

**Coupland School Emergency Operations Plan 2020-2021**

**Revised October 2020**

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**Promulgation Statement**

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

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

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

Tammy Brinkman

Superintendent

Date Signed: July 22, 2020

APPROVAL & IMPLEMENTATION

BASIC PLAN

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

Approved:Date:

Emergency Management Coordinator

Tammy Brinkman, Superintendent

Concurred:Date:

Safety and Security Committee Co-Chair/Designee

Brandi Smith, Teacher & Rebecca Vernier, Teacher

1. **INTRODUCTION**

## Purpose of the Plan

The purpose of the Coupland School Emergency Operations Plan (School MEOP) is to identify and respond to incidents by outlining the responsibilities and duties of Coupland School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Coupland School has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Coupland School has annual in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School MEOP increases Coupland School’s legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

## Scope of the Plan

The Coupland School Emergency Operations Plan outlines the expectations of staff/ faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

#### Definitions

**Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

#### School Board Policy Statement

The Coupland School Emergency Operations Plan operates within the framework of the Coupland ISD Board policy.

## Situation Overview/Hazard Analysis Summary

#### School Population

* 1. General Population

Coupland School’s current enrollment is approximately 170 students located on one site, and has one two-story building on campus. These students are supported by a committed staff and faculty consisting of:

* + - 15 Teachers/Specialists
    - 1 Administrator
    - 2 Office/support staff
    - 2 Instructional Assistants
    - 2 Cafeteria staff
    - 2 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided through Google drive and is available in the main office. The master schedule is also located in Appendix A as a reference.

* 1. Special Needs Population

Coupland School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

* + - Limited English proficiency,
    - Blindness or visual disabilities,
    - Cognitive or emotional disabilities,
    - Deafness or hearing loss,
    - Mobility/physical disabilities (permanent and temporary), and
    - Medically fragile health (including asthma, diabetes and severe allergies).

The school’s current enrollment of students with special needs is approximately 13; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with special needs along with their schedules can be found in Appendix B. Staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are listed in Appendix B.

#### Building Information

Coupland School is located on a 10 acre lot and includes five buildings, one football field, and one staff parking lot. Classes take place in all buildings on campus except the storage shed.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut-offs is included in Appendix C. All staff members are required to know these locations as well as how to operate the utility shut-offs.

#### Hazard Analysis Summary

Coupland School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In June 2020, school staff members completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Students completed an annual survey in January that included questions about school safety and security. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The table on the following page briefly discusses Coupland School’s high-priority hazards including flood, severe storm, fire, chemical, intruder and train derailment.

#### Table 1. High-Priority Hazards

|  |  |
| --- | --- |
| **Flood** | Flooding is a natural feature of the climate, topography, and hydrology of Coupland and its surrounding areas. Flooding predominates throughout the early fall and spring due to rainy weather.  Long periods of drought followed by heavy rainfall are normally the cause. Coupland School is located on a plain surrounded by farmland, making it vulnerable to flood damage. The rural bus route can have standing water present after a heavy rain.  Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes run off. |
| **Sever Storm** | Coupland and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Coupland School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms. |
| **Fire** | Fire hazards are the most prevalent types of hazard. Coupland School has some old buildings with old wiring. |
| **Infectious/**  **Communic-able Disease** | Infectious/communicable diseases are possible and can create a pandemic situation. The effect is that students may not be permitted to attend school during the outbreak or may need to utilize personal protection equipment. |
| **Chemical** | Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Coupland. Currently, ammonia, and propane are used and stored on school grounds. |
| **Intruder** | While a hostile intruder incident has never occurred in Coupland  School, like any school, it is vulnerable to intruders. |
| **Train Derailment** | The community of Coupland has a railroad track that runs through town. The track is across the street from the school. Trains carry hazardous cargo at times. |

1. **Preparedness, Prevention, and Mitigation Overview**

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Coupland School fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Coupland School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, Coupland School requires all visitors to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Coupland School has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Coupland School has an alarm system in accordance with building codes, exiting requirements, fire extinguishers, and ensures that as upgrades are made, they are compliant with school standards.

## Planning Assumptions and Limitations

#### Planning Assumptions

Stating the planning assumptions allows Coupland School to deviate from the plan if certain assumptions prove not to be true during operations. The School MEOP assumes:

* + The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
  + A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
  + A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
  + Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
  + There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
  + Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
  + Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident- related losses.
  + Maintaining the School MEOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school’s readiness to respond to incidents.
  + A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

#### Limitations

It is the policy of Coupland School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Coupland School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

1. **CONCEPT OF OPERATIONS**

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

## National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Coupland School participates in the local government’s NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Coupland School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Coupland School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

* + Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
  + Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute.

All persons assuming roles described in the basic plan or annexes will take the IS-700 course.

* + Participate in local government’s NIMS preparedness program and incorporate the school plan into the community MEOP.
  + Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan’s procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Coupland School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events.**

The Incident Commander at Coupland School will be delegated the authority to direct all incident activities within the school’s jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the other officials, identify incident management resources required, and direct the on- scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

## Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or her designee is responsible for activating the School MEOP, including common and specialized procedures as well as hazard-specific incident plans. The principal will assign an Incident Commander based on who is most qualified for that type of incident.

1. **ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

Chain of Command to make final decisions during a disaster is as follows:

1. Superintendent/Principal – Tammy Brinkman
2. Technology Specialist – Paul Brinkman
3. Science Teacher – Stayci Burris

This section establishes the operational organization that will be relied on to manage the incident and includes:

* + A list of the kinds of tasks to be performed by position and organization.
  + An overview of who does what.

The principal is not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School MEOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

## Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate with local authorities and the Incident Commander.

## Incident Commander

The Incident Commander responsibilities include:

* + Assume overall direction of all incident management procedures based on actions and procedures outlined in this MEOP.
  + Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
  + Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
  + Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
  + Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
  + Keep the principal and other officials informed of the situation.

## Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

* + Supervise students under their charge.
  + Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
  + Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
  + Give appropriate action command during an incident.
  + Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
  + Report missing students to the Incident Commander or designee.
  + Execute assignments as directed by the Incident Commander or ICS supervisor.
  + Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
  + Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

## Instructional Assistants

Responsibilities include assisting teachers as directed.

## Counselor/Social Worker

The counselor provides assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

* + Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
  + Direct students in their charge according to established incident management protocols.
  + Render first aid if necessary.
  + Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
  + Execute assignments as directed by the Incident Commander or ICS supervisor.

## School Health Assistant/Office Staff

Responsibilities include:

* + Administer first aid or emergency treatment as needed.
  + Supervise administration of first aid by those trained to provide it.
  + Organize first aid and medical supplies.

## Custodians/Maintenance Personnel

Responsibilities include:

* + Survey and report building damage to the Incident Commander or Operations Section Chief.
  + Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
  + Provide damage control as needed.
  + Assist in the conservation, use, and disbursement of supplies and equipment.
  + Keep Incident Commander or designee informed of condition of school.

## School Secretary/Office Staff

Responsibilities include:

* + Answer phones and assist in receiving and providing consistent information to callers.
  + Provide for the safety of essential school records and documents.
  + Execute assignments as directed by the Incident Commander or ICS supervisor.
  + Provide assistance to the principal.
  + Monitor radio emergency broadcasts.
  + Assist with health incidents as needed, acting as messengers, etc.

## Food Service/Cafeteria Workers

Responsibilities include:

* + Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
  + Execute assignments as directed by the Incident Commander or ICS supervisor.

## Bus Drivers

Responsibilities include:

* + Supervise the care of students if disaster occurs while students are in the bus.
  + Transfer students to new location when directed.
  + Execute assignments as directed by the Incident Commander or ICS supervisor.
  + Transport individuals in need of medical attention.

## Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

## Students

Responsibilities include:

* + Cooperate during emergency drills and exercises, and during an incident.
  + Learn to be responsible for themselves and others in an incident.
  + Understand the importance of not being a bystander by reporting situations of concern.
  + Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
  + Take an active part in school incident response/recovery activities, as age appropriate.

## Parents/Guardians/Volunteers

Responsibilities include:

* + Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
  + Participate in volunteer service projects for promoting school incident preparedness.
  + Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
  + Practice incident management preparedness in the home to reinforce school training and ensure family safety.
  + Understanding their roles during a school emergency.

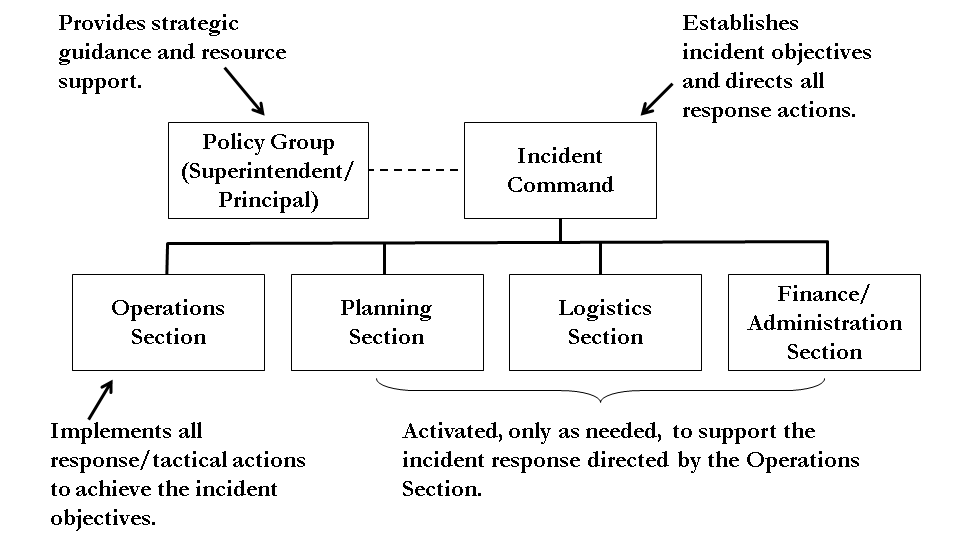
1. **DIRECTION, CONTROL, AND COORDINATION**

## School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School MEOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The CISD Board of Trustees is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

#### Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. **Incident Command:** Directs the incident management activities using strategic guidance provided by the Board of Trustees.

School-related responsibilities and duties include:

* + Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
  + Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
  + Coordinate media relations and information dissemination with the principal.
  + Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
  + Document all activities.

1. **Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

* + Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
  + Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
  + Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
  + Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
  + Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
  + Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

#### Table 2. Operations Section Teams

|  |  |
| --- | --- |
| **Strike Team** | **Potential Responsibilities** |
| **Search & Rescue Team** | Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:   * Identifying and marking unsafe areas. * Conducting initial damage assessment. * Obtaining injury and missing student reports from teachers. |
| **First Aid Team** | First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:   * Setting up first aid area for students. * Assessing and treating injuries. * Completing master injury report.   Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims. |
| **Evacuation/ Shelter/Care Team** | Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:   * Accounting for the whereabouts of all students, staff, and volunteers. * Setting up a secure assembly area. * Managing sheltering and sanitation operations. * Managing student feeding and hydration. * Coordinating with the Student Release Team. * Coordinating with the Logistics Section for space and supplies. |
| **Facility & Security Response Team** | The Facility & Security Response Team is responsible for:   * Locating all utilities and turning them off, if necessary. * Securing and isolating fire/HazMat. * Assessing and notifying officials of fire/HazMat. * Conducting perimeter control. |

|  |  |
| --- | --- |
| **Strike Team** | **Potential Responsibilities** |
| **Crisis Intervention Team** | The Crisis Intervention Team is responsible for:   * Assessing need for onsite mental health support. * Determining need for outside agency assistance. * Providing onsite intervention/counseling. * Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief. |
| **Student Release Team** | Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:   * Setting up secure reunion area. * Checking student emergency cards for authorized releases. * Completing release logs. * Coordinating with the Public Information Officer on external messages. |

1. **Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

* + Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
  + Document all activities.

1. **Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

* + Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
  + Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
  + Document all activities.

1. **Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:
   * Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
   * Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established on-site at the incident. Rather, the school and school district management office may assume responsibility for these functions.

## Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

* + Support the on-scene Incident Commander.
  + Provide policy and strategic guidance.
  + Help ensure that adequate resources are available.
  + Identify and resolve issues common to all organizations.
  + Keep elected officials and other executives informed of the situation and decisions.
  + Provide factual information, both internally and externally through the Joint Information Center.

The Coupland School Principal and Incident Commander will keep the Policy/Coordination Group informed.

## Community Emergency Operations Plan (MEOP)

The Coupland Independent School District maintains an Emergency Operations Plan (MEOP) to address hazards and incidents and has been developed to fit into the community plan in the event of a large-scale incident. The superintendent who maintains and exercises the plan is in frequent contact with leadership at Coupland's Volunteer Fire Department and Williamson County Sheriff's Department.

## Coordination with First Responders

An important component of the Coupland School MEOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Coupland School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

## Source and Use of Resources

Coupland School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

* + First aid kit and sanitation supplies will be provided by: Walmart
  + Cots and bedding supplies will be provided by: American Red Cross
  + Food/water supplies will be provided by: HEB
  + Security will be provided by: Williamson County Sheriff's Department
  + Counseling services will be provided by: Bluebonnet Trails Community Services

1. **COMMUNICATIONS**

Communication is a critical part of incident management. This section outlines Coupland School’s communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

## Internal Communications

#### Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

* + **Telephone App/Remind:** A telephone app (Remind) is a simple, widely used system for notifying staff of an incident when they are not at school. The message originates with the principal or her designee, who sends a text message to all employees.
  + **Morning Faculty Meeting:** As appropriate, updated information about an

incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

* + **End-of-Day Faculty Meeting:** As appropriate, updated information and a

review of the day’s events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

#### Communication with the School District Office

The Incident Commander will notify the principal of the school’s status/needs. The principal will notify will notify the Coupland ISD Board of Trustees of the status of the school. She will designate staff member(s) to monitor all communications.

## External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Coupland School about the incident, what is being done about it, and the safety of the children and staff.

#### Communication with Parents

Before an incident occurs, Coupland School will:

* + Develop a relationship with parents so that they trust and know how to access alerts and incident information.
  + Inform parents about the school’s Emergency Operations Plan, its purpose, and its objectives. Information will be included on the school's website and a presentation delivered during Back to School Night.
  + Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
  + Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Coupland School will:

* + Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
  + Implement the plan to manage phone calls and parents who arrive at school.
  + Describe how the school and school district are handling the situation.
  + Provide information regarding possible reactions of their children and ways to talk with them.
  + Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
  + Inform parents and students when and where school will resume.

After an incident, Coupland School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

#### Communication with the Media

In the event of an incident, the Incident Commander will:

* + Designate a Public Information Officer.
  + Establish an off-campus briefing area for media representatives.
  + Determine the need to establish or participate in a Joint Information Center.
  + Coordinate messages with the principal and Board of Trustees.

All Coupland School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in Appendix D.

Media contacts at the major television, Internet, and radio stations are maintained by the principal’s administrative assistant. In the case of an incident, these media contacts will broadcast Coupland School’s external communications plans, including the information hotline for parents and guardians.

#### Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Coupland School will:

* + Provide appropriate information to internal groups including teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
  + Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
  + Designate and brief personnel answering calls to help control misinformation.
  + Conduct briefings for community representatives directly associated with the school.
  + Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Coupland School will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

#### Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Coupland School frequently exercises the School MEOP with first responders to practice effective coordination and transfer of command.

#### Communication after an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school’s educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

* + Conduct a comprehensive assessment of the physical and operational recovery needs.
  + Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
  + Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
  + Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
  + Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
  + Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
  + Educate school personnel, students, and parents on available crisis counseling services.
  + Apprise the Coupland ISD Board of Trustees of recovery status.

The school district will:

* + Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
  + Establish absentee policies for teachers/students after an incident.
  + Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
  + Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tutoring, etc.
  + Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
  + Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## Communication Tools

Some common internal and external communication tools that Coupland School may use include the following:

* + **Standard telephone:** Coupland School has designated a school telephone

number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

* + **Mobile telephones:** These phones may be the only tool working when

electric service is out; they are useful to faculty/staff en route to or from a site.

* + **Intercom systems:** The classroom phone system includes a PA feature. The school also has a radio wave based system.
  + **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
  + **Two-way radio:** Two-way radios provide a reliable method of communication

between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

* + **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member will post information such as school evacuation, closure, or relocation on the home page of the school web- site.
  + **Fax machines:** Possible uses include off-campus accidents where lists of

students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.

* + **Alarm systems:** Bells or buzzers are in place and sound to signal building

evacuation.

* + **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

1. **ADMINISTRATION, FINANCE, AND LOGISTICS**

## Agreements and Contracts

If school resources prove to be inadequate during an incident, Coupland School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in Appendix E.

## Recordkeeping

#### Administrative Controls

Coupland School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

* + Activation or deactivation of incident facilities.
  + Significant changes in the incident situation.
  + Major commitments of resources or requests for additional resources from external sources.
  + Issuance of protective action recommendations to the staff and students.
  + Evacuations.
  + Casualties.
  + Containment or termination of the incident.

## Incident Costs

#### Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

#### Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

* + Personnel costs, especially overtime costs,
  + Equipment operations costs,
  + Costs for leased or rented equipment,
  + Costs for contract services to support incident management operations, and
  + Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

## Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

1. **PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION**

The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the Coupland School MEOP. The Exercise Planning Team is responsible for coordinating training and exercising the School MEOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers’ approval and suggestions will also be requested.

## Approval and Dissemination of the Plan

The School Board together with the principal and superintendent will approve and disseminate the plan and its annexes following these steps:

* + Review and Validate the Plan
  + Present the Plan (for Comment or Suggestion)
  + Obtain Plan Approval (School Board)
  + Distribute the Plan

#### Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Core School Emergency Operations Planning Team.

#### Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Core School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

## Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Core School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School MEOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

## Training and Exercising the Plan

Coupland School understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in- service week of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School MEOP training will include:

* + Hazard and incident awareness training for all staff.
  + Orientation to the School MEOP.
  + First aid and CPR for all staff.
  + Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
  + Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA’s Emergency Management Institute website.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see Appendix F). Records of the training provided including date(s), type of training, and participant roster will be maintained.

Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Coupland School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

1. **AUTHORITIES AND REFERENCES**

The following regulations are the state authorizations and mandates upon which this School MEOP is based. These authorities and references provide a legal basis for incident management operations and activities.

* + Texas Education Code 37.108 mandates that school districts adopt and implement a multi-hazard emergency operations plan.
  + Texas Education Code 37.109 specifies that each school shall have a safety and security committee.

# Functional Annexes

**Note:**

**Functional annexes** address all-hazard critical operational functions, including:

* Common procedures, and
* Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function.

All functional annexes should address:

* Situations under which the procedures should be used.
* Who has the authority to activate the procedures?
* Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan.

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**DROP, COVER, AND HOLD PROCEDURE**

1. **PURPOSE**

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

1. **SCOPE**

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School MMEOP as it relates to this annex.

The plan outlines procedures for students/staff located:

* + Indoors.
  + Outdoors.
  + In a moving vehicle.

1. **RESPONSIBILITIES**

To implement the drop, cover, and hold procedure:

* + All staff and students will undergo training and participate in incident management training and drills.
  + Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
  + Emergency management and response personnel will review and provide input into the plan.

1. **SPECIALIZED PROCEDURES**

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

1. **Indoor Procedure**

When indoors, students/staff should:

* + Drop to the floor.
  + Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
  + Hold on to the table or desk until directed to stop.
  + When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

## Outdoor Procedure

When outdoors, students/staff should:

* + Move away from buildings, streetlights, and utility wires.
  + Drop to the ground.
  + Cover their face and head with their arms.
  + When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

## Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

* + Stop as quickly as safety permits.
  + Instruct all students/staff to stay in the vehicle.
  + When it is safe to do so, proceed cautiously or evacuate the vehicle.

**CONTINUITY OF OPERATIONS (COOP) PROCEDURES**

1. **PURPOSE**

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Texas Education Code 37.108.

1. **SCOPE**

It is the responsibility of Coupland School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Coupland School, 620 S. Commerce Street, Coupland, TX 78615.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Coupland School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident.

1. **RESPONSIBILITIES**

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the principal, will perform the essential functions listed in Table 3.

#### Table 3. Essential Functions Performed by COOP Procedures Personnel

|  |  |
| --- | --- |
| **Principal** | * Determine when to close schools, and/or send students/staff to alternate locations. * Disseminate information internally to students and staff. * Communicate with parents, media, and the larger school community. * Identify a line of succession, including who is responsible for restoring which business functions for schools/districts. |
| **Emergency Command Team** | * Ensure systems are in place for rapid contract execution after an incident. * Identify relocation areas for classrooms and administrative operations. * Create a system for registering students (out of district or into alternative schools). * Brief and train staff regarding their additional responsibilities. * Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. * Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). * Reevaluate the curriculum. |
| **Custodians/Maintenance Personnel** | * Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. * Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping). |

|  |  |
| --- | --- |
| **School Secretary/Office Staff** | * Maintain inventory. * Maintain essential records (and copies of records) including school’s insurance policy. * Ensure redundancy of records is kept at a different physical location. * Secure classroom equipment, books, and materials in advance. * Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. * Retrieve, collect, and maintain personnel data. * Provide accounts payable and cash management services. |
| **Counselor & Specialists** | * Establish academic and support services for students and staff/faculty. * Implement additional response and recovery activities according to established protocols. |
| **Food Service/Cafeteria Workers** | * Determine how transportation and food services will resume. |

To implement the COOP procedures:

* + All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.
  + Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

1. **PROCEDURES**

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

## Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

## Alert, Notification, and Implementation Process

Each Core School Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

## Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

## Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be working from home. For a longer term arrangement, schools in the immediate vicinity of Coupland would be utilized if possible.

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Coupland School’s backup data.

## Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of the building, Taylor ISD is the first option for relocation.

## Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

## Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families’ well-being before a disaster strikes.

## Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

* + Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
  + Supervise an orderly return to the school building.
  + Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

### RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

1. **PURPOSE**

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

1. **SCOPE**

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School MEOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

1. **RESPONSIBILITIES**

To implement the recovery: psychological healing procedures:

* + All staff will undergo training to learn how to recognize signs of trauma.
  + Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
  + Parents and guardians will be offered tips on how to recognize signs of trauma.
  + Mental health experts will review and provide input into the plan.

1. **SPECIALIZED PROCEDURES**

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

#### Immediately Following a Serious Injury or Death and/or Major Incident

* Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
* Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
* Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
* Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
* Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

#### Hospital/Funeral Arrangements

* Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
* Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
* Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

#### Post-Incident Procedures

* Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
* Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
* Donate all remaining memorial items to charity.
* Discuss and approve memorials with the school board’s consent.

# Hazard- and Threat-Specific Annexes

Each annex describes the policies, processes, roles, and responsibilities for that function.

All hazard & threat annexes should address:

* Situations under which the procedures should be used.
* Who has the authority to activate the procedures?
* Specific actions to be taken when the procedures are implemented.

Annexes do not repeat content but rather build on the information within the basic plan.

Hazard- and threat-specific annexes do not repeat content but rather build on the information within the basic plan.

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**NATURAL HAZARDS: FLOOD/SEVERE WEATHER (NEAR OR ON SCHOOL GROUNDS)**

1. **PURPOSE**

Flooding is a natural feature of the climate, topography, and hydrology of Coupland and its surrounding areas. Some floods develop slowly during an extended period of rain or in a hot weather following a heavy downpour. Flash floods can occur quickly, without any visible sign of rain. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

1. **SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

1. **CORE FUNCTIONS**

The City of Coupland’s VFD, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the MEOP and implement the Incident Command System.

The school alarm system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

1. **Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of a flood include the following:

* + Evacuation
  + Reverse Evacuation
  + Relocation
  + Parent-Student Reunification
  + Special Needs Population
  + Continuity of Operations (COOP)
  + Recovery: Psychological Healing
  + Mass Care

## Activating the MEOP

The principal/building administrator will determine the need to activate the MEOP and designate an Incident Commander.

#### Incident Commander Actions

* + Issue stand-by instruction. In consultation with the principal/Board of Trustees determine if evacuation is required.
  + Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
  + Delegate a search team to ensure that all students have been evacuated.
  + Activate communications plan.
  + Determine if additional procedures should be activated.
  + Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
  + Notify the principal/Board of Trustees of the status and action taken.
  + Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
  + Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
  + Communicate with bus drivers.
  + Determine whether school will be closed or remain open.
  + Document all actions taken.

#### Incident Management Team and Section Chiefs Actions

* + Monitor radio and Internet for flood information and report any developments to the Incident Commander.
  + Review procedures with staff as needed.
  + Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
  + Implement the internal and external communications plan.
  + Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
  + Implement additional procedures as instructed by the Incident Commander.
  + Take appropriate action to safeguard school property.
  + Document all actions taken.

#### Staff Actions

* + Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
  + Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
  + Remain with students throughout the evacuation process.
  + Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
  + Do not return to the school building until it has been inspected and determined safe by proper authorities.
  + Document all actions taken.

#### Bus Driver Actions

* + If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
  + If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
  + Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
  + Document all actions taken.



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# Infectious/Communicable Disease Annex

1. Purpose and Scope

### Purpose

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

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

1. Preventing the spread of disease
2. Protecting School District workers who will need to keep the operations and educational programs functional
3. Providing support for the essential services that must be maintained

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

* The current threat of disease in the world, region, state, and local area
* The unique nature of the disease including the incidence, morbidity, and mortality of the disease
* The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person
* Mandates and/or orders by federal, state, or local public health or public safety authorities

### Scope

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

This Infectious/Communicable Disease Annex applies to COUPLAND School District. The campus is responsible for developing response plans that are more targeted and appropriate for their location while ensuring alignment and with this overall plan (field stations, and faculty, staff, and students travelling outside of the district under campus auspices). Staff, students, and faculty who have been in travel status internationally and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

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

1. General Information on Pandemic Communicable Disease Events

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

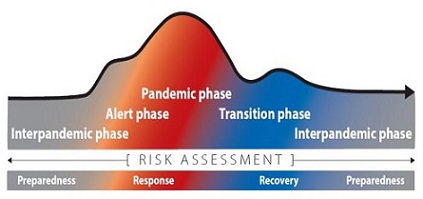
* 1. is highly virulent (harmful),
  2. is readily transmissible from person-to-person, and
  3. has high clinical severity (causing sudden, serious, illness and death in a large number of people).

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

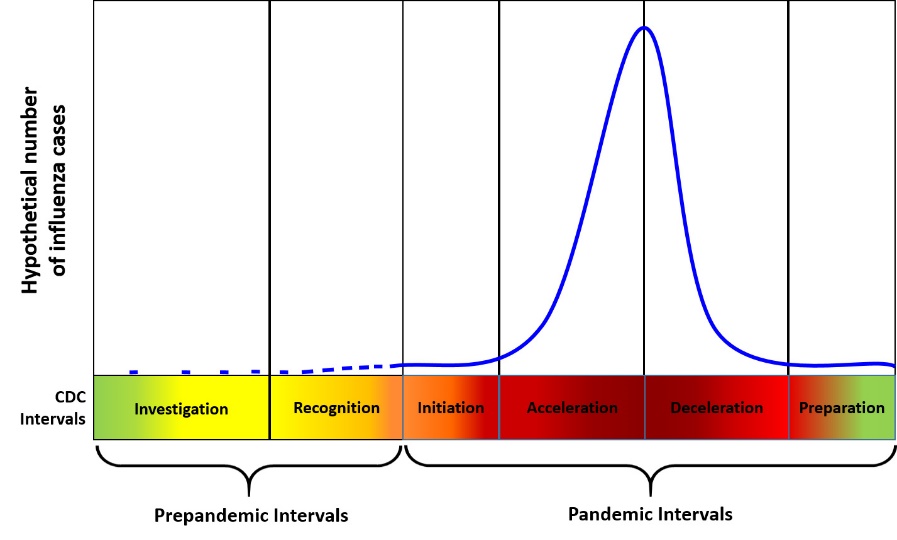
The pandemic flu will be used as a primary example for the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the COUPLAND School District recognizes as most likely to occur on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

### Phased Pandemic Framework

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

1. Inter-Pandemic Phase (the period between pandemics)
   1. A new virus appears in animals but there is no or low risk of human cases
2. Pandemic Alert Phase (influenza caused by a new subtype has been identified in humans)
   1. New virus in animals with higher risk of human cases
   2. Increased H2H transmission
   3. Significant H2H transmission
   4. Efficient and sustained H2H transmission
3. Pandemic Phase
   1. Global spread of communicable disease caused by new subtype
4. Transition Phase
   1. Reduction in global risk
   2. Reduction in response activities
   3. Progression towards recovery actions

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

1. Investigation (of a novel pathogen in humans or animals)
2. Recognition (of increased potential for ongoing transmission of the novel pathogen)
3. Initiation (of a pandemic wave)
4. Acceleration (of a pandemic wave)
5. Deceleration (of a pandemic wave)
6. Preparation (for future pandemic waves)

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

1. **Plan**
2. **Prepare**
3. **Mobilize**
4. **Sustain**
5. **Recovery**

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

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

1. Concept of Operations

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

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

### General

1. Coupland School District public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to a Infectious/Communicable Disease Incident affecting the COUPLAND School District.
2. When a potential Infectious/Communicable Disease Incident in the COUPLAND School District is reported, the person receiving the initial report will immediately notify the districts superintendent’s office.
   1. The districts superintendent’s office should work with the local health department to confirm the report.
3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with TDSHS. In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.
4. If appropriate, the district superintendent shall assign a position to manage and track operational duties on campus(s) related to the possible infectious/communicable disease exposure. This operations manager will:
   1. coordinate with environmental services for any decontamination services needed in the School District.
   2. coordinate with the School District support services for any classroom closure or area quarantine needed on School District
   3. provide district-wide communications notification support as necessary to the incident requirements
5. The Infectious/Communicable Disease Annex assumes mutual aid agreements, memorandum of understandings, and inter-governmental agreements between school district authorities, local/state/federal public health agencies, hospital/healthcare facilities, and other public health stakeholder agencies.
6. **The Incident Command System (ICS) will be used to manage all incidents and major planned events on the COUPLAND School District.**

*ICS Organization Chart for a Public Health Incident on COUPLAND School District*

### Public Health Incident Operations

#### Confirming a Public Health Incident

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

* Etiologic agent
* Size and composition of the population
* Previous occurrence of the specific disease in the community
* Season

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

During Fall and Spring Semesters, the School District population composition is approximately 165 students and 25 employees.

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

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

#### General Procedures

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

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

* Unusual cluster of disease in the School District population
* Disease with unusual geographic or seasonal distribution
* Single case of an unusual disease
* Endemic disease with unexplained increase in incidence
* Significant media inquiries or public calls concerning a health-related issue
* Local public health emergency in one or more of the surrounding jurisdictions
* Statewide disease outbreak

### Infectious/Communicable Disease Response Protocol

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

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

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

#### Social Distancing

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

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

* Postponement or cancelation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.
* Postponement or cancelation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Multiple social distancing measures can be implemented simultaneously.

#### Isolation Protocols

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

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent’s office.
2. The affected patient(s) should remain isolated for the duration of time specified by the local health department.

#### Cleaning Protocols

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

1. The local health department shall consult with the district superintendent’s office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate COUPLAND School District campus and campus housekeeping staff (based on areas to be sanitized).
   1. These locations may be based on where confirmed ill students and/or employees were on campus.
   2. Viruses generally survive on surfaces for about 48 hours.
2. If necessary, the local health department shall supply guidance to the district’s housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.
3. Housekeeping and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants

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1. Direction, Control, and Coordination

### Responders Standard Operating Procedures/Guidelines (SOP/SOGs)

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

### Emergency Operations Plan

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

### Coordination with Responders

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

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

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1. Communications

### General Communication

In coordination with the Williamson County health department, the COUPLAND School District shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

* General communications to the School District –
  + information about the disease in general
  + information about the disease impacts on School District
  + what the School District is doing
  + what the School District should/should not do
* Targeted communications to affected or vulnerable populations on the School District, as needed
* Specific information on preventing the spread of the disease
* Any combination of the above to the media and neighboring communities

1. Disease Descriptions

| Name | Vaccine Preventable | Description of Symptoms |
| --- | --- | --- |
| Measles (Rubeola) | Yes | Symptoms: high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash  Transmission: coughing and sneezing; virus can live up to two hours in contaminated air or on a surface |
| Meningitis | Yes | *Bacterial*  Symptoms: fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion  Transmission: germs spread person-to-person (depends on type of bacteria) |
| *Viral*  Symptoms: fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy  Transmission: caused by other viruses like mumps, measles, influenza, etc. |
| Mumps | Yes | Symptoms: fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection  Transmission: coughing, sneezing, or talking; sharing items; touching contaminated objects |
| Norovirus | No | Symptoms: diarrhea; vomiting; nausea; stomach pain  Transmission: contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected |
| Hepatitis A | Yes | Symptoms: Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay-colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain  Transmission: fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person |
| Influenza | Yes | Symptoms: fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea  Transmission: person-to-person via droplets |
| Tuberculosis |  | Symptoms: A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs)  Transmission: person-to-person via droplets |
| Varicella (chicken pox) | Yes | Symptoms: fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters  Transmission: touching or breathing in the virus particles that come from the blisters |

1. Definitions

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

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

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

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

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

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

* Recent increase in amount of virulence of the agent
* Recent introduction of the agent into a setting where it has not been before
* Enhanced mode of transmission so that more susceptible persons are exposed
* Change in the susceptibility of the host response to the agent
* Factors that increase host exposure or involve introduction through new portals of entry

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

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

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

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

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

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

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

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

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

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

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

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

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

**Virulence –** The capacity of a microorganism to cause disease.

1. Legal Authority

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

**State**

*HS § 81 Communicable Diseases.*

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

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

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

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

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

**Federal**

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

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

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

*42 CFR 71.21 Report of death or illness.*

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

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

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

*21 CFR § 1240.45 Report of disease.*

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

**TECHNOLOGICAL HAZARDS: CHEMICAL**

1. **PURPOSE**

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Coupland. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

1. **SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

1. **CORE FUNCTIONS**

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The Coupland School maintenance team inspects stored chemicals monthly. The school alarm system acts as a warning system to notify staff/faculty and students. Decontamination equipment and personal protective equipment are located in a

storage unit next to the main office.

## Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

* + Reverse Evacuation
  + Special Needs Population
  + Shelter-in-Place
  + Evacuation
  + Parent-Student Reunification
  + Continuity of Operations (COOP)
  + Recovery: Psychological Healing
  + Mass Care

If there is an **internal** chemical spill, the following procedures may be activated:

* + Evacuation
  + Special Needs Population
  + Relocation
  + Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

## Activating the MEOP for an External Chemical Spill

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **external**, the following steps will be taken by the school community:

#### Incident Commander Actions

* + Issue stand-by instruction if school is in session.
  + Determine what procedures should be activated.
  + Consider a reverse evacuation to bring all persons inside the building.
  + Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
  + Notify local law enforcement of intent to shelter in place.
  + Notify the principal/Board of Trustees of the status and action taken.
  + Activate communications plan.
  + Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
  + Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
  + Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
  + Give the “all clear” signal after the threat has passed.
  + Determine whether school will be closed or remain open.
  + Document all actions taken.

#### Incident Management Team and Section Chiefs Actions

* + Review procedures with staff if needed.
  + Implement the internal and external communications plan.
  + Monitor radio and Internet for additional information and report any developments to the Incident Commander.
  + Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
  + Notify relocation centers and determine an alternate relocation center if necessary.
  + Implement additional procedures as instructed by the Incident Commander.
  + Take appropriate action to safeguard school property.
  + Document all actions taken.

#### Staff Actions

* + Move students away from immediate vicinity of danger.
  + Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
  + Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
  + Remain with students throughout the shelter-in-place process.
  + Report any missing or injured students to the Incident Commander.
  + Remain in sheltered area until the “all clear” signal has been issued.
  + In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
  + Document all actions taken.

## Activating the MEOP for an Internal Chemical Spill

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **internal**, the following steps will be taken by the school community:

#### Person Discovering the Spill

* + Alert others in immediate area to leave the area.
  + Close windows and doors and restrict access to affected area.
  + Notify principal/teacher/safety officer.
  + Do not eat or drink anything or apply cosmetics.

#### Incident Commander Actions

* + Issue stand-by instruction to all staff and students.
  + Determine what procedures should be activated.
  + Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
  + Consider an all-school evacuation.
  + Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
  + Notify the local fire department and the Department of Public Health. Provide the following information:
    - School name and address, including nearest cross street(s).
    - Location of the spill and/or materials released; name of substance, if known.
    - Characteristics of spill (color, smell, visible gases).
    - Injuries, if any.
  + Notify local law enforcement of intent to evacuation.
  + Notify the principal/Board of Trustees of the status and action taken.
  + Activate communications plan.
  + Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
  + Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
  + Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
  + Give the “all clear” signal after the threat has passed.
  + Determine whether school will be closed or remain open.
  + Document all actions taken.

#### Incident Management Team and Section Chiefs Actions

* + Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
  + Review procedures with staff if needed.
  + Implement the internal and external communications plan.
  + Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
  + Notify relocation centers and determine an alternate relocation center if necessary.
  + Implement additional procedures as instructed by the Incident Commander.
  + Take appropriate action to safeguard school property.
  + Document all actions taken.

#### Staff Actions

* + Move students away from immediate vicinity of danger.
  + Report location and type (if known) of the hazardous material to Incident Commander.
  + Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
  + If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
  + Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
  + Remain with students throughout the evacuation and relocation process.
  + Report any missing or injured students to the Incident Commander.
  + Remain in sheltered area until the “all clear” signal has been issued.
  + Do not return to the building until emergency response personnel have determined it is safe.
  + Render first aid as needed.

**HUMAN-CAUSED HAZARDS: INTRUDER**

1. **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto school grounds or in the school building.

1. **SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.

1. **CORE FUNCTIONS**

Coupland School will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

#### All visitors entering school grounds on school days between 7:30 a.m. and 4:00

**p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**

To prevent intruders on campus, Coupland School administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, Coupland School will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

## Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

* + Evacuation
  + Reverse Evacuation
  + Lockout
  + Lockdown
  + Parent-Student Reunification
  + Recovery: Psychological Healing

## Activating the MEOP

The principal will determine the need to activate the MEOP and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

#### Incident Commander Actions

* + Issue stand-by instruction.
  + Determine what procedures should be activated depending on the location and nature of the intruder.
  + Consult with local law enforcement and emergency management agencies and monitor the situation.
  + If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
  + Notify law enforcement to assist if necessary. Provide a description and location of intruder.
  + Keep subject in view until police or law enforcement arrives.
  + Activate communications plan.
  + Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
  + Notify the principal/Board of Trustees of the status and action taken.
  + Be available to deal with the media and bystanders and keep site clear of visitors.
  + Activate the Crisis Response Team to implement recovery: psychological healing procedures.
  + Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
  + Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
  + Give the “all clear” signal after the threat has passed.
  + Determine whether school will be closed or remain open.
  + Document all actions taken.

#### Staff Actions

* + Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
  + Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
  + Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.
  + Remain inside rooms until the “all clear” instruction is announced.

**TECHNOLOGICAL HAZARDS: FIRE**

1. **PURPOSE**

Fire is one of the biggest threats to our school. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a fire.

1. **SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a fire.

1. **CORE FUNCTIONS**

Fire may originate inside or outside the building. The school alarm system acts as a warning system to notify staff/faculty and students.

## Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of a fire include:

* + Evacuation
  + Special Needs Population
  + Relocation
  + Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

## Activating the MEOP for a fire

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until the fire department arrives at the scene.

#### Incident Commander Actions

* + Issue stand-by instruction to all staff and students.
  + Determine what procedures should be activated.
  + Activate the evacuation procedures using primary or alternate routes.
  + Conduct an all-school evacuation.
  + Notify the local fire department and the Department of Public Health. Provide the following information:
    - School name and address, including nearest cross street(s).
    - Location of the fire if known.
    - Injuries, if any.
  + Notify local law enforcement of intent to evacuation.
  + Notify the Board of Trustees of the status and action taken.
  + Activate communications plan.
  + Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
  + Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
  + Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
  + Give the “all clear” signal after the threat has passed.
  + Determine whether school will be closed or remain open.
  + Document all actions taken.

#### Incident Management Team and Section Chiefs Actions

* 1. Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
  2. Review procedures with staff if needed.
  3. Implement the internal and external communications plan.
  4. Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
  5. Notify relocation centers and determine an alternate relocation center if necessary.
  6. Implement additional procedures as instructed by the Incident Commander.
  7. Take appropriate action to safeguard school property.
  8. Document all actions taken.

#### Staff Actions

* 1. Move students away from immediate vicinity of danger.
  2. Report location of the fire to Incident Commander.
  3. Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs.
  4. If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended any time during the evacuation process.
  5. Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
  6. Remain with students throughout the evacuation and relocation process.
  7. Report any missing or injured students to the Incident Commander.
  8. Remain in sheltered area until the “all clear” signal has been issued.
  9. Do not return to the building until emergency response personnel have determined it is safe.
  10. Render first aid as needed.

**TECHNOLOGICAL HAZARDS: TRAIN DERAILMENT**

1. **PURPOSE**

Hazardous chemicals are regularly transported through many areas in and around Coupland. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a train derailment.

1. **SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a train derailment.

1. **CORE FUNCTIONS**

Train derailments may require students to remain inside the building or may require students to leave the school site. Toxic leaks or spills caused by railroad accident are a significant threat since the trains carry hazardous cargo.

## Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of a train derailment include:

* + Reverse Evacuation
  + Special Needs Population
  + Shelter-in-Place
  + Relocation
  + Evacuation
  + Parent-Student Reunification
  + Continuity of Operations (COOP)

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

## Activating the MEOP for a train derailment

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the train derailment involves a chemical spill, the following steps will be taken by the school community:

#### Incident Commander Actions

* + Issue stand-by instruction if school is in session.
  + Determine what procedures should be activated.
  + Consider a reverse evacuation to bring all persons inside the building.
  + Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
  + Notify local law enforcement of intent to shelter in place or evacuate.
  + Notify the principal/Board of Trustees of the status and action taken.
  + Activate communications plan.
  + Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
  + Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
  + Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
  + Give the “all clear” signal after the threat has passed.
  + Determine whether school will be closed or remain open.
  + Document all actions taken.

#### Incident Management Team and Section Chiefs Actions

* + Review procedures with staff if needed.
  + Implement the internal and external communications plan.
  + Monitor radio and Internet for additional information and report any developments to the Incident Commander.
  + Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
  + Notify relocation centers and determine an alternate relocation center if necessary.
  + Implement additional procedures as instructed by the Incident Commander.
  + Take appropriate action to safeguard school property.
  + Document all actions taken.

#### Staff Actions

* + Move students away from immediate vicinity of danger.
  + Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
  + Execute shelter-in-place/evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
  + Remain with students throughout the process.
  + Report any missing or injured students to the Incident Commander.
  + Remain in sheltered area until the “all clear” signal has been issued.
  + In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
  + Document all actions taken.

RECORD OF CHANGES

BASIC PLAN

**RECORD OF CHANGES**

The record of changes captures changes, updates, reviews, and revisions made to this plan, as well as verifies the plan has been reviewed every twelve months in accordance with Education Code 37.108(c-2)(2).

| **Change Number** | **Date of Change** | **Name** | **Summary of Change** |
| --- | --- | --- | --- |
| ***1*** | *8/2020* |  | *Annual EOP Review* |
| ***2*** | *10/2020* |  | *Recommendations from EOP review by* |
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**RECORD OF DISTRIBUTION**

Updated or revised plans must be distributed district wide.

| **Title and Name of Person Receiving the Plan** | **Agency (school office, government agency, or private-sector entity)** | **Date of Delivery** | **Number of Copies Delivered** |
| --- | --- | --- | --- |
| *All employees* | *Coupland School* | *August 17, 2020* | *24* |
|  |  |  |  |
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# 

# APPENDICES TO THE BASIC PLAN

## Appendix 1: Master Schedule

**Grades 6-8**

## <https://docs.google.com/spreadsheets/d/1S3DOmUjgI_5oAcx7hI7v8Ks61O3CmzO7bihhLvyOkIs/edit?usp=sharing>

**Grades K-5**

## https://docs.google.com/spreadsheets/d/1p8BGsfiYh25tm4WnhfesbLPrWbKUB34K01gtqU1O9aE/edit?usp=sharing

## 

## Appendix 2: Map of School

## https://drive.google.com/file/d/1pL4qMrCamPcB4ARXeDMBZb3PtZr1ln3d/view?usp=sharing

## 

## Appendix 3: Location of Students with Special Needs

## 

|  |  |  |
| --- | --- | --- |
| Student | Location | Person Assigned to assist |
| Aaron Rocha (mobility) | 5th grade | Rebecca Vernier |
| Emberlee Barber (diabetic) | 4th grade | Jessica Larson |
| Levi Johnson (autistic) | 5th grade | Keagan Olson |
|  |  |  |
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## 

## Appendix 4: Safety and Security Committee

In accordance with Education Code 37.109, The Safety and Security Committee, to the greatest extent practicable, must include:

|  |  |  |
| --- | --- | --- |
| **Agency** | **Title** | **Name** |
| Office of Emergency Management |  |  |
|  |  |  |
| Local Law Enforcement |  | Matt Kriedel |
|  |  |  |
| District’s Police Department (if applicable) |  | NA |
|  |  |  |
| President of District’s Board of Trustees |  | Kandice Samuelson |
|  |  |  |
| A Member of the District’s Board of Trustees (other than the president) |  | Phil Viktora |
|  |  |  |
| District’s Superintendent |  | Tammy Brinkman |
|  |  |  |
| Designee(s) of Superintendent – (one must be a classroom teacher in the district) |  | Rebecca Vernier  Stayci Burris  Paul Brinkman  Brigid Counts  Neil White |
|  |  |  |
| A Member of the Open-Enrollment Charter School’s Governing Body (or designee, if applicable) |  | NA |
|  |  |  |
| Parents/Guardians of Enrolled Student |  | Brandi Smith |

Safety and Security Committee Meeting Calendar (Preceding Year’s Meetings)

|  |  |  |
| --- | --- | --- |
| **Month** | **Date / Year** | **Time** |
|  |  |  |
|  |  |  |
|  |  |  |

1. HS Sec. 81.083(b). - APPLICATION OF CONTROL MEASURES TO INDIVIDUAL [↑](#footnote-ref-1)