



2023-2024 CAMPUS EMERGENCY OPERATIONS PLAN

ANYTIME, ANYWHERE, ANYTHING CAN HAPPEN!

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SAFETY COORDINATOR:	Dr. Cedric Barrett/Ben Doan-Stevens	PHONE #:	214-535-4471/214-604-4
TEA #:	034		

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Dallas Independent School District
Police Department

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2023 – 2024 Campus Emergency Operations Plan
Version 1.0





2023–2024 Board of Trustees



Justin Henry
President

District 9: South Dallas and portions of Downtown Dallas, Pleasant Grove, Deep Ellum, Uptown, and East Dallas



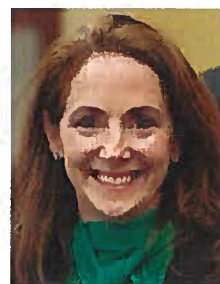
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9400 North Central Expressway • Dallas, TX 75231 • (972) 925-3700 • www.dallasisd.org



Plan Approval

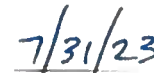
The Dallas Independent School District is committed to the safety and security of students, faculty, staff, and visitors on its campuses. To support that commitment, the Board of Trustees has asked for a thorough review of each school's emergency mitigation / prevention, preparedness, response, and recovery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

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

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

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


Chief of Police


Date

Assignment of Duty

As a unit within the Dallas Independent School District Police Department, the Office of Emergency Management (OEM) is tasked with the implementation of the annual Campus Emergency Operations Plan (CEOP). The OEM team is assigned the duty of securing annual compliance of the CEOP and are available to assist with submission of the document. Unit members and their contact information are enclosed.

Office of Emergency Management
2500 S. Ervay St., (Box #90) Dallas, TX 75215

EmergencyManagement@dallasisd.org
(972) 749-2431 main/ DISD Police Front Desk

Graham "Otto" Swenson	Emergency Management Manager	grswenson@dallasisd.org	(972) 749-2356 - Office
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Dallas ISD Police Department • Dispatch • (214) 932-5627



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TEXAS EDUCATION CODE §37.108

§ 37.108. MULTI-HAZARD EMERGENCY OPERATIONS PLAN; SECURITY AUDIT¹.

- (a) Each school district shall adopt and implement a multi-hazard emergency operations plan for use in district schools. The plan must address mitigation, preparedness, response, and recovery as defined by the commissioner in conjunction with the governor's office of homeland security. The plan must provide for:
 - (1) district employee training in responding to an emergency;
 - (2) mandatory school drills to prepare district students and employees for responding to an emergency;
 - (3) measures to ensure coordination with local emergency management agencies, law enforcement, and fire departments in the event of an emergency; and
 - (4) the implementation of a security audit as required by Subsection (b).
- (b) At least once every three years, a school district shall conduct a security audit of the district's facilities. To the extent possible, a district shall follow security audit procedures developed by the Texas School Safety Center or a comparable public or private entity. The data accumulated for the purposes of the audit is not subject to disclosure under Chapter 552, Government Code.
- (c) A school district shall report the results of the security audit conducted under Subsection (b) to the district's board of trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center.
- (d) A school district shall include in its multi-hazard emergency operations plan a policy for responding to a train derailment near a district school. A school district is only required to adopt the policy described by this subsection if a district school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.

§ TEXAS EDUCATION CODE § 37.114 / TEXAS SENATE BILL 11

- 1. Revises requirements for school multi-hazard emergency operations plans;
- 2. Includes substitute teachers among educators to receive safety training;
- 3. Requires districts to establish threat assessment teams to incorporate best practices for school safety and school climate;
- 4. Requires districts to integrate trauma-informed practices in the school environment;
- 5. Requires the education commissioner to adopt standards for safe and secure school facilities;
- 6. Establishes a school safety allotment for districts to use in improving security and providing mental health personnel.
- 7. Mandates emergency evacuations and school drills, specifically the frequency and type of drills per semester.

§ TEXAS EDUCATION CODE § 38.030 / TEXAS HOUSE BILL 496

- 1. Requires that a school district make available to school employees and volunteers bleeding control stations to enact traumatic injury response protocol and training guidelines.
- 2. School districts, employees and volunteers are immune from civil liability resulting from damages or injuries resulting from a good faith use of the bleeding control station.

§ TEXAS EDUCATION CODE § 37.1083 / TEXAS HOUSE BILL 3-1

- 1. Provide TEA notice of an event requiring a district's emergency response, including discovery of a firearm on a campus.
- 2. Provide information regarding the district's response and use of emergency operations during the event.



§ TEXAS EDUCATION CODE § 37.1083 / TEXAS HOUSE BILL 3-1

1. TEA shall establish a school safety review team in each ESC region.
2. TEA shall establish Random Intruder Detection Audits.
3. TEA school safety review teams will provide not less than 7 Days' notice to Superintendents before commencing the audits.
4. TEA school safety review teams will provide a report afterwards to Superintendents and Safety and Security Committees, to include any deficiencies and corrective action required.

§ TEXAS EDUCATION CODE § 37.1084 / TEXAS HOUSE BILL 3-1

1. TEA shall establish a school safety review team in each ESC region.
2. TEA shall establish Random Intruder Detection Audits.
3. TEA school safety review teams will provide not less than 7 Days' notice to Superintendents before commencing the audits.
4. TEA school safety review teams will provide a report afterwards to Superintendents and Safety and Security Committees, to include any deficiencies and corrective action required.

§ TEXAS EDUCATION CODE § 37.1131 / TEXAS HOUSE BILL 3-1

1. TEA shall develop standards for providing notice of violent activity that has occurred or is being investigated on campus or other district facility (i.e. athletic Venue).
2. Notification will be given to parents and guardians of students at the affected campus.
3. The notification must include electronic notification and other protections.

§ TEXAS EDUCATION CODE § 37.1083 / TEXAS HOUSE BILL 3-1

1. Districts must provide the Texas Department of Public Safety, all local law enforcement agencies, and emergency first responders with accurate maps of each district campus and school building using 37.351 as a guide.
2. Districts must provide an opportunity to conduct a walk-through using the maps to the Texas Department of Public Safety, all local law enforcement agencies, and emergency first responders.

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

Amended by: Acts 2007, 80th Leg., R.S., Ch. 258, § 3.02, eff. September 1, 2007. Acts 2007, 80th Leg., R.S., Ch. 1326, § 2, eff. September 1, 2007.

Added Acts 2023, 88th Leg., eff. September 1, 2023.

¹ This is currently completed by the Office of Emergency Management



From the U.S. Department of Education

Emergency Planning for America's Schools

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

Emergency Plans:

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

If you do have a crisis plan, review it. Ensure that it addresses issues noted above. Train, practice and drill. Documents on a shelf don't work in a crisis.

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

Mitigation and Prevention:

- ☐ Conduct an assessment of each school building. Identify those factors that put the building, students and staff at greater risk, such as proximity to tracks that regularly transport hazardous materials or facilities that produce highly toxic material or propane gas tanks, and develop a plan for reducing the risk. This can include plans to evacuate students away from these areas in time of crisis and to reposition propane tanks or other hazardous materials away from school buildings.
- ☐ Work with businesses and factories near the school to ensure that the school's crisis plan is coordinated with their crisis plans.
- ☐ Ensure a process is in place for controlling access and egress to the school. Require all persons who do not work at the school to sign in.
- ☐ Review traffic patterns, and where possible, keep cars, buses, and tracks away from school buildings.
- ☐ Review landscaping to ensure that buildings are not obscured by overgrowth of bushes or shrubs where contraband can be placed or persons can hide.

Preparedness:

- ☐ Have site plans for each school facility readily available and ensure they are shared with first responders and agencies responsible for emergency preparedness.
- ☐ Ensure there are multiple evacuation routes and rallying points. Your first or second evacuation site options may be blocked or unavailable at the time of the crisis.
- ☐ Practice responding to crises on a regular basis.
- ☐ Ensure a process is established for communicating during a crisis.
- ☐ Inspect equipment to ensure it operates during crisis situations.
- ☐ Have a plan for discharging students. Remember that during a crisis, many parents and guardians may not be able to get to the school to pick up their child. Make sure every student has a secondary contact person and have contact information readily available.



Emergency Planning for America's Schools (continued)

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

Response:

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

Recovery:

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

For more information go to www.ed.gov/emergencyplan/

From the Governor of Texas, Greg Abbott

School and Firearm Safety Action Plan

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



Philosophy

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

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

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

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

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

Guidance for district administrators conducting drills during a threat of communicable disease outbreak

School districts need to prepare specifically for COVID-19. Although the preventive measures (e.g., handwashing, staying home when sick, deep disinfection of schools) for seasonal influenza and COVID-19 are very similar, having the same mindset and approach to COVID-19 could have negative results. Below are a few resources to assist in planning for drill compliance during this unprecedented time, while still maintaining social distancing guidelines:

Drill Guidance for school district administrators during COVID-19:

- <https://locker.txssc.txstate.edu/2f10fc17f1c679d82158e9979eb5299d/Drill-Guidance.pdf>

Drill FAQs:

- <https://locker.txssc.txstate.edu/2f10fc17f1c679d82158e9979eb5299d/Drill-FAQs.pdf>

Texas School Safety Center:

- <https://txssc.txstate.edu/>

(Links above may also be referenced at www.dallasisd.org/em)



COVID-19 Considerations *During a Drill*

- Set clear expectations for the school community to wear a face mask, physically distance at least six feet apart, and thoroughly disinfect any shared spaces in between use.
- If possible, include soft barriers to encourage physical distancing.
- Assign support staff, not otherwise responsible for vital drill elements, to help with coverage throughout the campus to ensure COVID-19 measures are being followed by students, staff, and visitors.
- Distribute PPE as needed.
- Have custodial staff standing by to fully disinfect shared areas and touch points as soon as practical.
- Consider limiting the number of touchpoints by propping or holding doors open.
- Consider providing hand sanitizer or handwashing stations after an evacuation drill, when the students have come back into the building.
- Notify staff that may be working remotely that a drill is taking place. If they happen to show up during a drill or hear about it some other way, they will know it is just a drill.
- Consider how you will include students who may be doing synchronous remote learning. For some drills they may just stay online and view what the rest of the class is doing. For some drills you may want to consider butting up some type of notification or slide advising that a drill is in progress and the estimated time to return.
- Consider how you will include students who may be doing asynchronous remote learning. If this is recorded learning it may not be necessary to have any type of notification if there will be no interruption in service or learning. If the asynchronous learning is being conducted by a teacher, you may consider having the teacher go over the protocols for the drill if it is something like a lockdown or lockout to remind students of the actions taken. If it is a drill where the teacher must leave, such as a fire evacuation drill consider a notification or slide advising that a drill is in progress and the estimated time to return.



Campus Emergency Response Team

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

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

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

Campus Position	Name	Cell Phone Number	Office Phone	E-mail
Principal	Garry Williams	972-948-9355	972-925-1202	garwilliams@dallas
Assistant Principal	Dr. Cedric Barre	214-535-4471	972-925-1222	cebarrett@dallasisd
Assistant Principal	Cherie Countryman	972-333-4332	972-925-1274	ccountryman@dallas
Office Manager	Denise Solis-Rol	469-583-1802	972-925-1204	dsolisroblez@dallas
Safety Coordinator	Dr. Cedric Barre	214-535-4471/214-60	972-925-1222/972-92	cebarrett@bdoanst
Nurse	Patricia Wiley	214-456-2723	214-458-2723	pwiley@dallasisd.or
Counselor	Caroline Jones	214-636-7148	972-925-1221	carojones@dallasisd
Facility Supervisor	Michael Bell	214-587-3003	972-925-1215	mbell1@dallasisd.o
Police / Security	Clayton Wilson	469-235-5228	972-925-1264	clwilson@dallasisd.
Police / Security	Calvin Smith	318-626-9731	972-925-1264	calvsmith@dallasisd

First responder review:

If you do not have a district police officer assigned to your campus, you may want to review your plan with your local fire department or Dallas ISD Police Department staff. Office of Emergency Management staff are also able to assist.



CEOP Compliance & Drill Due Dates

Purpose: Develop campus systems to ensure readiness.

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

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

2022-2023 Event or Milestone	Documentation	Due Date (No Later Than)
Fall Semester		
Campus Emergency Operations Plan (CEOP) complete ²	Submit CEOP to the Office of Emergency Management	September 14, 2023
Complete an Evacuation Drill	Document on Fall semester drill log and submit to the Office of Emergency Management	August 30, 2023
Complete Secure & Lockdown Drills	Document on Fall semester drill log and submit to the Office of Emergency Management	September 14, 2023
Complete a Severe Weather Drill	Document on Fall semester drill log and submit to the Office of Emergency Management	September 14, 2023
Spring Semester		
Complete a Severe Weather drill	Document on Spring semester drill log and submit to the Office of Emergency Management	February 9, 2024
Complete a Lockdown Drill	Document on Spring semester drill log and submit to the Office of Emergency Management	February 9, 2024
Complete a Shelter-in-Place (Hazmat) Drill	Document on Spring semester drill log and submit to the Office of Emergency Management	February 9, 2024

***** EVACUATION DRILL CAN NO LONGER BE COMBINED WITH A FIRE DRILL. IT MUST BE CONDUCTED AS AN EVACUATION FOR A HAZARD THE CAMPUS / FACILITY MIGHT FACE OTHER THAN FIRE (per TEA: 103.1209-Mandatory School Drills).**

Minimize loss of Instruction:

Ex: A Secure Drill should lead into a Lockdown Drill

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



Visitor Management System (VMS)

- **Keep all doors locked at all times.** With the exception of morning intake and dismissal, when staff are monitoring who is allowed entry onto the campus, doors should remain locked. To ensure the safety of everyone on the campus, no objects should be placed on an exterior door of the campus that would allow unauthorized entry onto your campus.
- When receiving visitors into the campus, be sure to verify it's safe to do so by utilizing your **Raptor** system.
- Approach people who don't have a **visitor tag / sticker** and are unfamiliar to you and escort them to the main office to sign in and to be processed through the Raptor system.
- As an employee of the district, it is required you wear **visible ID**. In the event of an emergency, you won't be mistaken as an intruder by first responders.
- To avoid unauthorized use of your personally assigned access control card, immediately report any lost or stolen access control card to your office manager (OM). She/He will request a replacement card on employee's behalf.
- Office managers should report to the Security Technology Department any **card deactivation request** via email of any employees that have separated from the district to avoid unauthorized re-entry onto the campus.
- **Access control**-related requests should be submitted to accesscontrol@dallasisd.org

Know Who to Contact

Equipment / Procedure	Contact Name	Method of Contact	Department
Fire Drills	Nhora Chaparro or Lester Baldwin	Submit via Oracle	Risk Management
All Other Drills	Emergency Management	Submit via dallasisd.org/em/compliance	Office of Emergency Management
Raptor Systems	Piers Christian	pchristian@dallasisd.org	School Safety, Resources, & Monitoring
Camera Systems	William Coyle	wcoyle@dallasisd.org	Security Technology Department
Visitor Intercom (Aiphone or Grandstream Buzzer)	William Coyle	wcoyle@dallasisd.org	Security Technology Department
Access Control Card Requests	William Coyle	accesscontrol@dallasisd.org	Security Technology Department
Card Reader Troubleshooting	William Coyle	wcoyle@dallasisd.org	Security Technology Department
Fire Alarms	File work order via Service Now. Add pictures to assist creation of work order. For questions, notify OpsMaintenance@dallasisd.org , with "Emergency" or "Question" in subject line of e-mail".	After filing emergency work order, (972) 925-2140 (Work Order Tracking). Work order must be filed before calling work order tracking.	Maintenance
Building Intrusion Alarms			
Alarm Codes			
Public Address (PA) Systems			
Metal Detectors and Wands	William Coyle Otto Swenson	wcoyle@dallasisd.org grswenson@dallasisd.org	Security Technology Department Office of Emergency Management
Radio Purchasing / Programming	Aaron Frazer	(972) 925-4984 RadioShop@dallasisd.org	Radio Shop 9400 NCX - 11th Floor



FAQ and Recommendations

A printed copy of this CEOP must be kept in the front office at all times, and accessible to office staff for district employees to review.

The CEOP is not subject to public information.

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

➤ What are Emergency Preparedness Drills?

The following emergency preparedness drills satisfy the requirement of four drills in the Fall Semester and three drills in the Spring Semester:

<u>Fall</u>	<u>Spring</u>
• Evacuation	• Shelter / Severe Weather
• Secure leading into a Lockdown	• Lockdown
• Shelter / Severe Weather	• Shelter / HAZMAT
• Fire Drills (due to Risk Management only)	• Fire Drills (due to Risk Management only)

➤ When should drills be practiced?

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

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

We can expect severe weather any time of year, with the spring months being more active. The Office of Emergency Management requires that schools practice at least one severe weather drill within the first month of school for both semesters.

All Campuses are required to conduct a shelter-in-place (HAZMAT) drill in the Spring Semester. This ensures that there is an action plan to secure the campus in the event of an airborne hazardous materials threat.

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

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

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

Practice Drills to:

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

Schools will NOT be in compliance if documents are unaccounted for.



Need and Risk Assessment

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

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

1. Potential Campus Hazards

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

1. Construction (possible loss of power, gas leaks) _____
2. Possibility of freeway chemical accident _____
3. Airport flight path _____
4. Downtown homeless population _____
5. Possible terrorism targets nearby downtown _____

2. Campus Focus Areas

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

1. Visitor access control (Raptor). There are no railroad tracks within a 1000 yards of _____
2. Better training (CEOP, location of safety equipment). _____
3. Historic building & MAT entrances access. _____
4. Drill preparedness, Fire & HazMat services are offered by: Dallas Fire Station 18 _____
5. Campus-wide alert procedures, Baylor Hospital (Scott & White Emergency medic _____



Incident Command Team (ICT) Structure

Incident Command is a way to quickly form a team with groups that may not have worked with each other in the past. This format is used by local, state, and federal emergency response groups.

Campus leaders will work closely with first responders (fire and police) using this structure.

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

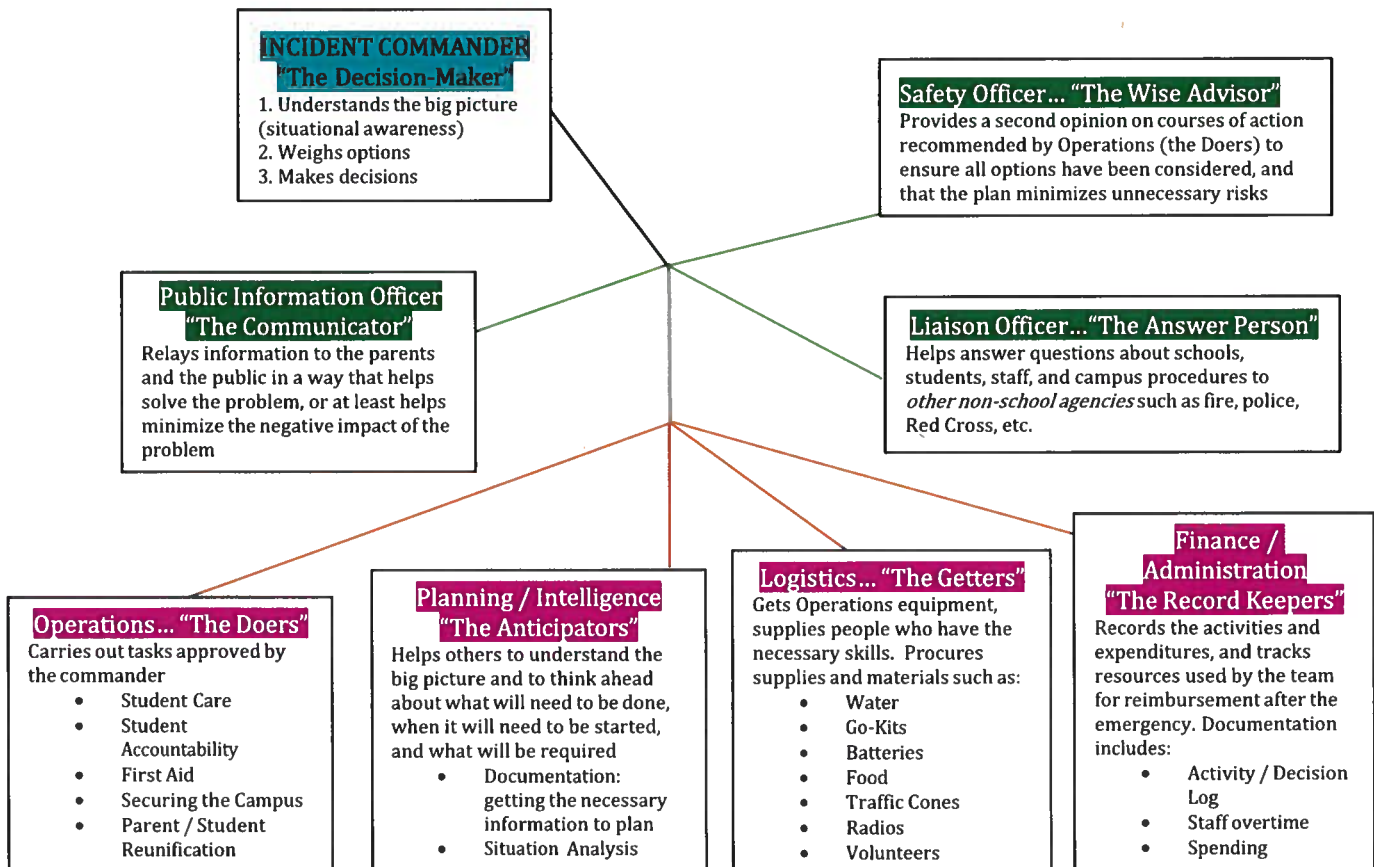
The size of the Incident Command Team (ICT) depends on the complexity of the emergency.

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

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

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

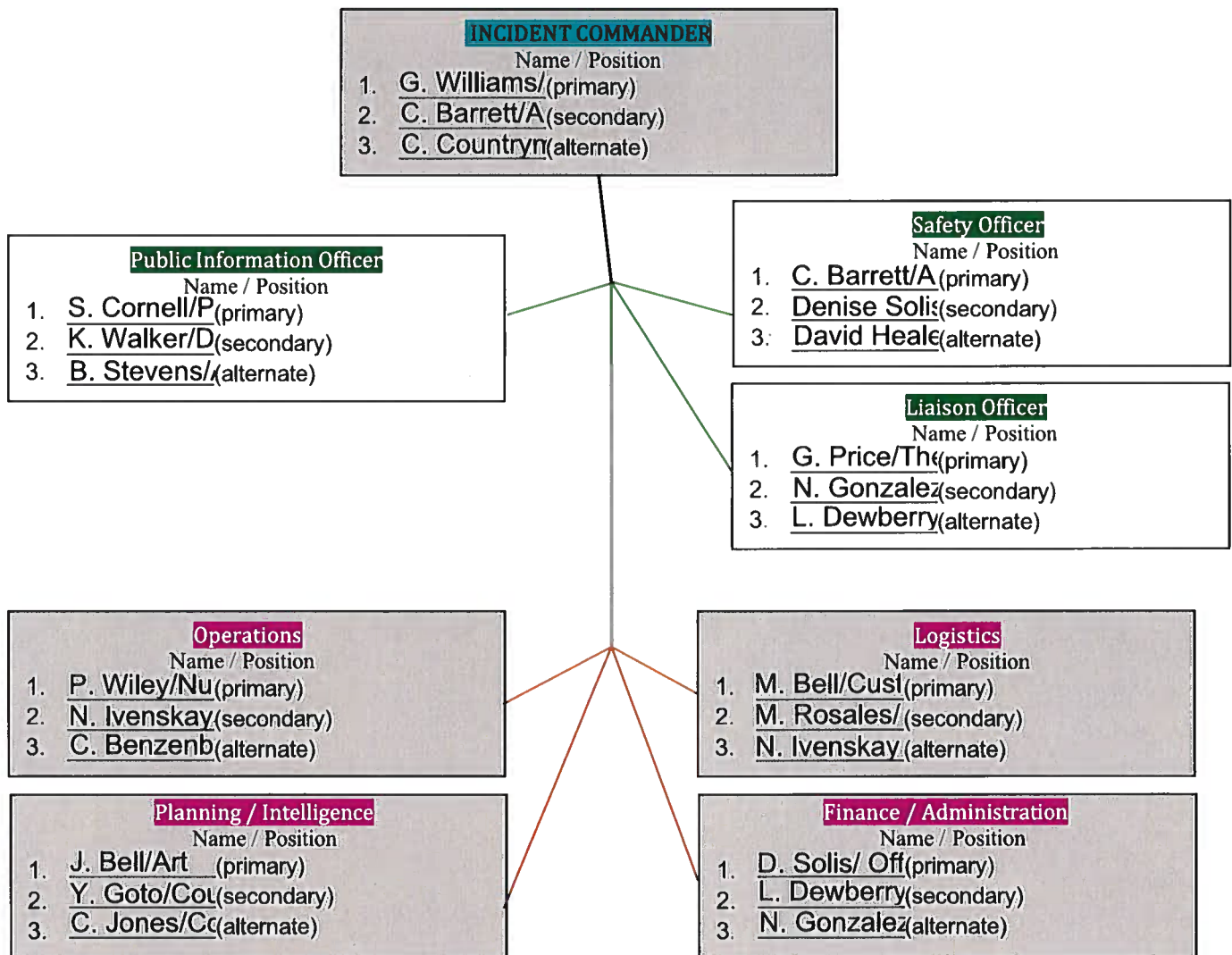
What are the Roles in an Incident Command Team?





Campus Incident Command Team

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





Organization and Assignment of Responsibilities

The Principal or Designee will:

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

The Campus Safety Coordinator will:

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

Teachers will:

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



Teacher Buddy List

Purpose: The teacher buddy system is designed to allow teachers to take over for one another, if necessary, especially in the event a substitute teacher is unfamiliar with your campus drill procedures.

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

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

Teacher Name	Room	Buddy Teacher Name	Room
O'Brien	035/031	Jackson/Klimaszewski	Desk/048
Gerdina/Unaer	050	Padilla/Humphrev	050
Walker	050	Teieda	050
Hall	050	Mabus	050
Officer Wilson	052	Officer Smith	052
Read	058	J. Cruz	068
J. Bell	070	Gossett/Vacant	074/076
Cafeteria Staff	Cafe	Custodial Staff	078
Dr. Delgado	100	Mena	102
Benedetto/Stevens	104/106	Johnston	108
Chapman	114	Cornell/Townsel	110/112
Dewberry/Harris	116	Luna/Gonzalez	116
Vacant/Jones/Toombs	122	Goto/Sunde	122
Dr. George-Twvman/Wallace	130/Con	Ivenskava/Marez	Media/L
Solis/Wiley	165h/16	Countrvman	165e
Williams	165d	Dr. Barrett	165a
Clark/Eames	170/168	Benzenbera/Jones	172/176
Aibade	200	Arthur	202
McDevitt	204	Morales/Walker	208/210
Evans	214	Peterson	216
Dawlev	218	Fulton	220
Scott	230	Zuno	236
Hobdv/Parkess	238/242	Hollowav	231
Cotie	246	Gavitt/Miller	272/274
Dr. Jacko	269	Schraa/Ruanatip	284/273
Sloan	330	McGhee	332
Gav	334	Victory	336
Bennett-Price/Davison	342/340	Kmetz	338
Healev	346	Carnev	368
Garcia	374	Rioland	370
I.Jones	384	Wu	376

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



Unique Staff Skills

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

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

Skill	Name
First Aid (& CPR)	1. Patricia Wiley
	2. Kate Walker
	3. Cedric Barrett
Languages	1. Heather Benedetto
	2. Dr. Maria Delgado
	3. Joan Mena
Special Needs Evacuation	1. David Healey
	2. Caroline Jones
	3. Tara Chapman
Mechanical Knowledge	1. Michael Bell
	2. Maria Rosales
	3. Charlton Gavitt
Prior Military Service	1. N/A
	2.
	3.
Amateur (Ham) radio	1. Officer Wilson
	2.
	3.
Public Affairs	1. Sharon Cornell
	2. Garry Williams
	3. Natalia Ivenskaya
Technology	1. Ben Doan-Stevens
	2. Natalia Ivenskaya
	3. Briddell Joiner
Counseling	1. Caroline Jones
	2. Yuko Goto
	3. Scott Sunde
- [Other]	1. Officer Clayton Wilson
	2. Officer Calvin Smith
	3.

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



Special Needs Planning

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

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

1. Establish a buddy system with at least one alternate for each disabled student or staff member. The specific arrangements for assisting a disabled individual in the event of an evacuation should be discussed and practiced ahead of time. The planned movement of special needs students should address the restrictions in the student's Individual Education Plan (IEP) and include the use of trained staff, as necessary.
2. Trained staff may not be able to evacuate a student. If the risk to the student remaining in place is greater than the risk of injury by full evacuation, move the individual to the safest area away from the hazard. In some cases, the next best option might be to move the student to a safer room in the building. In this case, inform emergency responders of the student's location as soon as possible.
3. Individuals with certain sensory disabilities may require special alert equipment such as flashing lights, horns, etc.
4. Medicines and charts should be addressed in the campus evacuation plan. The supply of medicines on hand may be an important consideration in a shelter-in-place scenario, as well, in the event of evacuation
5. Backup batteries may be needed for certain kinds of medical equipment so consider placing them in go-kits.
6. Smoke and dust may exacerbate certain medical conditions. Certain disabilities such as autism may be affected by loud noises and lights.
7. Ensure special needs classrooms are annotated (with a blue triangle, ▲) on the campus emergency operations plan map. (It is acceptable to draw a triangle marked with a blue highlighter.)

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

- Yes ☒ No ☐ N/A ☐ 1. We have special needs populations at our campus.
- Yes ☒ No ☐ N/A ☐ 2. We have worked with staff to address the needs of this population for reasonably foreseeable campus emergencies.

What types of functional / access needs students have been identified?
Wheel Chairs & Crutches

What types of accommodations, resources, or unmet needs have you identified?
None



Utility Shutoff and Hazardous Materials Locations

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

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

Directions: Complete the following tables, identifying the staff with access to the utilities listed below. Make sure more than one person is trained to know the locations of each in case your primary person is away from the campus.

1. Key Facility Locations

Utility and Control Panels	Location (Room #)	Staff with Access or Keys	Person Responsible to turn off control & cell
Natural Gas	1. <u>Loading dock area</u> 2. <u>Winsper Opera House</u> 3. _____	1. <u>Michael Bell</u> 2. <u>Maria Rosales</u> 3. <u>Christopher Stone</u>	1. <u>Maria Rosales</u> 2. <u>Michael Bell</u> 3. <u>Christopher Stone</u>
Electricity	1. <u>Inside room B58 in base</u> 2. <u>New & Old Building</u> 3. _____	1. <u>Michael Bell</u> 2. <u>Maria Rosales</u> 3. <u>Custodians</u>	1. <u>Maria Rosales</u> 2. <u>Michael Bell</u> 3. <u>Christopher Stone</u>
HVAC / air handlers	1. <u>Teacher Parking Lot</u> 2. <u>Basement in New Buildi</u> 3. _____	1. <u>Michael Bell</u> 2. <u>Maria Rosales</u> 3. <u>Custodians</u>	1. <u>Maria Rosales</u> 2. <u>Michael Bell</u> 3. <u>Christopher Stone</u>
Water	1. <u>Spinkler in Basement</u> 2. _____ 3. _____	1. <u>Michael Bell</u> 2. <u>Maria Rosales</u> 3. <u>Custodians</u>	1. <u>Maria Rosales</u> 2. <u>Michael Bell</u> 3. <u>Christopher Stone</u>
Fire Sprinkler Control Cut-off	1. <u>Room B56 in Basement</u> 2. _____ 3. _____	1. <u>Michael Bell</u> 2. <u>Maria Rosales</u> 3. <u>Custodians</u>	1. <u>Maria Rosales</u> 2. <u>Michael Bell</u> 3. <u>Christopher Stone</u>
Fire Alarm Control Panel	1. <u>0 Floor by Security Desl</u> 2. _____ 3. _____	1. <u>Michael Bell</u> 2. <u>Maria Rosales</u> 3. <u>Custodians</u>	1. <u>Maria Rosales</u> 2. <u>Michael Bell</u> 3. <u>Christopher Stone</u>

2. Hazardous Materials (HAZMAT)

Material	Location	Staff with Access or Keys
Science Lab Chemicals	1. <u>372</u> 2. _____ 3. _____	1. <u>David Healey</u> 2. <u>Science Dept.</u> 3. _____
Art Supplies, Welding Ta	1. <u>70</u> 2. <u>168</u> 3. _____	1. <u>Jessica Bell</u> 2. <u>Custodians</u> 3. <u>Art Teachers</u>
Mineral Spirits, Denature	1. <u>58</u> 2. _____ 3. _____	1. <u>Art Teachers</u> 2. <u>Custodians</u> 3. _____



Bomb Threats

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

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

If the threat is via a phone call, the person answering the phone should:

- Remain calm
- Use the ATF's "Bomb Threat Checklist" included in the CEOP (pg. 25)
- Listen carefully and gather as much information as possible:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Not interrupt the caller, keeping the caller talking as long as possible
- Obtain the caller ID information, if available
- Contact campus administrators during or immediately after receiving call

If the threat is written, the person in possession of the threat should:

- Preserve written threat for investigation by the police (and for possible fingerprints)
- NOT handle the letter
- Save e-mail or text threats for evidence

Building administrators should:

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

Other staff members in the building should:

- Be on alert for anything suspicious
- Report anything suspicious to administration / police; "See Something, Say Something"
- Avoid handling any suspicious item(s)
- Keep others from handling item(s)

Recovery should include:

- Communication with appropriate personnel once threat is resolved
- An After-Action Review with staff members



BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:



Homeland Security



Evacuation Sites

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

Guidelines:

1. Even small emergencies can require evacuating large geographical areas. The evacuation should be close enough to walk to (ex: half-block distance for brief evacuation) but, be far enough away to avoid the hazard for a long-term evacuation (ex: nearest district field house).
2. Try to avoid sites with routes that cross busy streets and railroads.
3. Take equipment such as safety vests, traffic cones, radio, and flashlights that you may need for crossing traffic.
4. The evacuation site should be large enough to house your entire student body and faculty.
5. Ideally, the evacuation site will be handicapped accessible and should have adequate bathroom facilities.
6. Evacuation sites should accommodate adequate parking for parent-student reunification.
7. School nurse should evacuate with medicine log and meds to maintain dissemination schedule during the course of evacuation. Ideally, first aid kit, AED, and other items should be placed in a roll-away cart to ease physical load of school nurse evacuation.
8. **Evacuation sites must be to another Dallas ISD property.** Long-term evacuations will be to the nearest DISD field house. Transportation to the field house will be jointly coordinated by **Executive Director, the District's Emergency Manager / Assistant Chief of Police, or their designee.**
9. **Campus Leadership** (Principal / Assistant Principal) shall make the decision to evacuate a campus in the event of an emergency, and will contact dispatch upon doing so, to get first responders and Emergency Management dispatched to them to assist with evacuation. **Campus Leadership** will notify their Executive Director and advise that first responders have been notified and are enroute.

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

MINOR Evacuation site (for short-term evacuation): Recommend half-block away (at least) from campus or furthest point from campus on field, whichever provides adequate safety to staff and students. Provide chosen location to dispatcher when calling dispatch – 911 or DISD Dispatch **214-932-5627**.

MAJOR Evacuation site (for long-term evacuation):

- Call Dispatch: 911 or DISD Dispatch **214-932-5627** – notify them why you're evacuating and where emergency personnel can locate you and your students.
 - Be prepared with providing the number of staff & students so enough buses are sent to you
- Call your Executive Director to advise of the emergency and that first responders have been notified.

Nearest field house location to your campus:

Name of field house: P.C. Cobb Field House

Address: 1720 Robert B. Cullum Blvd.



Communications Planning

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

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

Considerations:

1. Create ways for your staff to communicate during emergencies.

<input checked="" type="checkbox"/>	All-hazards radio
<input checked="" type="checkbox"/>	Cellular Phone / text
<input checked="" type="checkbox"/>	Campus Radio
<input checked="" type="checkbox"/>	TV / public media
<input type="checkbox"/>	City warning siren
<input type="checkbox"/>	Other:

2. How will you alert and coordinate with your staff during an emergency? Consider the following:

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

3. How will you communicate with parents and media during and after an emergency?

a. Will you use School Messenger?	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
b. Will you use social media?	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
c. Other <u>BTW Message Alert System (Remind)</u>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>

4. How will you communicate during a power failure?

Radios & Cellphones

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

8



Preparedness Training

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

Guidelines: There are a wide variety of resources to create prepared communities. Training should include academic learning and practical exercises with drills. The most effective training involves working with community partners such as fire and police agencies and / or DISD Police and Emergency Management personnel. The best time to learn to work together is before you need these partnerships. The framework for forming teams is the Incident Command System (ICS), those you identified on Page 13.

Key Concerns:

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

8/10/2023

2. What training materials / strategies will your campus use in 2023-2024?

- ☒ U.S. Department of Education's *Practical Information on Crisis Planning*
- ☒ *KnoWhat2Do*³
- ☒ Campus tabletop exercises
- ☐ Online FEMA (Incident Command) Courses⁴
- ☐ Multi-hazard Planning for Schools⁵
- ☐ First responder (fire / police) exercises
- ☐ Other: (List): _____

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

*When educating parents, contact the Office of Emergency Management to assist with parent concerns.

Target Group	Date(s)	Topics and Methods of Presentation
Staff	8/4/2023	Safety Overview Presentation
Students	8/14/2023	Student Assembly
Parents	8/9/2023	Safety Overview during Parent University
Others		

³ See [KnoWhat2Do.com](https://www.knowwhat2do.com)

⁴ See <https://www.fema.gov/training>

⁵ Contact the Office of Emergency Management at (972) 749-2410 for campus-specific training.



Emergency Equipment

Purpose: Ensure readiness by strategically prepositioning supplies and equipment.

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

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

a. All-hazards (weather) radio <i>One per campus</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
b. Campus Go-Kit <i>One per campus</i>	Yes <input type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
c. Campus map for first responders <i>If changes have been made, please resubmit to OEM</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
d. Campus first aid kit (including a plan that ensures students and staff have critical medicines for 24 hours.) <i>Contact Health Services for first aid kit</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
e. Traffic control equipment (cones, reflective vests, signs for directing traffic, etc.) for evacuating students across busy streets <i>Contact OEM for cones/traffic vests. OEM no longer issues stop signs.</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
f. District two-way radios <i>Radios are provided to campus leadership positions, nurse, and office manager.</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
g. Megaphone(s) <i>One per campus</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
h. Class rosters for accountability during an evacuation	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
i. Classroom Go-Kit <i>Provided by campus, contact OEM for bags if wanted</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
j. Extra batteries	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
k. Evacuation / Lockdown quick steps cards for staff ⁶ <i>One per staff member</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
l. Lockdown poster / sign(s) for the front <i>Two per campus</i>	Yes <input checked="" type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>

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

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

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



Emergency Drills

The key to success in responding to a crisis is training and practicing. A plan cannot be effective unless it is tested; specifically, the purpose of a drill is to find weaknesses in a plan, and to anticipate and overcome them in the next drill or during a real-life emergency. Recall that SRP / SRM are new concepts to those that have not yet been trained on these symbols / actions, requiring an emphasis for debriefing after drills.

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

Pre-Drill Planning Exercise

The purpose of the pre-planning exercise is to:

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

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

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

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

Emergency Drills

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

- Evacuation
- Reverse Evacuation
- Lockdown
- Secure
- Shelter / Shelter-in-Place HAZMAT
- Shelter / Severe Weather
- Shelter / Earthquake

After the completion of each drill, the Safety Coordinator should evaluate the school's response, using the “Emergency Drill Evaluation” form. This form, located on page 31, is used for internal (campus level) review, and is not submitted to OEM. Weaknesses should be identified and corrected.



EMERGENCY DRILL

Campus: _____ Date: _____

Type of Drill Performed:

FALL SEMESTER

- ☐ Evacuation
- ☐ Secure Drill, then Lockdown Drill
- ☐ Shelter-in-Place - Severe Weather

SPRING SEMESTER

- ☐ Shelter-in-Place / Severe Weather
- ☐ Lockdown
- ☐ Shelter-in-Place - HAZMAT

Drill Start Time: _____ Drill End Time: _____

Number of Students Participating: _____

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

<i>Team Participants</i>	<i>Name</i>	<i>Position</i>
Incident Commander		
Safety & Operations Leader		
Communication Liaison		
Medical Care Leader		
Custodial Logistics Leader		
Other(s)		

<i>Drill Performance, Execution, and Efficiency</i>	<i>Yes / No</i>
1) Were the teachers aware of the proper response action, including properly informing students of their expected responsibilities and actions?	
2) Did all the students properly respond to the directions given by the teachers?	
3) Did all teachers respond to the instructions from the campus administrators?	
4) Did all teachers know and adhere to school or classroom assembly (safe) areas?	
5) Did the execution of the drill flow smoothly, without glitches?	
6) Were the crisis response procedures reasonable and efficient?	

<i>Team Organization</i>	<i>Yes / No</i>
1) Was the EOP Team effective in dealing with adverse situations quickly?	
2) Was there effective interaction of EOP Team roles, resulting in clear handling of tasks?	
3) Were EOP Team roles sufficient?	
4) Should more roles be considered / added?	

<i>Communications</i>	<i>Yes / No</i>
1) Was the announcement of the start of the drill effective (and clearly understood by all)?	
2) Were all teachers / team members aware of the specific response action required?	
3) Was there confusion on which response to implement?	
4) Did communication flow smoothly between the school and feeder pattern office (and higher administration offices, if applicable)?	

For Campus Use Only – Do NOT Submit this Form as Compliance



Emergency Drill Evaluation, page 2

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

If any of the above evaluation items were answered “no”, please document below:
What aspect of the drill did not function well? Provide suggestions for improvement.
(Use extra sheets if necessary.)

Drill Performance:

Team Organization:

Communications:

Overall Execution:

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

For Campus Use Only – Do NOT Submit this Form as Compliance



Sample Annual Notification Letter to Parents / Guardians [on campus letterhead]

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

[Date]

Dear Parents:

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

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

Please be sure you consider the following when you authorize another person to pick up your child(ren) at school:

- ☐ He / she is 18 years of age or older
- ☐ He / she is usually home during the day
- ☐ He / she could walk to school, if necessary
- ☐ He / she is known to your child(ren)
- ☐ He / she is both aware and able to assume this responsibility

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

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

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

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

Sincerely,

Principal



Sample Annual Notification Letter to Parents / Guardians [on campus letterhead]

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

[Date]

Estimados Padres:

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

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

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

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

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

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

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

Atntamente, Director(a)



In the Summer of 2018, Texas Governor Greg Abbott recommended an enhancement to school districts' existing safety plans to provide a consistent language and series of actions for students, staff and first responders during a crisis. Dallas ISD's campus safety coordinators, administrators and police department personnel have received Standard Response Protocol training from The "I Love U Guys" Foundation and continue to do so to remain current on best practices.

To increase safety at Dallas ISD campuses, the Standard Response Protocol will be incorporated in the district's Campus Emergency Operations Plan (CEOP). You will see symbols, noted on page 33, that will direct actions that correlate to the drill your campus is conducting. In the event of a real-time emergency, your response, and that of your colleagues and students, will be based on the crisis your campus is experiencing using the symbols and actions exhibited in the diagram on page 33.

Please note that in the Spring of 2020, a change to "Lockout" was made by the foundation and the language for that drill and symbol changed. Those changes have been included in the following pages. "Lockout" is now referred to in the diagram on page 48 of this document, as "Secure" and the actions and Public Address symbols have been included on page 48 of this document.

Posters with the new changes mentioned above are available upon request. Please contact the DISD Office of Emergency Management to request they be sent to your campus.

Safety coordinators and campus staff may obtain more information about the Standard Response Protocol by going to The "I Love U Guys" Foundation webpage and scroll to Downloads.
<https://iloveuguids.org/downloads/>

Any questions or requests for training may also be referred to the Office of Emergency Management (contact information on page 3). Members of the OEM team are certified to train the Standard Response Protocol and can assist you with your training needs.



Standard Response Protocol

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazard
Earthquake
Tsunami

Safety Strategy

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

ADULTS

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



Standard Response Protocol – Initiating Action / Public Address

IN AN EMERGENCY TAKE ACTION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



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*A bullhorn may be used, in the absence of a Public Address (PA) System.



Crisis Response Procedures

SECURE

SEEK HELP

STAY IN CONTROL

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

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

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

SECURE (previously known as **LOCKOUT**) – All exterior doors are locked, outside activities are cancelled / postponed, and no one enters or leaves the campus. Secure is utilized when a threat is outside the school, such as police activity in the area.

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

SHELTER - SEVERE WEATHER – Requires all staff and students to take shelter in their designated severe weather areas, avoiding areas with windows or large roof spans (cafeteria, gymnasium, auditorium). It can involve tornado threats and other severe weather threats. If a campus has a storm shelter, the campus must utilize the shelter to safeguard all occupants.

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

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



Evacuation

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

Explosion
Fire

Gas leak
Severe building structural failure



*This should be the first drill exercised within first 2 weeks of the beginning of school, in the Fall Semester
AND can no longer be combined with a fire drill.*

Guidelines: The primary goal of an evacuation is to ensure all students, staff, and visitors leave the building(s) safely. Office staff should account for visitors via sign-in log to advise first responders whether they've been accounted for. The direction of the evacuation may depend on the location of the hazard. You may have to move up to 2 miles away. First responders will help ensure you are out of the danger zone.

Before the drill:

1. Prior to the first day of school, display evacuation routes (primary and secondary) in each classroom and workspace, per City of Dallas fire code. Each evacuation diagram should have an assigned assembly area for counting students and staff after an evacuation. A classroom flag or sign helps to quickly identify assembly area.
2. If you need to request Emergency Management assistance please contact at least one week prior to the scheduled date to request assistance, where they may help plan and / or debrief with you and your team.
3. Notify Dallas ISD Police Dispatch at **(214) 932-5627 fifteen minutes prior to and after the drill is complete.**

During the drill:

1. Initiate the drill by activating the alarm at the fire alarm panel or via the public-address system. If there is imminent danger, a fire pull station can be used to activate the alarm.
2. Standard Response Protocol (SRP) includes that ANY member of the campus may initiate a drill. In an evacuation drill, consider initiating this drill with a member of your safety team, other than an administrative leader.
3. All buildings that are part of a school campus will be evacuated whenever any building is evacuated, this includes Youth & Family sites, portables, etc. If campus is under construction, provide a notification to foreman, or general contractor, so they're aware it's a drill or, in fact, an actual emergency evacuation.
4. Teachers should take the class attendance sheet and the classroom emergency kit as they lead the students out using the posted evacuation route. Buddy teachers should verify classrooms are empty before leaving, especially in the event a substitute is filling in for a buddy teacher.
5. Teachers will check attendance when they arrive at the assigned assembly area. Teachers will report any missing students to the incident commander, or designee. In an actual fire or other emergency, the incident commander will immediately report any missing students to the fire department.
6. The campus emergency operations team will report to the designated incident command post.
7. The campus emergency operations team will account for all students or staff with special needs.
8. Return tone / bell and a verbal announcement will end the drill and signal that it is safe to return to the building.
9. Do not release students to a parent until approved by the principal.

Debriefing after the drill:

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



Lockdown

SECURITY RISK - SECURE ALL AREAS OF THE CAMPUS DO NOT LEAVE ROOM



LOCKDOWN

Abduction
Armed person
Assault
Death on campus
Drive-by shooting
Drug overdose

Gang Fight
Hostage Situation
Hostile / Irate Intruder
Sexual Assault
Shots Fired
Sniper

Stabbing
Suicide (Attempt)
Suspicious Package
Suspicious Person in Building
Weapon on Campus
Workplace Violence

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

*This should be the second drill exercised during the Fall Semester and
the second drill exercised during the Spring Semester.*

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

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

Before the drill:

1. Notify Dallas ISD Police Dispatch at **(214) 932-5627** **fifteen minutes prior to and after the drill is complete.**
2. If you need to request Emergency Management assistance please contact at least one week prior to the scheduled date to request assistance, where they may help plan and / or debrief with you and your team.

During the drill: [see lockdown card]

1. Standard Response Protocol (SRP) includes that ANY member of the campus may initiate a drill. In a lockdown drill, consider initiating this drill with a member of your safety team, other than an administrative leader.
2. The drill will be initiated using the words, "Go into lockdown. Clear the halls now!"
3. Post lockdown notification poster on front door prior to lockdown.
4. In general, staff inside the building should move students into the nearest room. Students outside of the school building should not re-enter an area with a threat.
5. Staff should lock classroom doors, cover windows and turn out lights. If classrooms cannot be locked, classroom doors should be barricaded. If classroom doors cannot be barricaded, students and staff should hide out of sight behind furniture or other barriers and try to secure the door a different way (i.e., with a belt) if possible.



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6. The teacher will secure students currently in their classrooms and any students near the door. Doors should not be unlocked after entering lockdown until the emergency is over.
7. Disregard school bells and fire alarms.
8. To **terminate the drill**, use the word “**officer**” over the **public-address system**. FOR EXAMPLE: “**Officer** Jones is terminating the lockdown.” If the word “**officer**” is not used, assume the person making the announcement is hostile or under duress. (*This is the only time code words are used, and it is to release, not initiate an emergency response.*) This code word applies even if there is not an officer assigned to your campus.

Debriefing after the drill:

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

Special Situations:

During lunch or passing periods:

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

Bathroom:

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

Library:

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

A lockdown drill is NOT the same as the lockout procedure that is used to secure the building when there is unusual neighborhood activity.



Shelter-in-Place: Severe Weather

SECURE ALL AREAS OF THE CAMPUS



- Severe storm containing heavy rain, lightning, hail or high winds
- Tornado watch and / or warning:
 - Less Severe: **Tornado watch** means no funnel clouds have been sighted, but conditions are favorable for tornadoes to occur
 - More Severe: **Tornado warning** means a funnel cloud has been sighted and direction of travel is usually given in the warning broadcast

Be prepared to move staff / students to the interior and lower portions of the campus, away from exterior walls and windows.

STORM SHELTER: If the campus has a designated storm shelter, proceed to storm shelter, following instructions specific to your shelter to secure shelter windows and / or doors. These storm-rated doors must be closed to maximize safety benefit of the shelter. Schedule 1 week prior for a member of the Office of Emergency Management to observe the use of your storm shelter. Refer to page 63 for storm shelter specifications.

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

This should be the third drill exercised during the Fall semester and the first drill exercised by the end of January, in the spring semester.

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

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

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

Before the drill:

1. Prior to the first day of school, each school will develop a severe weather shelter plan that shows spaces where students can be sheltered (to the extent possible) away from windows, doors, skylights, long span roofs, and non- structural walls. Keep in mind, the plan may need to be executed with little or no warning. Planning should include provisions for portable classrooms and for normal transitions during the school day where students are in common rooms or outside the school. If questions arise where to safely shelter kids, Office of Emergency Management staff can assist you in planning.
2. Be prepared to use a stopwatch to track, and improve, time it takes to get all students / staff to a secure location for a shelter – severe weather drill.
3. Principals, Assistant Principals, etc. are encouraged to register at <https://www.weather.gov/subscribe/> with their school campus address to receive up-to-the-minute weather alerts via e-mail and / or text.



Shelter-in-Place: HAZMAT

**INSIDE THE BUILDING IS SAFER THAN OUTSIDE
DO NOT LEAVE ROOM**



Biological Attack

Chemical Accident

Hazardous Materials Release Outside School

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

This should be the 3rd drill completed in the Spring Semester.

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

Before the drill:

1. Develop plans and procedures for closing and locking exterior doors and for sealing any openings around doors and windows. The plan should state how the HVAC system will be turned off. (Facility engineers may want to mark the appropriate switches and circuit breakers ahead of time.) Planning should include provisions for portable classrooms and for the normal transitions during the school day where students are in common rooms or outside.
2. Use of a designated storm shelter is not necessary for this drill type, but restricting campus exterior doors opening at this time is required to avoid compromising air quality within the campus.

During the drill:

1. The drill will be initiated using the words, "Shelter-in-Place. Close all windows and doors, and turn off air handlers!"
2. Post lockdown notification poster on front door prior to lockdown.
3. Each teacher will shelter students currently in their classroom and any students within a few steps of their room. Once students are sheltered, the teacher will wait for further instructions, and then report any students not in class (any missing) and any additional students sheltered with the class.
4. Staff should lock and seal exterior doors and shut down fans and air handling systems such as heaters and air conditioners.
5. Advise students and staff to disregard the fire alarms. Do not evacuate **UNLESS** fire or smoke is visible or directed to evacuate by the principal, or safety team, based on guidance from the Fire and Rescue Dept.
6. Students and staff members should move into main building from trailers, unless movement is life-threatening due to outside environmental contamination.
7. The drill will continue while the emergency team reports to the pre-designated incident command post. Once assembled, the incident command team will complete the student accounting process and communicate with first responders about the severity of the hazard and expected duration.



8. Exposed or contaminated people will be kept separate from rest of school population and directed to wash with soap and water.
9. If possible, alternative clothing for exposed individuals will be provided and contaminated clothing will be removed and sealed in plastic bags.
10. After student accounting is completed, announce “all clear” to return to normal operations. The campus safety coordinator will complete a report on each drill indicating that all the steps listed above were followed.

Debriefing after the drill:

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



Shelter-in-Place: Earthquake

Drop, Cover, and Hold On

Earthquakes



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

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

Before the drill:

1. Safety team should be assigned to various portions of the campus for observation and provide feedback during the drill once it begins.

During the drill:

A. Student earthquake procedures while inside the classroom:

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

B. Student earthquake procedures while outside the classroom:

1. Stay clear of all buildings, power lines, light poles, etc.
2. Drop to the ground and hold on to a stable object if possible.
3. Remain clear of obstacles and wait quietly for further instructions.

If a major earthquake occurs at a Dallas ISD facility while school is in session:

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



5. Teachers are asked to take roll at their assigned area and are to remain with their classes and await further instructions.
6. All teachers who have a conference period are to report to the front office of the building for further instruction.
7. If you have a special assignment, you must first assure the safety of your students by taking your class to the assembly area. Arrange to have your class covered by the person closest to your location once outside.

Debriefing after the drill:

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

Special Situations:

1. If there isn't a table or desk nearby, cover your head, neck, and face with your arms as best you can and crouch in an inside corner of the building. Stay away from windows, outside doors, and walls, and anything that could fall, such as lighting fixtures or furniture.
2. Modifications for people with disabilities or access and functional needs:
 - If a person(s)' mobility is limited and they are unable to perform the DROP, COVER, and HOLD ON, it is important that they do not try to move to a "safer place" or attempt to move outside during an earthquake
 - Movement will be very difficult and the risk of injury by falling or being struck by toppled and flying objects are great; instead, they should protect their head, neck, and face with a pillow or their arms, and bend over, if able.



Secure

SECURE THE BUILDING



SECURE

Police Activity in the Neighborhood

Dangerous Situation Outside

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

This should be the 2nd drill exercised in the Fall Semester.

Principal will ensure all the following:

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

Teachers / Staff will ensure all the following:

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

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



In 2012, The “I Love U Guys” Foundation introduced the Standard Reunification Method (SRM). At the time, the founder saw a void in school safety planning regarding student / parent reunification after a crisis. Few schools or districts actually had reunification plans and practices in place. Fewer still had actually drilled or practiced.

Since 2012, thousands of schools in the U.S. and Canada have implemented the Standard Reunification Methods as a means to safely reunite students and families after a crisis.

Historically, Dallas ISD has provided for a parent reunification drill in the CEOP, however incorporating the Standard Reunification Method (SRM) provides an enhancement to reunifying our students with their parents in a more efficient manner. Clarity on how to release secondary students that drive to school is also provided, including parameters in the event the student is unable to remove their personal vehicle from an emergency event at the campus. It’s important to note that any of the four emergency types (Lockout, Lockdown, Evacuate, and Shelter) can result in the use of the Standard Reunification Method (SRM). Below, you will see an example how the SRM is utilized in the event you must Evacuate staff and students from your campus and off-site to the nearest field house.

Information on how to execute the Standard Reunification Method is as follows and the Office of Emergency Management, along with School Leadership, will be on hand to support this effort in the event you experience a campus emergency requiring reunification efforts.

Example

- Scenario: An unknown cause has resulted in thick smoke in your middle school. You call 911 or DISD Dispatch and students successfully evacuate to the football field.
- Considerations: Because it is still an active fire response and investigation, the decision is made to transport the students to a nearby field house.
- Unified Command: Because it is an active fire event, the fire department would lead Unified Command at the middle school site.
- Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification. This is typically where you’d see DISD Police and Office of Emergency Management, as well as School Leadership
- Joint Information Center (JIC): Because it is an active fire event, the fire department’s Public Information Officer (PIO) would be the primary press representative. The district’s PIO would be in the JIC and communicate to the PIO at the reunification site.
- Notifications: Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

Evacuate Lifecycle

- Parents and / or media begin to arrive outside of the perimeter of the reunification site.
- Internet, WiFi, and cell services are intermittent or unresponsive, depending on magnitude of emergency.
- Police secure the reunification site (traffic control, crowd control, perimeter control, security, etc.).
- District mobilizes Reunification Team (School Leadership and Office of Emergency Management)
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of site location.
- The Standard Reunification Method is utilized



Notes:

To the right you see the transporting of staff and students to your nearest field house. As they arrive you'll see the various locations that officers will be posted to manage crowd control and provide a secure perimeter.

Some things to consider:

Have teachers take attendance before evacuating the campus, in the bus, and upon arrival to the field house, evacuation site.

In adherence of HIPAA, assign a private room for your school nurse to continue dispensing daily scheduled medications and providing first aid.

Direct student with known allergies to the school nurse to keep separated from students that may be provided snacks / food from classmates carrying lunch boxes through the duration of evacuation.

Ask nurse for list of students with known allergies in the event DISD Food and Nutrition delivers lunches to your evacuation site. Before disseminating lunch, be sure the students on your list don't come in contact with foods that may cause them adverse reaction.

SRM Staging the

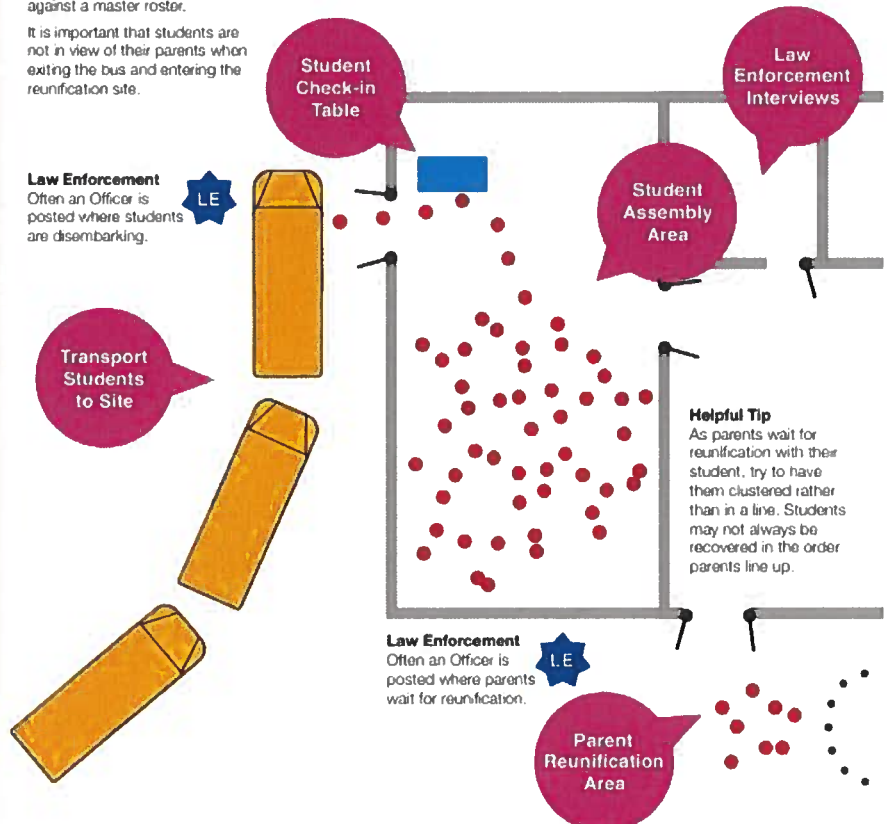
ASSEMBLY AREA STUDENTS ENTER OUT OF PARENTAL VIEW

Students are transported to the Reunification Site and are then directed to the Student Assembly Area. Often this is a cafeteria or gymnasium. Upon arrival, students are verified against a master roster.

It is important that students are not in view of their parents when exiting the bus and entering the reunification site.

GREETING AREA PARENTS ARE MET HERE

As parents arrive, signage directs them to Parent Check-in Table. Greeters begin the process by asking parents to complete the Reunification Card.





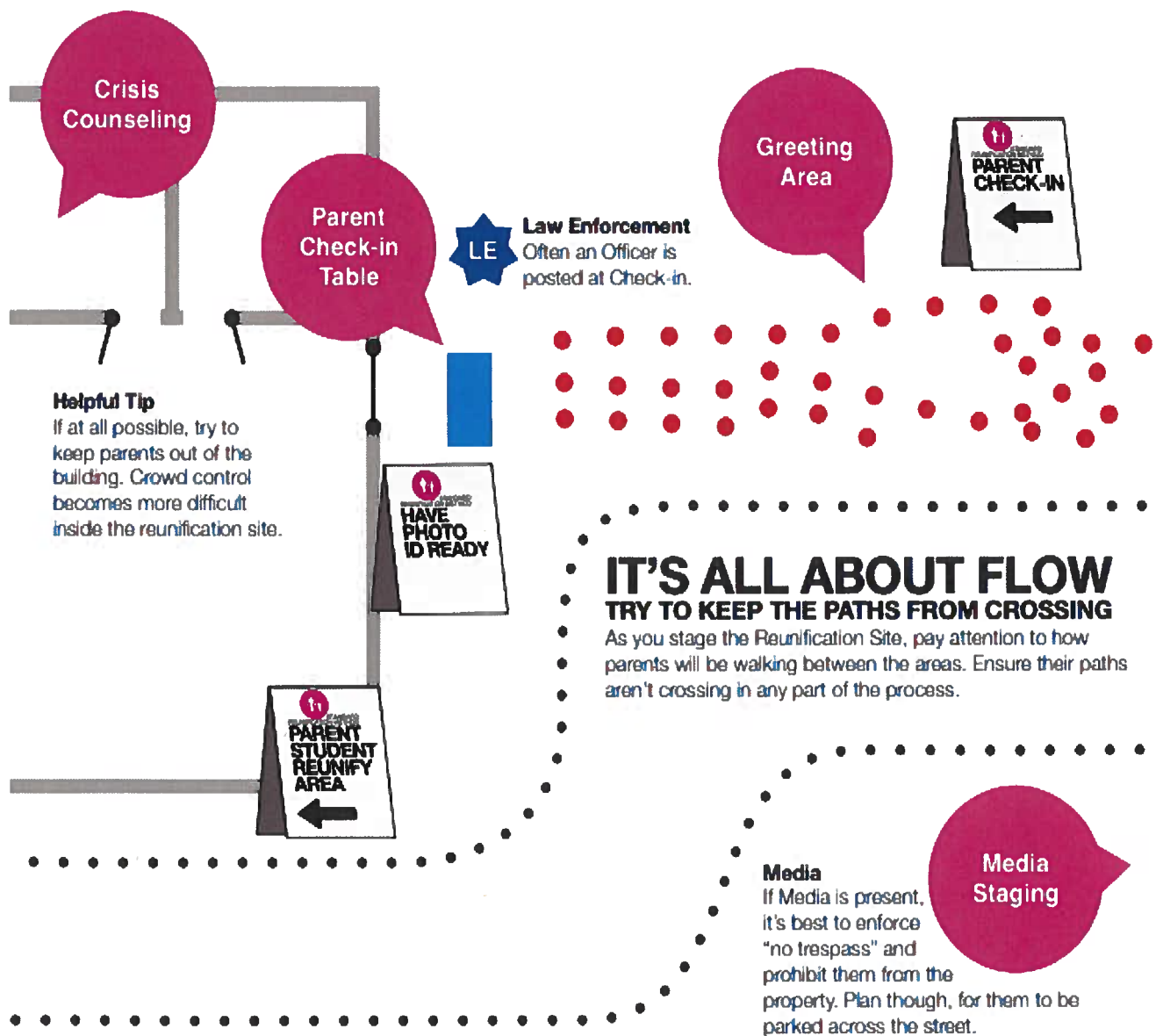
Reunification Site

CHECK-IN TABLE SET UP MULTIPLE LINES

Establish parallel check-in lines based on first initial of last name. Checkers verify ID and custody.

REUNIFICATION AREA PARENT STUDENT REUNIFICATION

As their tasks are completed, Greeters and Checkers can be reassigned as Reunifiers.





Standard Reunification Method – The Process in 6 Easy Steps

SRM The Process

STEP 1

GREETINGS

As parents arrive at the reunification site, Greeters explain the process and distribute Reunification Cards.

[illegible]

STEP 2

PARENTS FILL OUT CARD

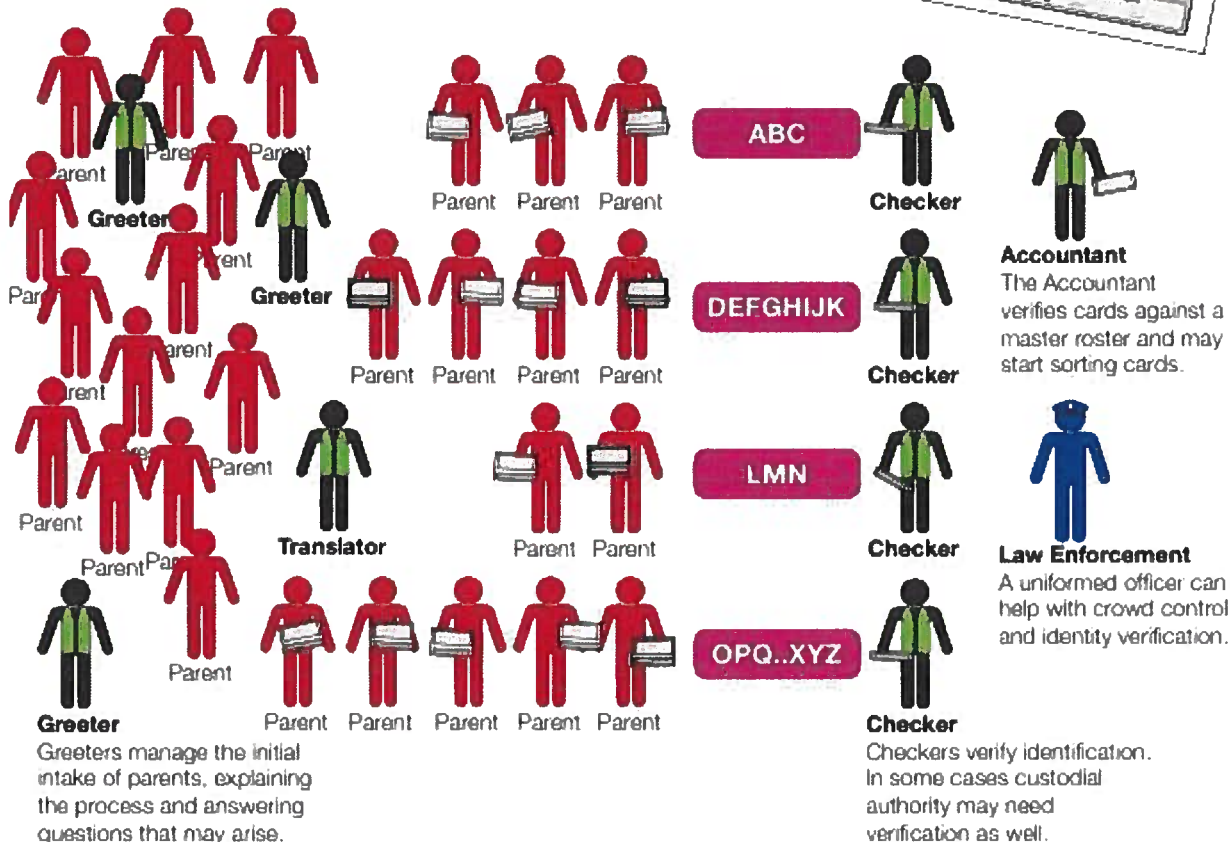
Parents complete the information requested on the card, and begin to self-sort into lines.

[illegible]

STEP 3

CHECKERS VERIFY ID

Parent custody is verified. The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.

[illegible]



in 6 Easy Steps

STEP 4 REUNIFICATION AREA

At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the Assembly area to get the student.



STEP 5 STUDENT REUNIFICATION

The Reunifier returns the student to their parents asking the student if they feel comfortable leaving with that adult. They then note the time and initial the bottom of the card.



STEP 6 ACCOUNTABILITY

The Reunifier delivers the bottom of the card to the Student Assembly Accountant. The Accountant may start sorting the cards.



Principal

It may be beneficial to have the school principal in the area where students and parents are reunified.

WHAT IF? THE STUDENT ISN'T THERE

If the student isn't in the Assembly Area, the Reunifier hands the card to a Victim Advocate/Crisis Counselor.



SEPARATE PARENT FROM THE LINE

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and takes them to a private location.




Law Enforcement

A uniformed officer can help with crowd control and keep the peace.





Standard Reunification Method – The Card¹



Reunification Information

(PLEASE PRINT CLEARLY)

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

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

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

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME INITIALS OTHER

Signature

Print Your Name

Parent Guardian Sign Off

I have read and understand these instructions.

Date

Reunification Instructions

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

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

¹ Card and signage is downloadable at www.iloveguys.org



Special Situations

STORM SHELTER

City and County of Dallas Building Codes require the use of an approved storm shelter. This is addressed in addendum A which should be included when the campus CEOP is sent to Emergency Management.

NATURAL GAS LINE RUPTURE

Texas Education Code 37.108 (as modified by Senate Bill 1505) requires that schools within 1,000 yards of a Natural Gas Line have plans to address a Natural Gas Line rupture in their multi-hazard Emergency Operations Plan. A Natural Gas Line rupture may require campuses to evacuate or shelter-in-place. (See previous guidelines above.). This is addressed in addendum B which should be included when the campus CEOP is sent to Emergency Management.

TRAIN DERAILMENT

Texas Education Code 37.108 (as modified by Senate Bill 1505) requires that schools within 1,000 yards of a railroad have plans to address a train derailment in their multi-hazard Emergency Operations Plan. A train derailment may require campuses to evacuate or shelter-in-place. (See previous guidelines above.). This is addressed in addendum C which should be included when the campus CEOP is sent to Emergency Management.

REVERSE EVACUATION

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

SHELTER – EARTHQUAKE (DROP, COVER, HOLD ON)

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



Fire Safety

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

Key Program Information

DOORS CANNOT BE CHAINED AT ANY TIME!

1. Each room must have a map showing primary and secondary **evacuation routes**, per fire code.
2. **Fire drill requirements:** Campuses **must** complete one fire drill per month for each month that students attend 10 or more school days. Drills should alternate obstructed and unobstructed exits. Notify Dallas ISD Police Dispatch at (214) 932-5627 fifteen minutes prior to the drill and following the drill to prevent emergency vehicles from responding.
3. Fire Safety **Compliance** Documentation
 - a. Initiate the drill by activating the alarm at a pull station. This will ensure that the pull station is functioning properly. If possible, try to use a different pull station for each drill.
 - b. Keep the Dallas ISD Fire Exit Drill Record (yellow card) next to the fire alarm panel. Update monthly after each drill and be sure it's placed adjacent to fire panel for fire inspector's review at any time year-round. *(You will no longer submit this card to the Office of Emergency Management at the end of the year)*
 - c. Complete the online Oracle *Fire Drill After-Action Report* after each drill. Contact Risk Management for assistance with the Oracle on-line reporting application, which is accessible [here](#).* *After-Action Reports* must be made available to fire inspectors and central staff upon request.
 - d. Documents must be archived in accordance with district records management policy CPC (Legal).

Remember to have the appropriate campus personnel reset the pull station after the drill is complete.



Dallas Independent School District – Emergency Management



DALLAS FIRE-RESCUE DEPARTMENT Inspection & Life Safety Education Fire Code Requirements for Educational Occupancies



1551 Baylor Street, Suite 400
Telephone: (214) 670-4319
FAX: (214) 670-4324

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

1. Permits

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

2. Fire Drills

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

3. Exits

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

4. Fire Extinguishers

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

5. Fire Alarm / Detection Systems

- A. Approved fire alarm system required. Must be installed in accordance with Chapter 9 of the Dallas Fire Code.
- B. Maintained in an operative condition at all times and replaced or repaired when defective. Immediately notify Dallas Fire-Rescue at 214-670-4319 if the fire alarm system becomes non-operational.



2023 – 2024 Campus Emergency Operations Plan



- C. Written operating instructions provided and maintained at an approved location.
- D. Manual alarms and smoke alarms should be tested at least annually, and / or after modification.

6. Sprinkler Systems

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

7. Storage

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

8. Kitchens

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

9. Flammable Liquids

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

10. Miscellaneous

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

Revised - November 17, 20xx



Fire Drill Report



Fire Exit Drill Record

Complete the form below as fire drills are conducted.

**One drill per month
Alternate unobstructed and obstructed**

Month	Date	Time	Number of students	Time to evacuate building	Type of drill	
					Un-obstructed	Obstructed
Aug.						
Sept.						
Oct.						
Nov.						
Dec.						
Jan.						
Feb.						
Mar.						
Apr.						
May						
June						
July						

School

Principal's Signature

Date

**Place this card next to the
Fire Alarm Control Panel.**

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

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

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

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

Fire Exit Drill Record (Yellow Card)

**You will no longer submit a copy of this to Emergency Management.
Please retain card at your fire panel for fire inspector's review year-round.
Retain card at campus for 3 years.**



2023 - 2024 CAMPUS EMERGENCY DRILL LOG

School Name: _____

Date: _____

Board Policy CKC Local requires four different emergency preparedness drills be completed in the Fall and three different emergency preparedness drills in the Spring semester.

§ Texas Education Code § 37.114 requires a minimum frequency of drills by type.

Directions: Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org at least 1 week prior to drill if you would like someone to observe, this is not required.

Remember to contact Dispatch (214) 932-5627, prior to and immediately after conducting drills to avoid emergency responders being sent to your campus.

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

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

- Four (4) drills for Fall Drill Log are **due** to the Office of Emergency Management on or by **September 14th, 2023**

1st Semester – FALL

PLEASE NOTE: Do Not Include Fire Drills or Bus Evacuation Drills on This Form!		
Approved Drills:	When to complete	Date Drill Performed
• Evacuation Drill	August 30, 2023	
• Secure & Lockdown Drill (consecutively)	September 14, 2023	
• Shelter-In-Place – Severe Weather Drill	September 14, 2023	

	After-Action Report #1 Evacuation		After Action Report #2 Secure		After Action Report #3 Lockdown		After Action Report #4 Severe Weather	
	Start time of drill	End time of drill	Start time of drill	End time of drill	Start time of drill	End time of drill	Start time of drill	End time of drill
Number of participants								
Time required to accomplish drill								
Areas to improve								

THIS FORM IS FOR EXAMPLE ONLY. COMPLETE THE DRILL LOG FORM FROM WEBSITE.



2023 - 2024 CAMPUS EMERGENCY DRILL LOG

School Name: _____

Date: _____

Board Policy CKC Local requires four different emergency preparedness drills be completed in the Fall and three different emergency preparedness drills in the Spring semester.

§ Texas Education Code § 37.114 requires a minimum frequency of drills by type.

Directions: Notify the Office of Emergency Management via e-mail at EmergencyManagement@dallasisd.org at least 1 week prior to drill if you would like someone to observe, this is not required.

Remember to contact Dispatch (214) 932-5627, prior to and immediately after conducting drills to avoid emergency responders being sent to your campus.

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

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

- Three (3) drills for the Spring Drill Log are **due** to the Office of Emergency Management on or by **February 9, 2024**

2nd Semester – SPRING

PLEASE NOTE: Do Not Include Fire Drills or Bus Evacuation Drills on This Form!		
Approved Drills:	When to complete	Date Drill Performed
• Shelter-In-Place – Severe Weather Drill	Complete by February 9, 2024	
• Lockdown Drill	Complete by February 9, 2024	
• Shelter-In-Place - HAZMAT	Complete by February 9, 2024	

	After-Action Report #1 Severe Weather		After Action Report #2 Lockdown		After Action Report #3 Shelter-in-Place (HAZMAT)	
	Start time of drill	End time of drill	Start time of drill	End time of drill	Start time of drill	End time of drill
Number of participants						
Time required to accomplish drill						
Areas to improve						

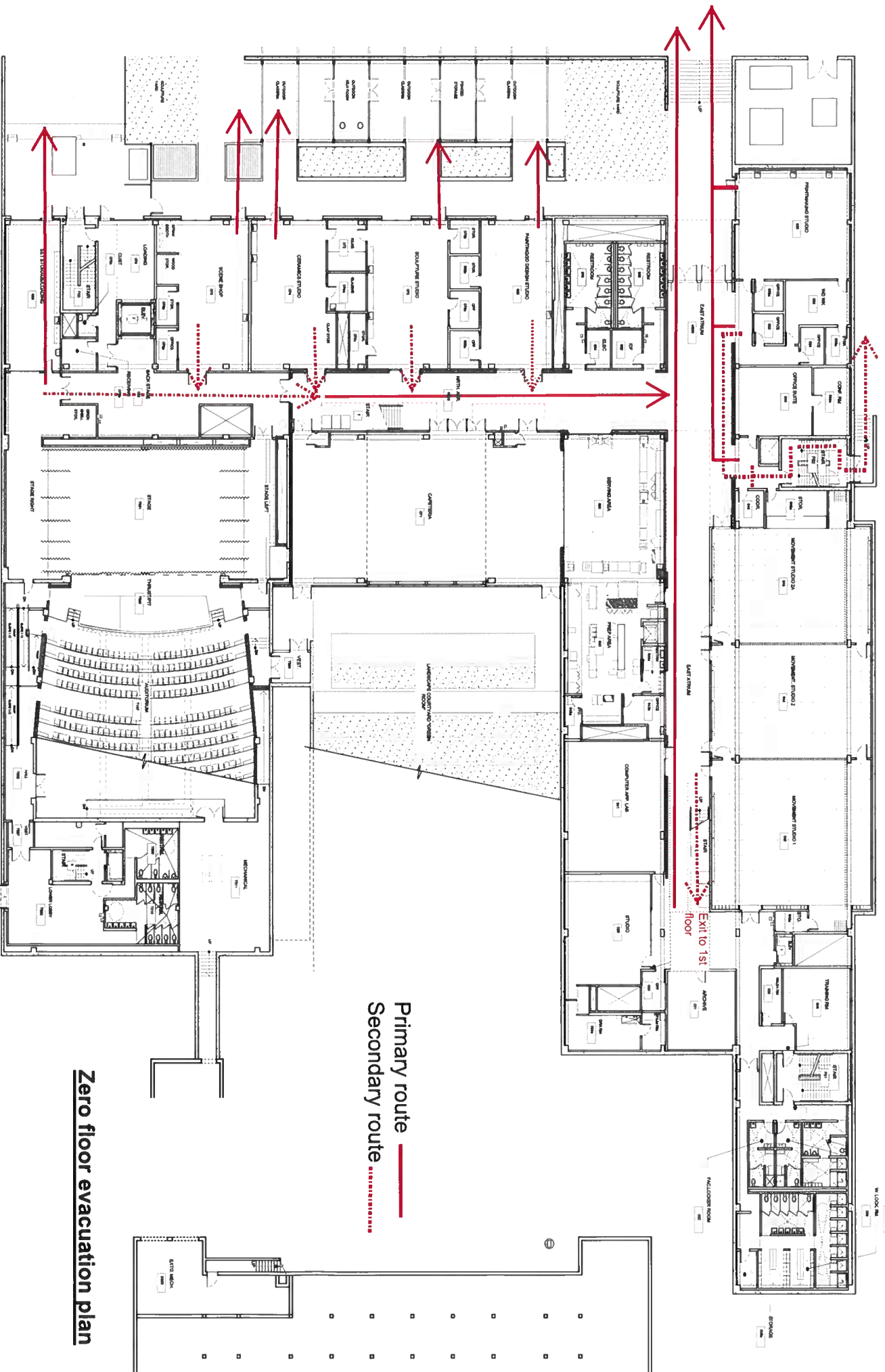
THIS FORM IS FOR EXAMPLE ONLY. COMPLETE THE DRILL LOG FORM FROM WEBSITE.



INTENTIONALLY BLANK
FOR SUBMISSION OF
CAMPUS FLOOR PLAN / MAP

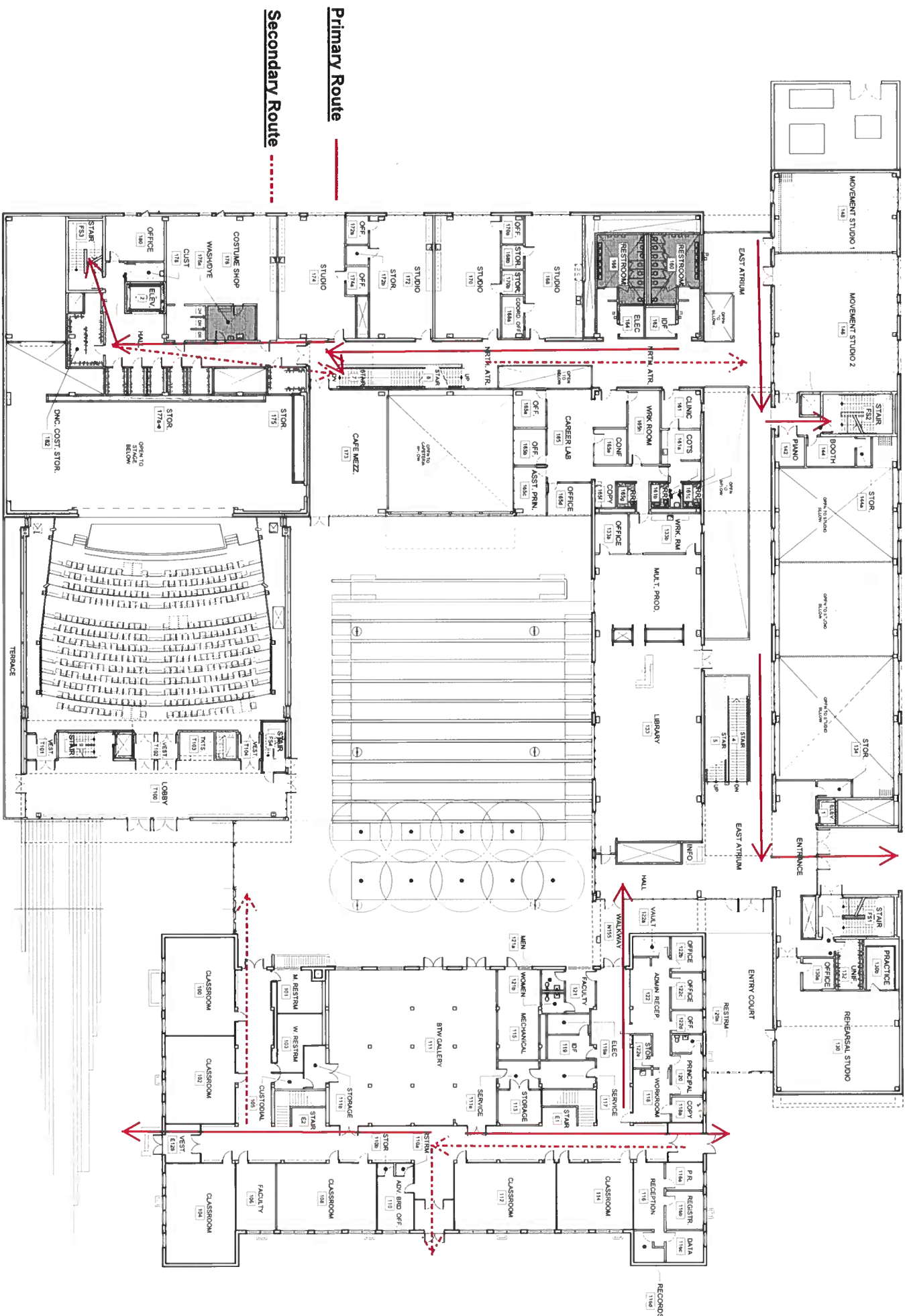
IF YOU DON'T HAVE ONE, YOU MAY REQUEST AT
OPSMaintenance@dallasisd.org
Subject line: Floor Plan Request

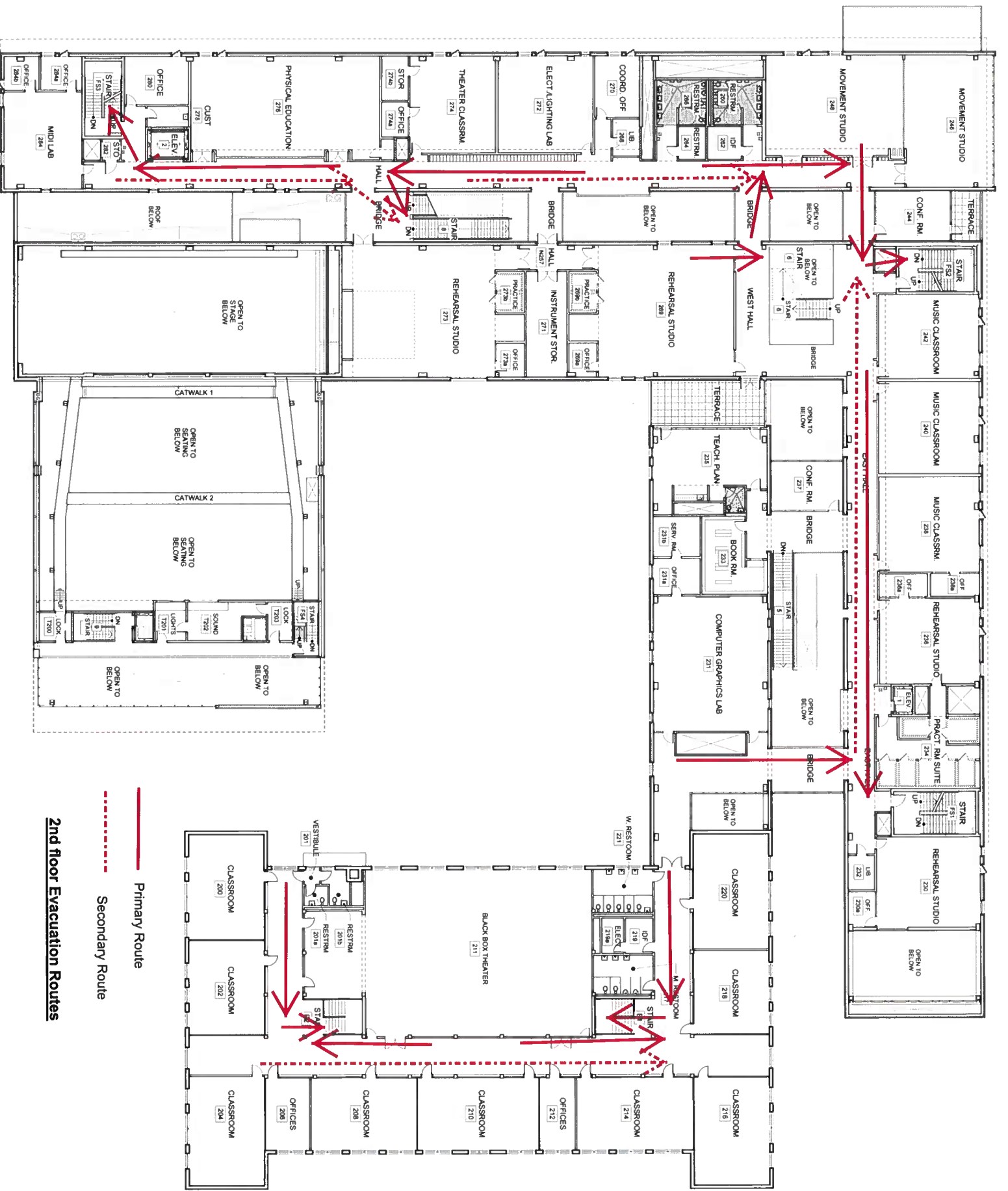
Bus loop



Zero floor evacuation plan

1st floor evacuation





Primary Route

Secondary Route

2nd Floor Evacuation Routes





Storm Shelter ADDENDUM INFORMATION SHEET

DOES YOUR CAMPUS HAVE A STORM
SHELTER? _____

IF NO, DISREGARD REMAINING QUESTIONS.

IS A CODE REQUIRED TO ACTIVATE THE
SHELTER? _____

IF YES, WHAT IS THE CODE? _____

KEYS REQUIRED TO ACTIVATE THE SHELTER? _____

IF YES, WHO IS IN POSSESSION OF THE KEYS? _____

TITLE OF LISTED EMPLOYEE _____

(A SET OF KEYS MUST REMAIN ON CAMPUS AT ALL TIMES)

TO ACCESS THE STORM SHELTER CONTROL ROOM, DO YOU HAVE AN
ACCESS CONTROL KEYPAD? _____

IF YES, LIST THE NAMES OF THE EMPLOYEES YOU REQUESTED TO
HAVE ACCESS TO THE CONTROL ROOM:

(The current list of staff that can access the storm shelter may be requested at
accesscontrol@dallasisd.org)

**SHELTER - SEVERE WEATHER DRILLS MUST BE CONDUCTED USING
YOUR STORM SHELTER.**

**COORDINATION WITH THE OFFICE OF EMERGENCY MANAGEMENT MUST
BE ARRANGED TO OBSERVE THIS DRILL WHILE UTILIZING THE STORM
SHELTER. PLEASE PROVIDE ONE (1) WEEK NOTICE FOR SCHEDULING
PURPOSES. THIS IS ONLY FOR FIRST-TIME USE OF STORM SHELTER.**



Natural Gas Line ADDENDUM INFORMATION SHEET

Texas Education Code 37-108: “A school district shall include in its multi-hazard emergency operations plan a policy for responding to a train derailment near a district school. A school district is only required to adopt the policy described by this subsection if a district school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.”

DOES YOUR CAMPUS HAVE A NATURAL GAS LINE WITHIN 1,000 YARDS OF YOUR CAMPUS? _____

IF NO, DISREGARD REMAINING QUESTIONS.

IS DIAGRAM DEPICTING CAMPUS, BUILDINGS, THE LOCATION OF THE NATURAL GAS LINE, MAJOR ROADS OR OBSTACLES, AND EVACUATION LOCATION ATTACHED? _____

HAVE YOU IDENTIFIED AN EVACUATION LOCATION THAT IS AT LEAST 1,000 YARDS FROM THE NATURAL GAS LINE? IF SO, WHERE IS THE EVACUATION SITE? _____

—

IN CASE THE EVACUATION BECOMES MORE THAN TEMPORARY, WHAT IS THE PHONE NUMBER FOR YOUR CAMPUS' TRANSPORTATION SERVICE CENTER? _____

PRINCIPAL, ASSISTANT PRINCIPALS, AND SAFETY COORDINATORS (ONLY) - MUST BE AWARE OF NATURAL GAS LINE EVACUATION SITE AND WALK TO IT WITHIN THE FIRST 30 DAYS OF THE SCHOOL YEAR.

ATTACH A DIAGRAM OF YOUR CAMPUS SHOWING YOUR CAMPUS BUILDINGS, THE LOCATION OF THE NATURAL GAS LINE, MAJOR ROADS OR OBSTACLES THAT WILL AFFECT WHERE YOUR CAMPUS EVACUATES TO. COORDINATION WITH THE OFFICE OF EMERGENCY MANAGEMENT MUST BE ARRANGED TO REVIEW THE EVACUATION MAP AND LOCATION. PLEASE PROVIDE ONE (1) WEEK NOTICE FOR SCHEDULING PURPOSES.

THIS IS ONLY FOR FIRST-TIME REVIEW OF THE NATURAL GAS EVACUATION MAP AND PLAN.



Heavy Rail Line ADDENDUM INFORMATION SHEET

Texas Education Code 37-108: “A school district shall include in its multi-hazard emergency operations plan a policy for responding to a train derailment near a district school. A school district is only required to adopt the policy described by this subsection if a district school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.”

DOES YOUR CAMPUS HAVE A HEAVY RAIL LINE WITHIN 1,000 YARDS OF YOUR CAMPUS? _____

IF NO, DISREGARD REMAINING QUESTIONS.

IS DIAGRAM DEPICTING CAMPUS, BUILDINGS, THE LOCATION OF THE HEAVY RAIL LINE, MAJOR ROADS OR OBSTACLES, AND EVACUATION LOCATION ATTACHED? _____

HAVE YOU IDENTIFIED AN EVACUATION LOCATION THAT IS AT LEAST 1,000 YARDS AWAY FROM THE HEAVY RAIL LINE? IF SO, WHERE IS THE EVACUATION SITE? _____

IN CASE THE EVACUATION BECOMES MORE THAN TEMPORARY, WHAT IS THE PHONE NUMBER FOR YOUR CAMPUS' TRANSPORTATION SERVICE CENTER? _____

PRINCIPAL, ASSISTANT PRINCIPALS, AND SAFETY COORDINATORS (ONLY) - MUST BE AWARE OF HEAVY RAIL EVACUATION SITE AND WALK TO IT WITHIN THE FIRST 30 DAYS OF THE SCHOOL YEAR.

ATTACH A DIAGRAM OF YOUR CAMPUS SHOWING YOUR CAMPUS BUILDINGS, THE LOCATION OF THE HEAVY RAIL LINE, MAJOR ROADS OR OBSTACLES THAT WILL AFFECT WHERE YOUR CAMPUS EVACUATES TO. COORDINATION WITH THE OFFICE OF EMERGENCY MANAGEMENT MUST BE ARRANGED TO REVIEW THE EVACUATION MAP AND LOCATION. PLEASE PROVIDE ONE (1) WEEK NOTICE FOR SCHEDULING PURPOSES. THIS IS ONLY FOR FIRST-TIME MAP AND PLAN REVIEW OF AN EVACUATION CAUSED BY A HEAVY RAIL.



Dallas ISD Campuses Used as Polling Places ADDENDUM

Dallas ISD campuses and facilities may from time to time serve as polling places. While Dallas ISD endeavors to maintain the sanctity of the election process, the safety of students, faculty and staff remain our primary responsibility. As such, election officials will be asked to remain cognizant of the importance of a safe and secure campus and will work with the facility manager or principal.

Prior to Polling:

- ☐ Receive / seek information from the district administrator related to the delivery of polling equipment to include delivery schedule. It is important to note polling equipment may be delivered a week or more in advance. It is not the district's or campus' responsibility to keep the supplies secure.
- ☐ Remind elections officials to advise the areas respective political parties to respect school properties by limiting guerilla signage campaigns and picking up signs after the election's conclusion.
- ☐ Work with election officials to provide guidance on emergency actions and responses for polling place workers. Polling place workers are responsible for the safety of individuals at the polls as district staff is responsible for students, staff and other non-voting visitors during emergencies.
- ☐ Give election workers building access and be empowered to set limits, restrict campus access and establish safety rules. Election workers will likely begin setting up the afternoon before the election (earlier if the election follows a weekend or holiday).
- ☐ Separate the voting areas from offices and classrooms especially where students will be present. It is acceptable to have the voting area moved from its location of previous year(s). Voting locations should focus on reducing voter / student interaction, enhancing traffic / pedestrian safety and complying with ADA standards.
- ☐ Make sure election workers are aware of the site's camera system so they can position voting booths accordingly. Never allow them to cover or block cameras on Election Day.
- ☐ Ensure parent and website communication are disseminated notifying them that elections will be taking place.
- ☐ Provide school leadership, local law enforcement or school-based law enforcement officers with notification that your campus will be utilized as a polling places and request additional close patrol assistance to increase police presence and response capability.
- ☐ Review protocols for bomb threats, lockdown, and evacuation with staff and polling place workers.
- ☐ Check your communication and announcement systems.
- ☐ Assign teams to check the campus grounds before the start of classes on the morning of the election, watching for anything suspicious.

During Polling:

- ☐ Maintain a "heightened awareness" for suspicious activity; including suspicious vehicles on or near campus grounds; suspicious persons in or near school buildings (especially those taking photographs or videotaping), suspicious packages in or near the building or suspicious solicitations for information by unknown persons. Report any of these activities or persons to Dallas ISD Police Dispatch or 9-1-1 (ensure you mention the campus name and location of suspicious activity).
- ☐ Coordinate with campus parent organizations for volunteers to assist the campus in monitoring voter interaction with students.



- ☐ Be aware that polls usually are open from 7 a.m. to 7 p.m. and election officials may arrive at 6:00am and remain on site until after 8 p.m. or later if caucuses are scheduled. Arrange staff schedules to ensure a staff member is onsite from poll opening until poll closure.
- ☐ Coordinate with election workers regarding the area used for voting and stress the importance of as little disruption to safe school operations as possible.
- ☐ Make sure all polling places and access to facilities are clearly marked. Ensure that voters stay ONLY in designated areas. When possible, limit space used and keep polling area completely separate from the rest of the campus. Consider placing signs on doors directing voters to the main entrance and do not allow side-door access. Have staff available to direct voters who stray.
- ☐ Remind polling place workers that they must abide by all District rules and safety standards including posting signs, ensuring exits are not blocked, and checking on and off campus.
- ☐ Advise poll workers that they may not grant voters access to any part of campus beyond the voting areas; this includes restrooms and side exits.
- ☐ Encourage school staff and poll workers to be vigilant, watching for suspicious behavior or objects. Be aware of strange vehicles parked for a prolonged period near the school or facility.
- ☐ Be aware of packages or items (even lunch boxes) left out and unattended. Be particularly aware of chemical odors coming from a package or vehicle.
- ☐ Do not allow anyone, even voters waiting in line, to prop doors open. Do not open locked exterior doors for anyone.
- ☐ Remind faculty and staff to wear their official district identification and ensure that regular campus visitors wear their visitor management visitor badges. Make sure that each polling place worker and volunteer wears proper county identification.
- ☐ Ensure election workers place a dated “parking pass” on the driver’s side dashboard of their vehicle. These “passes” can be created by the campus and should be returned to the district at the end of Election Day activities.
- ☐ If feasible, identify a specific voter parking area. Carefully monitor and strictly enforce all loitering, parking and stopping policies especially those in and around bus zones, fire lanes and driveways.

After Polling:

- ☐ Assign teams to check the campus grounds before the start of classes on the morning after the election, watching for anything suspicious.
- ☐ Work with the county clerk’s office to encourage the prompt removal of campaign signs from school property. Set a reasonable deadline for sign removal before arranging for the district to dispose of them.
- ☐ Work with the county clerk’s office to schedule the removal of all election equipment, setting a reasonable deadline to do so. If there are equipment clearance delays, talk to the clerk’s office about a specific time for item removal. Do not volunteer to move or deliver the equipment.