Used to evacuate fans to cafeteria if necessary*
South 5 Fieldhouse South Entrance Gate	
East 6 Fieldhouse East Entrance Gate	
East 7 Track Shed Southeast Gate	
East 8 Track Shed Northeast Gate	
East 9 Long Jump Pit Gate	
North 10 Baseball/Football Home Entrance Gate	*Evacuate to Parking lot*
North 11 Main Home Entrance Gate	*Evacuate to Parking lot*

2. Stadium Population

Locations	Number of Individuals Expected
Stands/Bleachers	3500 Max Capacity
Parking Lots	
Concession Stands	500
Offices	25
Fields	500
Total	4525

a. *Sections identified in above graph – relocation sites identified.*

b. *Special considerations for competitors – Ramps available at east, west, and center of both Home and Visitor bleachers. Participants can be sheltered in Fieldhouse or Concession Stands if necessary.*

c. *If shelter in place is recommended, specify the shelter-in-place location for each of the sections/levels/areas listed above.*

d. *If relocation is recommended, specify the relocation area for each of the sections/locations/areas listed above.*

2. Special Needs Population

a. *All special needs individuals will enter initially through the North, West or South Gates.*

a. *Following the event, special needs individuals will exit through the North, West or South Gate(s).*

b. *All special needs individuals can be sheltered in the fieldhouse or concessions as needed during an emergency.*

Locations	Number of Individuals Expected	Entrance/Exit Gates	Shelter in Place Location	Evacuation Location	Relocation Area

Stands/Bleachers	3500				
Parking Lots					
Concession Stands	500				
Offices	25				
Fields	500				

4. Special Considerations for Competitors

    a. *All special competitors will enter initially through Main Gate of Facility.*

    b. *Following the event, competitors will exit through the Main Gate.*

    c. *List where competitors could be located, how they should evacuate, relocate, or shelter in place in each section/level/area. Determine who will be available to assist them.*

Locations	Number of Individuals Expected	Entrance/Exit Gates	Shelter in Place Location	Evacuation Location	Relocation Area
Stands/Bleachers					
Parking Lots					
Concession Stands					
Offices					
Fields					

5. Vehicles

    a. EMS and service vehicles can enter the field through Gate 10 off San Patricio Avenue

    b. Vehicles can enter the stadium through gates 1, 2, and 10 as needed.

    c. Emergency vehicles are to exit at Gate 10.

Vehicles	Gates/Entrances/Exits

Evacuation Routes and Pedestrian, Vehicular, Traffic Control

This section outlines the Stadium traffic control plan that would be utilized in the event of an evacuation or relocation at the Stadium.

- *Traffic flow will be directed by local law enforcement assigned to the district at time of emergency*
- *District key staff and administration will assist with evacuation procedures and direction of flow and traffic as needed.*

Stadium Communication Procedures

This section outlines the communication equipment, systems, and terminology used at Mathis ISD Pirate Stadium for communication among all Stadium personnel including, but not limited to: School staff, local law enforcement, fire department, emergency medical services, media, facility security and competitor representatives.
- Public Address System
- Two-way radios
- Bullhorns

Warnings, Messages, and Signage

This section includes information related to how messages will reach the Stadium population, including sample pre-scripted public service announcements (PSAs), the location and method of communicating warnings and messages, the number and location of sirens, and lighting. Pre-scripted PSAs should be prepared for all viable evacuation scenarios.

> *[PLANNER NOTE: Describe the procedures for making announcements to the Stadium population and the procedure for broadcasting different messages to different areas of the Stadium. Additionally, describe the decision process to determine what announcement/message to send to the spectators and participants. Announcements should be direct and concise. Consider whether announcements should be made in multiple languages and what methods will be used to communicate messages (public announcement system, video boards, and score boards). In addition, consider coordinating messages through the District's mass notification system.]*

Sample Emergency Evacuation PSA

> "Ladies and Gentlemen, may I have your attention please. As a precaution, we need to evacuate the Stadium at this time. Please proceed to the nearest exit in an orderly fashion." REPEAT THE MESSAGE.

Signage, Sirens or Other Warning Devices, Lighting

1. Signage
   a. List all information about the location and use of signage to assist spectators and participants in evacuation, sheltering in place, and relocation.
2. Sirens or Other Warning Devices

a. List all information about the location and use of sirens or other warning devices to assist spectators and participants in evacuation, sheltering in place, and relocation.
3. Lighting
    a. List all information about the location and use of lighting to assist spectators and participants in evacuation, sheltering in place, and relocation.
    b. Determine if there is sufficient lighting during night-time events for Stadium spectators and participants to easily and safely evacuation all portions of the Stadium.

Physical Resources

This section outlines the process for determining the necessary evacuation supplies, resources, and equipment that should be available and readily accessible for utilization during an evacuation.

[PLANNER NOTE: Prepare a needs assessment regarding the equipment and resources that may be required to handle an evacuation of the Stadium. Describe evacuation egress and ingress routes and prepare necessary documentation (i.e., directives, orders, guides, memorandums of understanding (MOUs) to execute an evacuation.]

Activation, Staging, Mobilization

[PLANNER NOTE: The Stadium's plan should contain guidance and procedures for the activation and mobilization of staging areas associated with an evacuation. Information should be provided on the designated location(s), personnel, equipment, and other resources needed for activating, operating and demobilizing a staging area.]

Mathis Independent School District

ANNEX E:

REUNIFICATION

Security Statement

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with School District, State of Texas and/or Department of Homeland Security policy relating to FOUO information, and is not to be released to the public or personnel who do not have a valid need without prior approval from the Superintendent or their duly authorized designee. Copying, dissemination, or distribution of these documents, appendices, or graphics to unauthorized users is prohibited.

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Revised:

01/2021

</div>

APPROVAL & IMPLEMENTATION

Annex E

REUNIFICATION

This annex is hereby approved for implementation and supersedes all previous editions.

Approved:_____Date:_____

        Name, Title

Concurred:_____Date:_____

        Name, Title

Article I.   Record of Changes

Change #	Date of Change	Change Entered By	Change Notes	Location/Section of Change
Example	XX/XX/XXXX	John Doe	Updated Hazard Assessment	Section XX.X
1.	2/01/2021	Hernandez/Shepler	Annex Added to District EOP	All
2.	2/03/2021	Hernandez	Collect signatures	Approval and Implementation Page
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

Annex E: Reunification

Article II.   Introduction

Reunification strategies are designed for all-hazards use, meaning reunification plans may be implemented in response to a wide range of incidents, including: Severe weather, fire, an active shooter or other major event that could affect the educational process. Reunification plans can be tailored to unique circumstances such as those associated with students or staff with special needs or for continuity of operations with neighboring school districts. District reunification plans take into account student and staff safety and accountability including the movement of individuals from affected areas.

Article III.   Purpose

The overall purpose of the reunification plan is to:

- Promote the safe and effective reunification of each child with their parent or guardian;
- Outline the procedures for the movement of students to an alternative site;
- Provide faculty and staff with the process and procedures needed for student accountability;
- Address custodial concerns; and
- Provide faculty and staff with a mechanism to ensure that the impact on students is minimal.

Article IV.   Scope

Reunification plans include, but are not limited to, the:

- Management of students and staff safety and accountability;
- Management of parents/guardians, community members and the news media who report to the incident scene or other affected location;
- Coordination with first responders;
- Protection of crime scenes and/or potential crime scenes; and
- Effective communication of expectations regarding student privacy, parental rights, and safeguards to ensure a safe and secure reunification scene.

Article V.   Situation Overview

Reunification plans represent the school's intended approach to reunification for any major event or incident within the District including all of its campuses. Student and staff safety and accountability are the cornerstones of this plan and the procedures contained herein. They are considered procedural guidelines that will need to be tailored to the specific conditions of an event and should not be considered as performance guarantees.

Article VI.   Planning Assumptions

Reunification for non-emergency or minor incidents, such as those associated with severe weather events or reverse evacuation, will mirror daily pick-up procedures to the extent possible. Whenever prudent and safe to do so, reunification will occur on campus grounds. For significant events where evacuation from the site has occurred or where the incident precludes orderly reunification on site, the reunification location may be moved to an alternate site either identified in advance or based on the recommendations of law enforcement and other first responders in conjunction with the school officials.

The District recognizes that in some scenarios, reunification requirements are extensive and could last several hours, while in other cases reunification could be limited to ensuring that students can return home safely. In some cases, campus administrators may determine that it is appropriate for students who usually ride buses home to do so. In a significant event, administrators may determine that all student-parent reunification should occur at the reunification site.

Article VII.   Concept of Operations

To better understand the reunification demand on the campus, District administrators have assessed parent/guardian and student populations in order to establish basic expectations for reunification that include, but are not limited to:

- Use of District transportation data and student records to determine the number of students who walk to school and the number of students that ride the bus or arrive by other means;

- Use of student files and/or on-line visitor and data management systems to help determine the adult(s) who are allowed to interact with, or take custody of, a child;

- Use of available campus, District and community resources to facilitate a safe and effective reunification process; and

- General guidance to follow during the school day if an emergency occurs that forces school officials to curtail activities at the campus whereby administrators can initiate the parent/guardian/student reunification process. For the purposes of this plan, the terms parent/guardian/authorized adult and "requestor" refer to the person(s) authorized to take custody of a student at school. Only designated adults will be allowed to claim their child during the reunification process.

For the reunification process to function effectively, the District must:

- Educate both parents/guardians and students about the policies and procedures for releasing students;
- Help parents/guardians understand what to expect when an incident occurs;
- Consider access and functional needs of students and staff;
- Account for technology and language barriers;
- Involve parents/guardians, staff and students in drills and exercises to the extent possible; and
- Have copies of policies and procedures pre-printed and ready to distribute to parents/guardians while they wait to reunite with their child(ren).

The following process will be implemented for significant incidents requiring reunification (a sufficient number of individuals will be required to perform reunification, excluding law enforcement and first responders):

Reunification Site

- Identify a reunification area on campus ensuring that enough space is available to establish four private staging areas and a Reunification Command Post. Consideration should be given as to whether the site selected has shelter available, access to water and restroom facilities. If the reunification is expected to last for a lengthy period of time, it may be necessary to provide food for students as well.

- Pre-select an off-site alternate reunification site of sufficient size and proximity. A secondary off-site alternate reunification site should be selected in the event the primary reunification site is unavailable. A Memorandum of Understanding (MOU) between the school and the alternate location (if not District property) should be executed prior to an event requiring reunification. Once it is determined that it is necessary to relocate students to an off-site alternate reunification location, advance notice should be provided to the point of contact for the alternate location and notification made to parents/guardian thorough mass communication channels.

- Thorough consideration of selected reunification sites should include, at a minimum, the following:

  o Adequate space, configuration and suitability for the student/staff demographic anticipated to utilize the facility.
  o Accessibility for those with special needs.
  o Accessibility of the selected location(s) for traffic in and out.
  o Ability to maintain control and accountability over students.

- Transportation of students to the alternate reunification site will require significant resources, coordination and oversight. It is critical to maintain adequate records as to the location of students during the relocation process and if possible, teachers should remain with their respective classes. Additionally, transport for students with special needs will require additional consideration.

- Procedures must account for students who drive personal vehicles to school. These students may wish to leave the campus in their own vehicle. However, students should only be allowed after the situation is deemed safe to do so. Conversely, students may be asked to travel with the other students to the reunification site and to be picked up by parents/guardians/authorized adults.

- Each staging area should have the necessary supplies including at least one hand-held radio or walkie-talkie and a set of red/green status cards (Appendices 3 and 4). In the event of an emergency, the status card can be delivered by a runner to the nearest first responder or posted prominently at the entrance of the staging area.

- Ensure the reunification area can be secured and allows for adequate traffic flow management and crowd control.

Reunification Command Post

The following roles should be assigned and practiced prior to an event necessitating reunification.

- Campus staff will bring to the Reunification Command Post necessary supplies, forms and documentation to facilitate reunification of students with parents/guardians.

- The School Nurse will bring to the Command Post all student health information, records and medications.

- Logistics will deliver to the Command Post wrist bands, additional radios and computers, office supplies and red/green status cards and will assign at least one runner to each staging location.

- Liaison will report to the Command Post and be prepared to provide information related to missing students and staff, casualties, medical transport, security concerns and other situational intelligence that may be required.

- A Safety Officer should be assigned to each staging location if possible; their job will be to ensure the safety and security of each location. The Safety Officer also will ensure that the student care area includes staff trained in mental health, safety and security, and in first aid.

Parent/Guardian/Authorized Adult Sign-In Gate

- Parents/guardians must show photo identification (i.e., driver's license, military identification, passport, etc.), so that only authorized parties have access to student(s). Individuals without proper identification shall not be allowed into restricted areas where students are located.

- After verification of identification and authorization to receive a student has occurred, Sign-In Gate staff will verify that the student requested is at the reunification site.

  o If so, then the requestor (parent/guardian/authorized adult) moves through the reunification process.

  o If the student is not at the reunification site, then the requestor will be referred to a separate staff member who will gather additional information and escort the requestor to the Student Care Area for follow up. Student status information will not be provided at the Sign-In Gate.

  o Requestors moved to the Student Care Area will NOT receive a wrist band until they reach that location.

- Sign-In Gate staff will verify the identity of each requestor by using student records and student release forms.

- Verified requestors will receive a **GREEN wrist band** indicating their name and the name (s) of the student(s) for which they are authorized to pick-up.

  o Individuals who are not specifically authorized access to the requested students, or who are allowed access but not release, will not be allowed into the reunification area. If problems occur, notify law enforcement or the safety officer on site.

  o Under no circumstances will a student be released to a registered sex offender from the Sign-In Gate or the Student Release area. If such individuals are identified and are authorized in writing to take the student,

then they should be given a wrist band marked with an "X". They must be escorted to the student care area for follow up and student release.

- Sign-In Gate staff will radio or send a runner to the Student Release Staff and identify by name(s) the student(s) that should be brought to the release area.

- A Sign-In Gate staff member escorts the parent/guardian/authorized adult to the student release area for reunion with the student.

- The district/campus visitor/data management system may be used to facilitate student release.

Student Release Area

- The parent/guardian/authorized adult will await the student at the release area. Only one student/set of students at a time will be escorted to the release area. The release area should be established in a controlled location.

- The student(s) will not be released to the parent/guardian until the wrist band is verified and a release mark is applied to the wrist band and/or paperwork.

- Parent/guardian/authorized adult should not remove the wrist band until they are no longer on school/reunification site property. It is important to note that both law enforcement and school staff reserve the right while on school/reunification site property to verify student/parent/guardian/authorized adult information.

Student Care Area

- The Student Care Area serves multiple functions as it is the location where first aid, casualty status, custodial concerns and security concerns are addressed. No parent/guardian or authorized adult should be left unattended at the student care area and if possible, should be assigned a Reunification Liaison Assistant.

- The command staff Liaison Officer will maintain lists of individuals needing medical attention, those absent or missing and any status updates.

- If a registered sex offender arrives in the care area and they are authorized for release of the student, then that student should be brought to the Student Care Area and the release process completed there. The student and adult then should be escorted to the Sign-Out Gate for release.

- If a student is unaccounted for, then a Reunification Liaison Assistant is assigned to that individual until the whereabouts of the student are verified, at which time they can proceed through the normal flow of the reunification process. If a student's status cannot be verified, the individual should remain under the escort of their Reunification Liaison Assistant until the status changes or they leave. The assistant shall then write a brief narrative of the situation and status before returning to the care area to continue supporting reunification.

- Privacy is vital. Only authorized requestors can receive information about the status of their student(s).

Parent/Guardian/Authorized Adult Sign-Out Gate

- Only parent/guardian/authorized adults who have completed the release process and obtained a wrist band are authorized to leave the reunification area with their student(s).

- Parent/guardian/authorized adults should not remove their wrist band until they no longer are on school district or reunification site property, whichever is the greatest distance.

Law enforcement reserves the right to check all vehicles and individuals entering and exiting the reunification area or school property.

[PLANNER NOTE: Within this section, the district should describe its specific approach to reunification. For instance, if students will first be placed in a commons area and organized by grade level, then such activities should be documented. The planning team should reference the appendices and attachments at the end of this document to assist is defining specific activities.]

Activities by Phases of Emergency Management

Mitigation:

1. Print Standard Reunification Method Signage.
2. Build Reunification Go Kits.
3. Attend Standard Reunification Method (SRM) train the trainer.
4.

Prevention:

1. Predetermine parent check-in locations throughout the district.

2. Send Reunification Information Cards home for parents to complete.

3.

Preparedness:

1. Exercise and train students and staff, including substitute teachers on this annex.

2. Train students, staff, including substitute teachers, and parents on this annex.

3. Identify evacuation routes.

Response:

1. Deliver students to the staging area.

2. Notify parents of location.

3.

Recovery:

1. Return students to their parents.

2. Account for all students.

Article VIII. Organization and Assignment of Responsibilities

The reunification process will function within the Incident Command System (ICS) to the extent possible. The following areas of responsibility will be integral to that process:

- **Liaison**: Maintains forms in alphabetical order and accesses visitor and student management system data to facilitate accountability; and has available reunification information and procedures to provide to parents/guardians during the reunification process.

- **Operations**: Assign staff and trained volunteers in appropriate reunification procedures; assigns volunteers or select students as runners for the reunification process; identifies team leaders for a student status team.

- **Logistics**: Identifies a reunification area separate from emergency responders, parents, and the media; has available supplies, equipment and staff required for the reunification operation.

[PLANNER NOTE: Organization and the assignment of responsibilities should be addressed as specifically as possible without using the names of personnel. Across the district, it is likely that certain organizational structures are commonly found at each

campus. As an example, each campus may have a principal and an administrative assistant. In this case, the principal of each campus should have a specific set of actions and assigned responsibilities, as would the administrative assistant. This section of the annex provides the planning team the opportunity to address the question as to who is doing what during the reunification process. Responsibilities cannot be assigned until the district's concept of operations is established. Once the planning team has an idea of the activities to be conducted, it should consider how ICS will be utilized to coordinate these activities (i.e., Reunification might be a group operating under the Operations Section Chief). Within the Reunification Group, there may be a strike team to address student gate operations and another to address parent/guardian gate operations if the district utilizes a dual-gate reunification system.]

Article IX.   Direction, Control, and Coordination

Article X.   Readiness Levels

A. Level IV – Normal Conditions

1. Conduct training over SRM, including substitute teachers.
2. Brief facility administrators, campuses, and departments on procedures.
3. Review and update this annex.
4. Review assignments of district personnel.
5.

B. Level III – Increased Readiness

1. Alert Key personnel of possible activation of this annex.
2. Check inventory and go-kits.
3. Review lists of key response agencies.
4.

C. Level II – High Readiness

1. Alert district personnel of possible emergency duties and activation.
2. Mobilize district personnel.
3. Deploy resources to reunification sites.
4.

D. Level I – Maximum Readiness

1. Review situation and current status with district administration.
2. Implement reunification procedures.
3.

Training, Testing, and Exercises

The District has established an effective Training, Testing and Exercises (TT&E) program to support preparedness and validate reunification capabilities. The testing, training and exercising of reunification capabilities is essential to demonstrating, assessing and improving the District's ability to execute the reunification process, plans and procedures.

- Training familiarizes personnel with their roles and responsibilities in support of the performance of onsite as well as alternate site reunification events.

- Tests and exercises serve to assess, validate or identify for subsequent correction, all components of reunification plans, policies, procedures, systems and facilities used in response to an event requiring reunification. Periodic testing also ensures that equipment and procedures are kept in a constant state of readiness.

The District performs TT&E events at regular intervals, as shown in the table below.

Reunification Training & Exercise Requirements	Monthly	Quarterly	Annually	As Required
Test and validate equipment to ensure internal and external interoperability and viability of communications systems	✓			
Test alert, notification, and activation procedures for all reunification personnel		✓		
Test primary and back-up infrastructure systems and services at reunification facilities/sites			✓	
Test capabilities to perform reunification			✓	
Test EOP Annexes for acquiring vital records, critical information systems, services, and data			✓	
Test and exercise of required physical security capabilities at reunification facilities/sites			✓	

Reunification Training & Exercise Requirements	Monthly	Quarterly	Annually	As Required
Test internal and external interdependencies with respect to performance of essential functions			✓	
Train personnel on roles and responsibilities			✓	
Conduct awareness briefings or orientation for all staff			✓	
Train School/District's leadership on essential functions			✓	
Allow opportunity for personnel to demonstrate familiarity with reunification procedures and demonstrate School/District's capability to implement		✓		
Conduct exercise that incorporates the deliberate and movement of personnel and students to reunification facilities/sites			✓	
Conduct assessment of School/District's reunification TT&E plan			✓	
Report findings of all annual assessments to the Superintendent of Schools			✓	
Conduct successor training for all School/District personnel who assume the authority and responsibility of the School/District's leadership if that leadership is incapacitated or becomes otherwise unavailable during a reunification situation			✓	
Train on the identification, protection, and ready availability of electronic and hardcopy documents, references, records, information systems, and data management software and equipment needed to support student accountability and reunification functions			✓	
Test capabilities for protecting classified and unclassified vital records and for providing access to them from the reunification facility/site			✓	

Reunification Training & Exercise Requirements	Monthly	Quarterly	Annually	As Required
Conduct personnel briefings on reunification plans that involve using or relocating to alternate facilities/sites				✓
Allow opportunity to demonstrate intra- and interagency communications capability				✓
Allow opportunity to demonstrate access to data and records required for supporting essential functions at reunification facilities/sites are sufficient, complete, and current				✓
Allow opportunity for personnel to demonstrate their familiarity with the reunification procedures to transition from a reunification environment to normal activities				✓

The District formally documents all reunification TT&E events, including the event date, type, and participants. Documentation may also include test results, feedback forms, participant questionnaires, and other documents resulting from the event. TT&E documentation for the District is managed by Superintendent or Designee and is found at Central Office. Further, the District conducts a comprehensive debriefing after each exercise, which allows participants to identify systemic weaknesses in plans and procedures and recommend revisions to the School/District's reunification annex.

SAMPLE: TT&E Documentation

The following table shows possible documentation for a TT&E event.

Event	Event Type and Purpose	Date	Confirmation Initials or Signature
Reunification Facility/Site Communications Check	Test and validate equipment to ensure internal and external interoperability and viability of communications systems		

Event	Event Type and Purpose	Date	Confirmation Initials or Signature
Participants	**Office**	**Phone/Email**	

The District has developed a Corrective Action Plan (CAP) to assist in documenting, prioritizing, and resourcing reunification issues identified during TT&E activities, assessments, and emergency operations. The District CAP incorporates evaluations, AARs, and lessons learned from a cycle of events into the development and implementation of its CAP. The District CAP is maintained by the [Superintendent of Schools or Designee and documentation is found at Administration Office.

Article XI.   Administration, Finance and Logistics

See Emergency Operations Plan

Article XII.   Plan Development and Maintenance

See Emergency Operations Plan

Article XIII.   Appendices

Appendix 1 is an overview for staff use during reunification and should be considered "just in time training" for the reunification process.

Appendix 2 can be given to parents and guardians as they arrive on site to make them aware of expectations in the reunification process.

Appendix 3 provides a job aid to facilitate redundant communication of status and emergency needs.

Appendix 4 provides a list of suggested supplies/equipment to be prepared ahead of time and taken to the reunification location.

Appendix 5 provides a sample reunification memorandum of understanding (MOU)

Appendix 6 provides a sample reunification layout.

Upon Arrival at Reunification Site

Reunification Command Post

Campus staff will bring signs, status cards, student records, file forms, and other documentation to facilitate reunification to the reunification command post. The school nurse will bring student health information and student medications to the site.

Logistics will ensure staff availability and deliver wrist bands, additional radios, laptop access for Raptor, and other supplies to reunification site.

Liaison will provide information related to missing, casualties, medical transport, security awareness etc. to reunification command. All staff report to assigned reunification post.

Sign-in Gate

All individuals must show ID-- only authorized parties can sign out students or proceed into the reunification area. Requestor signs student(s) out, receives a wrist band, and moves to the student Release Area.

Gate staff verifies "requestor" for each student on Release Form, checks for wrist band, marks band, requests student(s) be escorted to student Release Area.

Issues with student status or reunification authorization are referred to student Care.

Student Release Area

Requestor waits for student(s) to be brought to the area to be released. Student is released to the authorized requestor.

Student are escorted to the student Release Area, but not released to requestor until wrist band is verified and verification mark applied.

Sign-out Gate

Requestor and student(s) prepare to exit, where final verification occurs. Requestor must not remove wrist band until no longer on school district or reunification site property.

Student Care Area
Reunification Assistant makes notation of student status and actions taken (e.g.: first aid, absent, missing, custody concern) and meets with requestor regarding student status. Requestor receives a wrist band (if one not already in place from the Sign-in Gate).

If student is located, reunification occurs at care area and requestor and student are escorted to Sign-out Gate. If exigent circumstances exist, other release may be needed.

Only requestors who complete release process and obtain a wrist band may receive student status information.)

Note: Law Enforcement reserves the right to check all vehicles and individuals entering and exiting the reunification area.

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Appendix 2

Parents' Guide to Student Reunification

In the event school is closed prematurely, parents will be notified of the reason for the closure (e.g. – severe weather, fire, power failure, chemical spill, etc.). To ensure the efficient reunification of students with parents, guardians and/or authorized adults, the following procedures will be utilized:

- Students will only be released to an authorized parent, guardian or adult who presents photo identification at the Sign-In Gate. It is important to remain calm and cooperative.

- Students will not be bussed home from school unless it has been established that a parent, guardian or an authorized adult is at home to receive the student.

- Students will NOT be allowed to leave with a non-custodial person (babysitter, relative or neighbor), unless the school has prior written authorization on file. It is imperative that each student's records are regularly updated.

- Parents, guardians and/or authorized adults must present photo identification and sign the student out at the student Release Area. This location is subject to change depending on the situation and parents should verify the location before proceeding to the school or to the expected release location.

- Remember that roads near the school may be closed except for emergency vehicles. If you normally drive to school, park away from the campus and walk in. If you live within walking distance, leave your car at home. Always follow the instructions of law enforcement.

- The school is prepared to care for students until they can be picked up. If necessary, the District will set up temporary shelters or relocate the students to another facility. If relocation is necessary, this information will be conveyed to parents through individual contact and official media/social media sites.

- Realize that information posted on social media may not be completely accurate; therefore, please verify information via the official District website before attempting to locate your child.

- Please do not call the campus—including teachers, secretaries, principals or other staff members, as the reunification process requires their full attention.

- Each teacher or staff member has been assigned specific role to ensure the efficient reunification of students occurs as quickly as possible. In some instances, your child's teacher may have a much larger responsibility than monitoring his/her classroom. If this is the case, another authorized staff member will be assigned responsibility for the class.

What Happens Now?

Arrive at Reunification Site

Parent Sign-in Gate

Be prepared to show ID-- *only authorized parties can sign out students.*

Parent Sign-in Gate

Receive a wrist band.

Move to the

Student Release Area

Be sure to keep all paper work and wear the wrist band.

Student Release Area Expectations

- Student is released to the Parent or Authorized Party only
- Parent should not remove wrist band until no longer on school District or reunification site property
- Parent/Authorized Adult will wait for the student(s) to be brought to the release area, they are not allowed into staging areas, classrooms, command post or other secure areas.

Note: Law Enforcement reserves the right to check all vehicles and individuals entering and exiting the reunification area.

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Appendix 3

Reunification and Accountability Status Cards

- The District uses a **RED and GREEN** card system during the reunification process. The cards are part of the reunification packet and provide first responders and the incident commander with a rapid assessment during an emergency.

- The faculty or staff member in charge of a specific area should use the card to communicate emergency needs either via a runner or by posting the appropriate card at the reunification site as a tacit communication of operational status. The appropriate card will be prominently displayed as part of establishing each reunification area.

Green Card (marked with black checkmark): Means that the reunification area is ready/able to accept students and/or no emergency exists.

Red Card (marked with black question mark): Means that immediate assistance is required and that no additional students should be processed until an issue is resolved.

- The card should be displayed at the front of the reunification area in clear view. If a red card is showing, the person posting or holding the card should be prepared to provide details to the incident commander or first responder(s) when questioned.

- The card below with the question mark must be printed on red paper. The card below with the checkmark must be printed on green paper.

Note: The use of status cards is an additional method of communication or the status cards can be used as an emergency signal. It augments, but does not replace existing communications channels. Card placement also can be used to avoid confrontation or when verbal communication would be unsafe or inappropriate.

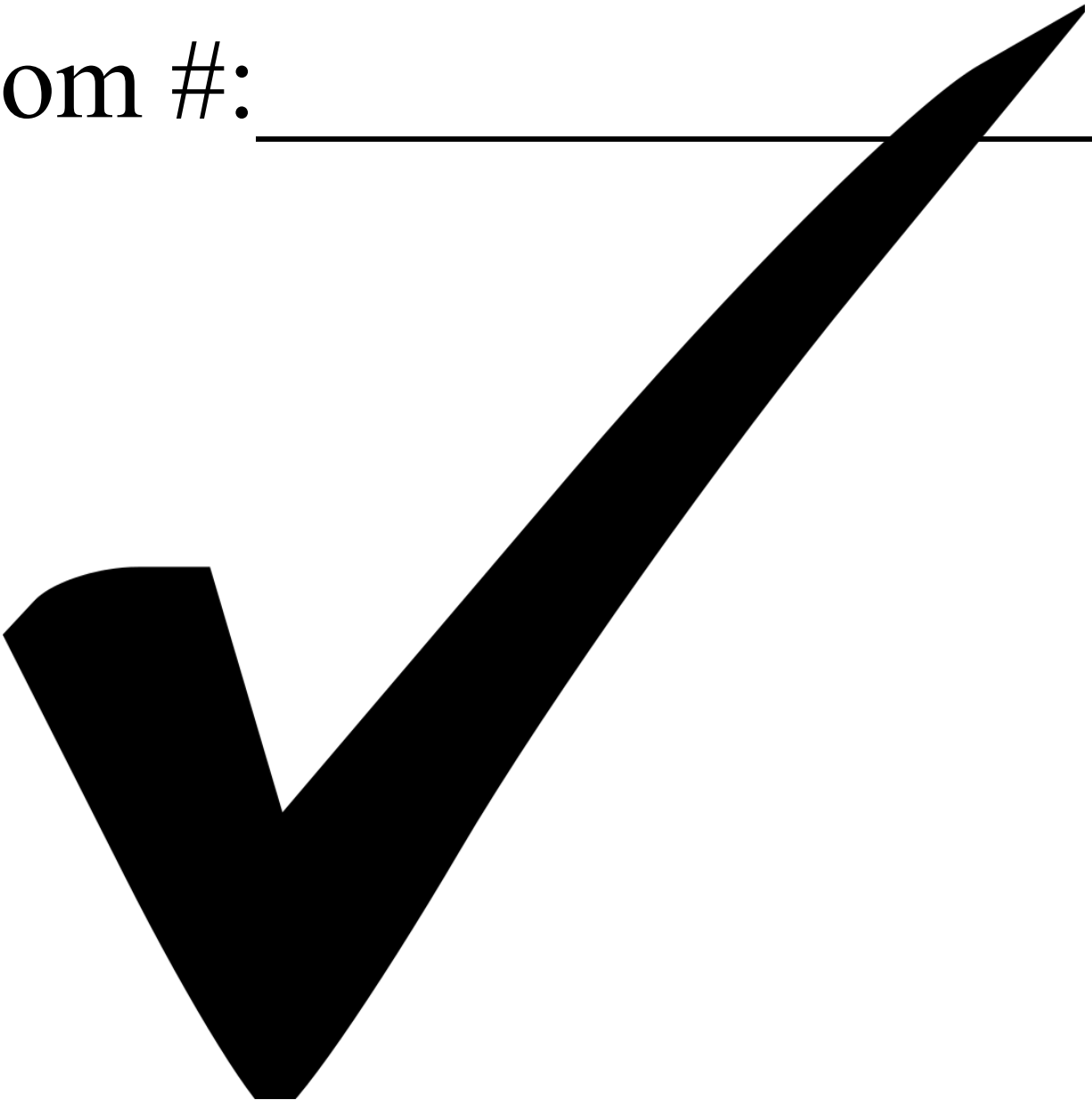**MUST BE PRINTED ON** **RED** **PAPER**

Teacher:_____

Room #:_____

?
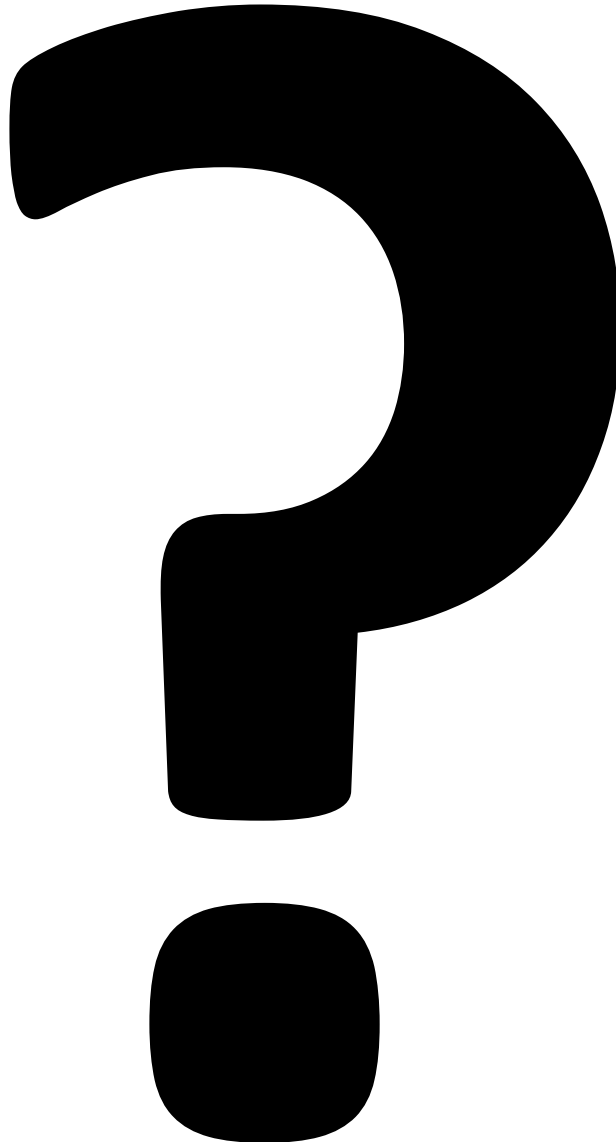
MUST BE PRINTED ON GREEN PAPER

Teacher:_____

Room #:_____

Suggested Reunification Supplies/Equipment   Appendix 4

1.	Signage for Sign-In/Sign-Out Gates and Student Care Area including Signage Mounting Devices
2.	Laminated Pre-Printed Reunification/Status Cards, Alphabet Signs
3.	Pre-printed Parent Information Sheets & Registration Forms
4.	Pre-printed Updated Student Rosters, Emergency Contact/Student Release Information, Medical for Special Needs, etc.
5.	Pre-printed Forms for Documenting Those Requiring Medical/Psychological First-Aid
6.	Wrist Bands in Green and 2 to 3 Alternate Colors
7.	Site Maps, Maps of Surrounding Area and Maps to Reunification Site
8.	Portable Radios, Bullhorns, Large First-Aid Kit
9.	Laptops, Extension Cords (locate power-supply prior to event), Portable Power Banks
10.	Vests for Reunification Staff
11.	Duct or Gaffe Tape, Markers, Pens, Pencils, Paper, Clipboards, Stapler, Staples, Scissors
12.	Traffic/Crowd Control Devices (stanchions, retractable belt barriers, sign posts/brackets, etc.), Barricades, Gates, Cones
13.	Tables, Folding Chairs, Tents
14.	Water, cups

Sample Memorandum of Understanding (MOU)   Appendix 5

Memorandum of Understanding

Between

Mathis ISD

and

<mark>(Partner)</mark>

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Mathis ISD and <mark>TBD (partner)</mark> to provide an alternate Parent/Student Reunification Site in the event of an emergency or other significant incident where the school's primary reunification site is unavailable.

Background

This agreement between Mathis ISD and our partner is important to ensure parents can be reunited with their student(s) in an efficient manner in the event school must dismiss prematurely.

Purpose

The purpose of this MOU will establish a (purpose/goals of partnership)

The above goals will be accomplished by undertaking the following activities:
(List and describe the activities that are planned for the partnership and who will do what)

Reporting

(Record who will evaluate effectiveness and adherence to the agreement and when evaluation will happen)

Funding

This MOU is not to be construed as a commitment for funding by either Mathis ISD or our partner TBD_____.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Mathis ISD and our partner_____. This MOU shall become effective upon signature by the authorized officials from the Mathis ISD and our partner will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Mathis ISD and our partner_____ this MOU shall end on _____(end date of partnership).

Contact Information
Partner name
Partner representative
Position
Address
Telephone
Fax
E-mail

Partner name
Partner representative
Position
Address
Telephone
Fax
E-mail

_____ Date:
(Partner signature)
(Partner name, organization, position)

_____ Date:
(Partner signature)
(Partner name, organization, position)

ANNEX F

COMMUNICATIONS

Mathis ISD

Revised:
January 27, 2021

APPROVAL & IMPLEMENTATION

Annex F

COMMUNICATIONS

This annex is hereby approved for implementation and supersedes all previous editions.

Approved:_____Date:_____
              Name, Title

Concurred:_____Date:_____
              Name, Title

RECORD OF CHANGES

Annex F

COMMUNICATIONS

Change #	Date of Change	Entered By	Date Entered
1.	1/27/21	J. Avila	1/27/21

ANNEX F
COMMUNICATION ANNEX

AUTHORITY

See District Basic Plan

PURPOSE

The purpose of this annex is to provide information about the district's communications equipment and capabilities available during emergency operations. The district's communication systems are listed and procedures for use are outlined.

SITUATION AND ASSUMPTIONS

U. Situation

As noted in the general situation statement in the District's Basic Plan, we are at risk from hazards that could threaten public health and safety and personal and district property. A reliable and interoperable communications system is essential to obtain the most complete information on emergency situations and to direct and control our responding to those situations.

Microsoft Email

Google Email

Cisco Phone Systems

School Messenger

V. Assumptions

Adequate communications are available for effective and efficient warning, response and recovery operations.

Natural or manmade hazards may neutralize communications currently in place for emergency operations.

Additional communications equipment required for emergency operations may be made available from residents, business, volunteer organizations, and/or other response agencies.

CONCEPT OF OPERATIONS

W. General

Communications play a critical role in emergency operations. Extensive communications networks and facilities are in existence throughout the State of Texas. Texas maintains a statewide Interoperability Plan.

The existing district's communications network consists of [*telephones, cellular (portable & Telular), computers, facsimile and radios (portable, base & mobile), voice, data, and video equipment*] to perform the initial and basic communications effort for emergency operations.

During emergency operations, all district campuses will maintain their existing equipment and procedures for communications during emergency operations. In addition, procedures are in place for all campuses to stay in contact with all district command staff.

When day-to-day operations are insufficient to meet the increased communications needs created by an emergency, various stakeholders and response partners may be asked to assist or expand the communication capabilities.

X. Actions by Phases of Emergency Management
Mitigation:

1. Maintain a current technology based reliable, interoperable, and sustainable communications system.

Ensure warning communications systems meet district needs.

Ensure vital information networks are operational.

Ensure integrated communication procedures are in place to meet the needs and requirements of the district.

Prevention:

a. Each campus shall develop communications procedures that are documented and implemented through communications operating instructions (including connectivity with response partners, private-sector and non-governmental organizations).

b. Ensure all equipment has a regular schedule of testing, maintenance, and repair.

Preparedness:

a. Review and update this communications annex.

b. Thoroughly and continually review the system for improvement including the implementation and institutionalized use of information management technologies.

c. Ensure plans and actions are integrated into all phases of emergency management.

d. Ensure personnel, including substitute teachers, are trained on appropriate equipment and communication procedures.

e. Review emergency notification list of key stakeholders and response agencies.

Response:

2. Emergency communications will follow the Incident Command Structure (ICS) and will be managed by the Incident Commander (IC) using a common communications plan and an incident-based communications center.

All individuals responding should use of common language during emergency communications. This will reduce confusion when multiple agencies or entities are involved.

Initiate warning procedures.

Recovery:

a. All activities in the emergency operations phase will continue until such time that they are no longer needed.

b. Inventory all equipment.

c. Test all equipment.

d. Replace/repair equipment.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

Y. General

All district's telecommunication systems and data mainframe computer equipment are purchased, installed, and maintained by the [*technology department*] for the district. The emergency communications system is organized and coordinated by the district's [*technology department*]. It's the [*technology department's*] responsibility to ensure the warning systems [*9-1-1 systems, Dispatch Center]*, telecommunications services, radios, and data servers are staffed and operational.

A List of the district's communications systems and resources can be included as an appendix to this annex.

Z. Assignment of Responsibilities

All personnel assigned responsibilities in this plan are trained on NIMS concepts, procedures and protocols.

Agency or Position	Functions/Responsibilities	Phase(s) (Mitigation, Prevention, Preparedness, Response, Recovery)
Technology Department	Installation of equipment Testing of equipment Brief district personnel on use of systems Delivery of emergency communication	Preparedness Preparedness Preparedness Response
Communication Department	1. Insert function 2.	
Business Department	1. Approve funding for purchases of all communication equipment	Preparedness/Recovery

DIRECTION AND CONTROL

AA.   General

Each department with communications responsibilities is responsible for establishing a line of succession for their communications personnel. The line of succession should include primary, secondary, and tertiary contacts.

Technology Department

The district's technology coordinator is directly responsible for the activities related to technology including purchase, installation, and maintenance services.

- Line of Succession

    o   Jose Avila

    o   Walter Golding

    o   Jamie Garcia

[*Same as Above*]

The district's communication coordinator is directly responsible for the activities related to communications including purchase, installation, and maintenance services.

- Line of Succession

    o   Same as Above

    o   Same as Above

    o   Same as Above

[*Law Enforcement Personnel*] N/A

The district's police department [applicable to districts with their own PD] is directly responsible for the activities related to emergency communications.

- Line of Succession

    o   Primary

    o   Secondary

    o   Tertiary

BB.   Incident Command System and EOC Interface

If the district activates an Emergency Operations Center (EOP) and an Incident Command Post are operating, the Incident Commander at the command post and the manager of the district's EOC must agree upon a specific division of responsibilities for emergency response activities to avoid duplication of effort as well as conflicting guidance and direction. The district's EOC and the command post must maintain a regular two-way information flow.

READINESS LEVELS

Readiness levels are defined and explained in the Basic Plan.

CC. Readiness Level IV – Normal Conditions

Conduct personnel training programs, including substitute teachers.

Test existing systems for serviceability.

Brief facility administrators, campuses, and departments on procedures.

Review and update this annex.

DD. Readiness Level III – Increased Readiness
Alert key personnel.

Check the readiness of all equipment.

Review lists of key stakeholders and response agencies.

EE. Readiness Level II – High Readiness
Alert district personnel of possible emergency duties and activation.

Mobilize all district personnel.

Check the readiness of all equipment.

Pre-deploy equipment and key district personnel.

Review plans with support personnel.

FF.Readiness Level I – Maximum Readiness
Recall all district personnel with roles and responsibilities related to the incident.

Review situation and current status with district management.

Prepare staffing requirements.

Issue assignments to district personnel.

Implement plans as described in procedure manuals.

ADMINSTRATION AND SUPPORT
GG. Reporting

A complete listing of the radio assets and frequencies, equipment and capabilities should be maintained by the district. *(Appendix 15: Resources/Inventory)*

HH.   Maintenance and Preservation of Records

All records generated during an emergency will be collected and filled in an orderly manner, so a record of events is preserved for use in determining response costs, settling claims, and updating emergency plans and procedures.

Vital records should be protected from the effects of a disaster to the maximum extent feasible. Should records be damaged during an emergency, professional assistance in preserving and restoring the records should be obtained as soon as possible.

II. Training

All support personnel, including substitute teachers, will be trained over this annex and trained on communication equipment.

JJ. Exercises

The district will conduct exercises over this annex and communication equipment. All support personnel, including substitute teachers, should be included in these exercises.

ANNEX DEVELOPMENT AND MAINENANCE

The Technology Department will be responsible for the development and maintenance of this annex. Annual reviews and updates will be conducted as needed. All departments included in this annex will develop and maintain separate guidelines, procedures, and manuals for the communication assets available to the district.

REFERENCES

KK.   FEMA, Comprehensive Preparedness Guide (CPG) 101 Version 2.0 November 2010

LL. Texas Division of Emergency Management Plan Template

APPENDICES