THE PREPAREDNESS FOR EMERGENCY CONDITIONS
OF PUBLIC SCHOOLS
IN TEXAS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

James S. Warlick, B.S., M.Ed.
Denton, Texas
August, 1994
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A survey of Texas public schools was conducted to determine the state of their emergency preparedness programs with particular interest in hazard analysis, disaster experience, chain of command of responsibility, personnel training, and inter-agency cooperation. A model emergency management plan was developed.

A stratified random sample of all Texas public school districts was drawn from the twenty education service center regions and university interscholastic league district size classifications. Of the 275 districts sampled, 214 questionnaires were completed for a 78% return. The strong return justified a generalization to the entire population.

The research questions answered by the data collected showed that 85% of Texas schools have a written emergency preparedness plan; that 66% have a designated school official or chain of command responsible for emergency action; while only 56% coordinate plans with other public agencies; and training in emergency drills are practiced in 39% of public schools. Further examination of the frequency and percentage of response through cross tabulation of the
data by region and size, showed that there was no statistically significant difference across regions of the State of Texas.

School officials considered emergency preparedness plans a critical priority; yet only 20% of the respondents considered their schools as well-prepared for emergency conditions.

A model emergency program adaptable for any school district size or setting was developed from the data collected with the support of experts in the field of emergency preparedness. Statewide dissemination of the study results and model plan was recommended as well as follow-up surveys on a periodic basis.
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CHAPTER I

INTRODUCTION

The problem with emergency preparedness is very simple. Cain described the attitude of managers as "Why worry about it, there is nothing that can be done to prevent it. Then it is too late to prepare when a disaster has already occurred." (Cain, 1985). There are disasters that happen daily from hurricanes to floods to fires that show the suffering caused by being ill prepared. Risks are a part of every day life, but steps must be taken to prepare for disasters if prevention is not possible. People must know what to expect and what to do if disaster occurs.

The literature reveals that policy and decision makers react only after a disaster has threatened lives and property. President Carter admonished scientists for the Mt. St. Helen’s volcanic eruption and ordered an update. The results of this action were not made public immediately due to the political situation regarding loss of life and property found in the report (Nilson & Nilson, 1981).

Public awareness of earthquakes in California is strong, but when the uplift occurred in 1976, schools did not respond by getting prepared. In 1985 a California Assembly Bill was passed mandating that schools file a disaster preparedness plan with the district superintendent.
Very little else was done except file the plan and have semi-annual drills except with certain concerned principals, parents, or individual teachers.

Are schools as safe from disaster as they should be for the children of Texas? Children and parents have the right to expect schools to be prepared for all hazards to the best of their ability and ensure the well being of all children under the school’s care.

Policies made on the state level through the Texas Education Agency insure that schools are prepared. Chief Tom Millwee, State Coordinator of the Division of Emergency Management, Texas Department of Public Safety, has requested TEA’s assistance in writing plans. The Texas Education Agency would like to be of more assistance to school districts in writing Emergency Preparedness Plans but financial constraints sometimes make this difficult. Also, schools want no more mandates without the state funding to carry them out. Millwee (1993) stated, "Clearly, the history of disaster preparedness is one in which a more proactive stance is taken in the aftermath of an event."

Local districts are responsible for developing emergency preparedness plans that address all potential hazards. And, these plans must be put into action, not shelved to gather dust (Thomas Millwee, personal interview, October 14, 1993).

The Chernobyl incident in the U.S.S.R. left many questions about preparedness. Could the long term suffering
and death from the radioactive material have been reduced significantly by having an adequate plan? Are schools and towns near nuclear power plants in Texas prepared? According to Larry J. Skiles, of the Skiles Company, an emergency management consulting firm, areas near nuclear power plants do have plans, but the school-specific portions of those plans may be underemphasized. Too few school drills are conducted, and training for school personnel is generally inadequate for assuring a full-scale response capability on a system-wide level (Larry J. Skiles, personal communication, October 14, 1993).

In the October 14 personal interview, Skiles said, utility companies which own nuclear generating plants go to extremes in emergency planning unmatched by any other industry, because federal regulations governing the issuance of their operating licenses are highly specific and demanding in terms of emergency preparedness. School systems within the environs of fixed nuclear facilities are considered special facilities; and as such, special planning for them is required by federal regulation, primarily from the Federal Emergency Management Agency. The unfortunate fact, however, is that the regulations actually assume that the local governments and school districts within the threatened area around a nuclear power plant will finance and maintain their own plans with their own
funds, but the economic reality is that the schools, especially, do not budget funds for these purposes. The usual result is that the utility company, in order to get its operating license, will do whatever is necessary in the early stages to bring the capability of the local schools up to federal standards. This may include purchasing buses or communications systems for buses and campuses and providing specialized training to staff members and drivers. Detailed plans may be developed, at the utility’s expense. Comprehensive drills and exercises are conducted, and a high level of capability may well be achieved. Unfortunately, after a nuclear facility has met the initial standards and an operating license has been obtained, the level of cooperation and support usually declines rapidly. Much less emergency response capability must be demonstrated by the schools in following years to maintain the operating license from the state that it was required to obtain it in the first place, so there is a natural tendency on both the utility’s and the school’s part to reduce the level of activity and commitment to emergency management. In effect, after a few years of routine drills, barring the actual incidence of an emergency, the school’s level of response capability may decline to a point near its original, unprepared state, in spite of the presence of good plans and
equipment. The lesson here is that it is commitment to safety and good management which sustains capability to respond, not necessarily money. In terms of their overall emergency preparedness schools do have fire drills and maps for evacuation, but do nothing beyond what is mandated. Insurance companies and the Texas Education Agency (TEA) should require more than they do, but schools should take the initiative and expand the program for the safety of children (1993). Schools are ill prepared for toxic waste spills. Trucks pass by schools daily with hazardous chemicals. If a wreck occurred with prevailing winds blowing toxic chemicals toward a school, would school officials know whether to shelter or evacuate? If they were required to shelter, are they prepared to call parents, feed children, or keep children overnight? If the school had to evacuate, there are several questions to be asked. What type of transportation is to be used? Where will the students and staff be relocated? Is there a system to log in all persons relocated? What is the recovery plan if persons cannot go back to the school? Are all inter-agency agreements up to date (Quarantelli & Pelanda, 1989)?

A recent truck accident in Dallas, Texas on March 24 shows how disruptive toxic chemical accidents could be to schools. The accident, a fire from the pesticide truck, caused the evacuation of over 5,000 people including the
children in nearby schools of the Mesquite Independent School District. An area of approximately five square miles with 3,200 students was evacuated for over 24 hours due to the wreck and toxic chemical fire. According to the Environmental Protection Agency (EPA), no toxic residue spread from the accident site. The site was washed down and water and pesticide collected for safety. Mesquite area schools were well prepared and evacuated students to other schools. School procedures also required positive EPA test results before students could be sent back into the area. The City of Dallas also had a relocation center for the more than 2,000 people who evacuated their homes. The company which owned the truck sent a representative to help supervise the clean-up. The people were fortunate in the chemical pesticide on the truck was one which decomposed during combustion. Smoke caused burning eyes, but no chemical contamination was detected (Benson & Loftis, 1994). The trucking firm’s insurance company had checks available for evacuees two days after the accident. People were asked to sign releases relinquishing any future claims regarding cost, future health problems or property damage ("Insurance Company Pays," 1994).

Toxic chemicals travel by air and rail as well as highways. Schools need to be prepared for a variety of hazards or they could be held accountable by the courts

Another concern is how highly developed are emergency services. Generally emergency services are more developed in more developed countries and less developed in underdeveloped countries. The more highly developed the emergency services the quicker the response time to a disaster. This could mean several lives saved due to time (Keller & Wilson, 1990).

Statement of the Problem

The problem addressed by this study is safety preparedness of public schools in Texas. Local officials are responsible for developing emergency preparedness plans that address all potential hazards. A comprehensive model of safety planning that can be tailored to each district's diverse needs is lacking.

Purpose of the Study

The general purpose of this study was to assess the overall safety preparedness programs of Texas Public Schools. Specifically, do schools in Texas have comprehensive working emergency preparedness plans that provide a timely and effective response to all hazards. A survey of these plans was given and from the data collected, the necessity and urgency of a standard plan emerged. A model emergency preparedness plan was developed with additional input from state officials.
Research Questions

The study asked the following research questions:

1. How many schools have complete written emergency preparedness plans?

2. Is there a designated school official or chain of command responsible for emergency action?

3. Is the emergency plan coordinated with other public facility plans?

4. Are emergency exercises and rehearsal drills practiced on a regular schedule in the school districts?

5. What are the essential elements of a school safety preparedness plan?

6. Can a comprehensive model emergency preparedness plan be developed for Texas public schools?

Significance of the Study

The importance of this study is principally for the safety of our children and to insure against potential liability (Prosser, 1982). Texas schools have had more legal suits filed against them in the past few years than anytime in history. Without preparedness plans, schools face the consequences of possible litigation.

School officials need to know the potential types of hazards that exist today. School officials also need to be knowledgeable about the factors in predicting these hazards. Disasters which have been predicted and not reacted to cause the greatest concern for litigation (Dunklee & Shoop, 1986).
Schools need to have written emergency preparedness plans which not only include procedures for specific hazards but training also. Training should be held for all students and staff on a regularly scheduled basis to avoid any possibility of not being prepared should a disaster occur (Wold, 1987). School plans should also encompass relocation and recovery of school personnel and children.

Resources must be allocated for these expenses. No program survives that is not funded in advance and has funds for recovery after a disaster occurs. Local, as well as state and federal avenues, of funding should be explored to avoid any undue hardship on local tax payers (Wilkins, 1985).

Basic Suppositions about Emergency Preparedness

Consultations held by the researcher with Larry Skiles, David Barham, Tom Millwee, and Gary Jones, professionals and experts in the field of emergency preparedness, revealed some basic presumptions relating to emergency preparedness in Texas schools. While the rhetoric is strong about the need for safety preparedness, the adequacy of the programs and practice does not seem to be present. Recent reports from local offices of the Division of Emergency Preparedness indicate that the following conditions exist:

1. In spite of TEA regulations relating to basic fire or other potential emergency incidents, most Texas schools
are not adequately prepared for emergencies resulting from weather or human-caused incidents.

2. Most Texas schools do not have all-hazard emergency response plans which assign emergency responsibilities to specific key individuals.

3. Most Texas school administrators are not fully aware of the potential which exists for litigation arising from perceived negligence relating to emergency preparedness.

4. Emergency preparedness planning and management do not receive adequate attention within most districts to assure a reasonable level of protection for students, staff, and facilities.

5. Larger school systems tend to be somewhat better prepared than smaller systems, probably because of factors relating to the number of professional staff available to tend to the planning effort and the likelihood that comprehensive risk management analyses are performed periodically in concert with insurance and liability reviews.

6. Districts facing higher than normal risk levels because of their locations, such as those located in hurricane-threatened coastal areas or near industrial installations using or producing hazardous materials, tend to display more emergency response capability than districts which face no unusual threat. It can be assumed that the
greater level of readiness in these higher-risk districts is often at least partly attributable to state, federal, or industry regulations with which these particular districts are required to comply.

Limitations of the Study

Results of the survey were as accurate as those individuals who responded were knowledgeable. Prior experience with disasters, location in proximity to high-risk facilities, and concerns with budgeting more than emergencies might have been confounding factors. Generalizations were limited to public school preparedness in the State of Texas.

Definition of Terms

For the purpose of this study, the following terms had specific meaning:

1. Disaster: A sudden misfortune or calamity (flood, fire, hurricane, earthquake, chemical spill, or fixed nuclear facility incident) that causes catastrophic damage to a school and disrupts the educational process.

2. Disaster Management: The process of being a leader in preparing, controlling, and supervising the school setting during and after a disaster.

3. Federal Disaster Assistance: The federal government provides in-kind assistance and a grant or loan funds for disaster victims as provided for by the Federal
Disaster Relief Act and other statutory authorities of the federal agencies.

4. Emergency Plans: The official documents approved by the local board of trustees which describe the principles, policies, operations, methods, and procedures to carry out emergency operations during emergencies. These plans include continuity of authority, functions of emergency committees, distribution of funds, response teams, public information, evacuation routes, and relocation centers and maps.

5. Emergency Relocation: The movement of students, staff and individuals from the hazard area to a relocation center with anticipation of returning when the hazard terminates.

6. Relocation Center: An area outside the hazard area where individuals can be cared for until the hazard terminates.

7. Hazard: Any source of danger or element of risk to individuals in the school district.

8. Federal Emergency Management Agency (FEMA): The federal agency which, among other responsibilities, conducts tests of off-site governmental entities at fixed nuclear facilities and is available to help local governments manage emergency preparedness.
9. University Interscholastic League (UIL): The state organization that governs extra curricular activities of public school students in the State of Texas.

10. Texas Education Agency (TEA): The State Board of Education, the State Board of Vocational Education, the State Commissioner of Education, and the State Department of Education comprises the Texas Education Agency (TEA). It carries out such educational functions as are assigned to it by the legislature.

11. Regional Education Service Centers (ESC): The State Board of Education provides, by rules and regulations, for the establishment and operation of Regional Education Service Centers to provide educational services to the school districts and to coordinate educational planning in the region.

12. Fixed Nuclear Facility (FNF): The Fixed Nuclear Facility is an electric power generating station.

13. County Information Officer: The County Information Officer is the designated spokesperson for the jurisdiction to deal with crisis media inquiry.

One example of unexpected disasters occurred North and South of the Dallas-Fort Worth metropolitan area on April 26, 1994. Tornados hit in Gainesville, Lancaster and Desoto on the same evening. There were only four deaths, but over $100 million dollars in damage was incurred. Excellent radar forecasts predicted the path of the storms and
minimized loss of human life. There probably would have been more deaths, but the mobile home park destroyed in Gainesville had an underground storm shelter. No shelters were noted in Lancaster or Desoto. Damaging hail and high winds were spurned by the storms along with the tornados. Students and staff in the Lancaster storm were out of school for two days. Complete Emergency Preparedness Plans with relocation sites might have resulted in no disruption of classes (Campbell & Bachman, 1994).

Summary

There was an urgency about this study because of the small amount of research in emergency preparedness of public schools in Texas. In fact, as indicated in the following chapter, a review of literature showed very little research nationwide. The literature available focused on concerns in specific areas. In California there was concern for earthquakes. Coastal states were concerned with hurricanes. States with dense forests worry about fire. The concern for all hazards such as fire, flood, tornado, hurricane, toxic wastes, and fixed nuclear facilities was not prevalent in most works.

This study revealed the quantity and quality of school preparedness programs in Texas. All data were made available to those surveyed. Responses of individual schools are held confidential. A proposed model emergency preparedness plan was developed as a part of this study.
CHAPTER II

REVIEW OF RELATED LITERATURE

A review of educational literature for this study indicates that there is a wealth of information on emergency preparedness, but very little research on emergency planning for public schools. Moreover, there is little evidence that existing plans are being utilized.

During the early period of emergency planning, safety preparedness came under the broad scope of civil defense. Nuclear war was a great concern in the 1950s causing the creation of the Federal Office of Civil Defense (OCD). The agency was responsible for working with local and federal groups on emergency preparedness, disaster relief, and training. The kind of preparation for nuclear attack that was important in the 1950s continues to be pertinent today where emergency preparedness is concerned about areas around nuclear power plants (Foster, 1980).

Other disasters, so-called "Acts of God", are those that are unpredictable in terms of when or where they will occur or how much damage will be done. These include disasters such as fire, floods, hurricanes, tornados, toxic waste spills and earthquakes. Research also shows that school administrators are more than ever concerned with the safety and welfare of students (Raphael, 1986).
Buildings are larger and house more students today therefore larger numbers of students are at risk today than ever before.

School administrators must be concerned with the safety and welfare of students and staff due to increasing negligence litigation (Dunklee & Shoop, 1986). In the State of Texas there are tort laws which protect schools from suit except for those involving moving vehicles (Alexander & Alexander, 1985, pp. 464-465). The Texas School Law Bulletin publishes the tort laws as well as many Texas Education Agency articles on negligence litigation and the need for preventive planning.

When suits are filed against a school district, the courts must determine what a school district should or should not have done in a given situation. Dunklee and Shoop (1986) state that the principal question asked by the courts is "What would a reasonably prudent person have done in a similar situation?" A prudent person is generally described as one possessing average knowledge and ordinary skills. He notes that it appears that the court rulings apply standards to school personnel higher than are expected of average persons (Dunklee & Shoop, 1986).

Dunklee and Shoop define negligence as any action that falls below a certain standard and results in injury to another person. An accident that could not have been prevented by a reasonably prudent educator is not the result
of negligence. Usually four elements must be present in a legal case to constitute actionable negligence:

1. A duty must be owed;
2. There must be a failure to perform this duty;
3. A close connection between this failure and the injury must exist;
4. And, actual loss or damage must result (Dunklee & Shoop, 1986, p. 36).

Dunklee and Shoop report on equipment and facilities but litigation can also arise from emergency preparedness negligence. Negligence litigation asks if fire drills were carried out by obstructed and unobstructed drills; if tornado drills were conducted; and were there plans for reacting to toxic spills?

In his journal article on safe environments for children, McKenzie and Williams (1982) said, "The old saying that an 'ounce of prevention is worth a pound of cure' is an appropriate statement when school safety is discussed (p. 284)." Each school year thousands of teachers and administrators get involved, either directly or indirectly, in the handling of the estimated 800,000 children injured in school, more than 7,200 school fires, and countless other emergency situations. Surveys reveal that about 43% of accidental deaths and 57% of all accidental injuries occurring to school-age children are connected with school life. McKenzie and Williams also use the term prudent when
discussing negligence and stress that a large number of accidents and emergencies occur each year.

Disaster recovery planning is discussed by authors Wold and Wilkins. Wilkins (1985, p. 22) states, "Schools are generally very well prepared to meet the immediate needs of a fire or other emergency. However, the emergency response plan often ends once the building has been evacuated and the fire department notified." Wold (1987), writing from the point of view of school business affairs, notes that few school officials are prepared to deal with the aftermath of a disaster or make the decisions that will be necessary to prevent further damage from occurring.

Wilkins (1985) suggests that a proven, effective Disaster Recovery Plan (DRP), should be part of every school's administrative function:

The [Disaster Recovery Plan] plan should be flexible, comprehensive and designed to take into account the unexpected nature of disasters. No one can predict when or where a disaster will occur or its magnitude. Even with the best emergency response plan, fires, floods, tornados, earthquakes, and other catastrophes can happen. It is the school official's responsibility to be prepared so that recovery occurs in the shortest amount of time with least cost to the school (p. 34).
When carrying out a Disaster Recovery Plan, Wilkins further states that a helpful exercise in the analysis process is the "What if?" game:

Ask yourself such questions as 'What if the administrative offices were destroyed by fire?' 'What if the gymnasium was flooded?' 'What if a tornado or earthquake caused the roof to collapse in one wing?' 'What if a nearby plant released toxic material into the atmosphere of the school?' 'What if broken pipes flooded library or audio visual equipment room?' By asking such questions, you will begin to identify potential disasters and needs to be met by the DRP. The exercise should result in a written evaluation of each area and its requirements in terms of floor space, equipment and supplies necessary to function. The exercise will also help identify vulnerable areas that need pre-disaster protection to minimize the loss. For example, the question 'What if the school records were destroyed by fire?' may lead to a new or better backup system prior to a disaster (Wilkins, 1985, p. 34).

Wilkins study further noted specific information that should be included in written form:

The written evaluation should include the following information for each area:

1. Floor space required should temporary relocation be necessary.
2. Furniture such as desks, chairs, tables, file cabinets, etc.

3. Equipment such as computer terminals, projectors, calculators, typewriters, shop or laboratory equipment, sports equipment, etc.

4. Supplies such as books, paper, chalk, teaching aids, laboratory chemicals, office forms, etc.

5. Environmental needs such as temperature or humidity controls.

6. Security to prevent theft or vandalism (pp. 34-35).

A common error in formulating a DRP is the assumption that a disaster will affect only one confined area of a building. In disasters such as fires, even when combustion is confined to one area, smoke and soot migration will most likely contaminate the entire building. In asking the "What if?" questions, Wilkins (1985) suggests that administrators should always assume the worst that can happen. Being prepared for the worst means the administrator will be equipped to handle any situation.

Wold (1987) also expressed a need for Disaster Recovery Planning:

The possibilities for disaster are endless, ranging from natural calamities to human error. Because many
disasters cannot be prevented, it is imperative to devise a strategy in the event of a disaster (p. 22). Recent flooding in the Midwest prompted many public discussions about emergency preparedness and disaster recovery plans. A *Time* magazine article reported:

Experts say disasters are getting more costly, partly because of growing populations in risky areas. Each (calamity) is going to be more expensive because more people are in the way, says Rorey Price, president of the National Emergency Management Association. Unless we work much harder on mitigating the effects, $20 billion to $30 billion losses are going to be routine (August, 1993).

Keller and Wilson (1990) categorize disasters by drawing a scale for each event. They use the following categories:

1. **Natural Disasters:** Natural disasters generally are beyond the ability of humans to produce, influence or prevent (earthquakes, volcanic eruptions, cyclones). The scale of loss of life from natural disasters can range from a few individuals to several million. Examples are the Armenian earthquake, Krakatoa and the many cyclones and hurricanes that afflict the Philippine Islands.
2. Human-Made Disasters: These are the disasters that are of anthropogenic origin. Examples are rail and air crashes, mining and marine disasters, large scale deaths due to the action of fires or explosions. The associated loss of life due to this type of disaster seldom exceeds several hundred.

3. Hybrid Disasters: These arise from a concatenation of anthropogenic events. Humans and their associated activities can produce natural disasters that would not otherwise occur, or significantly aggravate the effects of a natural disaster. Examples of these are the spread of disease from a community within which the disease is endemic to a community with no natural immunity to that disease; the wholesale destruction of the Himalayan rain forests and consequent reduction in evaportranspiration which has intensified the annual flood occurrence of Pakistan and Bangladesh; the large scale deaths in the early 1950s due to smog production in London and other cities. The loss of life due to this type of disaster can be, and usually is, extremely large (p. 5).

The threshold of acceptance of events in developed nations is lower than in under-developed nations. A mother
in Ethiopia may expect to lose many of her children before they reach their teenage years. This is not a situation that a mother in Europe or the United States would tolerate. This does not imply, however, that the Ethiopian mother's grief is any less real or intense (Keller & Wilson, 1990, p. 4).

Writing a good plan is only the first step. According to Herman (1982) there must be careful selection of personnel and training to carry out the disaster recovery plan. No aspect of a plan can operate effectively without the other.

Kent's 1987 book entitled the Anatomy of Disaster Relief focused on disaster relief as an international network. He notes that people often believe that disasters are something that happen to others and not ourselves. "By divorcing disasters from daily life, we ignore the root problems that cause disasters. We can take refuge in the statistically comforting notion that disasters are relatively infrequent occurrences (Kent, 1987, p. 174)."

If, on the other hand, one accepts the proposition that disasters are generally reflections of far more basic social, economic and political vulnerabilities, then statistical shelters offer far less assurance. Humanity is becoming increasingly vulnerable, its exposure to a growing number of disaster agents far greater, as evidenced in the first instance by the greater number of states that have
become disaster-prone in the developing world. It is not, however, the isolated tornado or the devastating cyclone that is our only concern. Rather, it is the growing complexity of disasters. A single disaster may increase the vulnerability of a society as a whole. A natural disaster may lead to a man-made disaster, or vice versa, and the consequences of one or both may spill over into other societies (Kent, 1987).

Rubin, Yezer, Hussain, and Webb (1986) tell one not to believe that a disaster is something that cannot happen. In their study, major natural disaster incidents were reported in the United States from 1965 to 1985 and disaster strikes were documented in all sections of the country.

Summary

The literature reviewed addressed the need for emergency preparedness, loss of life and property, cost, and litigation. Little literature was found on current emergency preparedness plans for public schools in Texas. Schools seem to be apathetic since the need for preparedness is discussed with regularity in professional literature, but are schools meeting the mandates to prepare or face litigation? The research suggests schools are taking a "wait and see" approach to the issues raised in reports of emergency preparedness placing facilities, students and staff in jeopardy.
CHAPTER III

PROCEDURES

Procedures for Collection of Data

Data was collected for this study from the public schools in Texas. All of the one thousand and sixty-three school districts in Texas were listed in order to draw a stratified random sample to be surveyed. Mailings were sent to districts from each of the five classifications of the University Interscholastic League (UIL) in the twenty Texas Education Agency Educational Service Center regions (Texas School Directory, 1993, pp. 349-350). A list and a map of the regions are presented in Appendix A.

The UIL classifications within the regions provided a grouping of the entire state by size. Schools are classified by the number of students in the districts' high schools. Class 1A schools have from 0 to 144 high school students; Class 2A schools have 145 to 284 students; Class 3A have 285 to 714; Class 4A have 715 to 1509 students; and Class 5A have 1510 or more students (Constitution and Contest Rules of University Interscholastic League 1992-1993, 1992, p. 56). A minimum of three schools in each region by classification were surveyed. Using this criteria, 275 schools were randomly drawn by region and classification.
The data were collected by a mailed questionnaire sent to the 275 school districts in the random sample. An acceptable response rate of 68% was pre-determined to include at least 10 of the schools in each of the twenty TEA service center regions. A response rate of 78% was achieved through the initial and one follow-up mailing.

The sampling technique from the entire population enabled generalizations to be made to all Texas school districts.

Individual school names were written on slips of paper. The names of schools to be surveyed were drawn out of a hat by region and classification. All the schools were listed by region and classification on a sheet of paper allowing the surveyor to log each returned questionnaire.

Seeking the maximum return, envelopes with the researcher's district name on them were used and self-addressed stamped envelopes were enclosed for the convenience of the respondents. Five administrators volunteered to complete the survey instrument and record the time required to complete it. No more than ten minutes were required to complete the instrument.

A cover letter was included to explain about the survey and how the information gathered would be used. The respondents were informed about the time required to complete the questionnaire. The respondents were assured of the confidentiality of their responses. The researcher's
name and a phone number were provided for any questions. The respondents were offered mailed copies of the results upon request.

The questionnaires were mailed on January 14, 1994. They were requested to be returned by January 24. Sixty-eight percent (187) of the surveys were returned by February 3, 1994. On February 3, a second mailing was sent to those schools which had not returned the instruments. Respondents were requested to return the instrument by February 10, 1994. There was an insert placed on the original survey so respondents could recognize the instrument if it had not been returned. Twenty-seven more instruments were returned for a total of 214 out of the 275 mailed. This gave a grand total of seventy-eight percent return on the surveys by February 22, 1994.

Survey Instrument

The suggested set of survey questions developed by the researcher were posed to a panel of four experts in emergency preparedness. The panel consisted of private consultants and state officials. One member of the team of experts was the State Coordinator of the Division of Emergency Management, Texas Department of Public Safety. Another member was the chief of the Technological Hazards Branch of the Federal Emergency Management Agency at the Federal Regional Center in Denton, Texas. A senior Emergency Planner for Texas Utilities Electric Company at
Comanche Peak Nuclear Power Plant was another member. The final panel member served in the Governor’s Division of Emergency Management (Texas) as well as a consultant for Texas Utilities Electric Company, Houston Lighting and Power Company, and Southern California Edison Company on emergency plans for fixed nuclear facilities. With the panel’s suggestions and consensus, a final set of survey questions were formulated. The content validity of the survey questionnaire was thus verified by the panel of experts for the study of emergency preparedness in public schools in the State of Texas. The questionnaire and cover letter are included in Appendix B.

Treatment of the Data

Results were tabulated and entered into the computer for descriptive analysis tabulated and reported by frequency and percentage of response. Cross tabulation of the data by region and size of UIL classification were also reported.

The cross tabulation routine calculated a chi square probability value comparing the responses obtained for each question to an expected set of responses that might be anticipated by chance.

The data were further analyzed with special attention paid to response patterns of individual questions that showed statistically significant results in the chi square cross tabulation analysis. The data are presented and conclusions drawn in the following chapters.
A model emergency preparedness plan was prepared from research of existing models and from the gestalt of the data collected. After compiling the responses to the survey, the researcher met with the panel of experts in emergency preparedness to discuss the survey results and develop the model emergency preparedness plan in response to the information gathered and to the standards set by federal and state experts in emergency preparedness. Several representative plans from Texas public schools were studied as well as the Division of Emergency Management’s guidebook, *Local Emergency Management Plan Development Handbook* (1993).

The model plan developed included the key elements identified as important by the respondents for a comprehensive plan that dealt with (a) all threats to public safety, (b) with the necessary organizational control, (c) with inter-agency cooperation, and (d) with personnel training necessary to deal with any natural or technological disaster. Other key elements of a model plan were developed from federal and state guidelines including procedures for successful return to normal conditions after an emergency has occurred for all persons affected, procedures for rapid financial assessment of damage, and procedures for superior communications to and with all affected persons.
CHAPTER IV

DATA

There were two hundred and seventy-five (275) survey instruments mailed and two hundred fourteen (214) were returned for a total of 78% returned. The respondents were identified by ESC regions and by UIL classifications. Table 1 on the following page lists the return percentage by Education Service Center Regions and UIL classifications.

One hundred forty-six (68%) of the respondents to the questionnaire were superintendents. Forty-three assistant superintendents responded on representing 20% of the questionnaires while 21 (10%) were prepared by staff and 4 (2%) percent were completed by department heads.

Eighty-four (84%) percent or 180 of the responding districts reported that they had an emergency management plan. Only 34 schools (16%) did not have a plan. One hundred eight-two (85%) of the districts responding had their plans in written form while 15% (32 schools) were not written. Of the responding districts, 90 schools (42%) had programs for all hazards. Forty-five percent (96 schools) had programs for multiple hazards and only 28 schools (13%) had emergency programs for just a single hazard.
Table 1

**Percentage Returned by ESC Region and Classification**

<table>
<thead>
<tr>
<th>Region/Mailed</th>
<th>Returned By Classification</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1A</td>
<td>2A</td>
</tr>
<tr>
<td>I 15</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>II 14</td>
<td>3</td>
<td>2</td>
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<td>III 13</td>
<td>0</td>
<td>2</td>
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<td>IV 15</td>
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<td>0</td>
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<tr>
<td>V 15</td>
<td>3</td>
<td>2</td>
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<tr>
<td>VI 15</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>VII 15</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>VIII 13</td>
<td>1</td>
<td>1</td>
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<td>IX 11</td>
<td>3</td>
<td>2</td>
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<tr>
<td>X 15</td>
<td>3</td>
<td>3</td>
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<tr>
<td>XI 15</td>
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<td>XII 15</td>
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<td>XIV 12</td>
<td>3</td>
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<td>XV 12</td>
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<td>XIX 10</td>
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<tr>
<td>XX 15</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>45</td>
</tr>
</tbody>
</table>
The respondents were asked if their district had been threatened or damaged by a natural or technological disaster in the last five years. They were also asked what they thought were the chances of emergency problems occurring in the next five years. The percentage of emergency events by type and the anticipation of re-occurrence are tabulated in Table 2 below. The most frequent disaster experienced by public schools was reported as fire, with nearly one-third of the public schools in Texas having experienced a fire emergency during the last five years.

Table 2
Disaster Experience in Last Five Years and Percentage of Anticipated Emergencies in the Next Five Years

<table>
<thead>
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<th>Disaster</th>
<th>Last 5 Years</th>
<th>Chance in Next 5 Years</th>
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<td></td>
<td>Percent</td>
<td>Low</td>
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<tr>
<td>Tornado</td>
<td>7.5%</td>
<td>13.1%</td>
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<tr>
<td>Flood</td>
<td>8.4%</td>
<td>14.5%</td>
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<tr>
<td>Earthquake</td>
<td>9.3%</td>
<td>19.2%</td>
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<tr>
<td>Hurricane</td>
<td>6.5%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Fire</td>
<td>29.9%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Transportation</td>
<td>8.9%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Chemical</td>
<td>7.9%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Nuclear</td>
<td>9.3%</td>
<td>19.6%</td>
</tr>
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</table>
With the exception of a nuclear-related disaster or an earthquake, respondents reported that they anticipated a more than 80% combined medium to high chance of some occurrence of disaster in the next five years. Fire and transportation-related disasters were among the respondents' chief concerns.

The respondents were asked if their districts had completed a formal hazard analysis. Ninety-eight schools (46%) responded "yes" with 75 (35%) responding "no." Forty-one (19%) of the respondents did not know if an analysis had been done or did not answer the question.

Those responding "yes" to having had a hazard analysis were asked what hazards were found. Sixteen (16) districts found nothing to be hazardous. Toxic chemicals were identified by sixty (60) districts. This was the hazard with the largest number of districts followed closely by fire with fifty-six (56) districts, and weather with fifty-one (51) districts. Only fifteen (15) districts identified flood as a hazard with nine (9) districts identifying a hazard other than the above mentioned hazards. One hundred ninety-three (90%) of the respondents answered that they were unaware of any other potential hazards while only 21 (10%) were aware of other potential hazards not addressed in the district's emergency plans. Chemical/nuclear hazards and toxic materials comprised 8 of the 21 schools responses about hazards that were not addressed.
Sixty-six (66%) percent of the responding districts responded that they had an established emergency response organization which shows the chain of command and emergency assignments of personnel. Seventy-three schools (34%) responded that they did not have an organization. Sixty-one percent of the respondents (131 schools) did not have a program of regular training for assigned personnel. Only 39% (83 schools) responded to having regular training.

Responding districts were asked if they had a formal agreement or contact within the past year with key personnel for responding to an emergency. Seventeen percent (36 schools) of the respondents reported they had a formal contact with the fire chief with 57% of those responding yes indicating that there was a written agreement. Twenty-two percent (77 schools) of the respondents reported a formal agreement with police chiefs, but fewer of these arrangements were in written form (only 28.5%). Those who identified a local emergency manager (22.4%) indicated that the majority of these arrangements were in writing (65%). The local Red Cross agency and the local parent-teacher organizations (PTO) were checked by 28% (60 schools) of the respondents. Approximately half had a formal written agreement with these groups (50% for Red Cross and 56.1% for PTOs).

One hundred sixty-two (162) respondents used radios for receiving emergency warning. Radios were used more often
than all other methods combined. Designated phones in sixty-nine (69) districts and the emergency broadcast system (EBS) in fifty-seven (57) were other methods used. Thirty-five (35) districts used some method other than designated phones, EBS, or radios.

Eighty-two (82%) percent of responding districts had Emergency Management Plans prepared by staff. Eight (8%) percent of the districts responding used consultants while ten (10%) percent used someone other than staff or consultants. Ninety-seven (97%) percent of respondents either agreed or strongly agreed that an emergency preparedness program was needed. Only three (3%) percent did not feel a program was needed.

Sixty-nine (69%) percent or one hundred forty-five (145) respondents reported that they are moderately prepared for a disaster. Eleven (11%) percent or twenty-three (23) districts consider themselves poorly prepared. Twenty (20%) percent or forty-three (43) districts reported they were well prepared for a disaster.

**Significant Responses**

No significant differences in responses were found in cross tabulations by region. However, in the cross tabulations by classification and individual responses, several of the responses from the questionnaire showed a chi square value significant at the .05 level of confidence. The significant chi square probabilities are indicated with
each listed significant response. All of statistics were calculated from the 214 responses with 8 degrees of freedom.

The number of superintendents versus other persons who answered the questionnaire was significant (0.00). There was also significance in the number of responses that were skewed toward multiple threats or all hazards (0.04). The number of districts that have chemical problems was shown to be significantly lower than expected (0.004). A significant chi square probability showed that more of the larger districts (Class 5A or 4A) than not had an established chain of command (0.006).

Small schools (Class 1A to 3A) did not seem to know who the local emergency manager was, therefore, there are few small schools which had established contact with local emergency managers. The chi square probability for this question was significant (0.009). The responses relative to Red Cross contacts were also skewed significantly towards no established agreements with local Red Cross or contacts with them (0.01).

The last significant probability of chi square showed that respondents agree that an emergency management plan is necessary (0.00). No respondents indicated that they strongly disagreed of the necessity of such programs. Ninety-seven percent of the respondents strongly agreed or agreed that emergency management plans were necessary.
Development of the Model

The Texas State Division of Emergency Management guidebook for preparation of district-based emergency plans provided the basic structure for the model (Local Emergency Management Plan Development Handbook, 1990). Four other existing emergency plans were reviewed by the researcher at the suggestion of the panel of experts who assisted in developing the survey instrument. These representative Texas plans included the Granbury ISD plan, the Glen Rose ISD, the Port Arthur ISD plan, and the Denton ISD plan.

The survey results were discussed by the panel and key elements from the data were identified as important items to be included in the comprehensive plan. These included dealing with (a) all threats to public safety, (b) necessary organizational control, (c) inter-agency cooperation, and (d) personnel training as crucial to any emergency preparedness procedure. These elements, as well as those mandated by federal and state guidelines regarding relocation and return to normal conditions, rapid financial assessment of damage, and communications networks, were condensed into the model presented in Appendix C. The model was sent to the Department of Public Safety in Austin, Texas and was reviewed by representatives of the Division of Emergency Management.
CHAPTER V

CONCLUSIONS, FINDINGS, AND RECOMMENDATIONS

Conclusions

Since a stratified random sample of Texas public schools was selected to receive the survey instrument and 78% of the 275 surveys mailed were returned, the results of the survey can be generalized to the whole population of Texas public schools. The research questions posed by this study relative to how many schools in Texas have written emergency plans, how many have identified "chain of command" assignments, how many have regular contact with other governmental agencies, and how many engage in regular emergency plan training with staff and students were answered with the data that were collected.

There were no statistically significant differences found when the results were examined by region or UIL classification. It can be concluded that school district size or location had no determining effect on the results.

Other conclusions can be drawn from the survey data. The conclusion that safety is a priority is emphasized by the 78% return of the questionnaires. Over 84% of the schools had an emergency program with 85% of these in written form further emphasizing the priority for safety.
Findings

Examination of the data with regard to those responses significantly different than might be expected by chance leads to the following observations. In most such cases, unexpected responses can be accounted for or interpreted by the particular procedures utilized.

The significant number of superintendents (rather than a mixture of superintendents, assistants, and staff) responding to the questionnaire is explained by the fact that most of the questionnaires were sent directly to the superintendents. The results showed that significantly more school districts were prepared to respond to multiple threats rather than single threats. This is naturally expected because school personnel realize there are seldom only one single threat to their schools.

The hierarchial organization of most school districts would naturally dictate a "chain of command" personnel chart. Local emergency managers may very well be known by local school authorities but more often than not by another title, such as fire chief, and not known by the title of emergency manager. This same rationale of nomenclature could also account for the skewed responses on Red Cross contacts and agreements.

A statistically significant number of schools believed that an Emergency Management Plan is necessary. Although the lack of planning is evident from this survey, the issues
of safety are always listed as a priority for all schools. The statistically significant result supports the researcher's efforts to study this issue.

Other findings are indicated in the concerns apparent in the responses to the survey. When 97% agree or strongly agree that an Emergency Management Plan is necessary, the evidence of concern about the quality of these plans becomes even stronger. One particular arena of concern was having several methods of receiving warnings.

Another concern shown in the data collected is that only a small number 98 of the 214 responding districts have had a hazard analysis prepared. This is even more frightening with the fact that 21 of the districts who reported having had a hazard analysis prepared, also report that they know of hazards that were overlooked.

Another serious concern is that 61% of the districts do no training of personnel for their emergency plans. The gravity of the need for emergency preparedness planning is apparent with the data from this survey showing that only 43% of the districts have a formal agreement with a fire chief, police chief, local emergency manager, Red Cross representative or the local PTO.

Moreover, the public school officials apparently know that their emergency preparedness programs are lacking. The gravest result of all the data collected is that only 20% of
the districts returning surveys considered themselves well prepared.

These findings lead to the underlying observation that gave this study its warrant. A model emergency management plan is crucially needed in the public schools of Texas. The development of the model plan was an appropriate conclusion of the research providing a set of comprehensive and consistent procedures for emergency preparedness that can be adapted for use in each particular district circumstances. The completion of the model program answered research questions 5 and 6 relative to discerning key elements of an emergency preparedness plan and whether an adaptable model could be developed. Furthermore, based on FEMA’s all-hazard approach to emergency management, this model could be adapted for use throughout the United States.

Recommendations

If safety of students and staff is a true priority, things must change. The Texas Education Agency and the Division of Emergency Management must get involved. If 85% of the schools have written plans but only 20% feel well prepared, perhaps this is because of who is developing the plans. Eighty-two percent of all plans reported in this survey were done by local staff. Local staff may not possess the necessary expertise in emergency management plan writing. Most schools report that this is necessary but is not done well.
The following recommendations, therefore, are presented from this research:

1. The Texas Education Agency should assume a more proactive role in coordination with the Governor's Division of Emergency Management in assisting school districts develop an effective system of disaster planning.

2. The proposed model (Appendix C) should be widely disseminated to public schools in Texas to be adapted for use by schools for an Emergency Management Plan. This is a model which can work for any school.

3. Personnel training must be established and carried out each semester in the operation of the model.

4. A follow-up survey should be undertaken by the TEA and the Division of Emergency Management to evaluate the condition of the emergency readiness in the public schools.

5. The data from this study and the adaptable model should benefit disaster practitioners in their practice and policy development.

6. Since the scope of this study did not cover the fiscal issues involved in emergency readiness, further research should focus on the financial and legal implications of disaster preparedness.

Schools report a need for this program. This model, with the support of the Texas Education Agency and the Division of Emergency Management, can help make the schools of Texas safer for students and staff.
APPENDIX A

EDUCATION SERVICE CENTERS
APPENDIX A

EDUCATION SERVICE CENTERS

Region I Education Service Center, Edinburg, TX
Region II Education Service Center, Corpus Christi, TX
Region III Education Service Center, Victoria, TX
Region IV Education Service Center, Houston, TX
Region V Education Service Center, Beaumont, TX
Region VI Education Service Center, Huntsville, TX
Region VII Education Service Center, Kilgore, TX
Region VIII Education Service Center, Mt. Pleasant, TX
Region IX Education Service Center, Wichita Falls, TX
Region X Education Service Center, Richardson, TX
Region XI Education Service Center, Ft. Worth, TX
Region XII Education Service Center, Waco, TX
Region XIII Education Service Center, Austin, TX
Region XIV Education Service Center, Abilene, TX
Region XV Education Service Center, San Angelo, TX
Region XVI Education Service Center, Amarillo, TX
Region XVII Education Service Center, Lubbock, TX
Region XVIII Education Service Center, Midland, TX
Region XIX Education Service Center, El Paso, TX
Region XX Education Service Center, San Antonio, TX
Regional Education Service Centers

<table>
<thead>
<tr>
<th>Region</th>
<th>Headquarters</th>
<th>Region</th>
<th>Headquarters</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>Fort Worth</td>
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<td>Corpus Christi</td>
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<td>10</td>
<td>Richardson</td>
<td>20</td>
<td>San Antonio</td>
</tr>
</tbody>
</table>
APPENDIX B

EMERGENCY PREPAREDNESS QUESTIONNAIRE

Please circle the appropriate response(s) to the questions below. Space has been allowed after each question for respondent to expand on any answer.

1. District classification: CLASS 1A 2A 3A 4A 5A

2. Your position: Superintendent Assistant Superintendent Central Office Other

3. Does your district have an emergency management program for dealing with emergencies or disasters? YES NO

4. Does your system address one specific threat (such as fire), or does it address all hazards including hazardous materials?
   SINGLE THREAT  MULTIPLE THREATS  ALL HAZARDS

5. Are your plans and procedures in written form? YES NO

6. Has your district ever been threatened or damaged by a natural or technological disaster?

<table>
<thead>
<tr>
<th>THREAT</th>
<th>LAST 5 YRS.</th>
<th>CHANCE NEXT 5 YRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tornado</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
<tr>
<td>Flood</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
<tr>
<td>Earthquake</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
<tr>
<td>Hurricane</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
<tr>
<td>Fire</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
<tr>
<td>Transportation</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
<tr>
<td>Chemical</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
<tr>
<td>Nuclear</td>
<td>YES</td>
<td>LOW MED HIGH</td>
</tr>
</tbody>
</table>

7. Has a hazard analysis been done for each of the facilities in your district?
   YES NO DO NOT KNOW
8. If the answer to #7 is yes, answer #8. What major hazards were identified? Circle one or more.

FIRE  FLOOD  WEATHER  TOXIC MATERIALS  OTHER

9. If you have a plan, are you aware of any potential hazards which have not been addressed?

YES  NO

IF YES, PLEASE LIST: ________________________

10. Do you have an established emergency response organization which shows the chain of command and emergency assignments of personnel? YES  NO

11. Do you have a program of regular training for assigned personnel? YES  NO

12. Has your district talked about disaster preparation within the last year with the following (answer both):

<table>
<thead>
<tr>
<th></th>
<th>FORMAL AGREEMENT</th>
<th>CONTACT</th>
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<tbody>
<tr>
<td>Fire Chief</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Police Chief</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Local Mgr.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Red Cross</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>PTO Presidents</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

13. Does your district have a method of receiving emergency warnings? Circle one or more.

Emergency Broadcast System  Radio  Phone  Designated

14. Do you agree that an emergency preparedness program is needed? STRONGLY AGREE  AGREE  DISAGREE  STRONGLY DISAGREE

15. If your district has an Emergency Management Plan, who did it?

CONSULTANT  SCHOOL STAFF  OTHER (PLEASE IDENTIFY)

16. How well prepared for a disaster is your district?

WELL  MODERATE  POOR

Thank you for your assistance. Study results will be available.
Dear Administrator:

My name is James Warlick and I am a doctoral student at the University of North Texas in Denton. As a part of my dissertation, I am studying the emergency preparedness of public schools in Texas. This research project will attempt to determine if Texas public schools are prepared for emergencies such as fire, tornado, hurricane, fixed nuclear facility disaster or toxic spills.

To aid in my study, I have prepared a questionnaire that will take less than 10 minutes of your time to answer. If you could complete the questionnaire by January 24, 1994 and return it to me in the enclosed self-addressed stamped envelope, you will be a great asset in my research.

The results of this instrument will be totally anonymous and held in strictest confidence. Based on the data, a model emergency management plan will be developed and made available to assist schools in writing their own plan. Dr. David Neal, associated with the instruction of Emergency Administration and Planning at the University of North Texas and dissertation committee member, is assisting me in my research. Please feel free to contact me (817-447-5730) or Dr. Neal (817-565-9176) if you have any questions.

Sincerely,

James S. Warlick, B.S., M.Ed.

I wish to be mailed a summary of results. Yes____ No____

Today's date_________________________.

APPENDIX C

MODEL EMERGENCY PREPAREDNESS PLAN

NO NAME
INDEPENDENT SCHOOL DISTRICT

EMERGENCY RESPONSE PLAN
AND PROCEDURES
## RECORD OF REVISIONS OR CHANGES

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NNISD
Rev._________
EMERGENCY RESPONSE PLANS AND PROCEDURES  
FOR  
THE NO NAME INDEPENDENT SCHOOL DISTRICT  

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EMERGENCY RESPONSE PLANS AND PROCEDURES
FOR
THE NO NAME INDEPENDENT SCHOOL DISTRICT

1.0 AUTHORITY

This document is prepared and implemented in accordance with the following regulations and statues:

1.1 Pertinent Texas Education Agency Regulations.
1.2 The Texas Disaster Act of 1975, as amended.
1.3 Currently effective Executive Order of the Governor of Texas implementing portions of 1.2 above.
1.4 County Court Order establishing the Emergency Management Organization.
1.5 The No Name County/City of No Name Emergency Operations Plan.

2.0 REFERENCES

The following documents and statues contain information relating to the requirements and validity of these procedures. Applicable portions are incorporated herein by reference.

2.1 The state of Texas Emergency Management Plan.

3.0 PURPOSE

This plan and procedures are established to provide school administrators and staff members with the means for protecting the health and safety of the students and employees of the system. This plan identifies possible threats to the school’s population, describes appropriate actions to be taken in response to such threats, and assigns responsibility for those actions to specific personnel.

4.0 SITUATION AND ASSUMPTIONS

4.1 SITUATION

4.1.1 THE DISTRICT

The No Name Independent School District, located
primarily within No Name County, Texas, covers an area of ___ square miles. Small extensions of the District lie within No Name County to the north, No Name County to the south, and No Name County to the east. Student population for the _____ school year is ___. The District employs approximately ___ full-time teachers and other staff members.

4.1.2 FACILITIES AND OCCUPANCY

A. Campus Names
B. Staff
C. Student

4.1.3 TRANSPORTATION

A. Number of busses
B. Capacity

4.1.4 GENERAL INFORMATION

A. Highways
B. Fixed Nuclear Facility
C. Airport

4.1.5

The District is administered by an elected seven-member Board of Trustees. The Board is responsible for setting policy, establishing budgets, and for maintaining the overall quality of education provided to students through teachers and staff hired by the Board. Daily operation of the District and maintenance of the schools’ programs is the responsibility of the Superintendent of Schools, who is hired by and responsible to the Board. Each school facility and its staff and programs are the responsibility of that facility’s Principal, who reports to the Superintendent. The District’s operating revenues are derived from the levy of taxes upon property within the District, and from the contribution of State funds based upon factors established by the state legislature and the Texas Education Agency.

The District’s activities, Board, and staff are not subject to the political or administrative control of any other local political subdivision, except under conditions of a legally declared state of emergency from the Mayor, County Judge, Governor or President.
4.2 ASSUMPTIONS

4.2.1 TRANSPORTATION HAZARDS

Due to the presence of major highways within the District and to the traffic load imposed both by proximity to the Dallas/Fort Worth metroplex and to large numbers of tourist in the area, NNISD facilities or busses could be subject to hazards related to traffic accidents. Such accidents could involve direct injury to the District’s students or staff or threaten students and staff by the presence of fire or toxic materials in areas close to one or more of the District’s busses or facilities. Such incidents could further threaten the District indirectly by closing off routes necessary for evacuation of the schools.

The District contains a city airport and many large aircraft inbound and outbound from the Dallas/Fort Worth airports traverse the area. Problems arising from the crash or forced landing of these aircraft could pose a threat to the District’s students and staff. Additionally, evacuation of the survivors of such an incident could require the use of the District’s busses, while temporary housing of such survivors could necessitate the use of the District’s buildings as shelters.

4.2.2 FACILITY HAZARDS

Fire or structural failure of any of the District’s facilities could pose a significant threat to students and staff. Fire involving the District’s busses or bus maintenance facility could impair the District’s ability to evacuate students to safety.

4.2.3 NATURAL HAZARDS

The District’s geographical location, topography, and climatological history indicate that portions of the District could be subject to the effects of flooding, tornadoes, and winter storms. Severe flooding could result from locally heavy rainfall or from heavy precipitation on the upstream watershed of either the Brazos River or the Lambert Branch. Such flooding could directly threaten the District’s facilities and population or pose a threat by blocking evacuation routes. Tornadoes pose similar threats. Winter storms are significant threat primarily due to the possibility of their blocking evacuation routes and creating
hazardous driving conditions. Historical seismological data indicate that the District faces a discernible, although small, risk of earthquake activity.

4.2.4 MAN-MADE HAZARDS

The possibility exists that the District's facilities, students, or staff could be threatened by the occurrence of man-caused incidents, such as leaks of toxic materials from storage or transportation facilities, natural gas or liquefied petroleum gas leaks, contamination of good or water supplies, power disruptions, or terroristic activities, such as bomb threats. Incidents of these types could result in injury or death, or require the evacuation of students and staff.

4.2.5 INDUSTRIAL HAZARDS

An incident causing an actual or projected release of contaminated steam from a FNF could present a radiological hazard for students and staff of the District. Incidents of this nature could necessitate sheltering of student and staff populations on-site or evacuation of the District's facilities and relocation of students and staff to outlying areas.

4.2.6 LARGE-SCALE CIVIL EMERGENCY

The threat of occurrence of a state of war or enemy attack could affect the District, as could such events as large-scale civil disobedience, severe or prolonged energy shortages, or the relocation to the area of evacuees from threatened metropolitan jurisdictions (as envisioned in Crisis Relocation Planning. See County Plan for details). Such events could disrupt the District's activities for extended periods, or cause the evacuation of student and staff populations. It is further possible that all or part of the District's facilities would have to be temporarily converted to other uses, such as for public shelters.

5.0 GENERAL INFORMATION

5.1 CONCEPT OF OPERATIONS

The Board of Trustees, as elected representatives, are responsible for assuring the District's capability to meet the requirements of emergency response. The
Superintendent of Schools is responsible for developing, maintaining, and directing the District's response capabilities. Staff members are assigned emergency functions and tasks by the Superintendent in this plan, and are responsible for developing capabilities necessary for performing their assigned functions, for performing such functions, and for accomplishing such other directives as may be assigned by the Superintendent or Principal acting as the Superintendent's agent.

5.2 EMERGENCY OPERATIONS FACILITIES

5.2.1 ADMINISTRATIVE BUILDING

In situations affecting only the District or its operations, control and direction will be exercised from the Superintendent's usual office in the Administration Building, located _____________. In the event that conditions render the Administration Building unsafe or unusable, the Superintendent and other staff normally located in that building will move to and operate from the office of the Sheriff.

5.2.2 COUNTY EMERGENCY OPERATING CENTER

In situations affecting multiple jurisdictions, such as tornadoes, flooding, or toxic releases from FNF or other sources, and when so specified by the ______ County Emergency Operations Plan, the Superintendent will report to the County Emergency Operating Center (EOC) in the County Law Enforcement Center. The County Plan generally anticipates the Superintendent's presence in the EOC when conditions indicate that the District's resources, such as busses, may be required or when close coordination of the District's response activities with those of other governmental agencies is advisable. At such times, the Superintendent will exercise direction and control of District activities from the EOC, usually by telephone communication.

5.2.3 OTHER FACILITIES

Under certain conditions, the Superintendent or other staff members may find it advantageous to operate from the District's transportation/maintenance facility or from offices located within the ______ County Sheriff's office.
5.2.4  FUNCTIONS AND ASSIGNMENTS

The existence of emergency conditions affecting NAUSEATE including the declaration of a state of emergency or disaster by executive authorities, does not alter the normal structure of administrative authority within the District. Under emergency conditions, the Superintendent and staff will perform their assigned duties under the direction of their usual supervisors. See Attachment A1, "Functions and Assignments".

6.0 ASSIGNMENT OF RESPONSIBILITIES AND TASKS

6.1 ADMINISTRATIVE GROUP

6.1.1  SUPERINTENDENT OF SCHOOLS

6.1.1.1 Directs all Districts employees, students, and resources in all types of emergency planning, preparation, or response activities.

6.1.1.2 Provides emergency information to citizens of the District to advise them of planned or ongoing emergency activities.

6.1.1.3 Makes emergency policy decisions as necessary to promote the safety or welfare of the District's students and employees.

6.1.1.4 Catalogs and submits requests for outside assistance from local governments, other school districts, or from the state. (NOTE: Requests for state assistance are made through the office of the County Judge. See Section 9.0 of this plan.)

6.1.1.5 Directs the application of resources provided by external agencies to the District.

6.1.1.6 Serves as liaison between the District and other agencies involved in emergency operations.

6.1.1.7 Assures the adequacy of this emergency plan and its procedures.

6.1.1.8 Assures training and other resources
necessary for staff members to accomplish their assigned tasks.

6.1.1.9 Assesses and documents damage to District facilities or injury to District population; provides damage to injury information to appropriate local authorities. (See section 8.3 and 8.5, as well as Procedure P9.)

6.1.1.10 Directs and administers the District's participation in joint exercises and drills with other agencies of government of industry.

6.1.2. PRINCIPALS AND OTHER STAFF MEMBERS

6.1.2.1 Prepare and maintain emergency plans for individual facilities, as assigned by the Superintendent.

6.1.2.2 Direct the activities of employees or students subject to their supervision.

6.1.2.3 Maintain the operations of the District's financial and record-keeping systems.

6.1.2.4 Provide the Superintendent with information useful to the emergency planning and response efforts.

6.1.2.5 Assist the Superintendent, as assigned, with the dissemination of information for the public.

6.1.2.6 Maintain direct supervision of students during transit and relocation activities.

6.1.2.7 Provide the Superintendent with damage assessment information regarding District facilities.

6.2 FUNCTIONS AND STAFF ASSIGNMENTS

FUNCTIONS ASSIGNED TO:

6.2.1 WARNING ______(title)

6.2.1.1 Maintain the capability to receive warning of impending emergency from all available sources.

6.2.1.2 Maintain the capability to disseminate
warning information throughout all District facilities and to all District staff.

6.2.1.3 Perform regular tests of the warning system.

6.2.1.4 Prepare, maintain and test Procedure P1. of this plan.

6.2.2 COMMUNICATIONS

6.2.2.1 Assure the capability to establish and to maintain communications with external agencies and District facilities, vehicles and staff.

6.2.2.2 Conduct regular tests of the communications system.

6.2.2.3 Prepare, maintain and test Procedure P2. of this plan.

6.2.3 SECURITY

6.2.3.1 Provide for the capability to secure all District facilities, whether occupied or vacant, to prevent unauthorized entry, theft or damage.

6.2.3.2 Provide for the capability to secure all District vehicles and other personal property against unauthorized use, theft or damage.

6.2.3.3 Provide for means of controlling ingress and egress to District properties.

6.2.3.4 Develop, maintain, and test methods for responding to terroristic threats, such as bomb threats.

6.2.3.5 Maintain a procedure identifying available law enforcement support agencies, and methods of contact.

6.2.3.6 Develop, maintain, and test Procedure P3. of this plan.
6.2.4 FIRE PROTECTION

6.2.4.1 Assure the operability of fire alert systems, and provide recommendations to the administration for improvements or repairs of the system.

6.2.4.2 Prepare and maintain procedures for inspecting, testing, and operating on-site fire suppression devices, such as hoses and portable extinguisher.

6.2.4.3 Assure that all staff members are briefed on the locations, uses, and operation of suppression systems.

6.2.4.4 Develop and maintain procedures for reporting fires to the appropriate fire department(s).

6.2.4.5 Schedule, supervise, and evaluate regular fire drills for all District facilities.

6.2.4.6 Assure the availability of data regarding flammable, explosive, combustible, or toxic materials used or stored on District property, such as in science laboratories or maintenance facilities.

6.2.4.7 Prepare, maintain, and test Procedure P4. of this plan.

6.2.5 HEALTH AND MEDICAL SERVICES

6.2.5.1 Develop and maintain systems for providing emergency health and medical services to the District's students and staff.

6.2.5.2 Maintain a list of medical support services available to the District, and establish methods of securing such support.

6.2.5.3 Maintain health standards for students and staff during relocation to other facilities.

6.2.5.4 Prepare, maintain, and test Procedure P5. of this plan.
6.2.6 SHELTERING

6.2.6.1 Develop systems and procedures for providing shelter within District facilities for students and staff, in the event of impending danger, such as from tornadoes or flooding.

6.2.6.2 Develop systems and procedures for making the District's facilities available as shelter space for members of the public needing protection or temporary lodging as the result of a threatened or actual emergency.

6.2.6.3 Assess the suitability of the District's facilities for use as shelter space, and make recommendations to the administration for upgrading, if necessary.

6.2.6.4 During emergencies and drills, provide the administration with advice on the selection and optimum utilization of the District's shelter facilities.

6.2.6.5 During relocated operations, provide assistance to shelter officials in the host jurisdiction.

6.2.6.6 Prepare, maintain, and test procedure P6. of this plan.

6.2.7 EVACUATION

6.2.7.1 Design and post building evacuation routes for all District facilities.

6.2.7.2 Design and post site evacuation maps for each campus.

6.2.7.3 Establish secure staging areas for loading students and staff onto school busses for evacuation.

6.2.7.4 Design and distribute evacuation route maps for use when relocating personnel to host areas outside the county, including maps showing routes to specific shelter facilities in host areas.
6.2.7.5 Provide Transportation Officer with information regarding numbers and types of personnel requiring movement.

6.2.7.6 Develop methods of coordinating the use of privately owned vehicles in evacuation, including procedures for assuring the maximum occupancy of such vehicles to minimize the total number of vehicles in transit.

6.2.7.7 Provide the Superintendent with progress reports regarding the evacuation process.

6.2.7.8 Design systems for documenting the following items: the total number of evacuees; identification of each evacuee's mode of travel; identification of each evacuee's route and specific destination; identification of the District staff member charged with supervision of each student evacuee.

6.2.7.9 Develop, maintain, and test Procedure P7. of this plan.

6.2.8 TRANSPORTATION

6.2.8.1 Direct the application of the District's vehicles to the evacuation process.

6.2.8.2 Maintain a list of available vehicles, showing capacities and assigned drivers.

6.2.8.3 Assure that drivers are familiar with evacuation procedures, including locations of staging areas, evacuation routes, and relocation centers.

6.2.8.4 Assure that back-up vehicles and drivers are available.

6.2.8.5 Arrange for en-route road service for vehicles in the event of breakdowns, flats or accidents.

6.2.8.6 Arrange for maintenance, storage and security of District vehicles in host areas.

6.2.8.7 Maintain a continuous assessment of the
District’s capability to evacuate all students and staff. Advise the Superintendent of any additional requirements.

6.2.8.8 With the Evacuation Officer, devise a system for incorporating the use of privately-owned student and staff vehicles into the transportation function.

6.2.8.9 Assure that each District vehicle to be used in evacuation is equipped with a current information packet and current maps. (See Attachment A6.)

6.2.8.10 Develop, maintain and test Procedure P8. of this plan.

6.2.9 DAMAGE ASSESSMENT

6.2.9.1 Evaluate damage to the District’s facilities or equipment resulting from an emergency or disaster incident.

6.2.9.2 Assure that physical damage is documented photographically.

6.2.9.3 Provide damage assessment information to the Superintendent.

6.2.9.4 Provide the Superintendent with information regarding priorities for restoration of services or facilities.

6.2.9.5 Assist the Tax Appraisal District with evaluating losses affecting NNISD’s tax base, if requested.

6.2.9.6 Prepare, maintain and test Procedure P9. of this plan.

6.2.10 PERSONNEL AND FINANCE SERVICES

6.2.10.1 Provide documentation of all District expenditures necessitated by emergency response activities.

6.2.10.2 Develop procedures for making emergency purchases of equipment or materials to
replace or to augment the District’s resources.

6.2.10.3 Develop procedures for temporary hiring of additional personnel to assist in emergency response activities.

6.2.10.4 Develop procedures for filling staff vacancies under emergency conditions.

6.2.10.5 Develop and maintain rosters of available volunteer personnel qualified to assist the District in specific positions, such as bus drivers, PTO volunteers.

6.2.10.6 Advise the Superintendent of extraordinary requirements for personnel or funds necessary to maintain emergency response programs.

6.2.10.7 Develop, maintain and test Procedure P10. of this plan.

6.2.11 EMERGENCY PUBLIC SUPERINTENDENT INFORMATION

6.2.11.1 Develop information for dissemination to the public regarding the District’s activities and status during emergency situations.

6.2.11.2 Assist the county and city emergency public information officers by providing school-related information for their news releases during emergency operations.

6.2.11.3 Act as official spokesperson to the media in emergency situations involving only the District.

6.2.11.4 Maintain records of officially-released information, both for purposes of rumor control and future review.

6.2.11.5 During evacuation, gather and compile school-related information from relocation centers for release to the public.

6.2.11.6 Develop, maintain and test Procedure P11. of this plan.
7.0 INCREASED READINESS CONDITIONS

7.1 INCREASED READINESS

When certain pre-planned actions are taken in response to events which indicate that an emergency is more likely than usual to occur, a state of increased readiness exists. For example, the stockpiling of additional medical supplies by hospitals along the coast before and during hurricane season is a common increased readiness action.

Many types of potential emergencies are more likely to occur at certain times than at others; traffic accidents tend to be more numerous during bad weather, rush hours, peak tourist seasons, and on holiday weekends. Law enforcement agencies, therefore, routinely expect and prepare for more activity during such times, by adding personnel, increasing patrols, extending shifts, and so forth.

Except for isolated traffic accidents, some types of industrial accidents, and incidents involving terroristic threats, identifiable threats to public safety are generally preceded by recognizable warning signs. Most weather-related threats are seasonal, and severe weather WATCHES and WARNINGS are common. Most types of probable international conflict, which might result in warfare or the threat of it, are preceded by periods of these warning signs as signals to increase readiness posture. District personnel with emergency assignments who are charged with developing specific procedures will include in those procedures increased readiness actions relating to perceived hazards (as outlined in Section 4.0). The actions will be grouped according to the following types of increased readiness conditions.

7.2 WARNING OF NATURAL DISASTER

Procedures will reflect actions to be taken when conditions are such that the possibility of the occurrence of a natural disaster is greater than usual, such as upon receipt of a severe weather or tornado WATCH or WARNING.

7.3 WARNING OF CIVIL EMERGENCY

Procedures will include actions to be taken when conditions indicate the threat of a civil emergency, such as energy shortage, prolonged power failure, terroristic threat, civil disobedience, or warfare.
7.4 WARNING OF HAZARDOUS RELEASE FROM FNF

Procedures will document actions to be taken in response to the issuance of incident data by FNF officials. FNF categorizes the relative severity of events which occur at the plant by declaring one of four Emergency Action Levels (EAL's). UNUSUAL EVENT, ALERT, SITE AREA EMERGENCY, or GENERAL EMERGENCY. These categories are referred to as Event Classifications in the county plans.

NOTE: AS AN INCREASED READINESS ACTION, THE SUPERINTENDENT MAY CHOOSE TO CLOSE SCHOOL FACILITIES UPON NOTIFICATION OF A "SITE AREA EMERGENCY" OR "GENERAL EMERGENCY", IN ORDER TO ELIMINATE THE POSSIBLE NEED TO EVACUATE THE SCHOOLS OR TO MAKE THE DISTRICT'S TRANSPORTATION RESOURCES AVAILABLE FOR OTHER EMERGENCY USES.

8.0 POST-EMERGENCY CONSIDERATIONS

Certain actions following an emergency situation are required to maintain order and to facilitate the District's return to normal operations. Procedures developed in support of this plan will include, where appropriate to the procedure's subject, actions to be taken in the following areas.

8.1 RE-ENTRY OF DAMAGED OR EVACUATED AREAS

District officials will develop a method of determining which areas can be re-entered, and a system for controlling re-entry to District properties.

8.2 FACILITY DAMAGE ASSESSMENT

Procedures will present methods to be used in examining, documenting, and evaluating the extent of damage to District facilities. Channels for reporting such damage assessment data to the proper local officials will be included.

8.3 EQUIPMENT DAMAGE ASSESSMENT

Procedures for evaluating lost or damaged District equipment and personal property will be maintained. Methods of reporting the extent of such damage to appropriate local officials will be established.

8.4 CLEAN-UP DECONTAMINATION

Procedures for acquiring clean-up and decontamination
assistance will be established. In instances involving the possible contamination of District property by toxic material spills or as a result of an incident at a FNF, procedures will specify that such property is to be expertly evaluated before any re-entry of the property or re-use of the equipment is allowed. The sources of such expert evaluation assistance will be shown in the procedures.

8.5 DOCUMENTATION OF ACTIONS AND EXPENDITURES

District officials will assure that procedures provide for documentation of extraordinary actions taken by the District, such as recording the times that key decisions (e.g., the decision to evacuate) were made, and that extraordinary expenditures made by the District are fully documented. Such information is important for future evaluation of the adequacy of the District's plans, and for purposes of possible reimbursement.

9.0 OUTSIDE SUPPORT SERVICES

Requests for outside support, other than immediate fire, medical, or law enforcement assistance, should be made to the County Judge by the Superintendent, or by another District official specifically authorized to act in the absence of the Superintendent. (See 10.0 below.)

10.0 LINE OF SUCCESSION

In the event that the Superintendent is not available to exercise the responsibilities delegated in this plan, the following line of succession is established:

1. ________________ title
2. ________________ title
3. ________________ title

11.0 IMPLEMENTATION, DISTRIBUTION, AND AUTHORIZATION OF THE PLAN

11.1 IMPLEMENTATION

This Emergency Response Plan and its associated procedures rescind and replace all previous plans and emergency procedures. This plan is effective immediately upon adoption by the No Name Independent School District Board of Trustees and will be reviewed each six months and revised or updated at least annually. In the event that any portion of this plan shall be held invalid, such decision shall not affect the validity of the remaining
portions of this plan. To this end, the provisions of this plan are held to be severable.

11.2 DISTRIBUTION

Copies of this plan will be issued to the Superintendent, each principal, to each staff member, and each campus PTO president assigned a function within the plan. A separate file copy will be retained in the office of the Superintendent. One copy each will be issued to the Office of Emergency Management and to ________ County. The District assumes responsibility for maintaining current copies of the plan and procedures only at these listed locations. All principals, staff, and PTO presidents will sign for copies of plans.

11.3 AUTHORIZATION

This plan is authorized for use by the administration and staff of the No Name Independent School District, subsequent to provisions for an appropriate communications system for busses and school sites in emergency.

President, Board of Trustees       Date

ATTACHMENTS:

A. Functions and Assignments
A. Facility and Staging Area Diagrams
A. FNF Evacuation Zone Maps
A. Evacuation Route Maps
A. Relocation Center Maps
A. List of Contents of Information Packets for Buses
FUNCTIONS AND ASSIGNMENTS
FACILITY AND STAGING AREAS DIAGRAMS
NNISD
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FNP EVACUATION ZONE MAPS
EVACUATION ROUTE MAPS
NNISD
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RELOCATION CENTER MAPS
LIST OF CONTENTS OF EVACUATION PACKETS
TO BE KEPT ABOARD BUSES

School Facility Staging Area (P-7 Attachment A)
Evacuation Log (P-7 Attachment C)
List of Passengers on-board Busses (P-7 Attachment E)
City Map (P-7 Attachment B-1)
Evacuation Route Map (P-7 Attachment B-2)
Relocation City Maps (P-7 Attachments B-3 and B-4)
Evacuation Zone Map (Attachment A-3)

NOTE: Above list was revised ____________ to reflect actual order in which documents are arranged in bus packets.
INTRODUCTION

Information contained in this document reflects the organization and procedures to be used by the No Name Independent School District in case of a natural or man-made disaster during school hours.

The organization is established by the Superintendent and consists of eleven functions which have been specifically assigned to individuals in the administration offices and throughout the school system.

Individuals with assigned responsibilities have written procedures for their functions, and necessary support for assuring that their functions are completed has been established.

The Superintendent is responsible for the entire organization's performance. The Superintendent is also the City/County Emergency Operations Center representative from the independent school district. Under certain conditions, administrative offices may be relocated to the Emergency Operations Center, where the Superintendent will continue performance as head of the school's emergency operations. Communications will be primarily by telephone. Hand-held radios may be used as back-up.

Emergency messages will be received at the school administration offices and relayed to all emergency operations staff. The staff will then implement their procedures and will continue operations until a termination message is received or all required tasks are completed.

The procedures are written for the assigned individuals to use as checklists for assuring that all critical aspects of the function are handled effectively. The procedures are not meant to be all-inclusive, however. Nothing in these procedures can substitute for sound, professional judgement on the part of the district's staff members.

Staff members having questions or comments regarding these procedures should contact their supervisors or the Superintendent of Schools for clarification or revision.
EMERGENCY RESPONSE PROCEDURES
FOR
THE NO NAME INDEPENDENT SCHOOL DISTRICT

P1. Receipt and Dissemination of Warning Information
P2. Establishing and Maintaining Communications
P3. Security
P4. Fire Protection
P5. Health and Medical Services
P6. Sheltering
P7. Evacuation
P8. Transportation Services
P9. Damage Assessment and Reporting
P10. Personnel and Finance Services
P11. Emergency Public Information
STANDING OPERATING PROCEDURES
FOR
RECEIPT AND DISSEMINATION OF WARNING INFORMATION

1.0 Receipt of Warning Information

1.1. Responsible Official: Superintendent of Schools

Alternates: 

1.2. Task: To assure a capability for timely and accurate receipt of information warning of a possible threat to the District's students, staff, or facilities.

1.3 Types of Warning to be Received: WARNING of ATTACK, ACCIDENTAL MISSILE LAUNCH, NATURAL DISASTER, or FIXED NUCLEAR FACILITY INCIDENT.

1.4 Methods of Receiving Warning: telephone, FNF Alert and Notification System, on-site fire alarms.

1.5 Origination of Warning to School: County Sheriff's Office, on-site fire alarms.

(Note: Sheriff's Office receives initial warning from several sources, and is responsible for disseminating warning throughout the county. See county plan for details.)

2.0 Procedures for Receipt of Warning

Via Telephone:

2.1 GET WRITING MATERIALS

2.2 ASK FOR and WRITE DOWN caller's name and location, if not provided.

2.3 WRITE DOWN the date and time the call was received.

2.4 WRITE DOWN a summary of the information received; e.g., "Dispatcher advised tornado spotted 6 mi. NW of town, moving E @ 10 mph".

2.5 After terminating a call, ADVISE OFFICE STAFF of warning and DIRECT STAFF 1) to initiate their procedures, if any, and 2) NOT to tie up the
telephone line being used to receive warning information.

Via Sirens:

NOTE: The sirens can transmit two different signals, as described below.

A WAVERING, rising and falling tone (~~~) means ATTACK: TAKE COVER! This is the "Civil Defense" signal. It is never sounded for tests, weather-related signals, or for Comanche Peak notifications.

A STEADY MONOTONE (----) means ATTENTION: TURN ON RADIO OR TV FOR EMERGENCY INFORMATION! This signal is also used for test of the siren system the first Monday of each month at noon, except on holidays or during threatening weather.

"TAKE COVER" SIGNAL ACTIONS

2.6 If the wavering TAKE COVER signal is received, TURN ON the Emergency Broadcast System (EBS) receiver (or any available AM radio turned to ________ mhz) and take cover where you are.

2.7 ALL STAFF should be pre-trained to recognize the TAKE COVER signal and to move students to predesignated shelter areas of buildings without further instructions.

2.8 REMAIN SHELTERED until an all-clear signal is transmitted by the sirens or over the EBS radio.

"ATTENTION" SIGNAL ACTIONS

2.9 ADVISE OFFICE STAFF not to tie up telephone line to be used to receive calls from the Sheriff's dispatcher.

2.10 TURN ON EBS RECEIVER, if it has not already automatically activated. (Use AM radio tuned to ________ mhz, if no automatic EBS receiver is in use.

2.11 WRITE DOWN EBS instructions and information in summary form; e.g., "Tornado spotted 8 mi. W of city, moving NE @ 25 mph. All in & N of city advised to seek shelter immediately".
2.12 ADVISE OFFICE STAFF of information and DIRECT STAFF to initiate their procedures, if any.

3.0 Procedures for Dissemination of Warning Information

3.1 TELEPHONE each school facility supervisor's office, and RELAY the information received. SEE CALL LIST, BELOW. AVOID USING the telephone line over which warning information is being received, if possible.

3.2 DIRECT each facility supervisor to initiate emergency procedures, if any.

3.3 ADVISE facility supervisor to avoid using telephones unnecessarily.

3.4 DIRECT facility supervisors to continue implementing emergency procedures until "ALL-CLEAR" signal is received.

3.5 TELEPHONE or OTHERWISE CONTACT any staff members who are not facility supervisors, but who have emergency response assignments, RELAY the warning information, and DIRECT them to initiate emergency procedures.

3.6 If sheltering has been advised, DIRECT Security Officer to inspect grounds around facilities, to assure that all students and staff have moved indoors.

3.7 STAND BY phones and EBS receiver(s) for additional information.

3.8 If a recommendation to evacuate school facilities is received, ADVISE ALL STAFF to implement evacuation procedures.

NOTE: In some circumstances, including a "General Emergency" condition at a Fixed Nuclear Facility, the superintendent may be requested to report to, and to operate from, the County EDC at the Law Enforcement Center, and there act as Transportation Officer for County-side emergency response. In such circumstances, these procedures will continue to be implemented from the EDC, or they will be delegated to the performance of an alternate. (See 1.0)

Attachments:

A. Call List
**CALL LIST**

<table>
<thead>
<tr>
<th>EMERGENCY FUNCTION</th>
<th>TITLE*</th>
<th>NAME</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>Superintendant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Public Information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUPERINTENDENT WILL CALL:**

<table>
<thead>
<tr>
<th>Function</th>
<th>Title</th>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>Assistant Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Protection</td>
<td>Administrative Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security Damage Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evacuation</td>
<td>Transportation Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel and Finance</td>
<td>Administrative Assistant</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Assistant/Superintendent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADMINISTRATIVE ASSISTANT WILL IN TURN CALL:**

<table>
<thead>
<tr>
<th>Function</th>
<th>Title</th>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheltering</td>
<td>High School Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Medical</td>
<td>School Nurse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* or appropriate title.
ASSISTANT SUPERINTENDENT FOR CURRICULUM WILL IN TURN CALL:

_____ Elementary
_____ Elementary
_____ Elementary

County Special
Education
Cooperative
STANDING OPERATING PROCEDURES
FOR
COMMUNICATIONS

1.0 Responsible Individual: ______________
title
Alternate: ______________
title

2.0 Initiating Conditions: Theses procedures will be implemented by direction of the Superintendent upon receipt of an official emergency notification.

3.0 Task: To assure the capability to establish and to maintain communications with external agencies and District facilities, vehicles, and staff.

4.0 Communications Organization: Each campus Administration building will have the following communications capabilities: designated telephone line to receive and disseminate critical communications, and messengers to carry messages between campuses and elsewhere as directed. An inter-communications system connects the Superintendent’s office with an elementary school, Special Education Co-op and the high school.

4.1 Designated Telephone Lines: The Administration Building, High School, Intermediate School, Elementary Schools, ______________ County Special Education Co-op, Maintenance and Transportation Departments will all maintain a designated telephone line for communications during an emergency. The telephones will be operational in the event of a general electrical power loss. These telephone lines will serve as the primary communications device.

4.2 Messengers: Three messengers will be designated for each campus to carry messages in the event that other methods of communication fail.

5.0 Tests of the Communications System

5.1 Telephones are used daily, alleviating the need for periodic testing; however, any malfunction of any telephone system will be regarded as a threat to the district’s emergency capabilities, requiring
immediate repair. The individual in charge of the facility whose phones are inoperable will contact the telephone company serving that facility.

5.2 Messengers with adequate transportation will be assembled and briefed each semester. This action will be reported to the Superintendent.

5.3 Other methods of communications such as E mail, radio and intercoms will be tested.

6.0 Communications Procedures: In the event of a "General Emergency", the Superintendent or an appointed alternate will be advised by the Sheriff's Office that the situation exists. The Superintendent or alternate will notify the Director of Transportation and each principal. The primary communication is to be via telephone. In the event that the telephones cannot be used, the Superintendent will dispatch messengers to each campus and to the Transportation Office to advise staff members that the "General Emergency" exists. After initial notification to the Director of Transportation and the principals, the Superintendent will proceed to the EOC. All further emergency communications will be conducted by the Superintendent from the EOC by telephone or by messenger.

7.0 Periodic status reports will be given to campuses by the superintendent or an appointed designee.

Attachments:

A. Communications Team Personnel
B. Communications Program
COMMUNICATIONS TEAM PERSONNEL

1.0 Director of Communications: 

<table>
<thead>
<tr>
<th>Title</th>
<th>Business Phone</th>
<th>Home Phone</th>
</tr>
</thead>
</table>

2.0 Alternate Director of Communications: 

<table>
<thead>
<tr>
<th>Title</th>
<th>Business Phone</th>
<th>Home Phone</th>
</tr>
</thead>
</table>

3.0 The Director of Communications will assure that messengers are designated and available at each school facility, as shown below:

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office</td>
<td>3</td>
</tr>
<tr>
<td>Each Campus</td>
<td>3</td>
</tr>
<tr>
<td>Maintenance Building</td>
<td>1</td>
</tr>
<tr>
<td>Transportation Dept.</td>
<td>1</td>
</tr>
</tbody>
</table>
COMMUNICATIONS PROGRAM

List in School Organization Chart form with EOC at the top.
STANDING OPERATING PROCEDURE
FOR
SECURITY

1.0 Responsible Individual:
   
   Alternate:

2.0 Initiating Conditions: These procedures will be implemented by direction of the Superintendent upon receipt of an official "Event" notification.

3.0 Task: To provide for security of all school buildings, vehicles, and personal property; to provide for means of controlling ingress and egress to District properties; to develop and maintain procedures for identifying and contacting law enforcement agencies for support.

4.0 Security Team Personnel: The District Security Team will consist of the personnel listed in Attachment B.

5.0 Procedures

5.1 Security Chief: Upon notification of an "Event", the Chief of Security will accomplish the following actions:

5.1.1 ESTABLISH a headquarters at the Central Administration Building for the purpose of coordinating and supervising the District-wide security operations; COMMENCE the Security Check List (see Attachment C, "Communications").

5.1.2 TEST communications with the EOC and with each Security Coordinator (see Attachment C, "Communications").

5.1.3 COORDINATE a private vehicle to evacuate the Security Team.

5.1.4 PICK UP Security Team personnel who do not have private transportation.

5.2 Assistant Chief of Security: Upon notification of an "Event" the Assistant Chief of Security will
accomplish the following actions:

5.2.1 REPORT TO and ASSIST the Security Chief as needed.

5.2.2 ASSUME the duties of Security Chief if the Security Chief is not available.

5.3 Security Coordinators: Upon notification of an "Event", each Security Coordinator will accomplish the following actions:

5.3.1 TEST Communications with the Security Chief.

5.3.2 If evacuation is recommended, INSURE that all buildings are vacated, and that exits are locked after all personnel have departed from the building.

5.3.3 If in-place sheltering is recommended, INSPECT school grounds to insure that all students and staff are indoors.

5.3.4 INSURE that all District vehicles are locked and secured in a building or fenced area (if available), and REPORT the number of District vehicles to the Security Chief.

5.3.5 REPORT any unauthorized persons or suspicious activity to the Security Chief.

5.3.6 IDENTIFY all non-district vehicles parked at or near District buildings, INSURE that these vehicles have been locked, and REPORT any suspicious vehicles to the Security Chief.

5.3.7 NOTIFY the Chief of Security when all District property has been secured.

5.4 Team Members: Upon notification of an "Event", the Team Members will accomplish the following actions:

5.4.1 REPORT TO and ASSIST the Building Security Coordinators as needed.

5.4.2 ASSUME the duties of Security Coordinator if the Security Coordinator is unavailable.
6.0 Planning and Coordination

6.1 If a building receives a terroristic threat, (e.g., bomb threat) SOUND A FIRE DRILL IMMEDIATELY, in order to evacuate all personnel. NOTIFY IMMEDIATELY the Police Department (____________) and the Superintendent. All personnel are to remain outside the building until given permission by the principal to reenter.

7.0 Training and Orientation

7.1 An orientation of all Security Team Members is to be held periodically. This orientation will include, as a minimum, the following:

7.1.1 Procedures and priorities for communications.

7.1.2 Reporting procedures.

7.1.3 Review of building maps.

7.2 A drill of Security Team procedures is to be held not less frequently than once each year. This drill will include, as a minimum, the following:

7.2.1 Test of communications network and procedures.

Attachments:

A. Security Chief
B. Security Team Personnel and Coordinators
C. Security Team Communications
SECURITY CHECKLIST

Notification Received @ ______ (time), _______ (mo/da/yr)

1. PROPERTY SECURED:  TIME  REPORTED BY  NO.  VEHICLES

<table>
<thead>
<tr>
<th>CENTRAL OFFICE ELEMENTARIES</th>
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<tr>
<td>INTERMEDIATE</td>
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<tr>
<td>MIDDLE</td>
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<tr>
<td>HIGH SCHOOL</td>
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<tr>
<td>MAINTENANCE DEPT</td>
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<td></td>
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<tr>
<td>TRANSPORTATION DEPT</td>
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</tbody>
</table>

2. TRANSPORTATION AVAILABLE FOR SECURITY TEAM:
TIME: _______  VERIFIED BY: ________________  VEH. NO. __________

3. STATUS OF SECURITY PERSONNEL

<table>
<thead>
<tr>
<th>NAME</th>
<th>LOCATION</th>
<th>ON/OFF DUTY</th>
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<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Team Coordinator</td>
<td>Team Member</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Security Chief:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECURITY TEAM COMMUNICATIONS

1.0 Primary method of communications will be by telephone. Secondary method of communications will be through the use of the Team Member to ferry messages to the Security Chief.

2.0 When notified of an "Event," each building security coordinator will immediately notify the Security Chief to (a) report that duties have been assumed, and (b) to verify that communication has been established.

3.0 Telephone lines to be used for notification:

Location: Telephone:
STANDING OPERATING PROCEDURE
FOR
FIRE PROTECTION

1.0 Responsible Individual: ________________ title
Alternate: ____________________ title

2.0 Alarm System:

The operability of the fire alert system on all campuses is assured by agreement with Cowtown Fire Extinguisher Company, which is responsible for checking, repairing, maintaining, and recommending improvements to the system.

3.0 Suppression System:

Inspecting and testing procedures for fire suppression devices on-site are accomplished through agreement with Cowtown Fire Extinguisher Company. Operation of these devices is done automatically by fire-sensing devices.

4.0 Teachers and staff are trained annually on location, uses, and operation of fire extinguishes. (See Attachment A)

5.0 Fires occurring in district buildings are reported by telephone intercoms, or messenger from classrooms and other areas of the building to the administrative office on each campus. The fire department is notified by telephone from the administrative office. (See Attachment B, Call List)

6.0 Fire drills are accomplished periodically by school principals for their respective campuses. Approximately once each month, each facility conducts an unannounced drill. Drill records are kept in facility administration offices.

Attachments:

A. Fire Protection
B. Fire Department Call List
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
</table>

FIRE PROTECTION

NNISD
P4 Fire
Attachment A
Rev.__________
FIRE DEPARTMENT CALL LIST
STANDING OPERATING PROCEDURE
FOR
HEALTH AND MEDICAL SERVICES

1.0 Responsible Individual: 

Title

Alternate: 

Title

2.0 In order to provide medical services during an emergency, depending on the conditions on emergency, services will be provided through the following resources:

2.1 Each campus has its own nursing facility, which may be supplemented with other nursing services if required. (Attachment A)

2.2 There are first aid supplies at each campus and on each bus. Additional supplies are available to take if time permits.

2.3 Each certified bus driver has some first aid training if needed during relocation.

2.4 Nurses will take student health records and additional supplies with them if evacuation is directed. (See Attachment B)

3.0 There are agreements under the County Emergency Plan with hospitals, fire departments and the American Red Cross. (Attachment C)

4.0 If conditions permit, any students or staff who are sick will be isolated or kept in one area to avoid exposing others.

5.0 A training program for faculty and staff will be conducted regarding these procedures. Campus contact personnel will periodically test various elements of these procedures. Results of these drills will be logged and reported to the Superintendent’s office.

Attachments:

A. Staff Members having First Aid Training
B. Forms and Equipment to be taken if Evacuating
C. Support Facilities
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
</table>

STAFF MEMBERS HAVING FIRST AID TRAINING
FORMS AND EQUIPMENT TO BE TAKEN IF EVACUATING

IF EVACUATION OF SCHOOL FACILITIES IS DIRECTED, THE FOLLOWING ITEMS WILL BE TAKEN FROM EACH CAMPUS TO RELOCATION CENTERS BY SCHOOL HEALTH PERSONNEL:

1. Student immunization records
2. First aid supplies
3. Blankets
4. List of students using essential medications
5. AGR cards
6. Medication
## SUPPORT FACILITIES

<table>
<thead>
<tr>
<th>Phone</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hospital</td>
<td></td>
</tr>
<tr>
<td>2. American Red Cross,</td>
<td>(for supplies, assistance)</td>
</tr>
<tr>
<td>3. Fire Department</td>
<td>(first aid, medical assistance, manpower)</td>
</tr>
<tr>
<td>4. Emergency Management Office</td>
<td></td>
</tr>
</tbody>
</table>
STANDING OPERATING PROCEDURES FOR SHELTERING

1.0 Responsible Individual: __________________________
   Alternate: __________________________
   Second Alternate: __________________________

2.0 Should the need arise for the emergency sheltering of students in the No Name Independent School District, the following operating procedures will be implemented:

2.1 Each campus and the Administration Building will be utilized.

2.2 A Campus Sheltering Coordinator for each campus will be designated, responsible to the District Sheltering Coordinator. (See Attachment A)

2.3 Communication will be maintained following the district communication plan, utilizing telephones and messengers, if needed and conditions permit.

2.4 The principal consideration for sheltering will be for the safety of the students and staff of the District, with other populations provided for as necessary and as space allows.

2.5 In the event of impending danger, such as tornados, flooding, radiation release, chemical spills, etc., each campus will follow its respective TORNADO DRILL PROCEDURE with modification. See attached TORNADO DRILL PROCEDURE (Attachment B-1 and B-2) for each campus. Upon further direction from the District Sheltering Coordinator, the students of each campus will then be advised to take additional action, as the need requires. Upon direction from the District Shelter Coordinator each designated campus will move its entire population to the holding areas on its respective building floor plan. SEE Attachments C-1 through C-8.

3.0 All entries/exits will be monitored, with one entrance designated for use under the supervision of the respective campus Coordinator. No entries or exits will
be allowed without the authorization of the Campus Coordinator.

4.0 In the event that it becomes necessary to serve meals, non-classroom personnel will assist available cafeteria personnel in the preparation and distribution of meals. Existing cafeteria supplies will be utilized and not supplemented until it becomes apparent that they will be exhausted. The District’s usual suppliers will be contacted for replenishment.

5.0 The District’s water supply is not likely to be contaminated by an incident at a Fixed Nuclear Facility, but prolonged power failure of the city’s system, or toxic spillage into a local lake could affect the availability of water during extended operations.

6.0 The provision of first aid or medical care for the students and for the population and shelter will be provided according to the district plan providing health and medical services.

7.0 In the event that the Director of Sheltering or Campus Sheltering Coordinator is advised by the emergency operations office to provide shelter for the members of the public, then all assistance will be afforded. Members of the general population to be sheltered in District facilities will be directed to the Sports Center at the high school campus so that they may benefit from shower facilities for decontamination purposes. If members of the general population are housed on any campus, they will be kept apart from the student population.

8.0 Certain types of events, such as toxic material spills or releases of radioactively contaminated steam from a FNF, may require the shut-down of air conditioning and ventilation systems. Shut-down recommendations resulting from FNF incidents will be provided by plant officials or by state radiation control officers. Radiological decontamination services will be provided by utility or state forces.

9.0 Drills will be held on a periodic basis with feedback regarding effectiveness provided to Superintendent. In the event of an emergency continual assessment of the situation will be provided to the Superintendent. (See Attachment D)

10.0 In the event that relocation is necessary, the coordinator of sheltering for the district will provide assistance to the host shelter officials.
11.0 A copy of the district sheltering plan with its attachments is on file at each campus.

Attachments:

A. List of Shelter Coordinators
B-1. Tornado - Do You Know What To Do?
B-2. Tornado Drills
C-1. Campus maps of Central Campuses and Administration
C-2. Map of [insert name] Elementary School
C-3. Map of [insert name] Elementary School
C-4. Map of [insert name] Elementary School
C-5. Map of [insert name] Elementary School
C-6. Map of [insert name] Elementary School
C-7. Map of [insert name] Intermediate School
C-8. Map of [insert name] Middle School
C-9. Map of [insert name] High School
D. Fire, Weather and Fixed Nuclear Facility Drills
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
</table>

LIST OF SHELTER COORDINATORS
TORNADO DRILLS

In order to safeguard our students from tornadoes, the following plans have been established to take prompt action before the tornadoes hit.

WARNING SIGNAL: "Continuous Bell"

When the warning signal is given, teachers should direct their students to the shelter area. The interior hallways in the building are to be used as shelter areas. Students are to lie face down, draw their knees up under them, and cover the back of their heads with their hands.

Teachers and students should know the difference between a tornado Watch and a Warning. The National Weather Service issues a tornado Watch when the possibility of tornadoes exists, and a tornado Warning when a tornado has been spotted or indicated on radar.

Under no circumstances should gymnasiums, auditoriums, cafeterias, and other rooms with wide free-span roofs be used as shelters.

DANGER SIGNS:

SEVERE THUNDERSTORMS: Thunder, lightning, heavy rains and strong winds.
HAIL: Pellets of ice from dark-clouded skies.
ROARING NOISE: Like a hundred railroad locomotives, a crashing sound.
FUNNEL: Dark, spinning "rope" or column from the sky to the ground.

TEACHER COMMAND: "Everybody down! Crouch on elbows and knees! Hands over back of head!"

Note: Students who are attending classes in the gyms at PE or other detached buildings should go to the halls in the main building immediately upon hearing the warning signal. This same procedure will be followed for teachers and children at lunch and/or on the playground. Also, any children or teachers in any buildings not physically connected with the main building will follow the same procedure. If you get caught away from school on a bus, walking, or in a car, we are told by specialists in severe weather problems that we should get out of the vehicle and lie down in a ditch or depression,
but not in water, until the tornado passes over head and is gone.
CAMPUS MAPS

[INCLUDES MAPS OF EACH CAMPUS WITH BUS PICK UP LOCATIONS]
FIRE, WEATHER AND FNF DRILLS

To prepare the students for an orderly evacuation of the building during an emergency, drills shall be held throughout the school year. Three types of drill will be utilized:

1. Fire Drills
2. Weather Emergency
3. Nuclear Power Plant Accident

Classroom maps show evacuation routes for a fire drill. In case of weather emergency, pupils shall be moved to inside hallways away from windows. If students are in the gymnasium, they shall be directed to sit against the inside wall of the dressing rooms. THE OPEN GYM AREA CANNOT BE USED AS TORNADO SHELTER, DUE TO THE POSSIBILITY OF ROOF COLLAPSE.
1.0 Responsible Individual: 

Alternate: 

2.0 Building evacuation for relocation will differ slightly from fire evacuation due to the need for students, faculty and workers to exit school and administration buildings into a secure bus loading area.

Fire evacuation routes will remain posted and "relocation evacuation" routes will be prepared on different colored paper, placed in an envelope of the same color, labelled, and posted beside the fire evacuation route display for use at the appropriate time. [SEE ATTACHMENTS A-1 (HIGH SCHOOL), A-2 (MIDDLE SCHOOL), A-3 (NO NAME INTERMEDIATE), A-4 (NO NAME ELEMENTARY), A-5 (NO NAME ELEMENTARY), A-6 (NO NAME ELEMENTARY) A-7 (NO NAME ELEMENTARY) AND A-8 (SCHOOL)]

3.0 Secure areas have been established and relocation loading and are displayed on attachments A-1, A-2, A-3, A-4, A-5, A-6, A-7 and A-8.

4.0 Site evacuation maps will be posted in the Bus Barn. Copies will be given to each assigned bus driver and substitute drivers will be briefed on these routes prior to departure. (SEE ATTACHMENT B)

5.0 Evacuation route maps showing highway routes to relocation areas will be placed in a map kit of each bus to be used in the evacuation process. (SEE ATTACHMENTS C-1, C-2, C-3)

6.0 Evacuation from one campus to another is possible due to problems at one campus only.

7.0 All evacuating personnel will be on school buses and will follow the same route (if possible) to the relocation site. (SEE ATTACHMENTS C-1, C-2, C-3)

8.0 The total number of evacuees will be determined by obtaining the total number of passengers on each bus prior to departure from the secure loading area. The
lead teacher on each bus will count passengers and report that figure to the office of the principal. Use form shown in Attachment D. While in transit to the Relocation Center, the Lead Teacher on each bus will list each passenger by name, status, (student, staff, or other), and grade, and record for each the name and telephone number of an emergency contact. (See Attachment F)

9.0 A list showing types and numbers of personnel to be evacuated will be supplied to the Transportation Director at the beginning of each school semester. Significant changes in numbers of passengers will be coordinated with the transportation director as appropriate. (See Attachment E)

10.0 The District does not contemplate the use of privately owned student vehicles in evacuation.

11.0 The chief school official at the School Relocation Center will take prudent action to release students to parents or guardians. The chief school official may request a list of evacuees from the Relocation Center where the general public is being registered.

12.0 Progress Reports regarding the evacuation process will be provided to the Superintendent as and when they may be required.

Attachments:

A-1. School Evacuation Maps
B. City Evacuation Map
C-1. Highway Evacuation Map
C-2. Map to No Name Relocation Facility
C-3. Map to No Name Relocation Facility
D. Evacuation Log
E. Report to the Transportation Director
F. List of Passengers on Board (to be done en route)
SCHOOL EVACUATION MAPS
HIGHWAY EVACUATION MAP
MAP TO RELOCATION CENTER
MAP TO RELOCATION CENTER
**EVACUATION LOG**

Information is to be obtained from each bus prior to departure from the loading area to the relocation site. Lead Teachers are responsible for preparing this report.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
</table>

**BUS NUMBER:**

**CAMPUS:**

**NUMBER OF PASSENGERS:**

**LEAD TEACHER ON BUS:**

**REMARKS:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
REPORT TO TRANSPORTATION DIRECTOR

This report is to be completed at the beginning of each semester and given to the Transportation Director.

Shown below are the numbers and types of personnel who may require movement in the event of a school evacuation:

POTENTIAL EVACUEES BY CAMPUS

<table>
<thead>
<tr>
<th>Student Enrollment as of</th>
<th>Teachers</th>
<th>Other Staff</th>
<th>Handicapped, Special Need, Etc.</th>
</tr>
</thead>
</table>

Elementaries:

Middle School:

Intermediate School:

High School:

Administration Building:

Maintenance Building:

Transportation Building:

Totals:

Prepared by
LIST OF PASSENGERS ON BOARD

Bus No:____  List Prepared by
Driver:__________________________

<table>
<thead>
<tr>
<th>Passenger Name</th>
<th>Status</th>
<th>Grade</th>
<th>Emergency Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

* Status Code: S = student  St = staff  O = other
STANDING OPERATING PROCEDURE
FOR
TRANSPORTATION

1.0 Responsible Individual: ________________
   title
Alternate: ________________
   title

2.0 Upon being informed of the need to evacuate to a relocation site, an adequate number of busses and other District vehicles will be organized and readied to transport the required number of people to the relocation site. If necessary, busses and other district vehicles will be recalled. The number of personnel to be bussed will be assessed at the beginning of each school semester and the approximate number will be used as the basis for evacuation seating for students, faculty and workers. The number of personnel to be bussed will be received from the School Administration office at the time the need arises.

3.0 A list of available vehicles, showing capacities and drivers, is maintained in the Bus Barn on a continuous basis. (See Attachments A, "Drivers", and B, "Vehicles")

4.0 Backup vehicles and drivers are assigned from lists maintained for these specific purposes. (Attachments A, B)

5.0 Drivers are briefed on evacuation routes and relocation sites once a year, and at other times, as changes occur.

6.0 Follow up vehicles will follow the last departing bus to assist disabled buses. In cases where the relief vehicle will have inadequate seating for unloading the disabled bus, coordination will be made with other busses in the convoy to double up passengers until outside the ten miles radius of the Fixed Nuclear Facility. (See Attachment C)

7.0 In the host areas, vehicles will be parked and secured in designated areas and maintenance will be performed using normal "road breakdown" procedures.

8.0 Adequate bus seating will be continuously available to evacuate approximately __________ persons. Should an unusual situation arise which would endanger this
capability, the School Superintendent will be notified for corrective action.

9.0 Privately owned vehicles will not be used for evacuation of students to relocation sites except as permitted under the authority of the superintendent.

10.0 All busses are equipped with a packet of information and current maps.

11.0 If there is any possibility of a release of radiation, the Transportation Director will call the Emergency Operations Center and get instructions from the County Transportation Coordinator (School District Representative). If instructed to pick-up dosimeters, bus drivers will get them from the Sheriff’s Office.

12.0 Each semester this transportation function will be assessed to determine its capability to carry the required number of people to evacuation relocation center sites, and the Superintendent will be informed of the results.

Attachments:
A. School Vehicle Drivers
B. School Vehicles
C. Evacuation Zones
<table>
<thead>
<tr>
<th>Driver:</th>
<th>Telephone Numbers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home:</td>
</tr>
<tr>
<td></td>
<td>Work:</td>
</tr>
<tr>
<td></td>
<td>Pager:</td>
</tr>
</tbody>
</table>
### SCHOOL VEHICLES

<table>
<thead>
<tr>
<th>Vehicle #</th>
<th>Year</th>
<th>Type or Capacity</th>
<th>Vehicle Location</th>
</tr>
</thead>
</table>

NNISD
P8 Transportation
FIXED NUCLEAR FACILITY
EVACUATION ZONES MAP
STANDING OPERATING PROCEDURES
FOR
DAMAGE ASSESSMENT

1.0 Responsible Individual: __________________________
   title
Alternate: __________________________
   title

2.0 Damage assessment information will be received from all the schools in N.N.I.S.D., as well as the Bus Barn and the stadium. Once information is received, it will be evaluated and proper action will be taken to return the District to operational status, if appropriate. See Attachment A.

3.0 Physical damage will be photographed by a designee of the Superintendent. Photographs will be placed in files containing the subject damage area.

4.0 All damage information normally is given to the Superintendent.

5.0 NNISD will respond to requests from the Tax Appraisal Office for assistance in evaluating losses in the ISD’s tax base.

Attachments:

A. Call List for Damage Assessment
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
</table>

PERSONS RESPONSIBLE FOR DAMAGE ASSESSMENT INFORMATION
STANDING OPERATING PROCEDURES
FOR
PERSONNEL AND FINANCE SERVICES

1.0 Responsible Individual: 
   title 
   Alternate: 
   title 

2.0 Establish separate files, in duplicate, of original documents filed in the "paid bill" file for any expenditure pertaining to an emergency incident or disaster. From this file, documentation can be easily provided for reimbursement of emergency expenditures. Attachments: (A) Purchase Order and (B) Request for Expenses for expenses and travel.

3.0 Emergency purchases to replace or augment District resources will be made by those persons normally authorized to make those purchases, by local charges, by issuance of a purchase order number, by written purchase orders, or by payment authorizations.

4.0 Temporary hiring of additional personnel to assist in an emergency will be done by the individual school principals or the school Superintendent by selecting personnel from the list of job applicants maintained by the Superintendent's secretary.

5.0 Staff vacancies, under emergency conditions, may be temporarily filled by the individual school principals and the school Superintendent.

6.0 Extraordinary requirements for personnel or funds necessary to maintain emergency response programs will be referred to the Superintendent for handling.

7.0 The above procedures will be maintained and tested at appropriate intervals, in cooperation with county exercise and drill requirements.

Attachments:
A. Purchase Order
B. Request for Expenses
PURCHASE ORDER
REQUEST FOR EXPENSES
STANDING OPERATING PROCEDURES FOR EMERGENCY PUBLIC INFORMATION

1.0 Responsible Individual: 
Superintendent

2.0 Initiating Conditions: These procedures will be implemented upon receipt by the Superintendent of notification that an emergency condition exists. Such notifications may include information pertaining to severe weather conditions, localized threats to school personnel or property, national or local emergency, or an incident involving the FNF.

3.0 Task: To provide official and accurate information regarding the District's emergency operations to members of the general public and to the news media.

4.0 Types of Information: The scope of the emergency situation will determine whether the Superintendent releases information directly to the public (as the primary source), or indirectly through another source (as a secondary source).

4.1 Primary Source Situations: Under emergency conditions which affect only the school district, such as bomb threats, Superintendent will respond directly to inquiries from the public and the press. These will generally be situations which do not require the activation of the county Emergency Operating Center (EOC).

4.2 Secondary Source Situations: Under emergency conditions which affect multiple jurisdictions, such as severe weather threats, national or local civil emergencies, or incidents involving the FNF, the county Emergency Operating Center will usually be activated. In such situations, the Superintendent will provide information regarding the district's activities to the county's Information Officer at the EOC for release to the public and news media.

5.0 Communications:
5.1 **Primary Source:** when acting as the primary source and working from the usual district office, the Superintendent will provide information to the public and press using the district's usual telephone systems.

5.2 **Secondary Source:** when acting as a secondary information source and working from the usual district office, the Superintendent will communicate with the county’s Information Officer at the EOC using the district’s usual telephone systems. Should telephone systems fail, the Superintendent will communicate with the county EOC by using messengers between the district administration office and the EOC.

5.3 **Secondary Source, Operating from the EOC:** under certain conditions, including a "General Emergency" declaration by FNF, the Superintendent will be asked to report to the EOC to serve as Transportation Officer for county-wide operations. In such cases, the Alternate Information Officer (see 1.0, above) will assume the Superintendent’s emergency information function for the district’s activities. Communication will be via telephone from the Alternate to the Superintendent, and by personal contact from the Superintendent to the county Information Officer at the EOC.

6.0 **Information Dissemination Requirements:**

6.1 In emergency situations except those involving evacuation of the district’s facilities and relocation of all or a portion of the district’s student population, the Superintendent’s information activities may be limited to responding to specific requests for information from the public and the media. The Superintendent may, on a discretionary basis, prepare news releases in advance or provide unsolicited information to the public and media, but is not obligated under these procedures to do so.

6.2 In emergency situations involving evacuation of the district’s student population, the Superintendent will be prepared to provide either directly to the public or, if the county EOC is activated, to the county Information Officer, details regarding the numbers and categories of students being evacuated, the locations to which they are being taken, and whether or not parents will be allowed to pick up children at school or at the relocation
destination.

7.0 PROCEDURES

7.1 IF NOTIFIED OF AN EMERGENCY INVOLVING THE DISTRICT...

NOTE: SUPERINTENDENT'S OPTION TO CLOSE SCHOOLS: Upon receipt of notification of an impending emergency which could result in a need to evacuate school facilities, the Superintendent may elect to close schools as a preemptory measure, in order to obviate the need for evacuation later and to make the District's resources available for other emergency uses. Such incidents could include the approach of severe weather, such as an ice storm, or a "Site Area Emergency" or "General Emergency" notification from FNF. IF THE SUPERINTENDENT DECIDES TO CLOSE SCHOOLS, NOTIFICATION TO THE PUBLIC OF SUCH CLOSURE MAY BE THROUGH THE USUAL MEANS OR BY ASKING THE COUNTY JUDGE TO DISSEMINATE THE INFORMATION VIA THE EBS SYSTEM.

7.1.1 Upon receipt of notification, ADVISE all staff to provide frequent activity reports to the Superintendent's office for use in responding to inquiries from the public and the media.

7.1.2 ASSIGN ONE OR MORE EMPLOYEES to assist the Superintendent in compiling information and answering inquiries from the public. (NOTE: ADVISE STAFF to refer all inquiries from the press to Superintendent or a designated representative.)

7.1.3 WRITE DOWN summaries of information to be given to the public or press to avoid misstatements which may result in the release of conflicting data, and to reduce the likelihood of rumors.

7.1.4 KEEP A RECORD of details released to the press, public, or county Information Officer.

7.1.5 If immediate, wide-spread dissemination of information is necessary, CONTACT THE COUNTY JUDGE AND REQUEST ACTIVATION OF THE EMERGENCY BROADCAST SYSTEM (EBS).

7.1.6 STAND BY to answer inquiries, until event is terminated or county EOC is activated.

7.2 IF NOTIFIED OF COUNTY EOC ACTIVATION...
7.2.1 BEGIN REFERRING all inquiries from the media to the county Information Officer at the EOC. Continue to address inquiries from the public from district office.

7.2.2 ADVISE county Information Officer at the EOC to contact the Superintendent for school-related information. CONTACT EOC BY CALLING SHERIFF’S OFFICE.

7.2.3 Superintendent: STAND BY to report to the county EOC if requested by County Judge, and to turn information duties over to Alternate.

7.2.4 STAND BY to respond to inquiries, until event is terminated or school evacuation is recommended.

7.3 IF SCHOOL EVACUATION IS RECOMMENDED...

7.3.1 ADVISE STAFF to provide Superintendent (or alternate, if Superintendent has gone to EOC) with data regarding numbers and categories of students being evacuated, relocation destination, estimated time of departure, estimated time of arrival at relocation centers, etc.

7.3.2 RELAY INFORMATION regarding evacuation to county Information Officer at EOC (or to Superintendent, who may have gone to the EOC) until staff evacuates.

7.3.3 PROCEED to relocation center with student body and staff. CONTINUE to provide county Information Officer at EOC (or Superintendent) with data regarding the status of district students and staff from relocation center until event is terminated.


