

**Notice of a
Regular Meeting of the
University of Texas Elementary School
Management Board**

Notice is hereby given that on the 24th day of August 2021, the Management Board of University of Texas Elementary School (UTES) will hold a regular board meeting online and at the University of Texas Charter School System's Administration Office, 2200 E. 6th St., Austin, Texas 78702. The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Please note that the sequence of items given in the posting is only approximate and that the order of individual items may be adjusted as necessary.

- I. Call to Order and Establish Quorum
- II. Welcome and Recognition of Special Guests
- III. Citizen Comments
Individuals wishing to address the Management Board must sign up via email, before 8:15 AM, prior to the start of the meeting.
- IV. Action Items for Consideration by Consent
 - a. Consider approval of the Board Minutes for the Meeting held on April 27, 2021 [p 3](#)
 - b. Consider approval of the Local Wellness policy [p 6](#)
 - c. Consider approval of the Multi-Hazard Emergency Operations Plan [p 15](#)
 - d. Consider approval of the Parent and Student Handbook [p 228](#)
 - e. Consider approval of the Student Code of Conduct [p 260](#)
 - f. Consider approval of the Employee Information Guide [p 283](#)
- V. Action Items
 - a. Consider approval of a resolution concerning the Health and Safety of the students at UT Elementary School [p 304](#)
 - b. Consider approval of the 2021-2022 budget [p 307](#)
 - c. Consider approval of an "Other" Waiver to provide Remote General Education Homebound Services [p 308](#)
 - d. Consider approval of the research project, "The Effect of Autonomy-Supporting Interventions on the Efficacy of Reciprocal Peer Teaching in Fourth Grade String Students' Music Performance Outcomes" [p 310](#)
- VI. Reports/Discussion Items
 - a. Chair's report - Dr. Sherry Field
 - b. Associate Vice President's report - Dr. Melissa Chavez [p 339](#)
 - c. Deputy Superintendent's report - Dr. Nicole Whetstone
 - d. Health & Safety/Facilities report - Dr. Victor Saenz
 - e. Strategic Planning Committee report - Mrs. Kathy Armenta
 - f. Finance report - Dr. Bill Lasher [p 354](#)
 - g. Education and Research Committee report - Dr. Cynthia Franklin
 - h. Nominating Committee report - Dr. Alexandra Eusebi
 - i. Development report - Mr. Mark Williams
- VII. Adjournment

Public Comments (At each regular meeting, the Board will set aside no less than 5 minutes and no more than 20 minutes to afford the general public an opportunity to speak to the Board on any matter concerning the education of students and the business of the Board. If there are no public communications or comments, the board will proceed to other business. Please be advised that Board Meetings are meetings open to the public, not public meetings. The presiding officer reserves the right to set a time limit for public comments and other reasonable restrictions in accordance with applicable law.)

**To observe or make comment to the board meeting, call the Meet Me Conference number, 512-232-8670. When prompted, enter the Conference Access Code 6543210 followed by the # key. Register to make comments at rmicks@austin.utexas.edu*



Melissa M. Chavez, Ph.D., Associate Vice President and Executive Director

**Those wishing to address the Management Board during Citizen Comments shall register prior to 8:15 AM via email to rmicks@austin.utexas.edu*

**University of Texas-Elementary School
Management Board
Austin, Texas
April 27, 2021
Minutes**

Attendees

Board Members:

- Present: Ms. Kathy Armenta, Dr. Alex Eusebi, Dr. Kal Kallison, Dr. Bill Lasher, Dr. Sherry Field, Dr. Victor Saenz, Mr. Scott Gray, Dr. Shasta Buchanan, Dr. Ed Emmer, Dr. Terrance Green, Ms. Roxanne Schroeder-Arce, Mr. Mark Williams
- Absent Board Members: Mr. Felipe Estrada, Dr. Cynthia Franklin,
- Non-voting board associates present: Dr. Melissa Chavez, Dr. Nicole Whetstone. Dr. Jennifer Maedgen
- Non-voting board associates absent: none
- Others Present: Jenny Davis, Bob Micks, Sharon Yarbrough, Melissa Ruffin, Autumn Leal-Shopp, Zeena Angadicheril, Janina Roberts

I. Call to Order and Establish Quorum

Dr. Field called the meeting to order at 8:31 a.m.

II. Items of Consideration by Consent

- a. Consider approval of Board Minutes for the Regular Called Meeting held on March 23, 2021.

A motion was made by Dr. Kallison and seconded by Dr. Lasher

For - 10 Opposed- 0 Abstain- 0 Absent- 4

III. Chair's Report the report was made by Dr. Field.

IV. Associate Vice President's Report was made by Dr. Chavez.

- a. Consider approval the 2021-2022 Instructional Materials Allotment TEKS Certification

A motion was made by Ms. Armenta and seconded by Dr. Lasher

For - 12 Opposed- 0 Abstain- 0 Absent- 2

- V. **Nominating Committee report** the report was made by Dr. Kallison.
- a. Consider nomination of J.E. Johnson for the Management board
- A motion was made by Mr. Williams and seconded by Dr. Saenz*
- For - 12 Opposed- 0 Abstain- 0 Absent- 2*
- b. Consider nomination of Dr. Sharon Vaughn for the Management board
- A motion was made by Dr. Lasher and seconded by Dr. Emmer*
- For - 12 Opposed- 0 Abstain- 0 Absent- 2*
- c. Consider nomination of Starla Simmons for the Management board
- A motion was made by Dr. Buchanan and seconded by Dr. Saenz*
- For - 12 Opposed- 0 Abstain- 0 Absent- 2*
- VI. **Education and Research Committee Report** the report was made by Dr. Franklin
- a. Consider approval of The Effects of a Rational Number Intervention Utilizing the Number Line for Students with Mathematics Difficulties
- A motion was made by Dr. Lasher and seconded by Dr. Emmer*
- For - 12 Opposed- 0 Abstain- 0 Absent- 2*
- b. Consider approval of SDLMI-Reading Project: Exploration of Self-Determined Learning During Reading Intervention for Upper Elementary Students with or At-Risk for Reading Disability (RD)
- A motion was made by Dr. Emmer and seconded by Ms. Armenta*
- For - 12 Opposed- 0 Abstain- 0 Absent- 2*
- VII. **Principal's Report** was made by Dr. Whetstone.
- VIII. **Finance Report** was made by Dr. Lasher and Ms. Davis.
- IX. **Strategic Planning Committee Report** was made by Ms. Armenta.

- X. **Development report** the report on Capital Campaign and was given by Ms. Yarbrough. The Annual Giving Campaign update was given by Ms. Yarbrough.

- XI. **Adjournment**
Dr. Field adjourned the meeting at 10:00 a.m.

The University of Texas Elementary School

Local Wellness Policy

Federal Public Law (PL 108.265 Section 204) states that beginning July 1, 2006 all schools must develop a local wellness policy that involves parents, students, a representative from the School Food Authority, school Board, school administrators and the public. The Local Education Authority (LEA) will establish a plan for measuring implementation of the local wellness policy.

Wellness Policy Mission Statement

The University of Texas Elementary School (UTES) is committed to providing a school environment that enhances learning and development of lifelong wellness practices. In harmony with teaching to the mind, body and spirit of each child, our mission is to encourage healthy eating habits and regular physical activity so that each child is equipped to achieve their potential academically and socially.

The purpose of the local wellness policy is to ensure that our mission is realized by addressing the following components of school wellness:

- School-Wide Nutritional Guidelines
- Nutrition Education
- Physical Activity
- Other School-Based Activities

The local wellness policy indicated herein was revised by the School Health Advisory Council (SHAC) on May 5th, 2021.

Evaluation

The School Health Advisory Council reviews the Local Wellness Policy a minimum of every 3 years through a triennial assessment process. There is a publication of the triennial assessment results for public review. As part of the triennial review, there is an evaluation UT Elementary compliance with the Local Wellness Policy, a review of the alignment to model evidence-based strategies for the Local Wellness Policy, and an assessment of the progress made toward attaining the goals described in the Local Wellness Policy. There will be a public posting on front office school bulletin board and district public notice website.

Development of Guidelines and Goals

The University of Texas Elementary School shall adopt nutritional guidelines and wellness goals in consultation with the following school and community representatives and stakeholders:

- Teachers (classroom, health, and physical education)
- Administrators
- Students
- Food Service/School Nutrition Staff
- School Management Board
- Parents
- Health-Care Professionals/School Nurse
- Public/Community Members
- Representatives of Advisory School Board

Stakeholder Engagement

The UT Elementary engages various stakeholders (as described above) in developing and implementing the Local Wellness Policy.

Nutrition Guidelines

The University of Texas Elementary School shall ensure that nutritional guidelines for reimbursable school meals shall be at least as restrictive as federal regulations and guidance and that all foods available on campus are in accordance with the USDA Smart Snack Guidelines.

A. Food as a Reward

Food shall not to be used as a reward or a punishment⁶ for student behavior, unless it is detailed in a

*The University of Texas Elementary School
Local Wellness Policy*

student's Individualized Education Program (IEP).

B. Classroom Snacks and Parties

Food and beverages provided in the classroom shall comply with the fat and sugar limits of the USDA Smart Snack guidelines. Snacks may not consist of candy or dessert type items (cookies, cakes, cupcakes, pudding, ice cream, etc.) except in circumstances found in the policy exemptions.

C. School Related Events and Fundraisers

Healthy food and beverage options shall be included at concessions at school-related events and fundraising activities during school hours.

D. Foods and Beverages Sold and Provided

The nutrition guidelines of UT Elementary for reimbursable school meals and all other foods and beverages sold or marketed to students and adults during the school day shall be designed to promote student health and reduce childhood obesity and shall be as least restrictive as federal regulations and guidance.

Food and beverages provided in the classroom shall comply with the USDA Smart Snack guidelines. Snacks may not consist of candy or dessert type items (cookies, cakes, cupcakes, pudding, ice cream, etc.) except in circumstances found in the policy exemptions. For example, there are three designated exemption days.

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To qualify as a Smart Snack, a snack or entrée must first meet the general nutrition standards. See tables below:

Food/Nutrient	Standard	Exemptions to the Standard
General Standard for Competitive Food.	<p>To be allowable, a competitive FOOD item must:</p> <ol style="list-style-type: none"> (1) meet all of the proposed competitive food nutrient standards; and (2) be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient*; <i>or</i> (3) have as the first ingredient* one of the non-grain main food groups: fruits, vegetables, dairy, or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); <i>or</i> (4) be a combination food that contains at least ¼ cup fruit and/or vegetable; <i>or</i> (5) contain 10% of the Daily Value (DV) of a nutrient of public health concern (i.e., calcium, potassium, vitamin D, or dietary fiber). Effective July 1, 2016 this criterion is obsolete and may not be used to qualify as a competitive food. <p>*If water is the first ingredient, the second ingredient must be one of items 2, 3 or 4 above.</p>	<ul style="list-style-type: none"> • Fresh fruits and vegetables with no added ingredients except water are exempt from all nutrient standards. • Canned and frozen fruits with no added ingredients except water, or are packed in 100% juice, extra light syrup, or light syrup are exempt from all nutrient standards. • Canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable are exempt from all nutrient standards.
NSLP/SBP Entrée Items Sold A la Carte.	Any entrée item offered as part of the lunch program or the breakfast program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the lunch or breakfast program.	
Sugar-Free Chewing Gum	Sugar-free chewing gum is exempt from all competitive food standards.	
Grain Items	Acceptable grain items must include 50% or more whole grains by weight, or have whole grains as the first ingredient.	
Total Fats	Acceptable food items must have ≤ 35% calories from total fat as served.	<ul style="list-style-type: none"> • Reduced fat cheese (including part-skim mozzarella) is exempt from the total fat standard. • Nuts and seeds and nut/seed butters are exempt from the total fat standard.

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Food/Nutrient	Standard	Exemptions to the Standard
		<ul style="list-style-type: none"> • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the total fat standard. • Seafood with no added fat is exempt from the total fat standard. <p>Combination products are not exempt and must meet all the nutrient standards.</p>
Saturated Fats	Acceptable food items must have < 10% calories from saturated fat as served.	<ul style="list-style-type: none"> • Reduced fat cheese (including part-skim mozzarella) is exempt from the saturated fat standard. • Nuts and seeds and nut/seed butters are exempt from the saturated fat standard. • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the saturated fat standard. <p>Combination products are not exempt and must meet all the nutrient standards.</p>
Trans Fats	Zero grams of trans fat as served (≤ 0.5 g per portion).	
Sugar	Acceptable food items must have $\leq 35\%$ of weight from total sugar as served.	<ul style="list-style-type: none"> • Dried whole fruits or vegetables; dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners are exempt from the sugar standard. • Dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, tart cherries, or blueberries) are exempt from the sugar standard.

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Food/Nutrient	Standard	Exemptions to the Standard
		<ul style="list-style-type: none"> • Products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the sugar standard.
Sodium	<p>Snack items and side dishes sold a la carte: ≤ 230 mg sodium per item as served. Effective July 1, 2016 snack items and side dishes sold a la carte must be: ≤200 mg sodium per item as served, including any added accompaniments.</p> <p>Entrée items sold a la carte: ≤480 mg sodium per item as served, including any added accompaniments.</p>	
Calories	<p>Snack items and side dishes sold a la carte: ≤ 200 calories per item as served, including any added accompaniments.</p> <p>Entrée items sold a la carte: ≤350 calories per item as served including any added accompaniments.</p>	<ul style="list-style-type: none"> • Entrée items served as an NSLP or SBP entrée are exempt on the day of or day after service in the program meal.
Accompaniments	Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards.	
Caffeine	<p>Elementary and Middle School: foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances.</p> <p>High School: foods and beverages may contain caffeine.</p>	
<i>Beverages</i>		
Beverages	<p>Elementary School</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit); • Low fat milk, unflavored (≤8 fl oz); • Non fat milk, flavored or unflavored (≤8 fl oz), including nutritionally equivalent milk alternatives as permitted by the 	

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Local Wellness Policy*

Food/Nutrient	Standard	Exemptions to the Standard
	<p>school meal requirements;</p> <ul style="list-style-type: none"> • 100% fruit/vegetable juice (≤8 fl oz); and • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤8 fl oz). <p>Middle School</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit); • Low-fat milk, unflavored (≤12 fl oz); • Non-fat milk, flavored or unflavored (≤12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (≤12 fl oz); and • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤12 fl oz). <p>High School</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit); • Low-fat milk, unflavored (≤12 fl oz); • Non-fat milk, flavored or unflavored (≤12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (≤12 fl oz); • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤12 fl oz); • Other flavored and/or carbonated beverages (≤20 fl oz) that are labeled to contain ≤5 calories per 8 fl oz, or ≤10 calories per 20 fl oz; and • Other flavored and/or carbonated beverages (≤12 fl oz) that are labeled to contain ≤40 calories per 8 fl oz, or ≤60 calories per 12 fl oz. 	

The University of Texas Elementary School

Local Wellness Policy

UTES Nutritional Guidelines

In an effort to promote good health and nutrition, the Management Board has approved the following Nutritional Guidelines to be enforced in the 2020-2021 school year.

- Foods with Minimum Nutritional Value (FMNV) are restricted during the school day from 7:20 am until 3:30 pm. This includes candy, gum, soda and popsicles (unless they contain fruit juice).
- Competitive foods are restricted during breakfast and lunch periods. Fried foods such as French fries and fried chips are restricted to once a week. Chips are restricted during breakfast. This would include fries in a “Happy Meal” type lunch. We recommend juice or milk for the drink option for these types of meals. The school may decide on three school events to be designated as a special time for consuming FMNV.
- The school supports the USDA Smart Snack guidelines.
- Campus approved field trips and 2 holiday events are exempt from the nutrition policy.

Nutrition Education

The University of Texas Elementary School shall implement, in accordance with Texas Education Code 38.014 and 28.002, a coordinated school health program with a nutrition education component and shall use health course curriculum that emphasizes the importance of proper nutrition.

In addition, the University of Texas Elementary School establishes the following goals for nutrition education:

- The staff responsible for nutrition education shall be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program as planned. Preparation and professional development activities will provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.
- All members of the coordinated school health program team, including teachers, food service staff, parents, and administrators shall be trained yearly to properly implement the selected coordinated school health program, including its nutrition education piece.
- The school cafeteria shall serve as a “learning laboratory” to allow students to apply critical thinking skills taught in the classroom.
- Nutrition education shall involve sharing information with families and the broader community to positively impact students and the health of the community.
- Faculty, staff, and administrators shall strive to be appropriate role models for students and demonstrate healthy eating habits.

Physical Education and Activity

*It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. **National Association for Sport and Physical Education***

To ensure a healthy future, our children shall be taught the importance of daily physical activity for good health and the physical skills that will allow them to participate in physical activity for a lifetime. In addition, they deserve to experience the personal enjoyment that can come from being physically active. Therefore, physical education classes at our school shall allow students sufficient activity time for health-related fitness, will teach them a variety of skills so they are capable of participating in an assortment of lifetime physical activities, and will allow students to experience the implicit fun and enjoyment that can come from leading a healthy, active lifestyle.

The National Association for Sport and Physical Education (NASPE) and the Texas Essential Knowledge and Skills (TEKS) for Physical Education provide the curricular framework for our program.

The University of Texas Elementary School Local Wellness Policy

Physical activities, lessons, and teaching strategies shall come from established programs in the physical education curriculum to provide students with maximal opportunities to be physically active, practice skills, and connect this learning to principles of good health and positive nutrition.

The University of Texas Elementary School shall implement, in accordance with education code 38.014, a coordinated school health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grade levels.

In addition, the University of Texas Elementary School establishes the following goals for physical activity:

- Time allotted for physical activity will be consistent with research, national and state standards. For example, the National Association for Sport and Physical Education includes recommendations for at least 60 minutes and up to several hours of physical activity per day for children 5 to 12 years of age. Children should have several opportunities for physical activity lasting 15 minutes or more approximately every two hours, especially during the daytime hours.
- Physical activity shall be integrated across curricula and throughout the school day. Movement may be made part of science, math, social studies and language arts.
- Policies ensure that state-certified physical education instructors teach all physical education classes.
- Policies ensure that physical education classes have a student/teacher ratio similar to other classes.
- A minimum of one daily recess period shall be provided, which is not used as a punishment or a reward.
- Adequate equipment shall be available for all students to participate in physical education.
- Students, parents, and community members shall be educated about the importance of moderate to vigorous physical activity and students shall be encouraged to participate in recreational physical activities outside of the normal school day.
- Faculty, staff, and administrators shall strive to be appropriate role models for students and demonstrate active lifestyles.

Marketing Strategy

The University of Texas Elementary School does not market any outside beverages or foods nor are there any vending machines on campus. The UT Elementary does not anticipate conducting any marketing of outside food or beverages in the future.

Other School Based and Community Based Activities

The University of Texas Elementary School shall consider the guidelines and goals of the local wellness policy when planning any school-based activities, including school events, field trips, and assemblies, to ensure that a consistent message is communicated to students in all school contexts.

In addition, the University of Texas Elementary School shall offer special school-wide events that explicitly promote student, parent, staff, and community wellness.

Implementation

The Chairperson of the School Health Advisory Council shall supervise the implementation of the local wellness policy and shall develop a tool for evaluating the degree of execution in each of the wellness component areas. A full evaluation of wellness policy compliance shall be performed annually by the SHAC and shall be reported to the Principal/CEO.

*The University of Texas Elementary School
Local Wellness Policy*

Assigned Responsibilities

UT Elementary is required to assign a specific staff position or positions to manage various elements of the Local Wellness Policy (LWP). In collaboration with the School Health Advisory Council, the Assistant Superintendent of Operations will be responsible for assessment of the LWP, development of the LWP, and updating of the LWP. The Physical Education Teacher, Executive Chef, and School Principal are responsible for implementation of the LWP.

Records Retention

UT Elementary has established a system for maintaining all required records and ensuring that documentation is retained for the proper period of time. All documentation and records related to the LWP, National School Lunch Program, and School Breakfast Program will be maintained for a minimum of five years.

The University of Texas Charter School System

MULTI-HAZARD EMERGENCY OPERATIONS PLAN

**Supplement to The University of Texas at Austin Emergency
Operations Plan**

2021-2022

SECURITY STATEMENT

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains sensitive but unclassified information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with The University of Texas Charter School System, The University of Texas at Austin, State of Texas and/or Department of Homeland Security policy relating to FOUO information, and will not be released to the public or personnel who do not have a valid need without prior approval from the Superintendent or their duly authorized designee. Copying, dissemination, or distribution of these documents, attachments or graphics to unauthorized user is prohibited.

PROMULGATION STATEMENT

The University of Texas Charter School System (UTCSS) and The University of Texas at Austin and its stakeholders expect that schools are safe havens for education. However, the charter school district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility and all staff must be prepared to efficiently and effectively respond to an incident. Through its emergency management program, the District endeavors to ensure that continues to provide a safe, orderly environment for students, staff, visitors, and support the community. The district emergency management program is comprehensive, all-hazard in nature and embraces state and federal standards as well as proven practices.

This plan is known as the UTCSS Emergency Operations Plan (EOP). **This plan is a supplement to The University of Texas at Austin Emergency Operation Plan. These two plans and their supporting documents (individualized campus safety plans) provide a framework that outlines the District's intended approach to managing emergencies and disasters of all types and should be regarded as guidelines rather than performance guarantees.** The district's planning process is supported by collaboration, training and exercise. This plan is designed to allow for integration with local, regional, state and federal emergency management and continuity of operations plans. The District EOP and related documents are reviewed at least annually by the District's School Safety and Security Committee, as set forth in Chapter 37.108 of the Texas Education Code. It shall be updated at least every three years as required by Chapter 37 of the Texas Education Code district audit process or as District policy changes dictate.

The Superintendent ensures that the UTCSS complies with all mandatory safety and security audits as required by Chapter 37.108 of the Texas Education Code. The Superintendent is

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

Superintendent of Schools
The University of Texas Charter School System

Date Signed:

Advisory Board President
University of Texas Elementary Charter School
The University of Texas Charter School System

Date Signed:

Advisory Board President
University of Texas University Charter School
The University of Texas Charter School System

Date Signed:

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Preface

The UTCSS Multi-Hazard Emergency Operations Plan was developed in collaboration with District and Community Stakeholders as part of an ongoing process designed to ensure that the district can manage any incident efficiently and effectively. This plan is designed to align with local, regional, state and federal plans, including guidance from the Texas Division of Emergency Management, Texas Education Agency, Federal Emergency Management Agency, and U.S. Department of Education. It is based on guidance including various Gubernatorial Executive Orders, Homeland Security Presidential Directives, CPG 101 and the National Incident Management System. Additionally, local and regional emergency management plans provided guidance for the deployment of local and regional emergency resources, mutual aid resources and response using incident command, and were adapted integrate with school emergency preparedness.

Therefore, the plan summarizes the UTCSS's intended response for school incidents and special event planning. It provides resource summaries and guidance for requesting assistance through appropriate channels. It recognizes that UTCSS emergency operations may be supported by The University of Texas at Austin's and the District's local emergency management resources.

A detailed list of references and acknowledgements is contained in Appendix 1 at the end of this document. Members of the planning team are identified in Appendix 2.

Overview and Purpose

This plan embraces school-centered emergency management strategic and operational processes before, during and after an emergency. It helps outline the responsibilities and duties of UTCSS and its employees. Developing, maintaining and exercising the plan empowers employees to act quickly and knowledgeably.

In addition, the plan educates staff, faculty, students and other key stakeholders about their roles and responsibilities before, during and after an incident. It also provides parents and other members of the community with assurances that the district has established guidelines and guidance to respond to incidents or hazards in an effective and efficient way.

Guidelines for dealing with existing and potential student and school incidents are identified in the plan. It addresses the process for developing and maintaining capabilities for a whole-community approach both pre- and post- incident. As a strategic plan, it addresses capabilities needed for prevention, protection, response, recovery and mitigation activities and addresses processes for identifying and meeting training needs based upon expectations created herein. The process and schedule for developing, conducting and evaluating drills and exercises, and for correcting identified deficiencies are addressed. The plan and attachments also address operational considerations and infrastructure activities designed to mitigate the impacts of hazards that the District faces.

UTCSS will review and update the plan and support documents in a way that is consistent with the Texas Unified School Safety and Security Standards. Revisions will enhance the District's ability to support all phases of emergency management and homeland security mission areas.

Goal

The goal of this plan is to identify school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the District and guidance for departments and campuses to integrate emergency management into their emergency plans and processes in order to sustain educational and support missions.

Audience

This plan is intended for the UTCSS community, which refers to the students, faculty, staff, emergency responders and community members and other stakeholders who regularly interact with the district.

Scope

At all times, a safe and secure learning environment remains a priority for the District and its stakeholders. The UTCSS Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external

communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized guidelines and procedures; and specific hazard vulnerabilities and responses/recovery.

The UTCSS plan operates within the framework of The University of Texas at Austin's Emergency Operations Plan and the school's board policy. This plan is applicable to all District sites -- campuses, administration and support facilities. It ensures that specific concerns of population segments, including children and individuals with access and functional needs, are addressed.

This plan is based on an all-hazard approach to emergency management. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. This Plan provides a standardized format consistent with that of local and state standards and with the requirements of Chapters 37 and 38 of the Texas Education Code and Chapter 418 of the Texas Government Code, among others, and may be considered a support or functional annex that complements state and local emergency plans.

Support Documents

The attachments to this plan serve as support documents and may contain private or secure information vital to a safe and secure school environment. They include operational and tactical tools and job aids designed to provide incident specific and action-oriented guidance as well as processes to test, review and sustain operations.

Maintained under separate cover are tactical Standard Operating Guidelines (SOGs) that represent approved methods for accomplishing a task or set of tasks. They are prepared and maintained by the sections and departments that know their operations, requirements and best practices. SOGs provide a greater degree of detail than are contained in Emergency Operations Plans and support documents. They also may contain private or secure information and will be used as a part of regular drills, exercises and review.

Situation and Assumptions

Situation

The UTCSS Emergency Operations Plan (EOP) is a strategic framework that includes guidance and structures to support the District's educational mission within a safe and secure environment. It is supported by a series of operational and tactical planning tools and documents. The objective of this plan is to minimize or mitigate the effects of natural,

accidental or malicious incidents affecting infrastructure, safety, security and health. This plan is applicable to all district sites – including campuses and support facilities.

The UTCSS is a diverse school district that covers Austin, Houston, Fort Worth, and San Antonio areas. The District has 24 campuses that include:

- The University of Texas Elementary School and The District Central Office (Austin, TX)
- Annunciation Maternity Home (Georgetown)
- Austin Oaks (Austin)
- Cedar Crest Hospital (Belton)
- Clear Fork Academy (Fort Worth)
- Depelchin-Richmond (Richmond)
- George M. Kozmetsky (Restricted Location)
- Georgetown Behavioral Health Center (Georgetown)
- Helping Hand Home for Children (Austin)
- High Point (San Antonio)
- Laurel Ridge (San Antonio)
- Methodist’s Children’s Home (Waco)
- Munday (Restricted Location)
- Olympia Hill Gymnastics (Buda)
- Pathfinders Camp (Driftwood)
- Pathways 3H (Mountain Home)
- The Refuge (Restricted Location)
- Safe Haven (Hempstead)
- Seton Home (San Antonio)
- Settlement Home (Austin)
- Shriners Hospital for Children (Houston)
- SJRC Texas (Bulverde)
- Texas NeuroRehab Center (Austin)
- University High School (Austin)
- Unlimited Visions Houston (Houston)

Due to the fact that UTCSS covers a wide geographic region of Texas, the multi-hazard emergency operations plan will contain a separate hazards analysis by region. The following campuses are grouped by region. Additionally, each campus has an individualized campus safety plan which is a supplement to the UTCSS multi-hazard emergency operations plan.

Austin Area/Central Texas

- The University of Texas Elementary School and The District Central Office (Austin, TX)
- Annunciation Maternity Home (Georgetown)
- Austin Oaks (Austin)

- Georgetown Behavioral Health Center (Georgetown)
- Helping Hand Home for Children (Austin)
- Munday (Restricted Location)
- Olympia Hill Gymnastics (Buda)
- Pathfinders Camp (Driftwood)
- The Refuge (Restricted Location)
- Settlement Home (Austin)
- Texas Neuro Rehab Center (Austin)
- University High School (Austin)

North Texas

- Cedar Crest Hospital (Belton)
- Clear Fork Academy (Fort Worth)
- Methodist's Children's Home (Waco)

East Texas

- Depelchin-Richmond (Richmond)
- Safe Haven (Hempstead)
- Unlimited Visions Houston (Houston)

South Texas

- High Point (San Antonio)
- Laurel Ridge (San Antonio)
- Pathways 3H (Mountain Home)
- Seton Home (San Antonio)
- SJRC Texas (Bulverde)

The District includes individuals with disabilities, others with access and functional needs, or individuals with limited English proficiency. It also is recognized that schools serve as en loco parentis, the legal doctrine under which an individual assumes parental obligations and responsibilities including those related to safeguarding children.

The district will be exposed and subjected to the hazards described in Appendix 3 to this plan as well as other hazards inherent to school settings. With each hazard, the District bears unique responsibilities for student safety accountability, whether or not school is in session. Hazard and risk levels may vary from site to site and differ to some degree from the overall District analysis. This is to be expected because of the variations of geography and demographics from one end of the District to the other. Additionally, the district, like most school systems, is part

of the whole community and therefore may be called upon, or need to call upon, partner jurisdictions, entities and organizations in support of emergency or disaster response. As such, the District is prepared to work with local jurisdictions, and volunteer, state and federal organizations, to both access and share resources during an emergency. This may include, but is not limited to, facilities, personnel, vehicles, equipment, food and supplies.

Planning Assumptions

The UTCSS's EOP assumes:

The UTCSS EOP is a supplement to The University of Texas at Austin Emergency Operations Plan Appendix 12 or section 4 in the red binder.

The UTCSS has 24 campuses inside other organizations. The schools that reside in other facilities adhere to the emergency operation plans of that facility AND follow the protocol set up in each of their individual Campus Safety Plans.

The strategic-level Emergency Operations Plan (EOP) is a framework that provides guidance and structures to support the District's educational mission within a safe and secure environment. As every incident is different, no single document can outline a specific chronology for response and recovery. Therefore, this plan is intended to reduce the effects of natural, accidental or malicious incidents affecting infrastructure, safety, security and health.

The District is not an emergency response organization and therefore depends upon UT Austin and/or the local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health.

An incident could occur at any time, and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

Action is required immediately to save lives and protect school property. An incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from District administration or local response agencies.

Outside assistance from local fire, law enforcement and emergency managers will be available in most incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

In some cases, external resources covered by mutual aid agreement will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the District or any of its campuses or facilities may have to rely on their own resources to be self-sustaining for several hours or even days.

There may be injuries to faculty, staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

Students, staff and visitors with disabilities and others access and functional needs have the right to be included in all phases of the District emergency management program and supported in the response and recovery operations.

Proper prevention and mitigation actions, such as creating a positive school environment, maintaining fire and health protocols, and conducting inspections, will prevent or reduce incident-related losses.

Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be employed during emergencies.

Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special assignments, training or capabilities may be asked to perform tasks other than their daily duties.

Whenever possible, the District will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.

Faculty and staff are empowered to assess the seriousness of incidents and respond. The District regularly schedules training for faculty and staff.

Non-District personnel who support the District, through written agreement or as identified in plans or guidelines are vetted through the District and authorized to work on its behalf. They may include representatives of local community, volunteer or faith-based organizations, as outlined Appendix 4 of this plan.

The plan is intended to provide guidance but does not imply performance guarantees. The district may deviate from the plan if certain assumptions prove not to be true during operations. It is the policy UTCSS that no guarantee is implied by this plan for an exact incident management. As personnel and resources may be overwhelmed, the district will endeavor to make every reasonable effort to manage the situation, with the resources, capabilities and information available at the time.

Staff Training (including Substitute Teachers)

As part of new employee orientation (annually), all employees and substitute teachers will be training in the implementation of the MEOP. The training will include how all employees and substitute teachers will have classroom access to communication devices to communicate with emergency management agencies. The UTCSS will implement steps to ensure that substitute teachers have access to school campus buildings and materials to carry out duties during an emergency or mandatory emergency drill.

Staff Access to Telephone/Other Electronic Communication (including Substitute Teachers)

All district staff have access to telephones within their classrooms and/or offices. This includes landline telephone systems and/or cellular devices and/or silent alarm systems for immediate contact with district emergency services or emergency services agencies, law enforcement agencies, health departments, and fire department. The UTCSS ensures district communications technology and infrastructure are adequate to allow communication during an emergency.

Provisions for Supporting the Psychological Safety of Student and Staff

The UTCSS shall ensure provisions for supporting the psychological safety of students and staff during the response and recovery phase following a disaster or emergency situation that is:

- Aligned with best practices and research-based practices recommended under Section 161.325 Health & Safety Code;
- Includes strategies for ensuring mandatory staff development for suicide prevention and grief-informed/trauma-informed care for appropriate school personnel;
- Includes strategies and procedures for integrating and supporting physical and psychological safety and implement trauma-informed practices; and
- Includes training on integrating psychological safety and suicide prevention from an approved list by the Commissioner and the Texas School Safety Center for:
 - Members of the School Safety and Security Committee under Section 37.109;
 - UTUCSS School Counselors and mental health professionals; and
 - Educators and other personnel as determined by the UTCSS

Trauma-Informed Practices

The UTCSS provides supports students and staff members through research-based trauma-informed practices. All UTCSS educators and administrators are trained in trauma-informed practices. The Crisis Intervention Response Team ensures the implementation of trauma-informed principles and practices when responding to crisis events.

Safety of Students and Staff in Portable Buildings

The UTCSS provides access control which consists of selective restriction of access to a place or other resource. The UTCSS has measures to lock exterior doors on UT-Austin owned property. For non-UT-Austin owned property where UTCSS schools are located, the UTCSS collaborates with partner facilities to lock exterior school entrance points. Portable buildings/classrooms have locking systems to secure are doors and include features that allow staff to secure the classroom from the inside. Locks and locking systems are compliant with local building codes and Americans with Disabilities (ADA) requirements.

The UTCSS has a gate system for UT-Austin owned property to restrict access to buildings and portables, except through approved secured entry and exit points using approved safety protocols. There is restricted access to the portables from the parking areas and roadways. The UTCSS uses signage which reinforces the campus access and security protocols. Access to portable buildings is only allowed through the main monitored entrance. The portable classroom buildings remained locked to the maximum extent possible as recommended by the Texas School Safety Center.

Every portable classroom has access to telephone and/or intercom system to allow immediate contact with emergency services or responders. The UTCSS engages in periodic tests of signal strength in portable buildings. Warnings and announcements are audible in outdoor areas, including the areas surrounding the portable buildings. All portable buildings comply with jurisdictional building and fire codes. All portable buildings have the appropriate skirting and underpinning as recommended by the Texas School Safety Center. For accessibility purposes, the portable buildings have access ramps and secondary exits. Further, on UT-Austin owned property, there is a video camera monitoring system which is monitored by the UT-Austin Police Department and UTCSS Administration. The portable buildings have appropriate lighting to deter criminal activity and to assist with safety and security. All portable classrooms are cleared labeled and numbered for safety and security considerations. Drills include all portable buildings/classrooms and identified evacuation plans.

Concept of Operations

The UTCSS multi-hazard Emergency Operations Plan (EOP) neither replaces the responsibility of each campus, facility partner and department within the District to create / develop and test emergency processes, nor does it usurp traditional classroom management. Rather, it establishes delegation of authority, division of responsibilities and chains of command; strategic & operational guidance; interface with local and state partners; processes for emergency planning, auditing, training, drilling and exercising; operational sustainability and continuity of operations. The Superintendent is responsible for overall emergency managing planning for the District and may designate an individual to serve as District Emergency Management Coordinator to support a strong school-centered emergency management program for the district. The Superintendent also may identify individuals whose responsibility it is to support emergency management programs and emergency response on each campus. These are the campus principals.

The district has adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive 5 (HSPD-5), Texas Governor's Executive Orders and the National Response Framework (NRF). Additional information about the District's NIMS implementation is contained in [Annex A: Direction and Control]. In addition, the District takes a comprehensive, all-hazard approach to emergency management; it will endeavor to review and update its plan and support documents through activities that enhance the District's ability to prepare for, respond to and recover from emergency incidents of all kinds.

Actions by Phases of Emergency Management

In compliance with Education Code 37.108(a), the district has identified the following actions for all phases of emergency management.

Mitigation: Actions that include activities to reduce the loss of life and property from natural, technological, and human-caused hazards by avoiding or lessening the impact of an incident and providing value to the public by creating safer communities. Mitigation actions address the cycle of disaster damage, reconstruction, and repetitive damages. These actions will have long-term sustained effects. These include activities such as structural changes to buildings and surrounding building areas, elevating utilities, and bracing and locking chemical cabinets.

Prevention: Prevention actions include activities to avoid an incident or to intervene to stop an incident from occurring. Prevention involves activities to protect lives and property. These include actions such as cyberbullying prevention, pandemic/influenza sanitation measures, and building access control measures.

Preparedness: Activities undertaken by the District to ensure that all stakeholders can respond in a rapid, coordinated and effective manner to an emergency in order to help save lives and minimize damage. Preparedness includes planning to respond when an emergency or disaster occurs and working to increase resources available to respond effectively. The District also supports local, regional and statewide emergency preparedness and response activities. Preparedness actions include a continuous cycle of planning, organization, training, equipping, exercising, evaluation, and taking corrective action to ensure effective coordination during incident response. This includes actions such as conducting safety drills, participating in safety activities, discussions, planning meetings, and preparing homework packages to allow for a continuity of learning.

Response: Activities accomplished by the District during or immediately following an incident or disaster in order to provide efficient and effective emergency assistance to those affected. Response efforts also are designed to reduce the likelihood of secondary loss or damage and to expedite recovery operations, including swift and appropriate resumption of educational services. Response actions include activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response includes the execution of emergency operations plans. This also includes items such as evacuations of buildings, providing trauma-informed care, and providing transportation resources.

Recovery: Both short-term and long-term activities undertaken by UTCSS to restore educational and business operations following an incident, it includes processes intended to help faculty, staff, students and the community deal with the physical and psychological effects of a disaster or major incident. It supports and aligns with the district continuity of operations and education program. The UTCSS ensures provisions that address physical and psychological safety for responding to a natural disaster, active shooter, and other dangerous scenario. The UTCSS also will endeavor to coordinate its assessment of damage to UTCSS property and its schools with its local jurisdictions and subdivisions to facilitate state and federal disaster assistance. Recovery actions include activities that address both short-term and long-term efforts for rebuilding and revitalization of the district. This includes actions such as providing crisis counseling, restoration of utilities, reopening the district, and providing crisis case management.

Stakeholders

While there is no reason to believe that any district campus or facility is in imminent danger from natural, accidental or malicious hazards, all stakeholders must be aware of what to do and how to protect themselves and students in an emergency. It is important for parents, caregivers and the community at large to understand the District's expectations of the safety and well-

being of students and the community. Managing these expectations is vital to overall community resilience.

It is imperative to involve the whole district and campus community in school planning, and to integrate the resources necessary to allow for people with disabilities and others with access and functional needs or with limited English proficiency to maintain their safety, independence and dignity during an emergency incident. The District's intent is to ensure that people with disabilities and others with access and functional needs are considered in District and campus emergency management processes and guidance. The District recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

Interoperability

The district uses the National Incident Management System (NIMS) to integrate response activities with internal and external partners using a set of standardized organizational structures that improves interoperability, including a commonality of terms and standards for efficient and effective management of an emergency or disaster. NIMS is a nationwide approach to incident management within the Department of Homeland Security. Neither the District, nor any of its campuses will use code words as part of emergency operations. NIMS provides the District with a set of principles that affords a systematic, proactive approach to work seamlessly with all stakeholders to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity. NIMS provides the District with a consistent approach to the effective management of situations involving natural, human caused or terrorism events.

The district is responsible for organizing, training and equipping its campuses and staff for emergencies. Cities and counties are responsible for emergency management programs in their communities; and it is incumbent upon both local officials and school districts to build a collaborative process to support these missions.

Readiness Levels

Many emergencies follow a recognizable build-up period during which actions can be taken to gradually increase Readiness. The UTCSS will use a readiness system that mirrors the readiness levels of The University of Texas at Austin and The City of Austin emergency management in order to ensure a consistent and efficient emergency response. General readiness levels are detailed in Appendix 5 of this plan. More specific actions are part of departmental and campus Standard Operating Guidelines (SOGs).

Explanation of Terms

The unique relationship between educational systems and emergency management requires an understanding of terminology specific to both and a recognition that certain terms carry significantly different meanings between disciplines. For the purposes of this document:

The University of Texas Charter School System also may be referred to as UTCSS or as the District. Accountability/Safety Accountability, unless otherwise specified, refers to safety and security such as measures to ensure the well-being of all students and staff.

Staging Areas meets the definitions set forth in the National Incident Management System for the management of personnel and resources.

Emergency Authorities

Both Texas statutes and executive orders of the Governor provide school districts and local government with certain emergency powers. Those authorities include:

Emergency Declaration: In the event of an emergency that overwhelms local and mutual aid resources or should an imminent threat of such an event exist, the chief elected official (mayor /county judge) may ask the Governor to issue an emergency declaration for the entire jurisdiction, including UTCSS, and take action to control the situation.

Disaster Declaration: When an emergency has caused severe damage, injury or loss of life or appears likely to do so, the Mayor/County Judge may, by executive order or proclamation, declare a local disaster, which could include all or part of UTCSS.

School District Emergency Declaration: When an emergency poses an undue threat or causes severe damage, injury or loss of life, or appears capable of doing so, the superintendent, in collaboration with the school Board of Trustees, and the President of The University of Texas may declare a District emergency and implement appropriate emergency procedures, up to and including curtailment or suspension of educational and school-based activities.

Authority for Evacuations: State law, under specific conditions authorizes the Governor or local officials to issue mandatory evacuation orders. District officials have evacuation authority only as it relates to school property and student safety accountability.

Resource Management

Various private and public-sector entities and volunteer organizations respond routinely and/or provide critical services to UTCSS. A list of service providers, providers and contract information is maintained by the UTCSS and The University of Texas at Austin. Additionally, the District relies upon Mutual Aid Agreements, Memorandums of Understanding (MOU) or similar agreements to supplement emergency management programs and support activities. Agreements and contracts involving the District are authorized by the officially designated administrator of each involved entity or organization and shall identify the District officials authorized to request assistance pursuant to those documents and include appropriate cost accounting details. Agreements involving the District may involve private and public entities, other jurisdictions including other school districts, and non-profit organizations.

Organization and Assignment of Responsibilities

The District recognizes its role in and dependence upon the whole community to ensure that schools are safe, secure learning environments for students and staff and therefore takes a whole community approach in addressing risks that might impact the District. Therefore, the District endeavors to integrate and synchronize within its planning strategies preparedness, response and recovery efforts among stakeholder, inclusive of the multiple jurisdictions, governmental entities and special districts that are part of the District as well as with neighboring school districts.

The UTCSS embraces the National Incident Management System (NIMS) and its Incident Command System (ICS) to ensure that those involved in incident response/recovery understand their roles and have the tools they need to be effective. In all emergency incidents the district retains responsibility for student care and safety. Additional tasking details including organizational charts and ICS implementation can be found in Annex A: Direction and Control.

When an incident expands to the extent that other responding agencies and organizations become involved, the District will be part of the resulting Unified Command structure and in the event that large or multiple incidents are occurring where all or part of the District is affected be part of Area Command as well.

Organization

For most emergency functions, successful operations require a coordinated effort among a number of departments, campuses, services, facilities and groups as well as a good working relationship with first responder and local emergency management officials.

Primary responsibility for an emergency function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. (When more than one person holds a specific title, assignments are based upon areas of authority and/or expertise). The individual having primary responsibility for an emergency function also is responsible for contributing to the preparation and maintenance of the portions of the plan that address their roles. The principal of each campus has primary responsibility for preparedness, response and recovery functions for their respective locations.

To facilitate a coordinated effort, essential employees within the District are assigned primary responsibility for planning and coordinating specific emergency functions. Many of these individuals also are part of the District Safety and Security Committee.

Assignment of Responsibilities

In most cases, within the Incident Command System (ICS) structure, UTCSS has established primary responsibility for its emergency functions to the individual or department that has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills.

Provide strategic guidance for emergency response, recovery and continuity of operations.
Serve as the primary source of information to the general public and the news media.

Serve as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements.

The Executive Group includes the Superintendent, key members of the executive or leadership staff and other individuals designated by the Superintendent. This team will:

Help sustain emergency response and recovery at the scene or as part of staging and logistical support

Develop, implement and promote a multi-hazard school-centered emergency management program where the planning process embraces each emergency management phase.

- ✓ Communicate to the District's School Safety and Security Committee the objectives and priorities for a District emergency management program.
- ✓ Advise school board members of emergency situations and provide periodic reports as needed.
- ✓ Monitor situations; provide direction related to closing the District or a campus; seek mutual aid or other outside assistance; initiate requests for assistance from other jurisdictions at all levels of government; and authorize extraneous expenditures and use of resources using ICS.
- ✓ Upon activation of District EOC, serve as the EOC lead or assign a representative to do so.
- ✓ Ensure, without compromising the confidentiality of the plan, that the public is informed about District efforts related to all phases of emergency management.
- ✓ Authorize actions designed to effectively and efficiently manage an emergency and mitigate potential liabilities, losses and execute appropriate mutual aid agreements and similar documents.
- ✓ Maintain documentation of administrative and legal activities. Assist in the gathering of information for situation or status reports and other recovery documentation.

District Emergency Management Coordinator:

- ✓ Serve as the emergency management lead for the District.
- ✓ Ensure that departments and agencies participate in emergency planning, training and drills/exercises.
- ✓ Ensures the District and campus emergency management programs include strategic, operational and tactical components.
- ✓ Oversee a viable emergency management program including audit reporting, plan maintenance, personnel, equipment, facility and resource needs; assigning program tasks to departments and agencies, as appropriate.

Campus Principals/Facility Managers:

- ✓ Bear the responsibility for the emergency management program on their respective campus or facility.