



**Sonora**

**Independent**

**School**

**District**

# EMERGENCY MANAGEMENT PLAN

**2018-2019**

Developed and Updated by  
Sonora ISD Administrators



Ross Aschenbeck  
Superintendent of Schools

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## Sonora ISD Emergency Management Plan Representatives

Ross Aschenbeck, Superintendent of Schools, Sonora ISD – 979-877-8250

David Gallegos, Secondary Dean of Students- 325-650-2271

Michael Kissire, Elementary Principal, Sonora ISD- 325-226-3879

Sean Leamon, High School Principal, Sonora ISD- 325-234-0464

Robert Zapata, Director of Maintenance, Sonora ISD- 325-206-0332

## Promulgation Statement

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

The Emergency Operations Plan that follows is the official policy of Sonora ISD. It is a result of a comprehensive review and update of school policies in the context of its location in Sonora, Texas and in the current world situation. We support its recommendations and commit the school district's resources to ongoing training, exercises, and maintenance required to keep it current.

**This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the Sonora community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.**

## APPROVAL AND IMPLEMENTATION

### Emergency Operations Plan

This emergency operations plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

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SUPERINTENDENT

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DATE

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SCHOOL BOARD PRESIDENT

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DATE

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SCHOOL BOARD VICE-PRESIDENT

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DATE

## RECORD OF CHANGES

### Basic Plan

Change #	Date of Change	Change Entered By	Comments
1	12-16-08	Brandon Duncan, Middle School Principal	Changes to the EMP made in conjunction with local Emergency Management Team members.
2	11-6-09	Louise Dermody, Elementary Principal	EMP updated in conjunction with ESC XV and local Emergency Management Team members.
3	12/1/10	Louise Dermody, Elementary Principal	EMP changes were to evacuation sites, on and off campuses as well as completing the section on hazards.
4	11/1/11	Louise Dermody, Elementary	Updated names and evacuation sites – Have started meshing our plan with online plan found at <a href="http://www.vresponse.net">www.vresponse.net</a> . Will submit plan for approval once complete.
5		Louise Dermody, Elementary	
6	9/12/15	Ross Aschenbeck, Superintendent	Updated Names and roles
7	9/9/16	Ross Aschenbeck, Supt.	Update of Names, Roles, evacuation sites.
8	8/15/18	Ross Aschenbeck, Supt.	Update Names
9	9/10/19	Ross Aschenbeck	Update Names, Roles...

# Sonora ISD Public Schools

## *Pandemic Influenza Management Plan*

The Sonora ISD Public Schools Emergency Management Plan consists of several components including the Plan, Appendices, and Emergency Support Functions. The Pandemic Influenza Management Plan serves to augment the Plan and other components.

The State Department of Education (SDE) has support response functions for Highly Pathogenic Avian Influenza (HPAI) and/or Pandemic Influenza outbreaks. SDE shall coordinate with the State Department of Homeland Security and Emergency Management (SDHSEM) concerning the development and updating, as required, of emergency plan guidance to be provided to the school district. Such guidance shall be designed to assist the school district in the development and ongoing updating of an emergency plan that provides for the protection of children in the event of a pandemic. SDE shall be responsible for the distribution of such planning guidance to the school district.

SDE will assist the school district to develop and update school-specific, all-hazard emergency plans, which include guidance on pandemic planning, that are compatible with local, county, state and federal all-hazard plans.

In order to ensure efficient and effective emergency management, this document must be implemented in its entirety. In the event this section is implemented during an emergency, the Incident Command System (ICS) under the National Incident Management System (NIMS) will be activated according to the School Response Team section of the Sonora ISD Public Schools Emergency Management Plan.

## **I. INTRODUCTION**

One of the greatest and most likely threats to the public's health is a naturally occurring event – an influenza pandemic. Influenza epidemics happen nearly every year (often called seasonal influenza), and cause an average of 36,000 deaths annually in the United States. Influenza epidemics are caused by a few known virus strains that circulate around the world. Over time, people develop immunities to these strains, and vaccines are developed to protect people from serious illness.

Influenza viruses experience frequent, slight changes to their genetic structure. Occasionally, however, they undergo a major change in genetic composition. It is this major genetic shift that creates a “novel” virus and the potential for a pandemic – a global epidemic. The creation of a novel virus means that most, if not all, people in the world will have never been exposed to the new strain and have no immunities to the disease. It also means that new vaccines must be developed and therefore are not likely to be available for months, during which time many people could become infected and seriously ill.

During the 20<sup>th</sup> century, three pandemics occurred that spread worldwide within a year. The influenza pandemic of 1918 was especially virulent, killing a large number of young, otherwise healthy adults. The pandemic caused more than 500,000 deaths in the United States and more than 40 million deaths around the world. Subsequent pandemics in 1957–58 and 1968-69 caused far fewer fatalities in the U.S., 70,000 and 34,000 deaths respectively, but caused significant illness and death around the world.

The Centers for Disease Control and Prevention (CDC) estimates that in the U.S. alone, an influenza pandemic could infect up to 200 million people and cause between 100,000 and 200,000 deaths. Scientists and health officials throughout the world believe that it is inevitable that more influenza pandemics will occur in the 21<sup>st</sup> century. Recent cases of human disease caused by a widespread and growing avian influenza outbreak suggest that a new pandemic could be developing at this time.

There are several characteristics of influenza pandemic that differentiate it from other public health emergencies. First, it has the potential to suddenly cause illness in a very large number of people, who could easily overwhelm the health care system throughout the nation. A pandemic outbreak could also jeopardize essential community services by causing high levels of absenteeism in critical positions in every workforce. It is likely that vaccines against the new virus will not be available for six to eight months following the emergence of the virus. Basic services, such as health care, law enforcement, fire, emergency response, communications, transportation, public schools and utilities, could be disrupted during a pandemic. The increased stress from a potential pandemic or actual pandemic will also increase the mental health service needs throughout the schools and community. Finally, the pandemic, unlike many other emergency events, could last for many weeks, if not months. The Governor, Department of Health, Department of Education and the Board of Animal Health have asked agencies to prepare for school closures that may last up to 3 months.

**Schools tend to be affected by outbreaks more than other settings because their occupants—primarily children—easily transmit illnesses to one another as a result of**



**their close proximity and their inefficiency at containing the droplets issued by their coughs and sneezes. High susceptibility of students and staff to exposure to a mutated virus as result of proximity and a longer duration of the outbreak due to lack of immunity and vaccines could result in lengthy and widespread absenteeism.** In a worst-case scenario, the pandemic could force schools to close, potentially prompting administration to extend the academic year and expend additional resources for staff sick leave and substitute teachers.

### **Summary of Emergency Management Principles**

The Public Health Department of Sutton County, the Sutton County Emergency Management and Sonora ISD Public Schools will utilize their pandemic Influenza plan for their agencies to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses

The plan will be coordinated with other County and Regional Emergency Management plans and activities, and will be coordinated with the plans of our community, state and federal partners.

## II. PLANNING ASSUMPTIONS

The U.S. Health and Human Services Pandemic Influenza Plan contains the following information about pandemics, how they might affect school aged children, and how states and local agencies should plan for them:

1. The clinical attack rate (the percentage of people who will become so sick they won't be able to go to work or school) will be 30% in the overall population. Illness rates will be highest among school-aged children (about 40%) and decline with age.
2. Children will shed the greatest amount of virus (they are more contagious than adults) and therefore are likely to pose the greatest risk for transmission.
3. On average about 2 secondary infections will occur as a result of transmission from someone who is ill.
4. In an average community, a pandemic outbreak will last 6 to 8 weeks. Two to three pandemic disease waves are likely.
5. It is anticipated that the school district will need to plan to function with a total of 30 - 40% work force absentee rate for the entire pandemic outbreak. If staff absenteeism is sufficient to warrant the administrative closure of the school or district, the administrative procedures for temporary school closures are to be followed.

Whether or not schools will be closed or for how long is impossible to say in advance, since all pandemics are different in their scope and severity. **However, it is well established that infectious disease outbreaks most often start in schools.** With the recommendation from the Department of Health, the Governor will close all schools at the same time in an event through the Commissioner of Education. The duration of school closings can only be determined at the time of the event based on the characteristics of the pandemic, but it is unlikely that schools will be closed for less than 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 4 to 12 weeks. Other planning assumptions that are being used by the community include:

6. Working closely with Sutton County Public Health and the Sutton County Emergency Management will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.
7. An influenza pandemic will result in the rapid spread of the infection with outbreaks throughout the world. Communities across the state and the country may be impacted simultaneously.

8. There will be a need for heightened global and local surveillance of flu symptoms and infection rates.
9. Sutton County will not be able to rely on mutual aid resources, State or Federal assistance to support local response efforts.
10. Antiviral medications will be in extremely short supply. Local supplies of antiviral medications will be prioritized by Sutton County Public Health for hospitalized influenza patients, close contacts of patients, health care workers providing care for patients, or other groups.
11. Due to vaccine production and distribution constraints, a vaccine for the pandemic influenza strain will likely not be available for 6 months following the emergence of a novel virus.
  - a. As vaccine becomes available, it will be administered to eligible persons and ultimately to the entire population.
  - b. Insufficient supplies of vaccines and antiviral medicines will place greater emphasis on social distancing strategies to control the spread of the disease in the county.
12. There could be significant disruption of public and privately owned critical infrastructure including transportation, commerce, utilities, public safety and communications.
13. Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gathering points and canceling public events may be implemented during a pandemic.
14. It will be especially important to coordinate disease control strategies throughout the County and the State due to the regional mobility of the population.
15. The general public, health care partners, response agencies, elected leaders and schools will need continuous updates on the status of the pandemic outbreak, the steps Sutton County Public Health and the school district is taking to address the incident, and steps the public can take to protect themselves.

### III. AUTHORITIES

#### (Refer to Appendix 1)

In Sutton County, various public officials have overlapping authorities with regard to protecting public health and safety. The Governor, the State Department of Health, Sutton County Emergency Management, and Sutton County Public Health each can implement authorities within the scope of their jurisdiction aimed at protecting public health, including increasing social distancing by closing public or private facilities. During a pandemic, the presence of overlapping authorities will necessitate close communication and coordination between elected leaders, Sutton County Emergency Management, Sutton County Public Health and schools to ensure decisions and response actions are clear and consistent. The State Commissioner of Health will direct the isolation and quarantine of individuals or groups. Local law enforcement officials and the Sutton County Sheriff's Office have the authority to enforce the orders issued by the State Commissioner of Health.

A school district has the authority to close *schools* for emergency reasons. A school district may close *a school* for emergency reasons.

The Superintendent of Schools has established the following definitions related to emergency school closures:

- 1) A "district-wide emergency closure" means "that all school buildings in the school district are unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or action or inactions by one or more persons."
- 2) A "school emergency closure" means "a school in the school district comprised of more than one school that is unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons."

The Sonora ISD School Board has established regulations for the school district to follow to request continued financial support from the State during a district-wide emergency closure and a school emergency closure. For example, a school district may apply for continuation of state support during a school emergency closure. The Sonora ISD School Board has the authority to determine if the district has conclusively demonstrated that unforeseen natural events prevented the operation of the school.

## IV. PHASES OF A PANDEMIC

The World Health Organization (W.H.O.), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of W.H.O. formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures W.H.O. will take, and recommends actions that countries around the world should implement.

Pandemic Phases	Public Health Goals	Sonora ISD Public Schools Goals
<p><b>Inter-pandemic Period</b></p> <p><b>Phase 1</b> – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.</p> <p><b>Phase 2</b> – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.</p>	<p>Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.</p> <p>Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.</p>	<p>Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.</p> <p>Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.</p>
<b>Pandemic Alert Period</b>		

<p><b>Phase 3</b> – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.</p>	<p>Ensure rapid characterization of the new virus subtype and early detection, notification and response to additional cases.</p>	<p>Ensure all personnel are knowledgeable about the latest epidemiological information.</p>
<p><b>Phase 4</b> – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans.</p>	<p>Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.</p>	<p>Review and update business continuity plans.</p>
<p><b>Phase 5</b> – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).</p>	<p>Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement response measures.</p>	<p>Ensure that best practices for infection detection and control measures are followed.</p> <p>Ensure adequate resources for staff/student protection.</p> <p>Ensure that Sonora PS is implementing best practice for social distancing techniques per DH guidelines, including reducing the school activity calendar.</p> <p>Maximize communications with parents related to health and safety.</p>
<p><b>Pandemic Period</b></p>		
<p><b>Phase 6</b> – Pandemic is declared. Increased and sustained transmission in the general population.</p>	<p>Implement response measures including social distancing to minimize pandemic impacts.</p>	<p>Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and school functions.</p>

		<p>Follow SDH and Sonora CPH, social distancing, isolation and quarantine measures.</p> <p>Ensure maximum support and education for ill and affected students.</p>
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## *V. Concept of Operations*

### **A. Overview**

1. Sutton County Public Health will be the lead agency in coordinating the local health and medical response to a pandemic with State, Federal, and local agencies and officials.
2. Sonora Public Health will respond under the auspices of the County's Pandemic Influenza plan as well as Sutton County's Emergency Operations Plan, and the Regional Disaster Plan.
3. Sutton County Public Health's response actions will emphasize disease surveillance and investigation, social distancing measures to reduce the spread of infection, and continually informing and educating the public about the pandemic, the public health response, and steps the public can take to reduce the risks of infection.
4. Sutton County Emergency Management will maintain increased communications with Sutton County Public Health. Sutton County Public Health will implement those procedures that increase the health and safety of the school community.
5. The Sonora ISD Public Schools assumes the following responsibilities:

- a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic.
  - b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
  - c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
  - d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by Sutton County Public Health and Sutton County Emergency Management.
6. Sonora ISD Public Schools assumes the following responsibilities:
- e. Develop a response plan that will:
    - Identify chain of command in case of illness with a minimum of 3 back-ups. (Identified back-ups: Superintendent, Campus Principals)
    - Review best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.
    - Review procedures for sending ill individuals home and make adjustments if necessary.
    - Report the number of staff and students daily absent with pandemic flu to Sutton County Public Health.
    - Document actions taken.
    - Update staff and provide information on extent of infection at school site and potential changes that might take place at school.



- f. Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures of the Grief Counseling section of the Plan.

## **B. Direction and Control**

- 1. Sonora ISD Public Schools and all response partners will operate under the Incident Command System (ICS) throughout the duration of the pandemic response.**
2. Sutton County Health may activate the Public Health Emergency Operations Center to coordinate the county-wide public health and medical response during a pandemic.
3. The Sutton County Emergency Management may activate their EOC during a pandemic to coordinate consequence response.
4. During Pandemic Phases 1, 2 and 3 where Sutton County is not directly affected, Sutton County Public Health will lead countywide preparedness and education efforts for pandemic response.
5. During Pandemic Phases 4, 5 and 6, Sutton County Public Health will communicate with health system partners to coordinate and manage health care system resources and information.
6. Sutton County Public Health will assess the viability of community containment options and establish criteria for recommending their implementation to local elected officials.
7. Upon reaching Pandemic Phase 4 (if local area is not affected; Phase 3 if local area is affected)
  - a. Sutton County Public Health will provide regular briefings to the Sutton County Emergency Manager, local elected officials, and regional response partners. Briefings will address the nature of the disease, its communicability and virulence, availability of vaccines and anti-virals, actions that are being taken to minimize the impact, and health information being shared with the public and health care providers.
  - b. Sonora ISD Public Schools designated staff will attend Sutton County Public Health briefings and provide information to staff and students. Sonora ISD Public Schools will take appropriate measures including social distancing and increased respiratory hygiene in order to reduce transmission.

## C. Communications

1. Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the influenza and for managing the utilization of health care services. This plan's communications goals are to:
  - a. Provide accurate, consistent, and comprehensive information about pandemic influenza including case definitions, treatment options, infection control measures, and reporting requirements.
  - b. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an influenza pandemic.
  - c. Ensure an efficient mechanism for managing information between Sutton County Public Health, health system partners and the schools.
  - d. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
  - e. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
2. Communications During Pandemic Phases 1, 2, 3
  - a. Sutton County Public Health will educate providers, public officials, schools and emergency responders about influenza pandemics and steps they should take to plan for pandemic outbreaks.
  - b. Under the direction of the Superintendent, school administration will assess the needs of the school.
    - i. Assess the information needs of the school community.
    - ii. **Intensify public education efforts about influenza pandemics and steps that can be taken to reduce exposure to infection. Information may be disseminated via web site postings, parent letters, or school newsletters, television and radio broadcasts.**

- iii. Sonora ISD Public Schools will identify hard to reach families and ensure communications in the home language.
- iv. Coordinate with Sutton County Public Health to develop common health messages and education materials in multiple languages. Coordinate with Sonora Public Health to ensure that bilingual staff can serve as information conduits to vulnerable school families and build sustainable preparedness capabilities.
- v. Develop template pandemic informational letters, including translations, for parents/guardians.

### 3. Communications During Phases 4, 5, 6

- a. The Sutton County Public Health Director will evaluate the need to establish a Joint Information Center (JIC) in conjunction with appropriate health system and response partners. A JIC will be activated when the Director deems it necessary based on specific characteristics of the pandemic. If school closures are considered, the Sonora ISD Public Schools Superintendent will work with the JIC.
- b. Sutton County Public Health will develop a communications strategy including identifying appropriate community partners for reaching and educating diverse communities such as limited English speaking or students and their families that do not have landlines, cellular telephones, computers, televisions or radios. Sonora ISD Public Schools will assist in translations for the school community.
- c. As the pandemic expands, the Sutton County Public Health Director will provide daily updates on the pandemic and will organize regular media briefings.
- d. The Sutton County Public Health Director will keep the public informed about steps that should be taken to protect against infection, treatment options for individuals who are infected, the status of the spread of the outbreak in the community, and the disease control and containment strategies that are being implemented.
- e. **The Sonora ISD Public Schools Superintendent will evaluate the need to establish a school information call center to respond to public inquiries. The Superintendent will disseminate web alerts per JIC guidelines and as necessary. Pandemic letters will be sent out to parent/guardians per JIC and Sonora ISD Public Schools communication strategy.**

## D. Mitigation

Mitigation activities are taken in advance of an influenza pandemic to prevent or temper its impact. Mitigation efforts will occur primarily during the early pandemic phases (Phases 1-3).

The Sonora ISD Public Schools pre-event mitigation activities include:

1. Planning, exercising, evaluating and revising the Pandemic Influenza Management Plan.
2. Training and equipping school staff to assure competencies and capacities needed to respond to a pandemic outbreak.
3. **Developing strategic partnerships with local community health care institutions and providers, and local, state and federal response agencies and their staff.**
4. Educating schools and parents about an influenza pandemic and recommend preparedness measures.
5. Informing and updating schools about the potential impacts of an influenza pandemic on essential services and city, county, and school infrastructure. Reviewing and updating district-wide business continuity plans and assuring essential business functions are adequately staffed.
6. Stockpiling necessary equipment and supplies that will be needed to respond to an influenza pandemic.

## E. Surveillance

1. Sutton County Public Health provides information on influenza activity in Sutton County for health care providers and the public. Because influenza is not a mandated notifiable disease, Sutton County Public Health will use several methods to understand when influenza has arrived, is most active, and subsides within the County. The Public Health Department will identify schools as voluntary reporters and monitor school absenteeism. **All schools within Sutton County are asked to report absenteeism of 20% or more of the school population each week from approximately November through April on a voluntary basis.** School absenteeism in the winter months generally correlates with the level of influenza in the community.

2. During a pandemic flu response, Sutton County Public Health may declare the circulating strain of influenza causing the pandemic a significance, requiring health care providers, schools, and labs to report patients meeting a case definition.
3. Surveillance

During Pandemic Phases 1, 2, 3

- a. Sutton County Public Health will maintain weekly influenza tracking activities [reports regarding school absenteeism, pneumonia and influenza deaths submitted by hospitals, nursing home reports and sentinel providers].
- b. As a voluntary reporter, the school will report attendance data when student absentee rates rise above 20% for one week during the months of November through April. The school district will communicate with and report to Sutton County Public Health.

4. Surveillance

During Pandemic Phases 4, 5, 6

- a. As a voluntary reporter, the school will closely monitor and report attendance and data trends when student absentee rates rise above 20%. During these phases, attendance reports will be sent to the Superintendent.
- b. The Sonora ISD Public Schools Human Resources or Personnel Department will activate tracking of absenteeism for school and central staff and report trends to the Sonora ISD Public Schools Superintendent. This data will be used to identify staffing needs and inform school closure discussions.
- c. Sutton County Public Health will collaborate with Sonora ISD Public Schools to identify essential personnel to be included in priority groups for vaccinations.

## **F. Vaccine Management**

- a. In consultation with State Department of Health, the Sutton County Emergency Manager and the Sutton County Public Health Director will finalize recommendations regarding priority groups to receive vaccination based on state guidelines.
- b. Sutton County Public Health will finalize mass vaccination plans with regional partners. Schools will participate in local public health mass dispensing plan.

## **G. Social Distancing Strategies**

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies could include closing schools; closing non-essential agency functions; implementing emergency staffing plans; to increase telecommuting, flex scheduling and other options; and closing all public assemblies or after school activities.

1. The Sutton County Public Health Director will review social distancing strategies and current epidemiological data during each phase and recommend to pre-identified elected officials, including the Sutton County Emergency Manager, local elected officials and superintendents of public school districts social distancing actions that should be implemented to limit the spread of the disease.
2. Decisions regarding the closing of all schools, community colleges and/or universities in Sutton County will be made by the Governor after consultation with local school superintendents, school presidents and elected officials.
3. Decisions regarding the implementation of social distancing measures including suspending large public gatherings and closing stadiums, theaters, churches, community centers, and other facilities where large numbers of people gather will be made jointly and concurrently by the Governor and the Sutton County Emergency Manager and coordinated with all executive heads of cities and towns in Sutton County.
4. Social Distancing Strategies

During Phases 1, 2, 3

a) The Sutton County Public Health will:

- i) educate elected officials, government leaders, school officials, response partners, businesses, the media and the public about influenza pandemics and their consequences.
- ii) coordinate with elected officials, government leaders, school officials, response partners, and businesses regarding the use of using social distancing strategies, the associated impacts they cause and the process for implementing these measures.
- iii) confirm the decision making process and criteria for recommending social distancing strategies with key public officials.

b) Sonora ISD Public Schools will:

- i) increase respiratory hygiene education for staff, students and parents.
- ii) increase symptom monitoring and attendance monitoring to ensure accurate reporting to Sutton County Public Health.

## 5. Social Distancing Strategies

During Phases 4, 5, 6

a) Sutton County Public Health will:

- i) The Director will coordinate with elected officials regarding decision making and implementation of social distancing strategies that are commensurate with the severity of illness and societal impact of the pandemic. Social distancing strategies that *may* include:
  - Encourage government agencies and the private sector to implement pandemic emergency staffing plans to maintain critical business functions while maximizing the use of telecommuting, flex schedules, and alternate work site options.
  - Advise Sutton County residents to defer non-essential travel to areas of the world affected by pandemic influenza outbreaks.
  - Suspend all public events where large numbers of people congregate including sporting events, concerts, and parades.

- Close all public and private schools and colleges.
- Suspend all government functions not dedicated to addressing the impacts of the pandemic or maintaining critical continuity functions.
- Monitor the effectiveness of social distancing strategies in controlling the spread of disease and will advise appropriate decision-makers when social distancing strategies should be relaxed or ended.

c) Sonora ISD Public Schools will:

- Follow Sutton County Public Health guidelines as appropriate including following social distancing guidelines and essential personnel.
- Cancel extracurricular activities or close schools as directed by the Governor.

## **H. Isolation and Quarantine**

### **1. Isolation and Quarantine**

a. Sutton County Public Health will

- i) Coordinate planning efforts for isolation and quarantine with State Department of Health, neighboring county health departments, community based organizations, Sonora ISD Public Schools, local law enforcement, and Sutton County Emergency Management.
- ii) Follow CDC guidelines in developing isolation and quarantine procedures for individuals traveling from areas in which a novel influenza virus is present.

## **V. MAINTENANCE OF ESSENTIAL SERVICES**

1. One of the critical needs during a flu pandemic will be to maintain essential community and business services.
  - a. With the possibility that 30-40% of the workforce could be absent due to illness, it may be difficult to maintain adequate staffing for certain critical functions.



- b. There is the possibility that services could be disrupted if significant numbers of public health, law enforcement, fire and emergency response, medical care, transportation, communications, and public utility personnel are unable to carry out critical functions due to illness. Individual schools or the entire district may be adversely disrupted.
2. Sonora ISD Public Schools will develop, update and maintain continuity of an essential services plan that addresses the unique consequences of a pandemic.
3. Sonora ISD Public Schools will follow best practice guidelines for return to work after an influenza illness. Current recommendations are based upon seasonal influenza recommendations. Because experts do not know whether the mode of transmission, incubation period, or contagious period of pandemic strains of the influenza virus will be similar to those of seasonal influenza (recurring yearly), Sonora ISD Public Schools will update and follow specific recommendations from Sutton County Public Health during a pandemic. **Current influenza recommendations include employees/volunteers who have become ill with influenza should stay at home until all of the following criteria are met:**
  - **At least 8 days have passed since the symptoms of illness began; AND**
  - **Fever has resolved and has not been present for at least 24 hours; AND**
  - **Cough is improving (decreasing in frequency and amount of secretions with no associated chest discomfort or shortness of breath)**

**Upon returning to the work environment, employees should continue to follow cough etiquette and hand washing protocols.**

4. The Sonora ISD Public Schools Emergency Crisis Plan will be updated and maintained. The Plan includes a continuity of operations and business recovery plans detailing:
  - a. Line of Succession
  - b. Identification of mission essential services and priorities.
  - c. Continuity of operations and business recovery plans, including
    - Business Impact Analysis
    - Critical “daily” functions that need to be provided even during an event, although at a reduced level

- Standard Operating Procedures for critical functions/processes including clearly documented protocols for adjusting staffing to maintain essential functions
  - Human Resource policies including:
    1. Staff policies for personal illness or care of family.
    2. Policies for flexible work hours and working from home.
    3. Procedures for the reassignment of employees to support mission essential services.
5. Maintenance of Essential Services During Phases 1, 2, 3
- a. The Sonora ISD Public Schools will work with Sutton County Public Health and Sonora Emergency Management to update plans for maintaining essential departmental services during a pandemic.
  - b. In conjunction with Sutton County Public Health, the District will educate central administration and the school community that provide essential services about the need for continuity of operations planning in advance of a pandemic.
6. Maintenance of Essential Services During Phases 4, 5, 6
- a. The Sonora ISD Public Schools will update its continuity of operations plans.
  - b. The Sonora ISD Public Schools Superintendent, in conjunction with Sutton County Public Health, will determine the appropriate time to implement the continuity of operations plans and protocols.

## **VI. RECOVERY**

1. School recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources and response systems can manage ongoing school activities.
2. Sonora ISD Public Schools will assess the economic and educational impact of the pandemic.

3. The State Department of Education will assist the school district in preparing and submitting a request for financial assistance from the federal government during and after an influenza pandemic outbreak.
4. Recovery plans will depend on the severity and duration of the pandemic but will include business recovery plans to mitigate education and financial losses, as well as emotional recovery plans as outlined in the Emergency Crisis Plan.
5. Sutton County Public Health and Sonora ISD Public Schools will recommend specific actions to be taken to return schools and district offices to pre-event status including environmental sanitation.
6. The Sonora ISD Public Schools Safety/Crisis Team will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the Emergency Crisis Plan including the Pandemic Influenza Management Plan.

## **Appendix 1**

### **Coordinating Agency**

Department of Public Safety, Division of Homeland Security and Emergency Management

### **Lead Technical Agencies**

Board of Animal Health

Department of Agriculture

Department of Natural Resources

Department of Health

### **Support Agencies**

Department of Administration

Attorney General's Office

Department of Commerce

*Department of Education*

Emergency Medical Services Regulatory Board

Department of Employee Relations

Department of Employment and Economic Development

Department of Finance

Housing Finance Agency

Department of Human Services

Department of Labor and Industry

Department of Military Affairs

Office of Enterprise Technology

Pollution Control Agency

Department of Public Safety

Department of Revenue

State Colleges and Universities

Department of Transportation

## **OVERVIEW**

### **Implementation of the Sonora Independent School District Emergency Management Plan (under the Incident Command System)**

The Sonora Independent School District (SISD) Emergency Management Plan under the structure of the Incident Command System (ICS) specifies the appropriate decision-making responsibilities in the event of a crisis that requires central office coordination and deployment of extraordinary personnel and resources.

The Emergency Management Plan is aligned with the Regional Emergency Management Group under the ICS structure. The ICS reflects county, state and national models for identifying and coordinating organizational responsibilities in response to a crisis that threatens the health and safety of students, staff and parents in the school system.

The Emergency Management Plan assigns significant immediate authority to an incident commander who assumes system-wide leadership, oversight and decision-making responsibilities. The Incident Commander is typically the Superintendent; however, under certain circumstances, the Superintendent may delegate the role of incident commander to a Board member.

- The incident commander is responsible for the resolution of all matters under the school system's control and influence arising from crisis incidents.
- The incident commander has immediate oversight of an incident command team, which is composed of staff coordinating safety, operations, public information, logistics and liaison with other governmental and private agencies. When the situation warrants, the incident commander activates the planning, finance and administration teams.
- Each of the team officers has immediate responsibility to coordinate teams who are responsible for certain key elements of the school system's organization that would be directed to respond to a crisis situation.

## **Implementing the Crisis Response Plan under the structure of the Incident Command System**

An incident requiring initiation of the Crisis Response Plan is defined as a crisis that threatens the health and safety of students, staff and parents at an individual school or office, multiple schools or offices, or across the school system.

Such crises would include multiple injuries and deaths due to accidents during the school day; identified threats of injury or violence during the school day; incidents involving the discharge or possession of firearms in school; and building fires, bomb explosions, hazardous materials and weather-related crises. National, state or county crises are also included.

The superintendent or his designee, in consultation with appropriate staff and other authorities, will make the determination that an incident requires implementation of the Crisis Response Plan under the structure of the Incident Command System. The Crisis Response Plan can be activated in various phases depending upon the crisis.

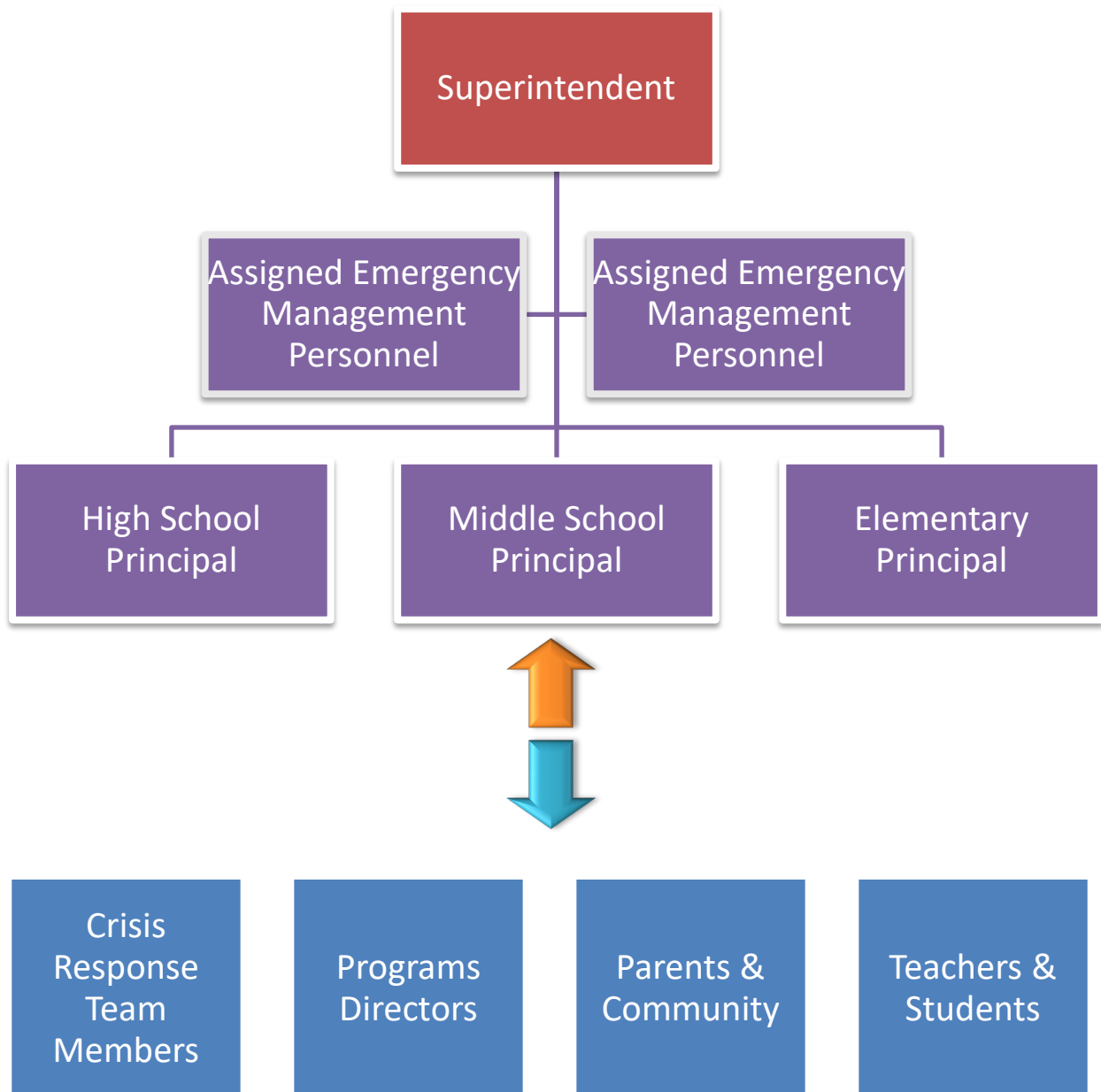
### **Implementation Stages:**

The plan is implemented in stages, beginning with the minimal response and escalating to one with comprehensive support and intervention.

<b>Implementation of the Crisis Response Plan (under the ICS)</b>		
Stage 1	Superintendent's Office	Response to regular serious incidents
Stage 2	Superintendent and/or designees Public Information Officer Operations Officer Logistics Officer	Immediate high level response to a significant crisis, such as <ul style="list-style-type: none"><li>• Fire</li><li>• Explosions</li><li>• Firearms</li><li>• Hazardous materials</li><li>• Serious accidents</li><li>• Violent injuries</li><li>• Weather</li></ul>
Stage 3	Operations Team Logistics Team	Organized team response to major emergencies requiring system wide intervention and support
Stage 4	Planning Team Finance/Administration Team	Full team response to a major crisis requiring long-term planning and support

The District Reunion Site will be the Sonora ISD Athletic Football Field (outdoor) and the High School Gym (indoor).

**CRISIS RESPONSE PLAN – INCIDENT COMMAND SYSTEM (ICS)**



## **POSITIONS AND RESPONSIBILITIES OF INCIDENT COMMAND SYSTEM**

**Ross Aschenbeck - Superintendent – Incident Commander** - responsible for the resolution of all matters under the school system's control arising from crisis incidents.

**David Gallegos, Kevin Sherrill – Public Information Officer** – acts as a liaison with the public including the media. The PIO must be well informed of the situation at all times and should be the only person, other than the incident commander, to respond to media inquiries. All other staff members should refer media questions to the PIO.

**Michael Kissire, Liz Zapata - Operations Officers** – manages response personnel, coordinates school system response efforts, and assists the incident commander in managing the challenges of the crisis.

**Sean Leamon, Luis Vasquez- Logistics Officers** – identifies and manages personnel, supplies and equipment. The logistics officer is responsible for coordinating and distributing supplies, equipment and deploying unassigned staff for work.

(The **Operations Officer** and **Logistics Officer** work together to coordinate response efforts and resources during and after the crisis.)

**Gabriel Arredondo, Chief Fuentes - Safety Officers** – ensures that the safety of students, staff, all response teams and others is the highest priority.

**Kay Friess, Stefani Taylor - Liaison Officer** – acts as a point of coordination between the incident commander and other public safety agencies. The liaison officer serves as the point of contact to coordinate with the county's group and incident commander.

**Jennifer Nichols, Dana Leamon - Planning Officer** – is responsible for tracking both available and needed resources and for assessing the changing situation in order to develop strategic action plans.

**Greta Ramsdell, Kim Gonzales - Finance/Administration Officer** – is responsible for obtaining materials and keeping financial records of expenditures and employee hours during and after the crisis and addresses legal concerns.



## **Emergency Management Plan**

During a crisis, Sonora ISD has the responsibility for providing information to staff, parents and the general public in an orderly, consistent and responsive manner. This can be accomplished through a communications process that utilizes internal and external media.

In the event of a countywide crisis, the school system works closely with the Sutton County Emergency Response Staff to coordinate the release of information. Under certain circumstances, all the communication functions of the school system may be directed by the Director of Public Information or the Safe and Drug Free Schools Coordinator.

The communication needs of the school system and the educational community are a 24-hour operational responsibility throughout the week, requiring attention to the orderly dissemination of crisis information, regardless of the time of day or the day of the week. This Crisis Communications Plan provides both the workday procedures and the nighttime and weekend procedures required to fulfill these responsibilities.

The primary communication media for the school system consist of the following elements:

### **Internally Controlled Crisis Media**

- Email: Obtained through the Sonora ISD website
- Sonora ISD website: <http://www.sonoraisd.net>
- Manual phone trees
- Direct Telephone Lines to Sonora ISD facilities
- Emergency Phone Lines
- Emergency cell phones

### **Externally Controlled Crisis Media**

- Television broadcast stations
- Radio broadcast stations
- Local Cable channel
- Newspaper website

In an emergency, announcements and other information are provided by the Communications Department under the Superintendent's authority and designation. The crisis communications

procedures also involve the team leader of telecommunications and/or the Director of Public Information in the use of the school system's electronic media. Crisis communications provide information concerning crises such as weather-related closures or national events affecting school operations.

## **Emergency Communications Procedures during the Workday**

The incident commander authorizes the crisis information process and notifies the PIO.

### **Electronic Announcement Process**

Normal crisis communications can be implemented largely through electronic capabilities involving computers, networks, printers, faxes, telephone lines, cell phones, two-way radio communication, emergency cell phones, e-mail and the district emergency response communication system. The following is the electronic process:

° The PIO notifies the following units to be on stand-by for initiating a crisis message:

- Communications staff
- Television
- Telecommunications
- Web team

° The PIO begins the internal and external announcement process in the following manner:

- Composes a crisis statement in press release form
- Prints paper copy of statement for distribution to appropriate senior staff
- Prepares electronic format of statement for e-mail and web posting
- Prepares cell phone message
- Instructs following offices to begin next phase:
  - Telecommunications instructed to inform school(s) to read the crisis announcement
  - Television instructed to prepare and begin televising statement
- Posts statement on web page
- Notifies media through telephone calls, e-mail and fax
- Records oral statement on telephone information line

### **Non-electronic Communication Process**

In the event that a crisis threatens to disrupt or actually disables the ability to communicate through normal electronic means (telephone, e-mail, television, etc.), the following crisis procedures are implemented:

- The Administration Building is designated as the central command center
- Radio-equipped buses will remain at the Transportation Department to provide radio communications with appropriate authorities
- Representatives of each school are sent to the Administration Building to receive instructions and information
- Emergency cell phones

### No Available Communications

In the event that radio-equipped buses cannot be dispatched and no other communication media are available, individual school authorities will follow directions from national and regional emergency personnel, consistent with individual school crisis plans.

## **Crisis Communications Procedures at Night and on Weekends**

The Incident Commander authorizes the crisis information process and notifies the PIO.

Crisis communications can be implemented from off-site locations, such as Fire/EMS stations, city hall and churches, using computers, telephones and e-mail. The following is the electronic process:

- The Communications Staff tests the availability of the Sonora ISD web site, e-mail and other media.
  - In the event of a problem in accessing the web or e-mail from external locations, notification is made to the technology director.
- The Communications Staff begins the internal and external announcement process in the following manner:
  - Compose a crisis statement in press release form
  - Prepare electronic format of statement for e-mail and web posting
  - Post statement on web page
  - Notifies media through telephone calls, e-mail and fax
- In a weather-related crisis, the notification of the media after midnight and prior to 8:00 a.m. is conducted also by the Superintendent, in addition to the efforts of the Communications Staff.
- In a crisis affecting the operation of facilities in the evening or on weekends, the external communications process involves the Superintendent as a primary decision maker about facility operations and the release of information.

## **DUTIES AND RESPONSIBILITIES BY POSITION**

### **Incident Commander - Superintendent**

The Incident Commander is typically the Superintendent. The Superintendent may delegate the role of incident commander to a designated staff person who will have the authority and responsibility for employing the resources of the school system in responding to the emergency. The Superintendent may also delegate some of the responsibilities to designated staff persons, as appropriate.

The School Board is the only entity which can override and modify decisions made by the designated incident commander.

### **The Incident Commander**

- The School Board is the only entity which can override and modify decisions made by the designated incident commander.
- Makes the decision, in consultation with senior staff, to activate the Sonora Emergency Management Plan in the event of an emergency.
- Organizes and directs the school system's response to the emergency by assessing the situation, establishing response objectives, utilizing resources, developing and monitoring the action or response plan, ensuring proper documentation, and developing and implementing all strategic decisions related to the emergency.
- Coordinates the school system's response and resources to effectively respond to the emergency
- Has sole authority and responsibility for the management and resolution of a school-related emergency utilizing all available school system resources
- Makes the decision as to when the emergency incident is resolved, thus concluding the activation of the Emergency Management Plan
- Assembles the School Safety and Security Committee at a designated site and conducts an initial briefing including response objectives

- Conducts regular briefings with the incident command team in order to obtain accurate and timely information pertaining to the emergency and is provided with informational updates by officers
- Coordinates a timely debriefing session to evaluate the effectiveness of the school system's responses to the emergency
- Ensures the continuity of the school system
- Coordinates with the Public Information Officer (PIO) to ensure that accurate information is provided to stakeholders, and serves as liaison with community partners (business community, civic/community leaders, community ministries, mental health community, PTAs) to keep them informed about the emergency as appropriate
- Approves allocation of resources and requests for additional resources that are needed to respond to the emergency
- Assesses the emergency in terms of staff needed to respond to the incident and makes a decision as to when to reduce the amount of staff needed
- Activates and ensures deployment of radio-equipped buses as soon as the Emergency Communications Plan is activated when other conventional means of communication are not available
- Coordinates a timely debriefing session to evaluate the effectiveness of the school system's responses to the emergency
- Serves as a liaison with the School Board, public officials and other state and local school system officials
- Serves as the school system's representative to the Regional Emergency Management Group during a county emergency or disaster
- Authorizes the resources of the school system to be utilized by the Regional Emergency Management Group in responding to a county emergency or disaster
- Maintains continuity of the Office of the Superintendent

- Provides guidance and support to the Emergency Management Plan team members
- Works in coordination with law enforcement and the fire department to assist in responding to the emergency

### **Emergency Preparedness Coordinator (EPC) – Superintendent**

This SSST member is the primary contact for the Department of Safety and Security regarding emergency preparedness issues. The Superintendent may decide to retain and not delegate the CPC responsibilities.

The duties of the CPC are completed prior to the emergency;

When an emergency occurs, the CPC should assume his/her previously-assigned SSST responsibility.

- Reports directly to the Superintendent and/or Principal(s) and ensures that the Emergency Management Plans are completed
- Ensures that all fire evacuation drills and Lockdown and Shelter-in-Place drills are scheduled, completed, and recorded
- Ensures scheduling of required emergency training for the School Safety and Security Team (SSST) members

## **Public Information Officer (PIO) – David Gallegos, Kevin Sherrill**

- Establishes communication links with the on-site school/facility technology coordinator
- Coordinates with the Superintendent or designee to keep the community partners (business community, civic/community leaders, community ministries, mental health community, PTOs) informed about the emergency as appropriate
- Prepares press statements/releases for the Superintendent/school system; coordinates press releases with the Regional Emergency Management Group and other public safety Public Information Officers
- Prepares messages for the media as well as messages to all school staff.
- Implements the Emergency Communication Plan
- Informs the incident commander about inquiries from the media and the public and prepares responses
- Ensures appropriate contacts with the media and serves as the official Sonora ISD spokesperson during the emergency
- Provides accurate and timely status reports to the incident commander
- Attends briefings held by the incident commander



## **Safety Officer – SRO, Chief of Police**

- Ensures that the safety of students, staff response team and others is the highest priority
- Deploys Sonora ISD safety and security staff to the scene of the emergency
- Responds to the scene of the emergency as directed by the incident commander
- Ensures coordination between Sonora ISD safety and security staff and public safety officers and officials
- Evaluates response operations at the scene of the emergency as directed by the incident commander
- Provides accurate and timely status reports to the incident commander
- Attends briefings held by the incident commander

## **Liaison Officer – Kay Friess, Stefani Taylor**

- Assists the incident commander with special assignments as directed
- Acts as a point of coordination between the incident commander and other public safety agencies.
- Serves as the point of contact to coordinate with the Regional Emergency Management Group and the incident commander
- Provides accurate and timely status reports to the Sonora ISD incident commander and the safety supervisor at the Regional Emergency Management Group
- Attends briefings held by the incident commander

## **Human Resources Manager Recorder – Kim Gonzales**

- Tracks key information, action items, assignments and decisions made by the incident commander
- Records and informs the incident commander about key information, action items, assignments and decisions that are made to ensure that the incident commander is informed and conveys accurate information during the briefings
- Coordinates information sharing with the tracking coordinator on the Operations Team
- Responsible for documenting and maintaining a written log of the incident, recording requests and decisions of the incident commander
- Attends briefings held by the incident commander

## **Operations Officer – Michael Kissire, Liz Zapata**

- Oversees Operations Team (*page 43*)
- Briefs team members and establishes response objectives
- Manages response personnel, coordinates school system response efforts and assists the incident commander in managing the challenges of the emergency
- Develops operational strategies and recommendations to resolve the emergency
- Provides accurate and timely status reports to the incident commander
- Ensures communication and coordination of information with the on-site Sonora ISD incident commander and other response team members
- Attends briefings held by the incident commander

## **DUTIES AND RESPONSIBILITIES BY TEAM MEMBER**

### **Operations Team**

Recorder	Responsible for documenting and maintaining a written log of the incident and recording requests of the operations officer; records and informs the operations officer about key information, action items and assignments that are given to ensure that accurate information is conveyed at the incident commander's briefings
Board Member(s)	Provides support to the operations officer by performing duties to assist with the response and resolution of the emergency
School Principals	Provides support to the operations officer, school administrators and staff involved in the emergency; communicates with the school site as directed by the operations officer and/or the incident commander to coordinate response efforts with the site based incident commander
Communications Technology Coordinator	Works with Public Information Officer to coordinate immediate public statements and responses to media; Provides computer equipment, telephone equipment and other technology equipment to the Sonora ISD incident command room and provides direct and alternative communication links during the emergency
Tracking Coordinator	Tracks assignments, action items and needed resources; documents the response and manages the logistics of the Incident Command Room; updates the smart board and coordinates information with the recorder
Safety and Security Officer	Deploys appropriate Sonora ISD security response to the emergency and provides periodic field updates to the operations officer; provides timely and accurate information from on-scene personnel and from public safety officers to the operations
Special Education	Identifies and coordinates resources needed to deal with special needs of students and staff during the emergency
Student Services	Provides guidance and support regarding the mental health needs of students, staff and response teams affected by the emergency; dispatches and supports School Safety and Security and Crisis Response Team members once activated by the operations officer or incident commander

## **DUTIES AND RESPONSIBILITIES BY POSITION**

### **Logistics Officer – Sean Leamon, Luis Vasquez**

- Oversees Logistics Team (*page 45*)
- Briefs team members and establishes response objectives
- Identifies and manages personnel, supplies and equipment needed in response to the emergency. The logistics officer is responsible for coordinating and distributing supplies and equipment and for deploying unassigned staff for work
- Develops logistical strategies and recommendations to resolve the emergency
- Provides accurate and timely status reports to the incident commander
- Prioritizes requests for supplies, equipment, provisions and transportation to respond to or to mitigate emergencies
- Maintains and assures ready access for emergency contact lists of personnel and resources
- Responsible for handing out supplies and equipment, and for deploying unassigned staff for work and for coordinating transportation needs with the Department of Transportation
- Attends briefings held by the incident commander
- Informs/coordinates response objectives with team members; receives accurate and timely information from the transportation liaison
- Assists in developing logistical strategies and recommendations to resolve the emergency
- Ensures that accurate school emergency contact names and phone numbers are up to date and available
- Ensures parent/child reunification is implemented in an effective and efficient manner when appropriate

## **DUTIES AND RESPONSIBILITIES BY TEAM MEMBER**

### **Logistics Team**

Recorder	Responsible for documenting and maintaining a written log of the incident and recording requests of the logistics officer; records and informs the logistics officer about key information, action items and assignments that are given to ensure that accurate information is conveyed at the incident commander's briefings
Facilities Management	Provides heavy equipment, maintenance, building services, environmental health and construction resources during and after the incident related to the emergency
Technology Coordinator	Ensures that the Web system, emergency out dialing, TV and radio systems are functional and operational; provides technical assistance to the incident command room ensuring computer connections for laptop computers, dedicated phone lines, two-way radio communications, dedicated fax line and other types of communication that are available during the emergency
Materials Management	Provides and distributes supplies and equipment to the incident command room and to schools regarding the emergency; assesses the need for and delivery of provisions during an emergency
Transportation	Provides buses with two-way communication and resources for transporting students, staff and others during the emergency; deploys two-way radio buses to the high school for implementation of the communication plan when directed by the incident commander

## DUTIES AND RESPONSIBILITIES BY POSITION

### **Planning Officer – Jennifer Nichols, Dana Leamon**

- Oversees Planning Team (*page 47*)
- Informs and coordinates overall response objectives with team members
- Develops planning strategies and recommendations to resolve the emergency including long term contingency plans relative to the emergency
- Provides accurate and timely status reports to the incident commander
- Reviews the latest information regarding the emergency to determine and plan for school/facility needs at 12, 24, 36 and 72 hours out from the emergency to include follow-up
- Responds to special requests for information from the incident commander
- Attends briefings held by the incident commander
- Reviews the latest information regarding the emergency to determine and plan school needs to include follow-up
- Ensures planning for special needs of students/staff prior to the emergency
- Ensures and anticipates problem areas, possible weather conditions, and pre-planned evacuation routes; identifies hazards in the building and on school grounds for appropriate corrective action

## **DUTIES AND RESPONSIBILITIES BY TEAM MEMBER**

### **Planning Team**

Recorder	Responsible for documenting and maintaining a written log of the incident and recording requests of the planning officer; records and informs the planning officer about key information, action items and assignments that are given to ensure that accurate information is conveyed at the incident commander's briefings
School Principals	Anticipates needs of the school system at 12, 24, 36 and 72 hours out in responding to the emergency; provides information for students, parents, staff and others to be sent out after the emergency
Technology Coordinator	Assists the PIO with press releases and prepares informational packets for schools and offices at 12, 24, 36 and 72 hours out in responding to the emergency for staff, parents, students and others; Anticipates and plans for communication technology and support at 12, 24, 36 and 72 hours out from the emergency
Facilities Management	Prepares for and anticipates building/facility issues and resource planning for 12, 24, 36 and 72 hours out from the emergency
Human Resources	Identifies and rotates, if needed, qualified staff at 12, 24, 36 and 72 hours out from the emergency
Student Services	Anticipates mental health response and needs at 12, 24, 36 and 72 hours out from the emergency; prepares mental health information and coordinates the release of information with the PIO and others
Transportation	Anticipates transportation needs including potential bus route changes at 12, 24, 36 and 72 hours out from the emergency

## **DUTIES AND RESPONSIBILITIES BY POSITION**

### **Chief Financial Officer – Greta Ramsdell**

#### **Finance/Administration Officer**

- Oversees Finance Team (*page 49*)
- Briefs team members and establishes response objectives
- Is responsible for keeping financial records of expenditures and employee hours during and after the emergency and addresses legal concerns
- Develops financial strategies and recommendations to meet the needs of the emergency
- Provides accurate and timely status reports to the incident commander
- Develops procedures to account for costs incurred in an emergency; compiles and maintains records of expenditures for cost accounting and reimbursement purposes
- Ensures tracking codes to identify all the expenditures incurred related to the emergency
- Coordinates Sonora ISD efforts for reimbursement with federal, state and county authorities
- Attends briefings held by the incident commander



## **DUTIES AND RESPONSIBILITIES BY TEAM MEMBER**

### **Finance/Administration Team – Liz Zapata**

Recorder	Responsible for documenting and maintaining a written log of the incident recording requests of the finance/administration officer; records and informs the finance/administration officer about key information, action items and assignments that are given to ensure that accurate information is conveyed at the incident commander's briefings
Association Relations	Provides guidance regarding union/employee issues that may arise during and after the emergency
Budget Office	Provides information to obtain necessary resources, supplies and materials needed during and after the incident that is related to the emergency
Controller	Provides accounting information on items procured during the emergency and provides balances of accounts used during and after the emergency
Human Resources	Coordinates with payroll to provide listings of employees/staff that were utilized during and after the incident related to the emergency; assists payroll in developing cost of staff and hours worked
Claims Office	Processes injury claims and workers' compensation issues that arise during and after the emergency; obtains the necessary insurance claims and develops costs associated with the emergency (property losses, damaged equipment)
Legal	Provides legal interpretation and advice to the incident commander and finance/administration officer on issues that may arise from the emergency
Payroll	Works with Human Resources to provide staff hours worked by employees during and after the incident related to the emergency
Procurement	Provides listings of materials, equipment and supplies that were procured during and after the emergency

**Sonora Independent School District**  
**Sonora ISD Emergency Management Plan**

School: Sonora High School Principal: Sean Leamon

Main Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Address: \_\_\_\_\_ E-Mail: \_\_\_\_\_

School Start Time: \_\_\_\_\_ School Dismissal Time: \_\_\_\_\_

Emergency #: \_\_\_\_\_ ISD Command Center: Administration Building

Campus Command Center Location: \_\_\_\_\_

School: Sonora Middle School Dean of Students: David Gallegos

Main Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Address: \_\_\_\_\_ E-Mail: \_\_\_\_\_

School Start Time: \_\_\_\_\_ School Dismissal Time: \_\_\_\_\_

Emergency #: \_\_\_\_\_ ISD Command Center: Administration Building

Campus Command Center Location: \_\_\_\_\_

School: Sonora Intermediate Principal: Michael Kissire

Main Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Address: \_\_\_\_\_ E-Mail: \_\_\_\_\_

School Start Time: \_\_\_\_\_ School Dismissal Time: \_\_\_\_\_

Emergency #: \_\_\_\_\_ ISD Command Center: Administration Building

Campus Command Center Location: \_\_\_\_\_

School: Sonora Elementary School Principal: Michael Kissire

Main Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Address: \_\_\_\_\_ E-Mail: \_\_\_\_\_

School Start Time: \_\_\_\_\_ School Dismissal Time: \_\_\_\_\_

Emergency #: \_\_\_\_\_ ISD Command Center: Administration Building

Campus Command Center Location: \_\_\_\_\_

**For use by Superintendent's Office**

Date submitted: _____	Date approved: _____
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## ALERT TERMINOLOGY

**First Call:** In a life threatening emergency call 911. The school should, in addition, contact the Superintendent's office to report the emergency.

**Crisis Alert:** Notifies students and staff that a crisis exists at or near a Sonora ISD school or facility. The types of situations warranting a Crisis Alert include such events as approaching severe weather, police notification that a criminal suspect is in the general location of the school, a medical emergency occurring inside the building, or a building sweep pertaining to a low-level bomb threat. Movement should be restricted to within the building and there should be a heightened awareness of strangers. A full accounting of students should be conducted. Administrators may activate the on-site crisis team (OSCT) and set up a command post when appropriate. Contact with emergency responders should be continuous. Assign duties to teachers and staff who are not supervising students. Notify parents if necessary. This may be the first level of alert prior to commencing any of the following actions.

**Shelter-In-Place:** Enhanced level of alert due to a crisis at or near the building (weather-related; suspected chemical, biological or radiological incident; hazardous material spill; etc.). The nature and duration of the shelter-in-place will be determined by the crisis and by public safety officials. It is important to know the location of the main electrical power switch(es) in order to control (shut down) the school's HVAC (heating, ventilation, and air conditioning) system in the event of a suspected chemical, biological, or radiological crisis. This procedure restricts movement within the building but does not restrict individuals from seeking shelter within the structure. Ensure that a full accounting of students is conducted regularly. Ensure that restrooms, hallways and other areas are checked for students not in their classrooms. Ensure that no one leaves the school once it is secured. If the fire alarm is activated, do not evacuate unless directed to do so by the Principal/facility director. Notify emergency responders. Assign duties to teachers and staff who are not supervising students. Notify parents if necessary.

**Lockdown:** Imminent danger inside or outside the building requiring a move to immediate lockdown mode. This may be necessary whenever an unidentified stranger is in the school, a shot or shots have been fired or violent behavior has occurred near the school. This procedure restricts access into the school and movement within the building. All doors, windows and classrooms will be locked. Students and teachers will remain in their classrooms. Ensure that a full accounting of students is conducted. The OSCT is not activated during a lockdown due to the existence of imminent danger. No one will be allowed to enter or leave the building. Ignore the fire alarm system and do not evacuate unless directed to do so by the Principal/facility director. Parents will not be allowed to pick up children from school. Local authorities will provide assistance when needed. Assign duties to teachers and staff who are not supervising students. Notify parents if necessary.

**Evacuation:** Imminent danger at site requiring a move to a safe location. This can be on-site which involves moving to a safe location on the premises or to a nearby property. An off-site evacuation involves moving to a remote safe location such as an evacuation site or directly to the reunion site. A secondary site should be designated in advance in the event the primary site becomes unusable.

**Reunion Site:** This site must be a secure facility with ample parking to accommodate buses, parents' vehicles and emergency vehicles. There must also be ample space to house all students and staff. There must be an area to out-process students. There must also be appropriate communications capabilities. **The District Reunion Site will be determined according to page 57(see Section V. Evacuation Sites).**

**All Clear:** This announcement is made to notify all parties that normal school operations can resume. The PA system will be used. If this is not practical, then laminated cards which will contain school and police logos to verify authenticity will be used by messengers.

## Emergency Messages

**YOUR ATTENTION PLEASE. WE ARE INITIATING AN EMERGENCY **ALERT**. TEACHERS AND STAFF TAKE THE FOLLOWING ACTIONS:**

- 1. MAKE A FULL ACCOUNTING OF STUDENTS.**
  - 2. RESTRICT MOVEMENT TO WITHIN THE BUILDING.**
  - 3. AWAIT FURTHER INSTRUCTIONS.**
- 

**YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE A **SHELTER-IN-PLACE** IMMEDIATELY. TEACHERS AND STAFF TAKE THE FOLLOWING ACTIONS:**

- 1. MAKE A FULL ACCOUNTING OF STUDENTS.**
  - 2. CHECK RESTROOMS, HALLWAYS AND OTHER AREAS FOR STUDENTS.**
  - 3. MAKE SURE NO ONE LEAVES THE SCHOOL.**
  - 4. IF YOU DO NOT HAVE STUDENTS IN YOUR ROOM COME TO THE OFFICE**
- 

**YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE A **LOCKDOWN** IMMEDIATELY. TEACHERS AND STAFF TAKE THE FOLLOWING ACTIONS:**

- 1. STUDENTS OUT OF CLASS GO TO NEAREST CLASSROOM.**
- 2. ALL DOORS, WINDOWS AND CLASSROOMS ARE TO BE LOCKED.**
- 3. MAKE SURE NO ONE ENTERS OR LEAVES THE CLASSROOM.**
- 4. STUDENTS OUTSIDE THE BUILDING, RUN TO SAFETY.**

## **FOUR PHASES OF EMERGENCY MANAGEMENT:**

**Mitigation:** Any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. These actions encourage reduction of hazard vulnerability. Some actions include school safety and security assessments, hazard drills, security and physical plant improvements and creating a safety culture in schools.

**Preparedness:** All actions required to establish and sustain the level of capability necessary to execute a wide range of incident management operations. This involves a combination of planning, training and exercises, personnel qualification and certification, and equipment acquisition. Also necessary are efforts to coordinate between public and private organizations.

**Response:** This is intended to minimize the loss of life and property and conclude the incident as quickly as possible. Response plans should be in place and practiced.

**Recovery:** The goal is to return the school to a learning environment and restore its infrastructure as quickly as possible. Recovery involves not only the physical repair and restoration of the facilities but also the emotional needs of the students, staff and responders.

## I. ICS CHAIN OF COMMAND, COMMAND TEAM AND OSCT POSITIONS

The Incident Command System (ICS) is a nationally recognized organizational and management tool that is utilized by Sonora ISD when responding to a crisis that identifies an incident commander and on-site crisis team (OSCT) members who are assigned specific duties or responsibilities. The incident commander activates the OSCT. Command Team members will follow the structure of the ICS and will coordinate crisis efforts with OSCT members. Staff must be identified in advance due to the critical nature of these positions.

<b>Assignment</b>	<b>Name of Team Member</b>	<b>Back-Up Member</b>	<b>Team</b>	<b>ICS Team</b>
Incident Commander	Ross Aschenbeck	Kevin Sherrill		Command
Public Information Officer	David Gallegos	Sean Leamon		Command
Safety Officers	Gabriel/Chief Fuentes	Pennie Litteral		Command
Operations Officers	Michael Kissire	Ross Aschenbeck		Operations
Logistics Officers	Sean Leamon	Michael Kissire		Logistics
Liaison Officer	Kay Friess/Stefani Taylor	Dana Leamon		Liaison
Planning Officer	Jennifer Nichols/Dana Leamon	Kay Friess		Planning
Student/Staff Accountability	Campus Principals	Campus Counselors		Logistics
Reunification Coordinator	Superintendent	Campus Principals		Logistics

## II. COMMAND POST

The command post is a securable location from which the incident management will operate during the crisis. Access to computers, phones, fax and printer is recommended for each location.

### District Indoor Command Post Locations

**Primary Location: SUPERINTENDENT'S OFFICE**

**Alternative Location: HS PRINCIPAL'S OFFICE**

### District Outdoor/On-Campus Command Post Location:

**FOOTBALL STADIUM/FIELD HOUSE**

### III. ON-SITE CRISIS TEAM (OSCT) MEMBERS - PREPAREDNESS

The OSCT will assist the incident commander in the mitigation or resolution of a crisis. The incident commander is responsible for activating the OSCT in the event of a crisis (except during a Lockdown due to the existence of imminent danger). OSCT members can be assigned multiple assignments in order to meet the back-up requirements. These assignments are linked to the SONORA ISD Crisis Response Plan and the Regional Emergency Management Group.

It is strongly recommended that consideration be given to assigning a senior OSCT position to the crisis preparedness coordinator and to assign OSCT positions to representatives from the building service staff, school-based security staff and main office secretarial staff because of their knowledge of the building, school procedures, flexibility and availability. Staff must be identified in advance due to the critical nature of these positions.

#### On-Site Crisis Team (OSCT) Members

<b>OSCT Assignment</b>	<b>Name of OSCT Member</b>	<b>Name of Back-up OSCT Member</b>	<b>ICS Team</b>
Check evacuation route/site before evacuating	Luis Vasquez	Robert Zapata	Operations
During crisis alerts sweep facility, play areas/fields for students/staff	Principals: Michael Kissire, David Gallegos, & Sean Leamon	Campus Counselors: Kay Friess, Dana Leamon & Jennifer Nichols	Operations
Bring medical information and medications for students/staff	District Nurse: Pennie Litteral/Jennifer Martinez	Campus Secretaries: Felicia VanWinkle, Diane Marine, Diane Reiner	Operations
Bring and maintain records box, cell phone and emergency numbers for students/staff	Campus Secretaries: Felicia VanWinkle, Diane Marine, Maricella De Luna, Diane Reiner	PEIMS Coordinators for each Campus	Operations
Check restrooms for students/staff and monitor hallways	Campus Principals: Michael Kissire, David Gallegos, & Sean Leamon	Campus Counselors: Kay Friess, Dana Leamon & Jennifer Nichols	Operations
Assist special needs students/staff	Stefanie Taylor & Special Programs Staff	Monica Samaniego & Special Programs Staff	Operations
Assess mental health needs of students/staff	Counselors: Jennifer Nichols, Kay Friess, Dana Leamon &	Pennie Litteral	Operations
Accompany students/staff to the hospital	District Nurse: Pennie Litteral/Jennifer Martinez	Campus Principals: David Gallegos, Michael Kissire & Sean Leamon	Operations
Transportation liaison	Luis Vasquez	Maintenance Director: Robert Zapata	Logistics
After-incident debriefing and after-action report	Superintendent: Ross Aschenbeck	David Gallegos, Michael Kissire & Sean Leamon	Planning

Location of school records box: PEIMS OFFICE

A copy of the approved crisis plan should be included in the box.



Location of first aid kit: Elementary, Intermediate, Middle & High School Offices

#### IV. TYPES OF DRILLS/EVACUATIONS - MITIGATION

**Drills:** Fire, weather, bomb threat, chemical spills

**Evacuations:** Fire: Evacuate at least 100 feet from the building.

**Bomb Threat:** Evacuate at least 300 feet from the building.

**Multi-Hazards:** Evacuate at least 300 feet from the building.

#### V. EVACUATION SITES

On-Campus Multi-Hazard Evacuation Locations	
Primary Location:	District – High School Gym (Indoor) High School – High School Gym (Indoor) Middle School – Big Gym (Visitor's side) Intermediate – Intermediate Auditorium (Indoor) Elementary – Big Gym (Home side)
Alternate Location:	District – Athletic Football Stadium (Outdoor) High School – Athletic Football Stadium (Outdoor) Middle School – Sonora Police Station (Outdoor) Intermediate School – EMS Building Elementary – EMS Building

Off-Campus Multi-Hazard Evacuation Locations	
During inclement weather, the City of Sonora should be contacted regarding special needs.	
Primary Location (location/address/phone):	HS – Walk – Stadium Parking Lot MS – Walk – Sonora Police Station Elementary/Intermediate- Walk EMS Building Final Destination: Civic Center US Hwy 277, Sonora, TX 387-3785
Alternate Location (location/address/phone):	Cowboy Church, Sutton County Line 277 N toward El Dorado

**The District Reunion Site will be based on the evacuation location – the HS gym, Civic Center, or First Baptist Church.**

#### VI. STUDENT/STAFF ACCOUNTABILITY

Students/staff must be accounted for during an emergency. Staff with computer access should use the school attendance system. If there is no access to a computer, other means should be employed to report attendance. If outdoor activities are in progress when a Lockdown is activated in the school building, outdoor students/staff should move away from the threat to a pre-determined safe location. Staff should, if possible, visually scan the safe location for potential danger. Depending on the circumstances of the emergency the safe location may need to be reconsidered.

Safe Location: Football Field

High School: Open Lunch? Yes

Start/End Time: 12:10 – 1:00 PM (Mon-Thurs) 12:20-1:15 (Fri.)

**VII. MEDIA STAGING AREA** (This area must be separate from any multi-hazard evacuation location or parent/child reunification area).

<b>Media Staging Area:</b>	Sonora ISD Administration Office 807 South Concho, Sonora, TX 76950
<b>Off Campus</b> (nearby street, park, open area, commercial area):	Elementary/Intermediate Playground

### VIII. STUDENTS/STAFF WHO REQUIRE SPECIAL ASSISTANCE

<b>Name</b>	<b>Type of Assistance Required</b> (wheelchair, hearing impaired, medically fragile)
Elementary Special Ed Student (5 <sup>th</sup> Grade Student)	Wheelchair – Special Bus readily available
Elementary Student (4 <sup>th</sup> Grade Student)	Crutches and/or wheelchair – student is mobile
Elem Special Ed Student (2 <sup>nd</sup> Grade)	Extra time and assistance
Elementary Special Ed Student (PK)	Wheelchair – Special Bus readily available
HS Special Ed Student (9 <sup>th</sup> Grade)	Extra time and assistance – Scooter for long distances
HS Special Ed Student (10 <sup>th</sup> Grade)	Extra time and assistance

Are additional names listed on an attached Special Assistance supplement page? Yes \_\_\_ No \_X\_

Location of Safe Room for possible evacuation: Bus Barn

Schools should identify special needs students/staff and plan specifically for their needs. Refer to the instructions for an explanation of refuge room.

### IX. SCHOOL STAFF TRAINED TO RENDER FIRST AID AND CPR

<b>Name/Title</b>	<b>Name/Title</b>
Kevin Sherrill – Athletic Director	Charles Bunch – Teacher/Coach
Larry Jennings – Teacher/Coach	Eddie Favilla – Teacher/Coach
Pennie Litteral – Nurse	Jeff Cordell– Coach/Teacher
Greg Conners – Trainer	Jessica Barnett– Teacher/Coach
Luke Sheets– Teacher/Coach	Morgan Wellmann– Teacher/ Coach
Jay Immel – Teacher/Coach	Darien Evans– Teacher/Coach

## X. RELOCATABLE CLASSROOMS

Relocation Classroom #	Phone #		Relocation Classroom #	Phone #		Relocation Classroom #	Phone #
MS Library	325-387-6940 (3210)		HS Library	325-387-6940 (3305)		Elem Library	325-387-6940 (3107)
MS Cafeteria	325-387-6940 (3206)		HS Gym	325-387-6940 (3314)		Elementary Cafeteria	325-387-6940 (3108)

## XI. JOINT OCCUPANCY USERS (private day care center, child development center)

<b>Organization's Name:</b>	N/A
Name of Person in Charge:	
Phone Number:	
Location in Building:	
Days/Time on Site:	
<b>Organization's Name:</b>	N/A
Name of Person in Charge:	
Phone Number:	
Location in Building:	
Days/Time on Site:	

If a crisis occurs after school hours contact 911 immediately.

## XII. SCHOOL FLOOR PLAN (8 ½" x 11" – one page per floor)

Each crisis plan must include the building's floor plan indicating the following information: classroom numbers, gas, main electric, water and HVAC emergency cut-off locations; and all relocation classrooms and their designated room numbers and locations of their exit doors.

Please check the following statements below that apply to your school:

Have there been any physical changes in your building or relocation classrooms since last school year?  
Yes \_\_\_\_\_ No   X  

Does your school have an emergency generator? Yes \_\_\_\_\_ No   X   If yes, location? \_\_\_\_\_

## XIII. DEBRIEFING - RESPONSE

The incident commander, in conjunction with the Administrator, is responsible for facilitating a debriefing meeting to discuss the incident and lessons learned. This debriefing should occur within 24 hours of the incident with school-based staff, including SONORA ISD staff that responded to the incident, and within 48 hours with central office and public safety staff.

## **XIV. PARENT/CHILD REUNIFICATION (PCR) PROCESS**

The school's parent/child reunification process should include the details of reuniting children with their parents or guardians. The methods of communicating the parent/child reunification process to parents or guardians also should be included in the crisis plan (principal's newsletter, school web page). The PCR is an integral part of the crisis plan. Procedures for completing the PCR process and the Authorization for Release form are included in the attached instructions.

**Name of parent/child reunification coordinators: Campus Principals: Brandon Duncan, Sean Leamon, and Michael Kissire**

**Methods to distribute PCR process to parents or guardians: School Website**

**Name or position of staff person who is responsible for the PCR box: Campus Principals**

The PCR box is a file box, paper box or similar container that should easily be recognized and labeled and should be kept near the school records box. The contents should include: student schedules, student emergency information cards, preprinted PCR process logs, completed Authorization for Release forms, clipboards, pens, pencils, directional signs and tape for sign-hanging. Additional materials may be needed for reunification such as two-way radios, tables and chairs.

### **Guidelines for Implementing the PCR Process**

1. Post signs on entrance doors and hallways to direct parents or guardians to the reunification area.
2. Utilize available staff members to assist with the implementation.
3. Assign available staff members and OSCT members to locate and release students.
4. Implement the three step approach:
  - Step 1: Use a PCR process log to sign-in parents or guardians and check identification. If necessary, refer to the child's Authorization for Release form.
  - Step 2: Use the current student database/schedule files to locate the student's current teacher and room number. Give the assisting staff member the student's name, current teacher and location. Staff member will retrieve the student and direct or escort him or her to the PCR area.
  - Step 3: Release student to the authorized guardian.
5. Special procedures for students with custody concerns should include a document that identifies the specifics of the custody concerns.

**Location of indoor, on-campus PCR area: HS Auditorium, MS Big Gym (Visitor's Side), Elementary Big Gym (Home Side) & Intermediate Auditorium**

**Location of outdoor, on-campus PCR area: High School Athletic Field, Middle School – Funeral Home Parking Lot, Intermediate & Elementary School – Police Station (EMS Building if weather is bad)**

**Location of off-campus PCR area: Civic Center (US Hwy 277, Sonora, TX 387-3785)**

<b>Step 1: Assignments/Tasks</b>	
<b>Name</b>	<b>Assignment</b>
1. Campus Secretaries	Post Signs on entrance doors to direct parents to the reunification area
2. Campus Teachers	Escort students to the reunification area
3. Principals, Aides & Campus Teachers	Monitor students during transport
4. Campus Maintenance Staff	Ensure stability of campus buildings

<b>Step 2: Assignments/Tasks</b>	
<b>Name</b>	<b>Assignment</b>
1. Campus Secretaries, Principal	Coordinate student files with assigned teachers
2. Campus Principals	Coordinate location of assigned groups in the PCR area
3. Campus Teachers	Ensure students are accounted for
4.	

<b>Step 3: Assignments/Tasks</b>	
<b>Name</b>	<b>Assignment</b>
1. Campus Principals	Release students to authorized guardian
2.	
3.	
4.	

## **SONORA INDEPENDENT SCHOOL DISTRICT**

### **Local School-Based Incident Command System (ICS)**

#### **ON-SITE CRISIS TEAM (OSCT)**

#### **DUTIES AND RESPONSIBILITIES BY POSITION**

##### **Superintendent or Designee**

Acts as a senior advisor to the school's incident commander during a crisis; only the Designee or higher-ranking official can override decisions made by the school-based incident commander

Keeps the Superintendent and other senior staff apprised of all aspects of the crisis

When appropriate responds to the scene of a school-based crisis to coordinate site-based needs

Ensures effective school system response to the crisis; maintains contact with senior level public safety executive officer and officials

Provides guidance and support to the incident commander and school-based personnel

Serves as school-site liaison with the SONORA ISD incident commander

Attends briefings held by the school-based incident commander

### **ON-SITE CRISIS TEAM (OSCT)**

#### **DUTIES AND RESPONSIBILITIES BY POSITION**

##### **Incident Commander-Principal (school-based)**

Responsible for organizing and directing the school's response to the crisis by assessing the situation, establishing response objectives, assigning critical duties/responsibilities, utilizing resources, developing and monitoring the action/response plan, developing and implementing all strategic decisions related to the crisis and ensuring proper documentation of the incident

Assembles the OSCT when appropriate

Discusses the response objectives with the superintendent and incident command team officers

Conducts regular briefings with the command team in order to obtain accurate and timely information pertaining to the crisis; receives informational updates from the Command Team and team officers

Coordinates with the PIO/communications coordinator, Director of Communications, all media responses/releases and ensures that the Superintendent is fully aware of the same; receives periodic briefings from the PIO/communications coordinator

Makes decisions as to when the crisis incident is resolved, thus concluding the crisis response

Coordinates a timely debriefing session to evaluate the effectiveness of the school's response to the crisis; ensures an after-action report regarding the crisis has been completed

Ensures that the Crisis Preparedness Checklist is completed during the first month of school and periodically thereafter; may be accomplished in coordination with the Crisis Preparedness Coordinator

### **ON-SITE CRISIS TEAM (OSCT)**

#### **DUTIES AND RESPONSIBILITIES BY POSITION**

##### **District Public Information Officer**

Establishes communication links and ensures coordinated release of any information with the incident commander and Department of Communications

Advises the incident commander of public inquiries

Ensures appropriate contacts with the media in coordination with the Department of Communications

Provides accurate and timely status reports to the incident commander

Attends briefings held by the incident commander

### **ON-SITE CRISIS TEAM (OSCT)**

#### **DUTIES AND RESPONSIBILITIES BY POSITION**

##### **Safety Officer (school-based)**

Evaluates the response objectives in conjunction with the incident commander; ensures that the safety of students, staff, response team and others is the highest priority; communicates directly with the incident commander; authorized to stop or change any unsafe action involving SONORA ISD students or staff



Provides accurate and timely status reports to the incident commander

Attends briefings held by the incident commander

### **ON-SITE CRISIS TEAM (OSCT)**

#### **DUTIES AND RESPONSIBILITIES BY POSITION**

#### **Public Safety Liaison (school-based)**

Serves as liaison between the incident commander and public safety personnel and officials to share critical information; keeps the incident commander informed as to public safety decisions and response objectives

Ensures coordination between school safety and security staff and public safety officers

Provides information approved by the incident commander to the PTO and community

Provides accurate and timely status reports to the incident commander

Attends briefings held by the incident commander

### **ON-SITE CRISIS TEAM (OSCT)**

#### **DUTIES AND RESPONSIBILITIES BY POSITION**

#### **Operations Officer (school-based)**

In conjunction with the incident commander, develops/implements the school's crisis response

Informs/coordinates overall response objectives with team members; ensures monitoring access control in the building, monitoring of weather conditions, sweep/scan facility, grounds, play areas, and restrooms

Ensures monitoring of surveillance cameras (high schools only)

Provides accurate and timely status reports to the incident commander

Attends briefings held by the incident commander

### **ON-SITE CRISIS TEAM (OSCT)**

#### **DUTIES AND RESPONSIBILITIES BY POSITION**

##### **Principal - Incident Commander**

##### **Crisis Preparedness Coordinator (CPC) (School based)**

Assumes previously-assigned on-site crisis team position during the crisis

Ensures completion of the school's crisis plan and works closely with the incident commander to ensure crisis preparedness throughout the school year

Ensures scheduling, completion and recording of required fire drills; ensures scheduling, completion, and recording of Lockdown and Shelter-in-Place drills

Ensures scheduling of required crisis preparedness training

Ensures assignments and coordination of command team and OSCT members

Provides accurate and timely status reports to the incident commander

Coordinates crisis preparedness efforts and planning with the educational facilities officer (EFO)

Attends briefings held by the incident commander

## ON-SITE CRISIS TEAM (OSCT)

### DUTIES AND RESPONSIBILITIES BY POSITION

#### Operations Team (school based)

##### Duties:

<b>Tracking/Recording Coordinator -</b>	Serves as the primary assistant to the incident commander and makes accurate and timely notes of the sequence of events; documents all details including time of incident, persons notified, timeline of response, assigned personnel, action items, and any other organizational detail; tracks and follows assignments and available and needed resources; attends briefings held by the incident commander; may need additional assistance depending on the nature of the crisis
<b>Check evacuation route/site(s) before evacuating -</b>	Responsible for checking the evacuation route and area in advance of the evacuation to ensure that the site is free of suspicious packages or other unsafe conditions; immediately communicates all information to the incident commander
<b>Check outdoor play areas/fields for students and staff -</b>	Responsible for surveying the outdoor areas for students/staff; directs (or escorts) all persons who are outside into the school and immediately contacts the operations officer for instructions
<b>Bring medical information and medications for students/staff -</b>	Assigned to bring the medical information and medications of students/staff to the pre-designated location during a crisis; familiar with the location of evacuation sites, alternative sites, and incident command post
<b>Bring and maintain records box, cell phone numbers, and emergency phone numbers for students/staff. Bring additional two-way radios and ensure communication link with relocatable classrooms -</b>	Assigned to bring the records box, emergency cell phone, two-way radios, emergency information, and phone numbers for students and staff to the command post and/or evacuation site; updates information throughout the school year to ensure accuracy; responsible for updating and replenishing the contents of the records box throughout the school year
<b>Check restrooms for students/staff and monitor hallways -</b>	Responsible for monitoring all restrooms for students/staff, and monitors the hallways for unescorted students, visitors, and suspicious situations during a Crisis Alert; may need more than one team member to perform these tasks
<b>Accompany students/staff to the hospital -</b>	Assigned to accompany students/staff to the hospital in the event of injuries sustained during a crisis; maintains accurate injury information that will be shredded by the operations officer in a timely manner
<b>Assist with special needs for students/staff -</b>	Ensures that the necessities of special needs students/staff are being met, i.e., assistance during an evacuation or when moving to a predetermined safe location during a crisis
<b>Assess mental health needs for students/staff -</b>	Makes initial assessments of the psychological needs of students/staff during and immediately after a crisis; shares information with the incident commander; (this is usually the guidance counselor)

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<b>Sweep/scan facilities, grounds, play areas/restrooms -</b>	In groups of two or more, may be asked to visually scan a facility to detect any suspicious items or determine if an area is safe; should be familiar with the area being scanned; process is only visual – any suspicious item or situation should immediately be reported to the operations officer
<b>Monitor Surveillance Cameras (High Schools) -</b>	Assigned to monitor surveillance from the CCTV equipment room if safe to do so; should have appropriate communication devices in order to share information with the incident commander and/or responding public safety agencies; has knowledge of the CCTV system
<b>Monitor weather conditions -</b>	Assigned to monitor possible weather-related emergencies; must be prepared to use an assortment of resources including mass media, scanners, NOAA alert radio, and visual inspection to help communicate any necessary information to the operations officer; must be familiar with portable communication devices and computer-based communication

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## **ON-SITE CRISIS TEAM (OCST)**

### **DUTIES AND RESPONSIBILITIES BY POSITION**

#### **Logistics Officer (school based)**

Responsible for managing and identifying personnel, supplies, and equipment needed in response to the crisis; responsible for handing out supplies and equipment, and for deploying unassigned staff for work and for coordinating transportation needs with the Department of Transportation

Informs/coordinates response objectives with team members; receives accurate and timely information from the transportation liaison

Assists in developing logistical strategies and recommendations to resolve the crisis

Ensures that accurate school emergency contact names and phone numbers are up to date and available

Provides accurate and timely status reports to the incident commander

Attends briefings held by the incident commander

Ensures parent/child reunification is implemented in an effective and efficient manner when appropriate

## **ON-SITE CRISIS TEAM (OSCT)**

### **DUTIES AND RESPONSIBILITIES BY POSITION**

#### **Logistics Team (school based)**

##### **Student/Staff Accountability**

Responsible for ensuring that accurate students/staff accountability information is collected and shared immediately with the logistics officer; brings accountability discrepancies to the immediate attention of the incident commander

##### **Parent/Child Reunification Coordinator**

Responsible for implementing the parent/child reunification (PCR) process; assigned to monitor and define this area and communicate directly to the logistics officer; ensures that information is shared with parents about the proper identification and sign-out leading to the reunification process

##### **Transportation Liaison**

Assigned to work as liaison with the Transportation Department to coordinate any transportation needs during a crisis; maintains regular contact with the logistics officer

##### **Emergency cut-off switches/valves**

Ensures that all utility emergency cut-off switches/valves are properly identified and marked

## **ON-SITE CRISIS TEAM (OSCT)**

### **DUTIES AND RESPONSIBILITIES BY POSITION**

#### **Principal – Incident Commander**

#### **Planning Officer (school based)**

Develops planning strategies and recommendations to resolve the crisis including long term contingency plans relative to the crisis

Informs and coordinates overall response objectives with team members

Responds to special requests for information from the incident commander

Reviews the latest information regarding the crisis to determine and plan school needs to include follow-up

Provides accurate and timely status reports to the incident commander

Attends briefings held by the incident commander

Ensures planning for special needs of students/staff prior to the crisis

Ensures and anticipates problem areas, possible weather conditions, and pre-planned evacuation routes; identifies hazards in the building and on school grounds for appropriate corrective action



## **Planning Team (school based)**

### **Schedule Debriefing**

Assigned to work in conjunction with the incident commander to ensure that a timely incident debriefing occurs; holds an initial debriefing as soon as possible and no later than 24 hours after the incident; holds a more comprehensive debriefing with public safety responders and central office staff who were involved within 48 hours after the incident; assists the incident commander in coordinating the after-event report

### **Planning Staff**

Assist the planning officer in developing contingency plans for responding to the crisis

## **ON-SITE CRISIS TEAM (OSCT)**

### **DUTIES AND RESPONSIBILITIES BY POSITION**

#### **Finance/Administration Team (school based)**

Responsible for keeping financial records of expenditures and staff hours during and after the crisis

Informs and coordinates objectives with team members

Develops procedures to account for costs incurred in a crisis; compiles and maintains records of expenditures for cost accounting and reimbursement purposes

Provides accurate and timely status reports to the incident commander

Attends briefings held by the incident commander

#### **Records and Expenses**

Assigned the task of obtaining accurate and up-to-date list of necessary financial resources, e.g. two-way radios, crisis-related supplies, etc.; is (or works directly with) the school business manager

#### **Staff-hours Recorder**

Assigned to maintain an accurate and up-to-date list of necessary staff-hours; is, or works directly with, the school business manager; as part of the post-crisis debriefing, is prepared to share documentation with appropriate administrative personnel

## INSTRUCTIONS FOR COMPLETION OF THE SCHOOL CRISIS RESPONSE PLAN

**Crisis Preparedness Coordinator (CPC):** These delegated responsibilities are intended to ensure that crisis preparation is accomplished through the year. This staff member reports directly to the principal and ensures that the crisis plan is completed and that all fire evacuation drills and Lockdown and Shelter-in-Place drills are scheduled, completed, and recorded. In addition, this staff member ensures scheduling of required crisis training for the on-site crisis team (OSCT) members. The duties of the CPC are completed prior to the crisis; when a crisis occurs, the CPC should assume his/her previously-assigned OSCT responsibility. This OSCT member is the primary contact for the Department of Safety and Security regarding crisis preparedness issues. The Principal may decide to retain and not delegate the CPC responsibilities.

### INDEX OF SAFE SCHOOL TERMINOLOGY

**Crisis Alert:** Notifies students and staff that a crisis exists at or near a SONORA ISD school or facility. The types of situations warranting a Crisis Alert include such events as approaching severe weather, police notification that a criminal suspect is in the general location of the school, a medical emergency occurring inside the building, or a building sweep pertaining to a low-level bomb threat. Movement should be restricted to within the building and there should be a heightened awareness of strangers. A full accounting of students should be conducted. Administrators may activate the OSCT and set up a command post when appropriate. Contact with emergency responders should be continuous. Assign duties to teachers and staff who are not supervising students. Notify parents if necessary. This may be the first level of alert prior to commencing any of the following actions.

**Shelter-In-Place:** Enhanced level of alert due to a crisis at or near the building (weather-related; suspected chemical, biological or radiological incident; hazardous material spill; etc.) The nature and duration of the shelter-in-place will be determined by the crisis and by public safety officials. It is important to know the location of the main electrical power switch(es) in order to control (shut down) the school's HVAC (heating, ventilation, and air conditioning) system in the event of a suspected chemical, biological, or radiological crisis. This procedure restricts movement within the building but does not restrict individuals from seeking shelter within the structure. Ensure that a full accounting of students is conducted regularly. Ensure that restrooms, hallways and other areas are checked for students not in their classrooms. Ensure that no one leaves the school once it is secured. If the fire alarm is activated, do not evacuate unless directed to do so by the Principal/facility director. Notify emergency responders. Assign duties to teachers and staff who are not supervising students. Notify parents if necessary.

**Lockdown:** Imminent danger inside or outside the building requiring a move to immediate lockdown mode. This may be necessary whenever an unidentified stranger is in the school, a shot or shots have been fired or violent behavior has occurred near the school. This procedure restricts access into the school and movement within the building. All doors, windows and classrooms will be locked. Students and

teachers will remain in their classrooms. Ensure that a full accounting of students is conducted. The OSCT is not activated during a lockdown due to the existence of imminent danger. No one will be allowed to enter or leave the building. Ignore the fire alarm system and do not evacuate unless directed to do so by the Principal/facility director. Parents will not be allowed to pick up children from school. Local authorities will provide assistance when needed. Assign duties to teachers and staff who are not supervising students. Notify parents if necessary.

**Evacuation:** Imminent danger at site requiring a move to a safe location. This can be on-site which involves moving to a safe location on the premises or to a nearby property. An off-site evacuation involves moving to a remote safe location such as an evacuation site or directly to the reunion site. Sites should be designated as primary and secondary in order to provide alternatives should a site become unusable.

**Reunion Site:** This site must be a secure facility with ample parking to accommodate buses, parents' vehicles and emergency vehicles. There must also be ample space to house all students and staff. There must be an area to out-process students. There must also be appropriate communications capabilities. **The District Reunion Site will be determined according to page 57 (see Section V. Evacuation Sites).**

**Incident Command System:** The Incident Command System (ICS) is a nationally recognized crisis management and public safety organizational/management tool utilized when responding to a crisis. The ICS identifies an incident commander (usually the Principal) and Command Team members who collectively develop and implement response strategies pertaining to the crisis. Each team member is assigned specific duties and responsibilities as part of the incident response plan, and they delegate as needed. The ICS develops a chain-of-command structure and line-of-command succession. The structure of the ICS identifies command team members and team leaders who oversee the functions of the Operations, Logistics, Planning, and Finance/Administration teams. The ICS is the common link between the Regional Emergency Management Group, the SONORA ISD Crisis Response Plan, and the School Crisis Response Plan. The school-based ICS is outlined on the enclosed organization chart of this document. In schools/facilities where there is limited administrative support and/or staff, it may be necessary for the incident commander (principal) to assume multiple positions and responsibilities of the command team.

## **I. ICS CHAIN OF COMMAND, COMMAND TEAM, FUNDAMENTAL OSCT**

### **POSITIONS**

Every incident or crisis requires that one person (principal) be designated as the primary incident commander who has overall managerial responsibility for responding to the crisis. The incident commander has responsibility for organizing and directing the school's response to a crisis by assessing the situation, establishing response objectives, assigning critical duties and responsibilities, utilizing resources, developing and monitoring the action/response plan, ensuring proper incident documentation, and developing and implementing all strategic decisions related to the crisis. Accurate, timely information

and recommendations from the command team members are conveyed to the incident commander for decision-making purposes. The incident commander has the sole authority/responsibility for the management and resolution of a school-related crisis. Only the superintendent or other SONORA ISD senior level executive can override or countermand a decision made by the incident commander.

In certain crisis situations, a public safety response will be required. Depending upon the type of crisis, official from public safety agencies may assume control of the incident and have overall responsibility for managing the incident. In these situations, a unified command structure would be established and the incident commander would be from either the police or fire/rescue, depending upon the nature of the incident and/or the response needed to mitigate the crisis. The role of the school-based incident commander in these situations would be to work in partnership with public safety officials and to follow their directions or orders until the incident is stabilized and turned over to the school-based incident commander. The school incident commander would always retain responsibility for the safety and welfare of SONORA ISD students/staff.

### **Command Team**

- **Incident Commander (principal):** The incident commander has responsibility for organizing and directing the school's response to a crisis by assessing the situation, establishing response objectives, assigning critical duties/responsibilities, utilizing resources, developing and monitoring the action/response plan, ensuring proper incident documentation, and developing and implementing all strategic decisions related to the crisis. The incident commander is responsible for activating the OSCT and for facilitating an incident debriefing. Usually, the incident commander is the principal of the site. Three staff members must be identified as incident commanders: one primary and two back-ups named in order of succession. Only the Superintendent or other SONORA ISD senior level executive can override or countermand a decision made by the incident commander.

**In schools/facilities where there is limited administrative support and/or staff, it may be necessary for the incident commander (principal) to assume multiple positions and responsibilities of the command team.**

- **Public Information Officer (PIO/Communications Coordinator (CC):** The school-based PIO/CC establishes communications links and ensures that the release of any information is coordinated through the Department of Communications and the incident commander. In coordination with the Department of Communications, this team member also advises the incident commander of any public inquiries and establishes a relationship and maintains contact with on-scene media at the designated media staging area.
- **Safety Officer:** Ensures that the safety of students, staff, and others is the highest priority, and answers only to the incident commander. The safety officer has the authority to stop any unsafe actions involving SONORA ISD students/staff.

- **Operations Officer:** The operations officer assists the incident commander in developing/implementing the school's crisis response. This team member coordinates the response and assignments of the Operations Team and provides timely and accurate incident information to the incident commander. The Operations Officer also ensures monitoring access control in the building, monitors weather conditions, and sweeps/scans the facility, grounds, play areas, and restrooms. This member also ensures monitoring of surveillance cameras (high schools only).
- **Logistics Officer:** The Logistics Officer assists the incident commander in identifying and managing needed personnel, equipment, and supplies. This officer ensure establishment of the student/staff accountability and parent/child reunification process. The transportation liaison officer will coordinate transportation as needed in conjunction with the incident commander.
- **Liaison Officer:** The Liaison officer works directly with public safety personnel. It is critical that this public safety officer immediately and accurately share safety-related information with the incident commander. All public safety liaison coordination must be made with the incident commander.

### **On-Site Crisis Team Assignments**

- **Planning Officer:** The planning officer assists the incident commander in developing strategies and recommendations to resolve the crisis, and reviews the latest information regarding the situation in order to identify and plan for future school needs. This team member coordinates the response and assignments of the planning team, and provides timely and accurate incident information to the incident commander.
- **Finance/Administration Officer:** The finance/administration officer is responsible for tracking incident-related costs or expenditures and to account for staff-hours related to the resolution of the crisis. This team member coordinates the response and assignments of the finance/administration team, if needed, and provides timely and accurate information to the incident commander.
- **Recorder/Tracking Coordinator:** The recorder/tracking coordinator should serve the primary assistant to the incident commander, and should make accurate and timely notes of the sequence of events. A running account should be recorded which includes status of assignments given, telephone calls, statements, commands, decisions, questions, names, times, actions taken, arrivals, departures, injuries, etc. These notes may be transcribed if needed. All notes and correspondence related to the crisis should be placed in an incident file and maintained by the school-based incident commander.
- **Student/Staff Accountability:** This OSCT member is responsible for ensuring that all students/staff are accounted for during the crisis, using several different and available methods, e.g., attendance log, attendance program, hand-written materials, etc. Any accountability discrepancies must immediately be brought to the attention of the incident commander.
- **Parent/Child Reunification Coordinator:** This OSCT member is responsible for ensuring that the parent/child reunification areas are set up and staffed, that appropriate information is shared with parents, and that protocols are in place for the proper release of students. Please refer to Section XIV of the Crisis Plan.

Types of Crises: For guidance of specific crises, a copy of the SONORA ISD Crisis Management and Response Manual is attached for the school's use. This manual includes guidance on incidents involving

missing students; accidents and injuries; accidental death; suicides; weapon use; weather emergencies; bomb threats; suspected chemical, biological and radiological incidents, etc.

## **II. COMMAND POST**

The command post is a location or room from which the command function/incident management will operate during the crisis. This location must be securable and separate from the student/multi-hazard evacuation locations, media staging area, and parent/child reunification locations.

**Inside School Command Post Location:** This is usually the main office and/or a workroom or principal's office with sufficient communications resources (phone, fax, computer, printer, etc.). A primary inside location and an alternate inside location should be identified.

**Outside School Command Post Location:** If possible, this is a location that is outside of the school building but still on campus. It may be a parking lot, athletic field, or stadium area. Smaller elementary schools may require a location on a side street or sidewalk. If a public right-of-way is employed during a crisis, vehicle traffic should be blocked in coordination with public safety officials. A member of the OSCT has the responsibility of bringing the school records box to the outside command post.

## **III. ON-SITE CRISIS TEAM MEMBERS**

The on-site crisis team is designed to assist the incident commander in the mitigation and/or resolution of a school-based crisis. Members of the OSCT will be selected by the administration based upon their ability to handle specific OSCT duties or responsibilities and their suitability to respond to a crisis. It is strongly recommended that consideration be given to assigning an OSCT position(s) to a representative from the building service staff and the school-based security staff. Their knowledge of the physical building and safety and security procedures would be a valuable asset to the team.

All OSCT members must be aware of their assignments and responsibilities including all phases of the school's crisis plan, and should be provided a copy of their school's crisis plan. The Crisis Preparedness Coordinator, under the direction of the principal, should hold OSCT meetings periodically throughout the school year to ensure the school's readiness to respond to a crisis. The incident commander is responsible for activating the OSCT in the event of a crisis, except during a Lockdown due to the existence of imminent danger. The command post location should be included in the activation announcement. The Command Team is included in the OSCT.

School administrators must assign members of their on-site crisis team specific duties and responsibilities that need to be performed during a crisis. These duties and responsibilities are critical functions and are linked to positions under the structure of the Incident Command System. Schools are required to assign a primary incident commander with two back-up incident commanders. All other OSCT positions require assigning a primary and a back-up OSCT member responsible for the specific duties and responsibilities outlined in Section III of the school crisis plan, which are also defined below. Depending upon the nature of the crisis, it may not be necessary to carry out all of the identified duties and responsibilities of the OSCT. The incident commander would make this determination based upon the scope and duration of the crisis. In making OSCT assignments, administrators may assign team members two or more duties and responsibilities, especially in schools with minimal staffing. Depending upon the incident, administrators may also assign additional duties and responsibilities outside of those required for members of their OSCT.

**In schools/facilities where there is limited administrative support and/or staff, it may be necessary for the incident commander (principal) to assume multiple positions and responsibilities of the command team.**

- **Check evacuation route(s) before evacuating** - This team member is responsible for checking the evacuation route and area in advance of the evacuation to ensure that the site is free of suspicious packages or other unsafe conditions. All information must be immediately communicated to the incident commander.
- **Crisis Alert Sweep/Scan** - This team member(s) is responsible to sweep/scan the facility and outdoor areas for students and staff. All students should be directed and/or escorted into the school under adult supervision. Adults should be made aware of the situation and invited to join staff inside.
- **Bring medical information and medications** - This team member gathers and brings medical information and needed medications to the command post and/or evacuation site.
- **Bring and maintain records box, cell phone, and emergency phone numbers for students/staff** – This team member brings the records box, the cell phone, emergency information and phone numbers for students and staff to the command post and/or evacuation site. This information should be updated throughout the year to ensure accuracy. This team member also should be responsible for updating and replenishing the contents of the records box throughout the year.
- **Check restrooms for students/staff and monitor hallways during Crisis Alert** - This team member(s) is responsible for checking all restrooms and students/staff, and monitors the hallways for unescorted students, visitors, and suspicious situations. During weather-related emergencies, observations of conditions outside may be needed. In a large school, one than one team member may be required for these tasks.
- **Assist with special needs for students/staff** - A team member has the responsibility for accompanying students or staff who require physical assistance during an evacuation or when moving to a predetermined safe location during a crisis.
- **Assess mental health needs of students/staff** - This team member (usually a guidance counselor) will make initial assessments of the psychological needs of students/staff during and immediately after a crisis. This information must be shared with the incident commander.
- **Accompany students/staff to the hospital** - This team member will accompany students/staff to the hospital when transported by ambulance. This team member must keep the incident



commander information and continually updated on the condition of anyone transported to the hospital.

- **Schedule a debriefing meeting for lessons learned** - This task is assigned to a team member who works in conjunction with the incident commander to ensure that a timely incident debriefing occurs. This initial debriefing should be held as soon as possible, and no later than 24 hours after the incident. A more comprehensive debriefing with public safety responders and central office staff who were involved should be held within 48 hours after the incident.
- **Transportation Liaison** - This team member reports to the logistics officer and assists the incident commander in coordination of transportation needs with the Department of Transportation in response to the crisis. The logistics officer coordinates the response and assignments and provides timely and accurate updates to the incident commander.

**Location of School Records Box:** The records box should be located in the main office. The box should contain a current copy of the crisis plan. The emergency cell phone should be kept nearby and in a fully-charged state. An OSCT member should be responsible for updating and replenishing the contents of the records box throughout the year. At a minimum, the records box should contain:

- Maps, floor plans
- Building data – chemicals and hazardous materials locations
- Master keys
- School radios (at least 2) with battery charged
- Flashlights/Batteries
- Student and personnel information, including medical records
- List of personnel trained in CPR
- First aid kit, emergency medicine
- Classroom rosters
- Cell phone, phone numbers and contact information
- Alarm information
- Intercom or PA instructions, bullhorn
- Computer information to send messages

**Location(s) of First Aid Kit(s):** CAMPUS OFFICES, NURSES OFFICES

(A first aid kit is usually kept in the health room or in the same vicinity as the records box).

#### IV. EVACUATION DISTANCES

The minimum evacuation distance for a fire evacuation is 100 feet. The minimum evacuation distance for a bomb threat evacuation is 300 feet. The minimum evacuation distance for multi-hazard evacuations is 300 feet.

#### V. EVACUATION SITES

**On-campus Multi-Hazard Evacuation Locations:** The usual locations are athletic fields, stadiums, parking lots, playgrounds, etc., that should be at least three hundred feet from the building. In some cases, it is not possible to be three hundred feet away and still be on campus. In such cases, students are to be moved as far away as possible. The alternate location is a secondary site to be used if the primary location is unavailable for some reason.

**Off-campus Multi-Hazard Evacuation Locations:** The primary location should be within walking distance of the school. It could be a church parking lot, shopping center near the school, another school, a vacant field, or a cul-de-sac. Any event that forces an off-campus evacuation may be long-lasting and of a serious nature; therefore, the site should be accessible to transportation resources. The alternate location should be used if the crisis is expected to continue for an extended time. This location may be the nearest available school.

#### VI. ACCOUNTING FOR STUDENTS/STAFF

Students and staff members must be accounted for during a crisis. During a Lockdown/Shelter-in-Place, the school should consider using the attendance system to take attendance. Contact your school's technology specialist for details of this process. During an evacuation, attendance must be completed manually, and teachers should bring a current class roster with them to the evacuation site. If outdoor activities such as P.E. class, recess, or lunch are occurring when a Lockdown is activated inside the building, students and staff should be notified (preferably by two-way radio) to move to a safe location. The safe location should be predetermined if possible. Staff with students outside during a Lockdown should, if possible or practical, visually scan the location for potential danger. Depending on the circumstances of the crisis, the safe location may need to be reconsidered. The staff member on the scene should confirm that all students and staff are accounted for, and the incident commander should be kept informed and updated, especially as to any discrepancies. An OSCT member is to be assigned the responsibility for ensuring that accurate student/staff accountability is available.

## **VII. MEDIA STAGING AREA**

It is recommended that the media staging area be located at an off-campus site near the school which must be separate from any student/multi-hazard evacuation locations or parent/child reunification sites. It is possible that large trucks may need to be accommodated. Depending on the type of crisis, the director of communications or authorized representative may ask the incident commander to allow for a media staging area to be set up on-campus. The off-campus location may be a nearby street, park, open area, or commercial area. The media can be an asset to the school in terms of broadcasting accurate and information and instructions to parents and guardians. An OSCT member should be assigned the role of media liaison. The actual locations of the information, reunification, and media staging areas are generally determined by the nature and extent of the crisis.

## **VIII. STUDENTS/STAFF WHO REQUIRE SPECIAL ASSISTANCE**

Students or staff requiring special assistance should be named along with a grade level, if appropriate. The type(s) of assistance required should be listed. The assistance could be medicine such as insulin, equipment such as wheelchair or ventilator, or a seeing-eye dog. If more space is needed, use the attached supplemental sheet and note on the plan that there is an attachment. This information also should be maintained as part of the school records box.

**Location of Safe Room (if applicable):** If a crisis presents a hazardous situation for moving students with special needs, it may be necessary to move those students to a pre-determined *safe room*. This room should be selected with input from the local fire department and your school's Crisis Preparedness Coordinator. Factors to consider when selecting a safe room should include proximity to exits, accessibility to exterior windows, and proximity to fire doors, stairwells, and communication capabilities within the room. Upon arrival on the scene, fire department

personnel should be informed of the location(s) of the safe room(s). Rescue operations will take priority over firefighting.

## **IX. SCHOOL STAFF TRAINED TO RENDER FIRST AID AND/OR CPR**

Staff members who are trained in first aid or CPR should be listed, along with their title or position. The school health representative is usually listed first. Consider listing staff members who are currently certified in first aid or CPR and note that they are certified.

## **X. RELOCATABLE CLASSROOM LOCATION(S)**

The number and locations of on-campus relocatable classrooms are required. Locations of relocatable classrooms must be noted on the school floor plan. An OSCT member should be assigned the responsibility for ensuring that every relocatable classroom is equipped with a cell phone and that the cell phones are properly maintained and in good working condition throughout the year.

## **XI. JOINT OCCUPANCY USERS**

Any event or condition that affects the school also will affect any joint occupant. Joint occupancy users should be informed of the crisis plan and practice drills along with the school. All information should be completed. Daycare centers and child development programs on-site should be identified in this section.

## **XII. SCHOOL FLOOR PLAN**

The floor plan should be an attachment to the crisis plan. Each crisis plan must include the building's floor plan indicating the following information: classroom numbers; gas, main electric, water, and HVAC emergency cut-off locations; and relocatable classrooms and their designated room numbers and locations of their exit doors.

## **XIII. DEBRIEFING**

An OSCT member is assigned the responsibility for working with the incident commander to ensure that a timely incident debriefing occurs in order to discuss lessons learned. This initial debriefing should be held as soon as possible and no later than 24 hours after the incident. A more comprehensive debriefing with public safety responder and central office staff who were involved should be held within 48 hours after the incident. The Crisis Preparedness Coordinator must be informed of the debriefing meeting.

## **XIV. INSTRUCTIONS FOR COMPLETION OF THE PARENT/CHILD REUNIFICATION PROCESS**

Each school should have a parent/child reunification process that includes details of reuniting students with their parents or guardians. Details of this process should be communicated to the parents near the start of each school year through various methods, i.e., principal newsletters, school websites, PTO meetings, etc. The information should include the disbursement of the Authorization for Release form. This form permits parents to designate additional authorized individuals to whom the school can release their child. Completed forms will contribute to a smooth parent/child reunification. Details of the reunification process should be constantly reinforced among all stakeholders during the school year.

Consideration should be given to assigning adults to monitor hallways and to escort students from the classroom to the reunification site. The following parent/child reunification information should be included in the PCR process.

- The parent/child reunification site must be separate from all student/multi-hazard evacuation locations and media staging area. Parent/child reunification areas for parents can be either on- or off-campus. The location of this area must be a site that will not impact the school's ability to respond to the crisis. The on-campus location could be the flagpole area, playground, parking lot, or even a location inside the school. The off-campus location could be a nearby church, parking lot, other open areas/facilities, or local cluster high school. Parents and guardians should be notified where to respond in case of crisis, and should be advised that the parent/child reunification site is where they can pick up their children. An OSCT member, with portable radio, is to be assigned the role of parent/child reunification coordinator to assist in matching children to parents and signing them out.

**Parent/Child Reunification Coordinator:** This position on the OSCT is appointed by the principal and is responsible for ensuring the parent/child reunification process is implemented.

**Name of Staff member responsible for PCR box:** Name of staff member responsible for stocking and retrieving the PCR box when needed.

**Location of on-site indoor PCR area:** Location and directions to on-site indoor PCR area.

**Location of on-site outdoor PCR area:** Location and directions to on-site outdoor PCR area.

**Location of off-site PCR area:** Location and directions to off-site PCR area, including address and phone number of site.

**Assignments and tasks of staff assigned to PCR process:** Implement the three-step approach. Complete the assignments/tasks for each step.

**Attached supplemental documents to the PCR process:**

- Authorization for Release of Student
- Parent/Child Reunification Process Log

**Please attach any additional information you determine is necessary to complete your PCR process.**

## **SCHOOL-BASED ICS MODEL AND TRAINING OPPORTUNITIES**

A school-based incident command system has been developed with detailed examples of various duties and responsibilities utilized when responding to a crisis. This structure reflects the required OSCT duties and responsibilities. In addition, there are other duties and responsibilities that could assist the incident commander when responding to a crisis.

Throughout the school year, the **Department of Safety and Security** will present training sessions on the subject of crisis preparedness for administrators and OSCT members. Notification of training dates and registration information will be provided. In addition, school-based training modules will be available at the school to cover crisis preparedness.

Staff members from the **Department of Safety and Security** are available to deliver school or cluster-based crisis preparedness training for administrators and OSCT members. Please contact your school's Crisis Preparedness Coordinator to arrange for a training session.

## **CRISIS PREPAREDNESS COORDINATOR**

As the principal has many issues to identify, mitigate, delegate and solve on a daily basis, it is recommended that a crisis preparedness coordinator be assigned to the OSCT team to ensure the following:

- Scheduling, completion and recording of Lockdown and Shelter-in-Place drills.
- Scheduling, completion and recording of fire evacuation drills.
- Scheduling of required crisis preparedness training for OSCT members and administrators.

**Department of Safety and Security**  
**SONORA Independent School District**

**Crisis Preparedness Checklist**

**This checklist is provided to assist with preparation in response to crisis situations.**

<b>ON-SITE CRISIS TEAM (OSCT) PLANNING</b>	<b>Yes</b>	<b>No</b>
Has the school or facility crisis plan been updated for 2016-2017 and submitted for approval to the Department of Safety and Security?		
Has the school or facility crisis plan been approved?		
Has the school or facility crisis plan been reviewed with all staff members?		
Has staff received crisis preparedness training by the Department of Safety and Security?		
Has a full safety and security assessment been made of campus facilities?		
Is an annual fire inspection scheduled?		
Are staff and students familiar with Lockdown/Shelter-in-Place procedures?		
Has a meeting been held with the OSCT to discuss the crisis plan and the roles and responsibilities of OSCT members?		
Do the back-up OSCT members know their roles and responsibilities?		
Have OSCT meetings been scheduled to occur regularly throughout the year?		
Has the OSCT been provided with a copy of the approved school or facility crisis plan?		
Have additional incident commanders been identified who will coordinate the crisis plan in the absence of the primary incident commander?		
Have interior and exterior command posts been identified?		
Has the staff been made aware of the locations of the command posts?		
Is there a plan to monitor access to the building and securing of doors when appropriate?		
Is there a clearly-identified visitor sign-in and identification procedure in place?		
Have on and off-campus multi-hazard evacuation locations been identified?		
Has a parent/child reunification plan been developed and shared with parents, staff and students?		

Have on- and off-campus parent information/reunification staging areas been identified?		
Have parents/guardians been notified as to the locations of the parent/child reunification sites?		
Are the records box and first aid kit(s) regularly checked to ensure readiness of supplies?		
Are the emergency cards or forms up to date to include the names of additional adults who are authorized to pick up students?		
Is your staff familiar with shelter-in-place procedures?		

<b>Practice Drills</b>	<b>Yes</b>	<b>No</b>
Are staff and students familiar with evacuation procedures?		
Have fire evacuation drills been practiced?		
Have Lockdown/Shelter-in-Place drills been practiced?		
Are regular debriefing meetings held after practice drills or actual crises?		
Are the emergency cut-off valves clearly marked for identification purposes?		
Is the appropriate staff aware of the location of the emergency gas, HVAC, water and main electric cut-off valves/switches and do staff members know how to shut them off?		

<b>Mental Health Needs - Recovery</b>	<b>Yes</b>	<b>No</b>
Have staff members been assigned to assess mental health needs following a crisis?		
Have the counselor and/or psychologist been involved in crisis response planning, including needed mental health supports?		
Is there awareness of students/staff who may be vulnerable in a crisis because of past loss experience or unique needs?		

<b>Medical/Special Needs</b>	<b>Yes</b>	<b>No</b>
Have staff members who are certified in first aid/CPR been identified?		
Has the staff been notified of the locations of the first aid kits? How many first aid kits are in the school? _____		
Have primary and back-up staff members been identified to handle medications for those students who require medications?		
Have provisions been made to address the special needs of disabled students, limited-English-proficient students, and other student/staff populations?		

<b>Communication</b>	<b>Yes</b>	<b>No</b>
Is the administrative team familiar with the SONORA ISD communications protocol?		
Are accurate student lists (including emergency contact information) accessible?		
Are backup communications procedures in place in the event of loss of telecommunications or power?		
Is the NOAA alert radio operational, equipped with batteries, and turned on?		



Is the emergency cell phone charged, operational, and accessible to designated staff?		
Have all designated staff been trained and know how to operate the emergency phone?		
Are the portable classroom cell phones operational and fully charged?		
Is the school communication process (phone tree, etc.) in effect to inform parents of crisis information?		
Is there an updated staff phone tree that has been tested for accuracy and effectiveness?		
Is a system in place for PTO/community communications?		
Is there an updated list of emergency contact numbers, including all necessary public safety and central administration numbers?		
Are all portable communication devices, including two-way radios, maintained in proper working order?		

**Reviewed by Principal**

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Reviewed by Crisis Preparedness Coordinator**

Crisis Preparedness Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(This checklist must be completed, signed, and faxed to the **(Department of Safety and Security)**, (fax # 325-658-6571 (ESC).



**Sonora Independent School District**

**Sonora, Texas**

**Parent/Child Reunification Process Log**

Name of School: \_\_\_\_\_ Date: \_\_\_\_\_

*Please print clearly.*

Name of Student	Grade	Printed Name of Authorized Individual	Signature of Authorized Individual	Identification Verified	Signature of Staff Member Who Has Verified ID of Authorized Individual	Release Time

## **Fire**

### **Teacher**

#### **General Fire Alarm:**

Teachers should evacuate students to predetermined area (see room maps).

Take roster and grade book.

Reassemble students and account for everyone.

Notify Principal of missing persons.

#### **If Fire Occurs in the Classroom:**

Take roster/clipboard/emergency information.

Evacuate students from the classroom to the predetermined area (see room maps).

Notify Principal.

Attempt to extinguish fire if small or confined and an extinguisher is available.

Close the door to the area involved.

## **Weather Related**

### **Teachers**

When signal (announcement on the intercom) occurs, move students to predetermined shelter areas.

Take class roster/clipboard/emergency information.

Have students sit on the floor, face the wall, and remain quiet.

Account for all students.

### **Administrators (Pre-storm)**

Have a battery operated radio on hand.

Designate tornado shelter areas.

Design the special alarm system and backup system.

Make certain all staff and students know the signals.

Make certain all staff and students know the shelter areas and how to “drop and tuck”.

Designate staff person/campus secretaries to monitor radio and weather warnings.

### **Administrators (during a Severe Storm or Tornado)**

Sound the warning signal:

Intercom announcement

Move everyone to shelter areas.

Have Principal and teachers nearest restrooms check restrooms and classrooms.

Account for all students and do not let students leave.

Invite parents arriving to pick up students to come into shelter.

Keep all exterior doors closed.

### **Kidnapping**

#### **Teacher:**

Secure students

Notify the office immediately

#### **Administration**

Depending on situation, lockdown procedures may be implemented.

Move campus into Lockdown if appropriate.

Call 911 or 387-3888

### **Armed Intruder**

**Fight like hell, or Run like hell**

#### **Administration**

**Suspected Weapon (refer to Resource Manual – District Search Policies and Discipline Policies)**

Call 911 or 387-3888.

Initiate lockdown or evacuation procedures, as appropriate.

**(See Lockdown or Evacuation)**

### **Hostage Situation**

Move campus into Lockdown mode.

Call 911 or 387-3888

Students may be evacuated depending on situation and location of incident.

### **Bomb Threat**

#### **Administration**

Call 911 or 387-3888.

**Follow evacuation procedures.**

**Activate off campus evacuation if necessary.**

#### **If Dealing With a Perpetrator:**

Speak calmly and try to get students out of the area; keep your distance until law enforcement assistance arrives.

Initiate lockdown or evacuation procedures, as appropriate.

**(See Lockdown or Evacuation)**

Work with Police as directed.

Assemble Crisis Team, if needed.

File report.

### **Administration**

Call 911 or 387-3888.

Bring all students and staff inside and secure building.

Announce that all students and staff who are near windows should remain on the floor.

Activate the Crisis Team.

Hold students beyond dismissal time, if needed.

**If an injury or death has occurred, see ACCIDENTS or DEATH.**

File report.

### **Drug Overdose**

#### **Teacher**

Notify Principal and Nurse or call 911.

Keep student as stable as possible.

Remove other students from the area, if possible.

Wait for assistance.

### **Suicide**

#### **Teacher**

Take threat seriously.

Send for Counselor.

Talk calmly with the student.

Do not leave the student alone.

When student returns to school, monitor closely.

## **Staff Responses**

### **Shelter-In-Place**

Once Administration activates Shelter-in-place, staff is responsible to make sure all students are accounted for and that classroom is secure.

Call 911/387-3888

Faculty and students remain in place, following any directives given from Administration.

### **Evacuation of Building**

Announcement is made for evacuation.

Teachers need to take roster/clipboard/emergency information as they leave the classrooms.

Be sure to account for all students.

Follow procedures and directions from administration.

### **Evacuation of Site (Including Parent/Child Reunification Process and Roles and Responsibilities)**

Once students are evacuated, students will be released only to authorized people after following sign-out procedures as specified by each campus. Faculty and staff will be responsible for monitoring and assisting with students and checking our students as appropriate.



## **Lockdown**

### **Principal or Counselor:**

- Announce lockdown.
- Make sure that students are secured.
- Secure outside doors if custodians are not available.
- Make sure classrooms with substitutes are secure.

### **Secretary**

Call 911.

Call Superintendent.

Remain in office next to telephone and secure an open line of communication.

### **Custodians**

Secure outside doors.

Allow only emergency personnel and authorized SISD personnel to enter.

### **Instructional Aides/Office Staff**

Those in the office or in close proximity will assist office staff.

### **Teachers**

Remain in classroom with students and follow directions as given.

Secure classroom as much as possible.

Make sure that students are identified and accounted for – students in bathrooms, hallways, outside, etc. will be pulled into the closest classroom.

Keep students calm.

### **Other**

No one will be allowed on campus other than emergency personnel and authorized SISD personnel.

No student will be released until it is deemed safe by authorized personnel. At that time, students will be dismissed according to checkout procedures.

Announcement from Office to be in “Lockdown” mode.

Detention of students in classrooms.

Checking of hallways by teachers and bringing students into the classrooms.

Keep students calm.

Keep students away from all windows.

Close shades and blinds, lock windows and doors, and do not allow anyone in or out until the “all clear” signal is given.

