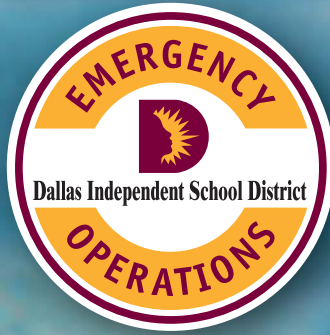


ANYTIME, ANYWHERE, ANYTHING CAN HAPPEN!

2011



2012

CAMPUS EMERGENCY OPERATIONS PLAN

School Name:	<input type="text"/>		
Learning Community:	<input type="text"/>	TEA#:	<input type="text"/>
Principal:	<input type="text"/>		
Safety Coordinator:	<input type="text"/>		
Date:	<input type="text"/>		



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CAMPUS EMERGENCY OPERATIONS PLANNING TEAM

Purpose: Readiness begins with a core team dedicated to ensuring the safety of students and staff. Select staff that is willing to lead and have the cross-functional expertise you need if you have to 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 names and positions of the planning team. Each team member should sign this page showing their involvement in the planning process. (Add additional pages, if necessary.)

Position	Name	Signature
Principal (or Building Administrator)		
Safety Coordinator		
Nurse		
Counselor		
Building Engineer		
Police (or Security Staff)		
[Others as needed]		

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 & Security representative.

CEOP COMPLIANCE DUE DATES

Purpose: Develop campus systems to ensure readiness.

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

2011-2012 Event or Milestone	Documentation	Due Date (<i>Not Later Than</i>)
Fall Semester		
Campus Emergency Operations Plan (CEOP) complete ¹	Turn in CEOP with school floor plan to Emergency Operations	September 30, 2011
Complete two emergency preparedness (non-fire) drills.	Turn in fall semester drill log to Emergency Operations	December 2, 2011
Spring Semester		
Complete two emergency preparedness (non-fire) drills during the spring semester.	Turn in spring semester drill log to Emergency Operations	April 6, 2012
Complete end-of-year documentation of monthly ² fire drills.	Turn in a copy of the yellow card "Fire Exit Drill Record" (pg. 25) to Emergency Operations	June 4, 2012

Campus school safety team should plan Fire and Emergency Preparedness Drill dates prior to first day of school. Establish back-up drill dates in case postponement is required.

DO NOT WAIT UNTIL THE LAST MINUTE TO CONDUCT DRILLS!

- **Establish drill dates**
- **Stick to the drill dates**
- **Educate faculty, students and staff regarding drill procedures**

EOC Department Contact Information:

Mail / Phone:

Dallas Independent School District
 Emergency Operations and Compliance
 3700 Ross Avenue, Box 90
 Dallas, TX 75204
 (972) 925-4480 main / (972) 925-4481 fax

E-mail: EmergencyOperations@dallasisd.org

Gary Hodges ghodges@dallasisd.org
 David Garcia dagarcia@dallasisd.org
 Freddie Jackson fjackson@dallasisd.org
 Robert Shelton roshelton@dallasisd.org
 Sandra McGuire smcguire@dallasisd.org

¹ Campus staff must be prepared to execute emergency response plans on the first day of school. It is highly recommended to review these procedures as part of the opening school process.

² In addition, City of Dallas fire code requires an after action report for each monthly fire drill.

FAQs and EOC RECOMMENDATIONS

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

- **What are Emergency Preparedness Drills?**

The following is a list of emergency preparedness drills. Choose a minimum of 2 different drills to practice each semester.

Types of Drills

- | | |
|------------------------|-----------|
| • Evacuation | Pg. 17 |
| • Lockdown | Pg. 18 |
| • Severe Weather | Pg. 19 |
| • Shelter-In-Place | Pg. 20 |
| • Parent Reunification | Pg. 21-22 |

- **When should drills be practiced?**

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

The EOC department recommends that a lock-down drill be practiced during the first month of school. If the risk of imminent danger is present, we are assured that our students and staff know the necessary procedures to follow throughout the year.

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

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

Send completed compliance documents / forms (all drills and CEOP) to the Emergency Operations Department at **Box 90**, EmergencyOperations@dallasisd.org, or via fax to **(972) 925-4481**.

Schools will not be in drill compliance if documents are unaccounted for.
Questions and concerns should be directed to the EOC department, not Risk Management.

Emergency teams should hold debrief meetings after drills.

Remember, Practice Drills to:

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

NEEDS ASSESSMENT

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

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

1. Potential Campus Hazards

Directions: List potential hazards your school staff may have to respond to based on geography, commercial activity or site-specific considerations. 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.
2.
3.
4.
5.

2. Campus Focus Areas

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

1.
2.
3.
4.
5.

3. Safety and Security Audit

List the date of the most recent Texas School Safety Center Safety and Security Audit:

(File a copy of the audit with your emergency plan.)

INCIDENT COMMAND TEAMS 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. As a campus leader, you will work closely with first responders (fire and police) using this structure.

1. Initially, the campus team will be in charge.
2. After first responders arrive, you will continue to be part of the team. *At this point, one of your most important tasks will be to ensure effective student control and accountability and to work on parent student reunification!*

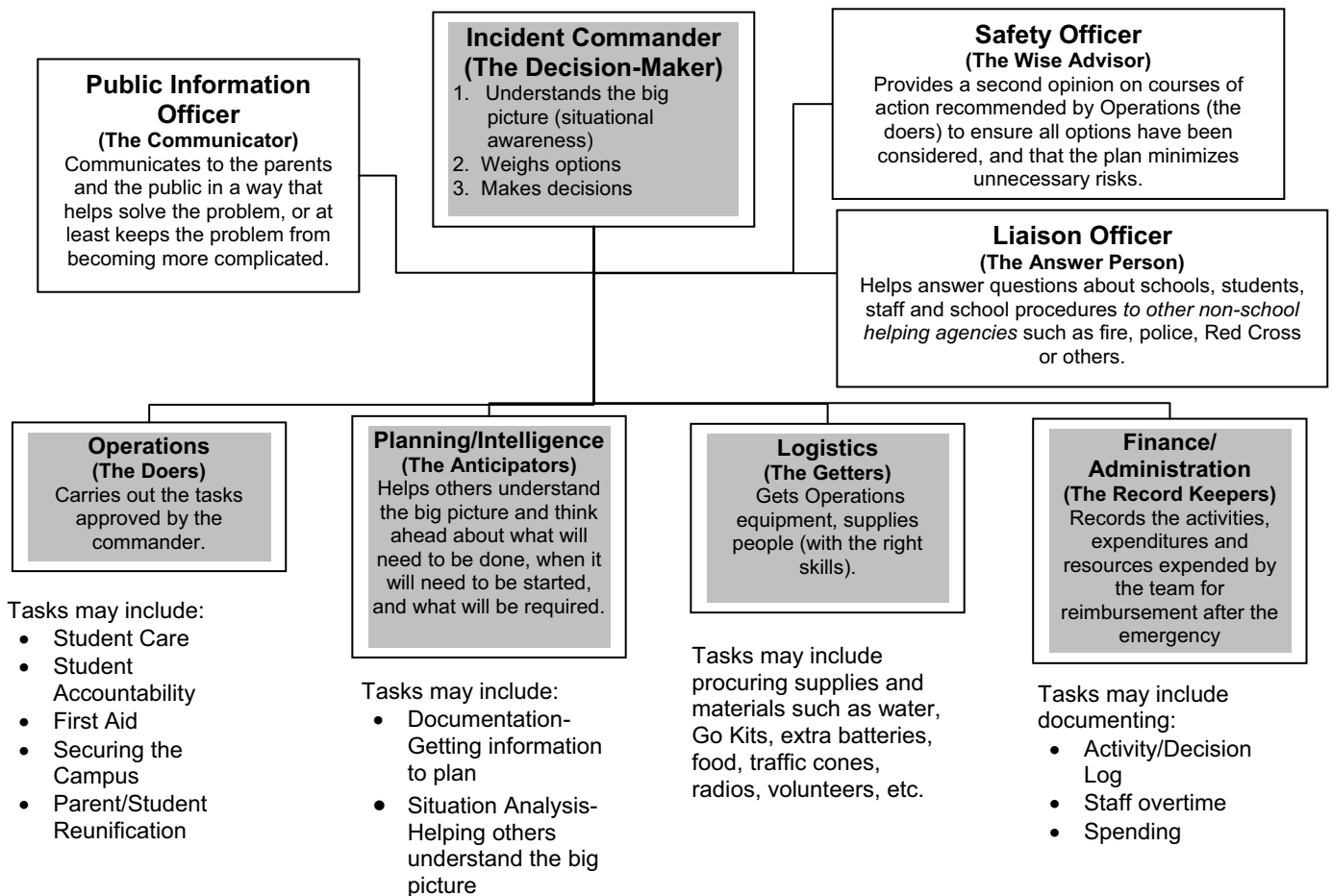
The size of the Incident Command Team (ICT) depends on the complexity of the emergency.

- In a small emergency, one person may fulfill all roles.
- If the emergency is more complex, then 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

1. **save lives** and prevent further injuries,
2. **protect property** (or the crime scene), and
3. **restore normal operations** as the situation permits.

What are the Roles in an Incident Command Team?



SPECIAL 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. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Languages	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Special Needs Evacuation	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Mechanical Knowledge	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Prior Military Service	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Amateur (Ham) radio	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Public Affairs	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Technology	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Counseling	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
[Other]	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>

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 fragile members at your campus.

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

1. Establish a buddy system with at least one alternate for each disabled student or staff member. The specific arrangements for assisting a disabled individual in the event of an evacuation should be discussed and practiced ahead of time. The planned movement of special needs students should address the restrictions in the student's Individual Education Plan (IEP), to 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. An exit or stairwell might be the next best option. Inform emergency responders of the student's location as soon as possible.
3. Individuals with certain sensory disabilities may require special alert equipment such as flashing lights, horns, etc.
4. Medicines and charts should be addressed in the campus evacuation plan. The supply of medicines on hand may be an important consideration in a shelter in place scenario.
5. Backup batteries may be needed for certain kinds of medical equipment.
6. Smoke and dust may exacerbate certain medical conditions. Certain disabilities such as autism may be affected by loud noises and lights.
7. Ensure special needs classrooms are annotated on the campus emergency operations plan map.

Directions: Check the appropriate response to indicate whether or not your planning efforts have addressed special needs populations at your campus.

- | | | | |
|------------------------------|-----------------------------|------------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | 1. We have special needs populations at our campus. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | 2. We have worked with staff to address the needs of this population for reasonably foreseeable campus emergencies. |

INCLUDE MAP OF BUILDING AND GROUNDS*

Purpose: Quickly communicate important campus information to first responders.

Directions: Prior to the first day of school, evacuation routes should be clearly displayed in each classroom and workspace.

The map should identify the following:

1. Primary evacuation routes
2. Secondary evacuation routes
3. Special needs classrooms
4. Special needs evacuation equipment (chair lifts, etc.)
5. Utility access (gas, water, electricity, HVAC, telephone/IT closet)
6. Fire Alarm control panel
7. HAZMAT (Hazardous Materials) storage areas to include science labs

In an emergency or exercise, you may need to identify areas for the following:

1. Access control points
2. Incident command post (primary and alternate)
3. Public information room
4. Parent-student reunification waiting areas (indoor and outdoor)
5. Counseling room
6. Bus loading zone
7. Triage and first aid stations
8. Temporary morgue
9. [Other]

Contents on this page, along with your CEOP, should be maintained in your Campus Go-Kit.

*** A map of the campus must be included with your CEOP submission.**

UTILITY SHUTOFF AND HAZMAT 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 of fire alarm panels, utility shutoff controls, hazardous materials, and information about physical access (locks, keys, etc.)

Directions: Complete the following tables.

1. Key Facility Locations

Utility and Control Panels	Location (Room #)	Staff with Access or Keys	Person Responsible for Turning Off Control
Natural Gas	1. [If multiple locations] <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	[Name] <input type="text"/>	1. [Primary] <input type="text"/> 2. [Alternate] <input type="text"/>
Electricity	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	<input type="text"/>	1. <input type="text"/> 2. <input type="text"/>
HVAC / air handlers	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	<input type="text"/>	1. <input type="text"/> 2. <input type="text"/>
Water	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	<input type="text"/>	1. <input type="text"/> 2. <input type="text"/>
Fire Sprinkler Control Cut-off	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	<input type="text"/>	1. <input type="text"/> 2. <input type="text"/>
Fire Alarm Control Panel	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	<input type="text"/>	1. <input type="text"/> 2. <input type="text"/>

2. Hazardous Materials (HAZMAT)

Material	Location (Room #)	Staff with Access or Keys
<input type="text"/>	1. [If multiple locations] <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	[Name] <input type="text"/>
<input type="text"/>	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	<input type="text"/>
[Add rows as needed] <input type="text"/>	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>	<input type="text"/>

3. Name of staff member who will brief first responders and provide campus map.

EVACUATION SITES

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

Guidelines:

1. The more sites you have, the more options you will have in an emergency. Even small emergencies can require evacuating large geographical areas. The sites should be close enough to walk to, but be far enough away to avoid the hazard.
2. Select another school for your emergency evacuation site only when no other site is available.
3. Try to avoid sites with routes that cross busy streets and railroads.
4. Take equipment such as safety vests, traffic cones, radios or flashlights that you may need for crossing traffic.
5. The evacuation site should be large enough to house your entire student body and faculty. Suggested sites include churches, recreation centers, and civic buildings.
6. Ideally, the evacuation site will be handicapped accessible and should have adequate bathroom facilities.
7. Evacuation sites should accommodate adequate parking for parent-student reunification.
8. The key to being able to use a facility in an emergency is to create and maintain a good working relationship with the facility owner before you need help.

Directions: Identify the off-campus evacuation site for your campus. List the address, phone numbers, and contact persons of your off-campus evacuation site. List the dates the contact person was contacted each semester to ensure site availability.

Evacuation Site:				
Address:				
Phone Number(s):				
(Include cell #):				
Contact Person(s):				
Date(s) Contacted:				
	(Month)	(Year)	(Month)	(Year)
	(Month)	(Year)	(Month)	(Year)

COMMUNICATION PLANNING

Purpose: Create 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.

Directions: Answer the following questions for each phase.

1. What systems at your campus warn your staff about potential emergencies?

- | | |
|---|--|
| <input type="checkbox"/> All hazards radio | <input type="checkbox"/> Anonymous reporting system |
| <input type="checkbox"/> City warning siren | <input type="checkbox"/> Classroom emergency alert (panic) systems |
| <input type="checkbox"/> TV / public media | |
| <input type="checkbox"/> Other: [List] | <input style="width: 100%;" type="text"/> |

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

- | | | | |
|---|--|-----------------------------|------------------------------|
| a. Can all rooms be reached with the public address system? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| b. Does staff have a current phone tree with personal cell numbers? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| c. Is there at least one megaphone on each floor (or in each wing) of the building? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| d. Are enough campus radios or walkie-talkies available? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| e. Will staff use network/ e-mail notification? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| f. Will staff use runners ? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| g. Are procedures in place for alerting special needs populations? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| h. Have campus staff been trained to communicate in plain language (no code words) as specified by the National Incident Management System (NIMS)? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| i. What other methods will you use to communicate your response actions? | [List] <input style="width: 100%;" type="text"/> | | |

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

- | | | | |
|-----------------------------------|---|-----------------------------|------------------------------|
| a. Will you use School Messenger? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| b. Other: [List] | <input style="width: 100%;" type="text"/> | | |

4. How will you communicate during a power failure?

[List]

5. How many campus staff have radios that communicate with district police on Dallas ISD radio net Police 1?

[List staff titles: principal, assistant principals, etc.]

EFFECTIVE COMMUNICATION FACT SHEET: REAL-TIME DOCUMENTATION

Purpose: Communicate facts clearly during an emergency.

Guidelines: Often, a message gets changed as it is relayed from person to person. Use this form to organize information within your campus team and for first responders, campus staff, district central staff, and other stakeholders.

Directions: Complete as required during an event. (Approved facts only)

Incident Fact Reporting	
Date and Time:	Report Period: Circle
Location:	15 minutes
Name/Title:	One hour
Contact information: [Phone number, cell]	4 hours
	24 hours
	Other:
2. What happened? List facts, not assumptions or analysis.	
1. [Fact]	
2. [Fact]	
3. [Fact]	
3. What have you done so far?	
4. What do you need?	

- ✓ Facts should answer: who, what, when, and where.
- ✓ The most important facts will be information about saving lives and getting medical help.
- ✓ Other important facts will address security, protecting property and restoring normal operations.
- ✓ Documenting facts during the emergency will help you accurately explain what took place to others after the emergency is over.

PREPAREDNESS TRAINING

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

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. 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).

Directions: Answer the following questions.

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

2. What training materials/strategies will your campus use in 2011-2012?

- | | |
|--|--|
| <input type="checkbox"/> <i>Practical Information on Crisis Planning</i> ³ | <input type="checkbox"/> Online FEMA (Incident Command) courses ⁴ |
| <input type="checkbox"/> <i>KnoWhat2Do</i> ⁵ | <input type="checkbox"/> Multi-hazard Planning for Schools ⁶ |
| <input type="checkbox"/> Campus tabletop exercises | <input type="checkbox"/> First responder (fire/police) exercises |
| <input type="checkbox"/> Other: <input style="width: 600px; height: 15px;" type="text"/> | |

3. How will the entire faculty, students, parents, and others receive orientation to the Campus Emergency Operations Plan? What additional safety-related training sessions—for example, flu prevention and blood borne pathogens training—has been conducted?

Target Group	Date(s)	Topics, Methods of Presentation
Staff	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
Students	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
Parents	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
Others	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>

³ Manual(s) presented at safety coordinator training .

⁴ See <http://www.fema.gov/IS/>

⁵ See [KnoWhat2Do.com](http://www.knowwhat2do.com).

⁶ Contact Emergency Operations and Compliance department at (972) 925-4480 for campus-specific training.

EMERGENCY EQUIPMENT

Purpose: Ensure readiness by prepositioning supplies and equipment.

Guidelines: Having the right equipment ahead of time can make an effective emergency response much easier and safer. Some of the items such as the all-hazards radio, campus Go Kits and megaphones have been provided by the Emergency Operations and Compliance department for your campus as a one-time equipment distribution. 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 | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| b. Campus Go Kit (See website for recommended contents) | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| c. Campus map for first responders | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| d. Campus first aid kit (To include a plan for ensuring students and staff have critical medicines for 24 hours.) | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| e. Traffic control equipment (cones, reflective vests, signs for directing traffic, etc.) for evacuating students across busy streets | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| f. School UHF radios / walkie talkies | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| g. Megaphone(s) | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| h. Class rosters for accountability during an evacuation | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| i. Classroom Go Kit | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| j. Extra batteries | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| k. Plastic Quick Steps cards for staff ⁷ | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| i. Lockdown poster / sign(s) for front door | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

Other: [Optional: List any additional readiness equipment or supplies.]

⁷ Quickstep 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. Contact Emergency Operations & Compliance department at (972) 925-4480 for additional cards.

DRILL DESCRIPTIONS

EVACUATION DRILL

Purpose: Students and staff evacuate when it is more dangerous to stay on campus than to leave.

Guidelines: The primary goal of an evacuation is to ensure all students, staff and visitors leave the building(s) safely. The direction of the evacuation may depend on the location of the hazard. In a hazardous chemical spill, for example, keep students and staff upwind to avoid breathing hazardous chemicals. You may have to move up to 2 miles away. First responders will help ensure you are out of the danger zone.

Before the drill:

1. Prior to the first day of school, display evacuation routes (primary and secondary) in each classroom and workspace. Each evacuation diagram should have an assigned assembly area for counting students and staff after an evacuation. A classroom flag or sign helps to quickly identify assembly area.
2. Notify Emergency Operations and Compliance (EOC) at (972) 925-4480, or by e-mail at EmergencyOperations@dallasisd.org 48 hours prior to drill to coordinate.
3. Notify Central Control at (214) 932-5656 the morning of the drill.

During the drill:

1. Initiate the drill using the fire alarm panel. Open the fire alarm system panel and press the “drill” button. Every building that is part of a single school campus will be evacuated whenever any building is evacuated.
2. Teachers should take 1) the class attendance sheet and 2) the classroom emergency kit as they lead the students out using the posted evacuation route. Buddy teachers should verify classrooms are empty before leaving.
3. Teachers will check attendance when they arrive at the assigned assembly area. Teachers will report any missing students to the incident commander or designee (student accounting coordinator). In an actual fire or other emergency, the incident commander will immediately report any missing students to the fire department.
4. The campus emergency operations team will report to the designated incident command post.
5. The campus emergency operations team will account for all students or staff with special needs.
6. Return tone / bell and a verbal announcement will end the drill and signal that it is safe to return to the building.

Debriefing after the drill:

1. Identify areas for improvement.
2. To receive credit for the drill, complete the Campus Emergency Response Drill Log.

DRILL DESCRIPTIONS (Cont'd.)

LOCKDOWN DRILLS

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

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 Emergency Operations and Compliance (EOC) at (972) 925-4480, or by e-mail at EmergencyOperations@dallasisd.org 48 hours prior to drill to coordinate.
2. Notify Central Control at (214) 932-5656 the morning of the drill.

During the drill: [see lockdown card]

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

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 Campus Emergency Response Drill Log.

Note- A lockdown drill is not the same as the safety lock-in procedure used to secure the building from intruders.

DRILL DESCRIPTIONS (Cont'd.)

SEVERE WEATHER SHELTER DRILLS

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

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 10 minutes (or less) advance 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.

2. Notify Emergency Operations and Compliance (EOC) at (972) 925-4480, or by e-mail at EmergencyOperations@dallasisd.org, 48 hours prior to drill.

3. Notify Central Control at (214) 932-5656 the morning of the drill.

During the drill:

1. The drill will be initiated using the words "Tornado! Take shelter now!"

2. 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 then report any students not in class (any missing) and what additional students are sheltered with the class.

3. The drill will continue while the emergency team reports, as the situation permits, to the pre-designated incident command post. Once assembled, the incident command team will complete the student accounting process.

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

Debriefing after the drill:

1. Identify areas for improvement.

2. To receive credit for the drill, complete the Campus Emergency Response Drill Log.

DRILL DESCRIPTIONS (Cont'd.)

SHELTER-IN-PLACE DRILLS

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

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

Before the drill:

1. Develop plans and procedures for closing and locking exterior doors and for sealing any openings around doors and windows. The plan should state how the HVAC system will be turned off. (Facility engineers may want to mark the appropriate switches and circuit breakers ahead of time.) Planning should include provisions for portable classrooms and for the normal transitions during the school day where students are in common rooms or outside.
2. Notify Emergency Operations and Compliance (EOC) at (972) 925-4480, or by e-mail at EmergencyOperations@dallasisd.org, 48 hours prior to drill.
3. Notify Central Control at (214) 932-5656 the morning of the drill.

During the drill:

1. The drill will be initiated using the words "Shelter in Place. Close all windows and doors, and turn off air handlers!"
2. Post lockdown notification poster on front door prior to lockdown.
3. Each teacher will shelter students currently in their classroom and any students within a few steps of their room. Once students are sheltered, the teacher will wait for further instructions, and then report any students not in class (any missing) and any additional students sheltered with the class.
4. Staff should lock and seal exterior doors and shut down fans and air handling systems such as heaters and air conditioners.
5. 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.
6. 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 Campus Emergency Response Drill Log.

DRILL DESCRIPTIONS (Cont'd.)

PARENT-STUDENT REUNIFICATION PROCESS

Purpose: After evacuating the school building to an alternate location, the guardian and student will reunite following this process.

The parent or guardian picking up a student will report to the **Adult Report Point**. The Student/Family Reunification Team will post signs. Security Team Members will be stationed to assist parents or guardians in finding the **Adult Report Point**. Two or more members of the Student/Family Reunification Team who are working the report point will greet the arriving parent or guardian. The team members will provide the parent or guardian a copy of the Student Release Form asking the parent or guardian to complete the first section. A team member will then confirm the identity of the parent or guardian utilizing a government issued picture identification (driver's license, military ID, passport, etc.), and confirm that the parent or guardian is listed on the emergency data card for the student as being authorized to pick up the student. A team member will then complete the second section of the Student Release Form and hand it to a runner to be carried to the **Student Holding Area**. The parent or guardian will be asked to step around to the **Student Release Point** and wait for the runner to return. [NOTE: The **Adult Report Point** and the **Student Release Point** may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]

The runner will deliver the Student Release Form to the 2 or more members of the Student/Family Reunification Team who are working at the entrance to the **Student Holding Area**. The team members will have the requested student report to them if the requested student is present in the holding area. A team member will then record on a roster that the student has been released from the holding area, check off the "Sent with Runner" entry in the third section of the Student Release Form, and send the student with a runner to the **Student Release Point**. If, however, the student was never at school that day (absent), is being attended to at the **First Aid Station**, has been taken to the hospital, is not available for pickup due to some "other" situation, or is missing, the team member will make the appropriate entry in third section of the Student Release Form and enter comments to clarify the status. The runner will deliver the Student Release Form to the **Student Release Point**.

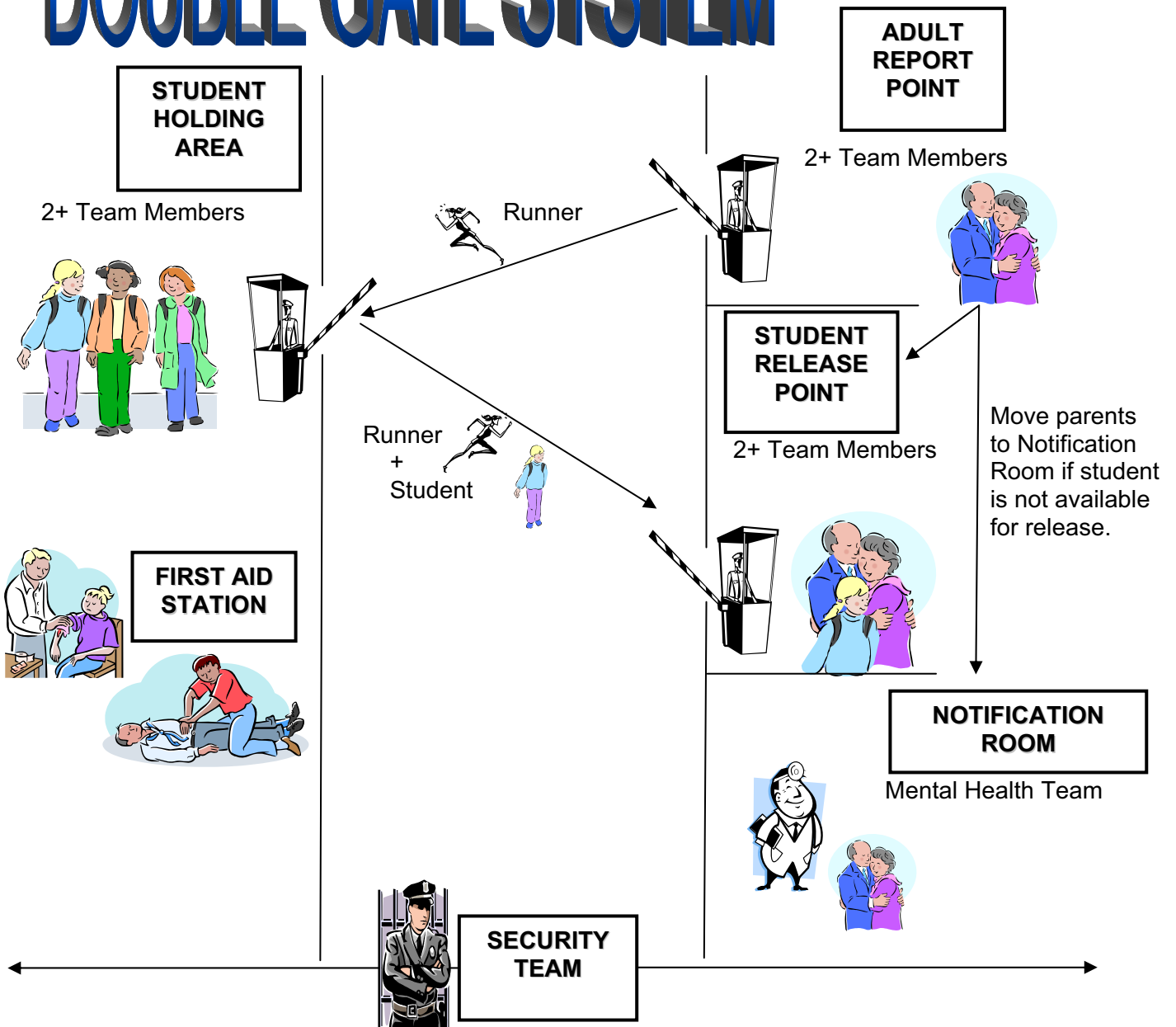
When the runner delivers the Student Release Form and the student (if available) to the 2 or more Student/Family Reunification Team Members at the **Student Release Point**, the team members will call for the parent or guardian picking up the student. The parent or guardian's identification will again be confirmed utilizing a government issued picture identification. The parent or guardian will then sign for the student and depart the area with the student. If, however, the parent or guardian must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort them to the **Notification Room**, where the notification will be made privately based on the information provided in the third section of the Student Release Form. The team members in the **Notification Room** will be responsible for helping the adult and finding answers to the resulting questions.

DRILL DESCRIPTIONS (Cont'd.)

PARENT-STUDENT REUNIFICATION PROCESS (Cont'd.)

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

DOUBLE GATE SYSTEM



SPECIAL SITUATIONS

TRAIN DERAILMENT

Texas Education Code 37.108 (as modified by Senate Bill 1505) requires that schools within 1000 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.)

SAFETY LOCK-IN PROCEDURE (*This is Not a Drill!*)

Safety Lock-In is terminology used to communicate a preventive safety strategy when unusual activity is occurring in the neighborhood.

Schools develop procedures to bring all students inside the building and lock the campus exterior doors. This procedure should be activated when there is a concern of police or unusual activity in the area. Students will continue with the regular campus schedule while remaining inside the building. Dallas ISD police dispatch (Central Control) should be notified when the lock-in is initiated.

The campus administrators will determine the appropriate security response for portable classrooms. This may include locking portable classroom doors, using staff to escort students, bringing students in the main building, or other actions as risk dictates.

The campus administrators will notify the staff and police dispatch when all is clear and campus operations return to normal.

Before the procedure:

- Post lockdown notification poster on front door prior to procedure.

After the procedure:

- Remove lockdown poster from front door.

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

1. 2011-2012 Dallas Fire Rescue **high interest inspection items**- See Emergency Operations web site.

Note- DOORS CANNOT BE CHAINED WHILE THE BUILDING IS OCCUPIED!

2. Each room must have a map showing primary and secondary **evacuation routes**.
3. **Fire drill requirements**- Campuses **must** complete one fire drill per month for each month that students attend school 10 or more school days. Drills should alternate obstructed and unobstructed exits.
4. Fire Safety **Compliance** Documentation
 - a. Fire drill must be initiated using the fire panel or pull station to set off the alarm.
 - b. Dallas ISD Fire Exit Drill Record (yellow card) - Keep the yellow card next to the fire alarm panel. Update monthly after each drill. **Submit to Emergency Operations by June 4, 2012.**
 - c. *Fire Drill After-Action Report*: Complete one after action report after each drill and file with campus emergency operations plan. *After Action Reports* must be made available to fire inspectors and central staff upon request.
 - d. Texas Department of Insurance *Fire Drill & Fire Prevention Education* form- Submit to learning community executive director during the last week of school.
 - e. Documents must be archived in accordance with district records management policy CPC (Legal).



Fire Drill After Actions Report

School Name: _____ Date: _____

School Address: _____

Learning Community: _____ TEA #: _____

Fire Drill Reporting

- Yellow Fire Drill Exit Card
- Maintain each month and place next to the fire panel.

- After Action Report (Dallas Fire Code SEC. 405.5)
- Complete the form after each monthly fire drill. Present this form upon request by the Dallas Fire Department during campus fire inspections.

- Texas Department of Insurance Fire Drill, Prevention & Education
- Transfer all prior information to this form for end-of-the-year compliance

After Action Report: () Obstructed () Unobstructed

1. Date of Drill: _____ Time of Drill: _____
2. Identity of the person conducting the drill: _____
3. Notification method used: _____
4. Number of staff members on duty: _____
5. Number of occupant's evacuated: _____
6. Special conditions simulated: _____
7. Problems encountered: _____
8. Weather conditions when occupants were evacuated: _____
9. Time required to accomplish complete evacuation: _____
10. Campus command post location: _____

FIRE EXIT DRILL RECORD

(YELLOW CARD)

Maintain next to your fire alarm panel. Update monthly.

Fire Exit Drill Record
 Complete the form below as fire exit drills are conducted. Transfer information to Fire Prevention Education Report Form at the end of the school year to submit to the Area Office. Card must remain in school for three years.

One drill per month, alternate unobstructed and obstructed.

NOTE: Tornado drills do not count as fire exit drills.

Month	Date	Time	Number of students	Time to evacuate building	Type of drill	
					Unobstructed drill	obstructed drill
Aug.	1					
Sept.	1					
Oct.	1					
Nov.	1					
Dec.	1					
Jan.	1					
Feb.	1					
Mar.	1					
Apr.	1					
May	1					
June	1					
July	1					

300-5438-05


FIRE EXIT DRILL SIGNALS
 Place this card by fire alarm station

What signals to use

The school building is	use this method to signal a fire exit drill
equipped with an automatic alarm system	the automatic alarm system (usually the test mode).

Evacuation
 All persons exit the building safely, without running or crowding, to designated areas.
 Wait quietly for further instructions.

School Name _____
 Fire emergency _____
 Emergency medical services _____
 Local fire marshal/inspector _____



Dallas Independent School District

Record fire exit drills on back

**Please send a copy of your yellow card to
 Emergency Operations and Compliance by June 4, 2012.**

A copy of these records must be maintained for three years.

Fire Exit Drills & Fire Prevention Education in Schools



TEXAS DEPARTMENT OF INSURANCE
STATE FIRE MARSHAL'S OFFICE Mail Code 112-FM
 333 Guadalupe • P. O. Box 149221, Austin, Texas
 78714-9221
 512-305-7900 • 512-305-7922 fax • www.tdi.state.tx.us

One form is required for each campus.

**Please complete this form and keep it in
your school or school district records
for three years.**

SCHOOL NAME				SCHOOL DISTRICT				SCHOOL YEAR 2011-2012			
PHYSICAL ADDRESS								ZIP CODE+4			
PHONE NUMBER ()		CITY		COUNTY		DISTRICT ID #		CAMPUS ID #			
Name of Fire Department serving school campus											

Please mark an X in each appropriate box to show the grade levels in your school.

Sp.Ed.	ECE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

Fire Exit Drill Information

School Fire Drills are required by local fire code adoption or, in areas without codes, the fire inspection rules of the State Fire Marshal.

DATE OF EXIT DRILLS Please mark an X in each appropriate box to show that a fire drill took place.	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY

Fire Safety Education

Fire safety education should include items such as home escape plans, kitchen safety, monthly smoke detector checks, etc. Lessons may be found in *Fire Safety for Texans* curriculum guides at www.tdi.state.tx.us/fire.

The percentage of students participating in age-appropriate Fire Safety Education during the school year is: _____%

Certification

I certify that the above information is correct.

SCHOOL ADMINISTRATOR	<p>SIGNATURE: _____ Title _____</p> <p>Type or Print Name _____ Date _____</p>
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Preparation of this form is mandated by the Texas Insurance Commissioner through the adoption of the "Texas Addendum to the Fire Suppression Rating Schedule." This schedule enumerates specific credit points used in calculating local insurance rates. A minimum of nine (9) drills is needed, one (1) per month for each month having 10 school days or more to achieve full credit for fire drills. If you have questions on fire drills, contact your local fire official.

Information solicited in this form will be combined with that of other schools served by specific fire departments and used to calculate insurance rates for your community. In addition to the enhancement to student safety that comes from holding regular fire exit drills and by providing fire prevention education, the residents in your community may benefit from lower insurance rates. Questions relating to this form may be directed to the State Fire Marshal's Office by E-mail to fire.marshall@tdi.state.tx.us.

Thank you!



TURN IN TO EMERGENCY OPERATIONS EACH SEMESTER

Compliance Page

2011-2012 CAMPUS EMERGENCY RESPONSE DRILL LOG

School Name: Date:

School Address:

Learning Community: TEA Number:

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

Directions: Notify Emergency Operations and Compliance (972) 925-4480, 48 hours prior to drill time for observation. Record drill activity on this form and keep a signed copy of this page with your *Campus Emergency Operations Plan (CEOP)*, and fax a copy to (972) 925-4481, or e-mail a copy to EmergencyOperations@dallasisd.org.

- The fall drill log is **due** to the Emergency Operations office **December 2, 2011**.
- The spring drill log is **due** to the Emergency Operations office **April 6, 2012**.

Please check one: 1st Semester – Fall 2nd Semester- Spring

PLEASE NOTE: Do Not Include Fire Drills or Bus Evacuation Drills on This Form!			
Recommended Emergency Drills	Date	Type of Drill	Safety Coordinator's Signature
• Lockdown	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Severe Weather	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Site Evacuation	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Parent Reunification	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Shelter in Place	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Other	<input type="text"/>	<input type="text"/>	<input type="text"/>

*After Action Report 1		*After Action Report 2	
Time of Drill	<input type="text"/>	Time of Drill	<input type="text"/>
Number of participants	<input type="text"/>	Number of participants	<input type="text"/>
Time required to accomplish drill	<input type="text"/>	Time required to accomplish drill	<input type="text"/>
Areas to Improve	<input type="text"/>	Areas to Improve	<input type="text"/>

*For additional reports, use a separate sheet of paper and attach.

Principal's Signature

Date