

East Texas

Figure 3: Hazards Summary

	LIKELIHOOD OF OCCURRENCE	ESTIMATED IMPACT ON PUBLIC HEALTH & SAFETY	ESTIMATED IMPACT ON PROPERTY
HAZARD	<i>UNLIKELY/ OCCASIONAL/ LIKELY/HIGHLY LIKELY</i>	<i>LIMITED/MODERATE/ MAJOR</i>	<i>LIMITED/MODERATE/ MAJOR</i>
<i>NATURAL</i>			
DROUGHT	OCCASIONAL	LIMITED	LIMITED
EARTHQUAKE	UNLIKELY	LIMITED	LIMITED
FLOODING	HIGHLY LIKELY	MAJOR	MAJOR
HURRICANE	HIGHLY LIKELY	MAJOR	MAJOR
TORNADO/HIGH WINDS	HIGHLY LIKELY	MODERATE	MODERATE
WILDFIRE	OCCASIONAL	MODERATE	MODERATE
WINTER STORM	HIGHLY LIKELY	MAJOR	MAJOR
SEVERE HEAT	HIGHLY LIKELY	MAJOR	MAJOR
PANDEMIC	HIGHLY LIKELY	MAJOR	LIMITED
<i>TECHNOLOGICAL</i>			
DAM FAILURE	UNLIKELY	LIMITED	LIMITED
CHEMICAL	OCCASIONAL	MODERATE	MODERATE
HAZMAT/LAB SPILL (FIXED SITE)	UNLIKELY	MODERATE	MODERATE
HAZMAT/OIL SPILL (TRANSPORT)	UNLIKELY	MODERATE	MODERATE
MAJOR STRUCTURAL FIRE	UNLIKELY	MODERATE	MODERATE
NUCLEAR FACILITY INCIDENT	UNLIKELY	MODERATE	MODERATE
WATER SYSTEM FAILURE	UNLIKELY	MODERATE	MODERATE
PIPELINE LEAK/EXPLOSION	UNLIKELY	MODERATE	MODERATE
TRAIN DERAILMENT	UNLIKELY	MODERATE	MODERATE
POWER OUTAGE	OCCASIONAL	MODERATE	MODERATE
TRANSPORTATION ACCIDENT	OCCASIONAL	MODERATE	MODERATE
<i>HUMAN CAUSED</i>			
CIVIL DISORDER	OCCASIONAL	MODERATE	MODERATE
KIDNAPPING/ABDUCTION	OCCASIONAL	MODERATE	MODERATE
INTRUDER IN BUILDING	OCCASIONAL	MODERATE	MODERATE
SUICIDE	OCCASIONAL	MAJOR	MAJOR
WEAPON ON CAMPUS	OCCASIONAL	MAJOR	MAJOR
SEXUAL ASSAULT	OCCASIONAL	MODERATE	MODERATE

South Texas

Figure 4: Hazards Summary

	LIKELIHOOD OF OCCURRENCE	ESTIMATED IMPACT ON PUBLIC HEALTH & SAFETY	ESTIMATED IMPACT ON PROPERTY
HAZARD	<i>UNLIKELY/ OCCASIONAL/ LIKELY/HIGHLY LIKELY</i>	<i>LIMITED/MODERATE/ MAJOR</i>	<i>LIMITED/MODERATE/ MAJOR</i>
<i>NATURAL</i>			
DROUGHT	OCCASIONAL	LIMITED	LIMITED
EARTHQUAKE	UNLIKELY	LIMITED	LIMITED
FLOODING	LIKELY	MODERATE	MODERATE
HURRICANE	LIKELY	MAJOR	MAJOR
TORNADO/HIGH WINDS	OCCASIONAL	MODERATE	MODERATE
WILDFIRE	OCCASIONAL	MODERATE	MODERATE
WINTER STORM	HIGHLY LIKELY	MAJOR	MAJOR
SEVERE HEAT	HIGHLY LIKELY	MAJOR	MAJOR
PANDEMIC	HIGHLY LIKELY	MAJOR	LIMITED
<i>TECHNOLOGICAL</i>			
DAM FAILURE	UNLIKELY	LIMITED	LIMITED
CHEMICAL	OCCASIONAL	MODERATE	MODERATE
HAZMAT/LAB SPILL (FIXED SITE)	UNLIKELY	MODERATE	MODERATE
HAZMAT/OIL SPILL (TRANSPORT)	UNLIKELY	MODERATE	MODERATE
MAJOR STRUCTURAL FIRE	UNLIKELY	MODERATE	MODERATE
NUCLEAR FACILITY INCIDENT	UNLIKELY	MODERATE	MODERATE
WATER SYSTEM FAILURE	UNLIKELY	MODERATE	MODERATE
PIPELINE LEAK/EXPLOSION	UNLIKELY	MODERATE	MODERATE
TRAIN DERAILMENT	UNLIKELY	MODERATE	MODERATE
POWER OUTAGE	OCCASIONAL	MODERATE	MODERATE
TRANSPORTATION ACCIDENT	OCCASIONAL	MODERATE	MODERATE
<i>HUMAN CAUSED</i>			
CIVIL DISORDER	OCCASIONAL	MODERATE	MODERATE
KIDNAPPING/ABDUCTION	OCCASIONAL	MODERATE	MODERATE
INTRUDER IN BUILDING	OCCASIONAL	MODERATE	MODERATE
SUICIDE	OCCASIONAL	MAJOR	MAJOR
WEAPON ON CAMPUS	OCCASIONAL	MAJOR	MAJOR
SEXUAL ASSAULT	OCCASIONAL	MODERATE	MODERATE

APPENDIX 4: DISTRICT AGREEMENTS & CONTRACTS

[PROVIDE LIST OF MUTUAL AID AGREEMENTS, MEMORANDA OF UNDERSTANDING, AND CONTRACTS WITH VENDORS THAT ARE CURRENTLY IN PLACE]

Agreement Name:	[NAME/CONTRACT #]
Parties Addressed in Agreement:	[LIST OF PARTIES]
Effective Date of Agreement:	[DATE]
General Details of Agreement:	[DETAILS]

APPENDIX 5: READINESS LEVELS

UTCSS will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged. The Readiness Levels reflect District efforts to increase alert posture.

Level 4: Normal Conditions – Regular campus operations are unaffected.

- Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.
- An incident command post may be established. Reverse Evacuation may be implemented but is not required.
- District personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

Level 3: Increased Readiness -- Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed. Reverse Evacuation may be implemented, if conditions warrant or to enhance accountability in advance of other protective measures. Increased readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: A tropical weather system has developed that has the potential to impact the local area or to trigger inland shelter and emergency support operations. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, ensuring that parent notification procedures are in place and assessing resource availability. The Executive Team should consider potential impact upon normal school operations.

Tornado or Severe Weather Watch: The possibility for severe weather or tornado development exists. Readiness actions may include increased situation monitoring, ensuring that weather radios are activated and monitored at each campus, ensuring that parent notification procedures are in place, reminding staff about tornado safety measures, placing selected staff on alert and reminding transportation staff to curtail operations immediately if conditions worsen.

Flash Flood Watch: The possibility of severe or flash flooding is possible due to heavy rains occurring or expected to occur. Readiness actions may include increased situational monitoring, transportation staff reconnaissance of known trouble spots, review of alternate bus routes, adjustment of school schedules to facilitate the safe release of students and preparedness of parent notification messages related to protective measures, school schedules, student release or bus routes change.

Wildfire Threat: Extreme wildfire threats can exist during dry or drought periods and when windy conditions exist. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, notifying transportation about potential route impact, ensuring that parent notification procedures are in place and the Executive Team should consider potential impact upon normal school operations.

Violence Threat: Threats can be directed at the school or personnel therein or involve vicinity events such as a bank robbery or SWAT stand-off. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), ongoing coordination with Executive and Response Teams, preparation of appropriate and timely messages for parents and the community.

Mass Gathering: Mass gatherings events can occur either on or off school property (both planned and unplanned). Readiness actions include review of potential security, traffic, parking and health/safety impact upon school schedules and District facilities. In addition, District staff must work with local and regional partners to ensure that schools are part of the preparedness process. When the event is District sponsored, local and regional partners and first responders should be included in planning meetings.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus SOGs.

Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

Level 2: High Readiness -- Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or UTCSS. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will

require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events. High readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: A tropical weather system may impact the local area or to trigger inland shelter and emergency support operations within 72 hours. Readiness actions may include continuous situation monitoring, identifying worst-case decision points and potential resource requests, ensuring staff availability, providing parent notification and Executive Team trigger points for curtailing school operations and supporting evacuation/sheltering operations, as appropriate.

Tornado Warning: Tornado warnings are issued when a tornado has been sighted in the vicinity or is indicated by radar to be threatening the immediate area. Readiness includes taking immediate severe weather safety actions as outlined in District and Campus emergency plans and notifying transportation staff to curtail operations immediately. The District also will be ready to provide support to students, staff and the community in the wake of the storm.

Flash Flood Warning: When flash flooding occurs or is reported in the District immediate decisions are required related to school schedules and bus routes. Readiness actions include notifying transportation staff to curtail or adjust routes and to communicate hazardous areas encountered (this information also may be relayed to first responders) and making arrangements to retain at school all students and staff who safely cannot return to their homes.

Winter Storm Warning: When snow, sleet, freezing rain or other adverse weather conditions make traveling treacherous or disrupt utility service to campuses, the District must take immediate action to adjust or cancel school schedules. Readiness actions may include notifying parents and the community of temporary school closures and/or schedule adjustments, assigning key staff to assess campuses and facilities for damage, downed trees and wires, icy sidewalks and parking lots and other hazards that affect school infrastructure, coordinating with transportation and city/county public works for reconnaissance along bus routes.

Violence Threat: Threats are considered legitimate or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), considerations put in place for school schedules such as dismissal and outdoor activities, ongoing coordination with Executive and Response Teams, initial release of appropriate and timely messages for parents and the community.

Mass Gathering: Civil disorder with relatively large-scale localized violence or student walk outs are imminent, the District must be prepared to protect its students and infrastructure. Readiness actions may include increasing law enforcement and other first responder presence in and around District

property, securing critical District infrastructure related to utilities and technology and initiating Reverse Evacuation with strict student release policies and practices in place

Declaration of Level 2 likely will require the initiation of high readiness activities within Department and Campus SOGs.

The District Emergency Operations Center may be activated with limited staffing.

Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/ security concerns to their supervisors or command post immediately.

Level 1: Maximum Readiness -- Large-scale disruption of District operations occurs. Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the UTCSS may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: The impact of a tropical weather system is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.

Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.

Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Lockdown or other precautionary measures. Considerations are in place for release from Lockdown, reunification and

accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.

Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus SOGs.

School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

APPENDIX 6: RESOURCE REQUEST PROCESS

Source and Use of Resources

The UTCSS will use its resources for emergency response and request additional assistance, as needed, through mutual aid and similar agreements or contracts. When external agencies and organizations respond to an emergency within the UTCSS, they must conform to the guidance and direction provided by the UTCSS's incident commander (superintendent) or their designee.

The UTCSS will use its own resources in accordance with the National Incident Management System (NIMS), to respond to emergency situations, purchasing supplies and equipment if necessary and providing for the augmentation of personnel as needed. A list of primary support entities is included in the resource list that follows.

In the event resources are insufficient or inappropriate, the UTCSS will use the provisions of Chapter 418.102 of the Texas Government code to seek additional support wherein the county will be the first channel through which requests for assistance are filtered. If additional resources are required, the District will:

- Summon resources pursuant to inter-local agreements, a list of which is included in Appendix 4.6 to this plan. It summarizes the agreements and identifies the officials authorized to implement those agreements.
- Summon contracted emergency service resources as identified through UTCSS purchasing practices and maintained in the UTCSS finance office.
- Proceed to request assistance, as needed, from recognized and vetted volunteer and community groups.
- Request assistance from industry or individuals that have resources needed to deal with the emergency situation.

APPENDIX 7: RECORDKEEPING AND REPORTS

Any major incident requires documentation such as reports, logs, student attendance (accountability) reports, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. All original notes and records are legal documents that should be preserved. Reports should be provided in a timely fashion and in compliance with the Texas Public Information Act and in accordance with District policies and procedures. Each campus, facility or department in the district must compile, maintain and submit documentation and reports related to their areas of involvement in the incident. They also should support development situation reports, damage assessment documentation, student accountability information, after action reports and other documentation, as applicable.

Records management

Records will be managed according to federal and state law and in compliance with District policies and procedures.

The Chief Financial Officer¹ is responsible for the documentation process during EOC activation and for compiling final reports on behalf of the District following major events. When the EOC is not activated, the Chief Financial Officer, or their designee will be responsible for records management related to the incident or emergency.

During activation, the District EOC will maintain an incident log and oversee documentation for any major incident.

Individual departments, facilities and campuses will maintain a log of major decisions, time lines, logistical deployment and other actions related to their areas of responsibility and accountability.

All logs will be submitted to the District EOC for compilation into a master log, which the District may make available to the local Office of Emergency Management upon formal request in support of incident coordination and/or disaster recovery.

Reports

The District may use any or all of the following reports that may be subject to open record requests as part of the documentation process of its emergency operations.

Activity Logs

Staff shall maintain accurate logs recording key activities, such as:

- Protective actions
- Student and staff accountability and reunification
- Significant changes in the emergency situation
- Resource requests or commitment of resources
- Activation or deactivation of emergency facilities
- Containment or termination of the incident
- Administrative Releases and Parent Notification²

In protracted incidents, the District may provide situational updates for parents, the public and the news media that include a brief event summary, protective measures and guidance related to educational and business continuity, such as school cancellations, delays or schedule changes

Damage Assessments

- Indicate assistance or resource requirements and immediacy of the need
- Identify damage, loss and structure or facilities (such as playgrounds, gymnasiums or portable buildings) that are unsafe to use
- Damage reports should not contain any sensitive or restricted information, unless is designated as such

Situation Reports

May be prepared and distributed during emergencies or developing situations. This report is a public record document that provides an overview for District officials, emergency managers and responders, as well as the news media, support organizations and the general public

After Action Review (AAR)

As part of a post incident or exercise critique, the AAR should help document what occurred and provide a direction for system improvements. They AAR may include both written and verbal input from participants.

The Superintendent or designee is responsible for ensuring an AAR occurs at the conclusion of an emergency or exercise. District AARs may include input from both internal and external stakeholders

The AAR should be submitted for review and comment among participants before formal distribution.

Corrective Action Plan (CAP)

Where deficiencies are identified the District will create a corrective action plan to guide improvements including identification of the individual or department responsible for corrective actions and the deadlines for achieving that action.

Other Reports

Other reports and/or forms covering specific functions may be prescribed as required by law or at the direction of the Superintendent.

Recordkeeping

Documentation is essential to decision making, liability protections, reimbursement eligibility, administrative controls and safety accountability. UTCSS provides administrative controls necessary to manage the expenditure of funds to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures. Therefore, all UTCSS departments and campuses maintain records summarizing the use of personnel, equipment and supplies during an emergency.

All UTCSS Mutual Aid Agreements, Memorandums of Understanding and other documents or contracts related to emergency operations include a cost responsibility clause. For major emergencies or disasters, all departments and agencies supporting the District and its emergency response are expected to maintain detailed of costs for emergency operations to include: personnel including overtime; equipment operations; costs for leased or rented equipment; costs for contract services to support emergency operations; costs for emergency protective measures and expenses associated with specialized supplies or temporary facilities. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government. The District maintains similar accounting when it supports resource requests from local, regional and state partners.

Preservation of Records Vital Records

To continue normal District operations following an emergency or disaster, vital records must be protected. These include:

- ✓ Legal documents including plans and contracts
- ✓ Financial accountability
- ✓ Student accountability

Other documents deemed vital to District operations

If records are damaged during an emergency, UTCSS may seek professional assistance to preserve and restore them.

Providing Assistance

The District EOC will work with local emergency management to make requests for assistance. Requests will be coordinated through the County Office of Emergency Management.

The District may provide resources for shelter and mass care, transportation, staging, security, feeding and counseling. Many communities and/or Districts have mutual aid agreements or similar documents in place with these groups to provide such services.

It is the District's responsibility to track all costs associated with such uses for possible reimbursement or restitution. The level of cost recovery may be contingent upon the situation, existing agreements and the nature of the incident.

The District EOC, working in conjunction with local emergency management offices will coordinate requests for assistance to avoid confusion, duplication and delay.

Disclosure of Emergency Operations Documentation

A document relating to UTCSS's multi-hazard emergency operations plan is subject to disclosure of the document enables a person to:

- Verify that the UTCSS has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with UTCSS to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments;
- Verify that UTCSS's plan was reviewed within the last 12 months and determine the specific review dates;
- Verify that the plan addresses the phases of emergency management as required by TEC 37.108;

- Verify that UTCSS employees have been trained to respond to an emergency and determine the types of training, the number of employees trained, and the person conducting the training;
- Verify that each campus in UTCSS has conducted mandatory emergency drills and exercises in accordance with the plan and determine the frequency of the drills;
- Verify that UTCSS has established a plan for responding to a train derailment;
- Verify that UTCSS has completed a safety and security audit and determine the date the audit was conducted, the person conducting the audit, and the date the UTCSS presented the results of the audit to the School Advisory Board;
- Verify that UTCSS has addressed any recommendations by the School Advisory Board for improvement of the plan and determine UTCSS's progress within the last 12 months;
and
- Verify that UTCSS has developed a visitor's policy and identify the provisions governing access to a UTCSS building or property.

APPENDIX 8: DISTRIBUTION OF EOP AND SUPPORTING DOCUMENTS

RECIPIENT	PART(S) OF PLAN TO BE RECEIVED	QUANTITY NEEDED
Superintendent	All	1
District EMC	All	1
Campus Principals	All	1
Instructional Staff (Teachers)	All (electronically)	1 hard copy per campus
Director, Office of Emergency Preparedness	All	1
Assistant Vice President of Campus Safety	All (electronically)	1
Assistant Vice President of Campus Security	All (electronically)	1
UTCSS Advisory Board	All (electronically)	1
UT Elementary Advisory Board	All (electronically)	1
School Safety and Security Committee	All (electronically)	1

APPENDIX 9: DRILL GUIDANCE

Overview

Drills are a first and important step in keeping schools safe and secure, they are filled with teachable moments and they are as important to schools as reading, writing and arithmetic.

Drills are a set of tools that campus and facility administrators can use to ensure that plans and procedures are tailored to the unique needs of students and staff and to the hazards to which the campus or facility is exposed. Drills are only as valuable as the willingness of campus administrators to seek feedback from staff and students and to share lessons learned. Lesson learned from drills should be shared - not only with the campus or facility and its stakeholders, but also with District administration, facilities and other campuses.

While drills are an important part of school safety and security, they are not a one-stop solution to preparedness. Lessons learned from drills are used to update plans and procedures. They also are used as the first step in the District's larger preparedness process including tabletop and functional exercises designed to improve coordination, clarify roles and responsibilities, improve individual performance and manage expectation.

Drill Purposes

A Multi-Hazard Emergency Operations Plan (EOP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

The safety and security of UTCSS students and staff depends upon everyone knowing what to do when an actual incident occurs. Minutes or even seconds often can make a critical difference in saving lives. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Action plans derived from drills allow schools to translate lessons learned and best practices into specific corrective steps and measures to improve the safety and security of UTCSS schools and facilities. In addition to these benefits, drills are mandated by Texas law.

Drills are intended to practice and refine a single emergency response, such as evacuating for fire or locking down from a threat, to strengthen skills and identify areas for improvement in

practices, procedures or plans. This is important in a school setting where considerations need to be made for class schedules, student needs, substitute teachers and student accountability.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed. A drill is not truly complete until it has been evaluated by District personnel who have documented both lessons learned and best practices.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the EOP need to be practiced in future drills. The School Safety and Security Committee ensures that all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Conducting Drills

As set forth in state law (TEC §37.114 and SB 11), as well as in state and national best practices, every school year campuses shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency	Recommended Guidance
Evacuation* (fire exit)	<p>Four per school year (two per semester).</p> <p>In addition, school districts and open-enrollment charter schools should consult with their local fire marshal and comply with their local fire marshal's requirements and recommendations.</p>	<ul style="list-style-type: none"> • One announced drill within first 2 weeks of school • One obstruction/blocked primary route drill per semester • One drill under special circumstances (scheduled during lunch or class switching) • Vary day and time when scheduling throughout the year • Alternate use of PA system and actual pull stations around campus via coordination with local fire dept. • Once per year: Consider practicing for an off-site evacuation
Lockout	One per school year	Consider announcing each of these as “drills” to reduce anxiety/stress
Lockdown	One per semester	Consider announcing each of these as “drills” to reduce anxiety/stress
Shelter (hazmat)	One per school year	Consider announcing each of these as “drills” to reduce anxiety/stress
Shelter (severe weather)	One per school year	Consider announcing each of these as “drills” to reduce anxiety/stress

**Required per State Fire Marshal's Office mandate, TEA Gov. Code 61.1036 Section 3, F*

APPENDIX 10: GLOSSARY

Glossary of Terms

Access and Functional Needs: Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.

After-Action Reviews: A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.

Comprehensive Multi-Hazard Exercise/Drill Program and Schedule: A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.

Continuity of Operations: Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.

Corrective Action Plans: Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.

Disability: The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term “disability” has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).

Drill: An action designed to test and to maintain skills in a particular operation or component of an emergency response plan. Examples may include evacuation drill, lockdown drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

Educational Service Center (ESC): As a regional component of the Texas Education Agency, the ESCs may assist school District boards of trustee in entering into agreements as defined by Section 61.003, for a cooperative shared services arrangement regarding administrative services, including transportation, food service, purchasing, and payroll functions.

Emergency Management Programs: An integrated approach to the management of emergencies using the five emergency phases (mitigation, prevention, preparedness, response, and recovery) and for all types of emergencies and disasters (natural, technological or human-caused).

Emergency Supplies: A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.

Exercise: An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.

Facility: Any district owned or leased building, works system or equipment with certain improved and maintained natural features.

Hazard: Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.

Hazard Analysis: A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.

Health Control Issues: Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.

Incident Command System: A system to coordinate emergency preparedness and incident management among various federal, state and local agencies. Enables facilities, equipment personnel, procedures and communications to operate within a common organizational

structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

Independent School District (ISD): Created in accordance with Texas law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An ISD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.

Inter-Jurisdictional Agreement: A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.

Inter-Local Agreement: A written agreement or contract made under the Government Code, Chapter 791 between local government entities.

Interoperability and Compatibility: A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

Interagency Collaboration: Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.

Local-Level Stakeholders: Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.

Memoranda of Understanding: A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency/jurisdiction.

Mutual Aid Agreement: Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

National Incident Management System: A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.

Operational Plans: Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.

Professional School District Employee: A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Preserve Evidence: Practice of ensuring that potential evidence is preserved.

Public Information: Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.

Regional-Level Stakeholders: Includes the Councils of Governments (COGs) which are voluntary associations usually made up of local governmental entities formed under Texas law. Such organizations deal with the problems and planning needs that cross jurisdictional boundaries or require regional attention.

Resource Management: Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.

Reunification: A process to return students to their parent or guardian while maintaining order and accountability after an incident.

Risky Behaviors: Actions that have been identified as precursors to violent or criminal behavior.

Safety: A condition of being safe from undergoing or causing hurt, injury, or loss.

Safety and Security Audit/ Ongoing Self-Assessment: A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, emergency preparedness and access control.

School Climate: The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

School Safety and Security Committee: A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs. As an audit-specific function, provides the district with any campus, facility or support services information required in connection with a safety and security audit or another report to be submitted by the district to the Texas School Safety Center. Reviews each report required to be submitted by the district to the Texas School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility or support service.

Security: The quality or state of being secure as freedom from danger.

Staff: School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school-based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.

State-Level Stakeholders: State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Texas Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.

Stakeholders: Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Strategic Plan: Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.

Systematic: Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.

Tactical Plan: Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.

Threat: An indication of possible violence, harm, or danger.

Warning Signs of Violence: Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

APPENDIX 11: TEXAS UNIFIED SCHOOL SAFETY AND SECURITY STANDARDS

Overview

This plan addresses emergency actions consistent with those set forth in the Texas Unified School Safety and Security Standards. The Texas Unified School Safety and Security Standards have helped guide the development of State, District and Campus level safety programs and emergency management programs since 2007. They were developed as a baseline tool for strategic planning and are maintained using input from district, local, regional, and state partners.

UTCSS demonstrates a commitment to safety and security through coordination of efforts and clear communication with local, regional, state and federal stakeholders in for school-centered emergency management phases that are consistent with the Texas Unified School Safety and Security Standards.

The Superintendent and Emergency Management Coordinator will ensure prompt communication and coordination with the Department of State Health Services and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency.

Phase 1.0	Prevention/ Mitigation- Coordinated actions taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat.
1.1	The school district should coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district (internal) local, state and regional partners.
1.2	The school district should establish a functioning school district safety and security committee with responsibilities that include ensuring compliance with local, state and federal mandates.
1.3	The school district should regularly assess school climate and implement relevant scientifically research-based curricula, programs, and practices to create a positive, safe, and disciplined environment conducive to learning.
1.4	The school district should have processes in place to identify and appropriately assist/address individuals who exhibit signs of violent, harmful, or risky behaviors, and/or pose a threat of committing criminal activity.

1.5	The school district, as part of their emergency operations plan, should complete a hazard analysis of all school district facilities, properties and their surrounding communities to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.
1.6	The school district should utilize the results of the hazard analysis to develop specific mitigation and prevention activities and plans as part of their multi-hazard emergency operations plan.
1.7	The school district should train staff and use appropriate partners to systematically perform on going self-assessments/audits, to identify and address safety and security issues and report the results according to current Texas statute.
1.8	The school district should develop and follow policies and/or procedures that govern access to each facility.
Phase 2.0	Preparedness – Coordinated actions taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.
2.1	The school district should develop multi-hazard preparedness activities, plans, and practices consistent with the National Incident Management System (NIMS).
2.2	The school district should integrate the needs of students, staff and visitors with disabilities and others with access and functional needs into all aspects of the district’s comprehensive emergency management program including planning, training, and drilling.
2.3	The school district multi-hazard emergency operations plan should include policies and/or procedures to address public health situations.
2.4	The school district multi-hazard emergency operations plan should include current maps and floor plans that show evacuation options, utility shut-offs at all district facilities and properties.
2.5	The school district multi-hazard emergency operations plan should include procedures for public information, notification, and communication with all stakeholders.
2.6	The school district multi-hazard emergency operations plan should address processes for accounting for all persons, student reunification, and release.
2.7	The school district should educate all stakeholders about their safety and emergency management practices.

2.8	The school district multi-hazard emergency operations plan should include the development and implementation of a comprehensive multi-hazard exercise/drill program in compliance with local, state and federal mandates.
2.9	The school district should adopt mutual-aid agreements, memoranda of understanding, inter-jurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.
2.10	The school district should document, maintain, and replenish emergency supplies, go-kits and equipment.
2.11	The school district should have an emergency management contact (e.g., the superintendent or their designee) that is responsible for the emergency management program coordination and oversight.
2.12	The school district should ensure that each facility has a designated emergency management program liaison.
Phase 3.0	Response – Coordinated actions taken to resolve an incident.
3.1	The school district should assess each incident/event, then determine and activate a response.
3.2	The school district should establish response guidance that empowers staff to initiate protective actions.
3.3	School district personnel should initiate internal and/or external notification.
3.4	The school district should use the Incident Command System (ICS).
3.5	The school district should take action to preserve the scene following an incident or potential crime.
3.6	The school district should initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.
3.7	The school district should monitor, document, reassess, and adjust its response, as necessary.
Phase 4.0	Recovery – Coordinated actions taken to restore the learning environment and support functions.
4.1	The school district should adopt and implement policies, plans, and procedures for recovery and continuity of operations to continue school functions during and after an incident.

4.2	The school district should adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.
4.3	The school district should adopt and implement policies, plans, and/or procedures for emotional and physical health recovery needs for students and staff after an incident.
4.4	The school district should adopt and implement policies, plans, and/or procedures for after-action reviews and corrective action plans following an exercise/drill or incident.

APPENDIX 12: UTCSS CAMPUS LOGISTICS

Overview

This appendix contains the campus logistics for all of the UTCSS schools.

Name of School: Annunciation Maternity Home	Address: 3610 Shell Rd, Georgetown TX 78628	Number of Employees: 2
Number of buildings on property:	1 room	
Presence of adequate communication equipment / cell phone coverage?	Yes	
Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	Williamson County EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Georgetown Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Austin Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Staffing	Number (At the beginning of the School Year)	
Administrators	1	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	0	
Teachers	1	
Individuals with Disabilities or Access and Functional Needs	1 student	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	0	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other		
The campus enrollment of students with disabilities and / or access and functional needs is (1). The campus staff requiring additional assistance is (0).		

Name of School: Austin Oaks	Address: 1407 W. Stassney Lane, Austin TX 78745	Number of Employees: 3
Number of buildings on property:	1	
Presence of adequate communication equipment / cell phone coverage?	Yes	
Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	Travis County EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Travis County Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Austin Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Staffing	Number (At the beginning of the School Year)	
Administrators	1	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	0	
Teachers	2	
Individuals with Disabilities or Access and Functional Needs	2 students	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	1	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other		
The campus enrollment of students with disabilities and / or access and functional needs is (2). The campus staff requiring additional assistance is (0).		

Name of School: Cedar Crest Hospital	Address: 3500 IH-35, Belton TX 76313	Number of Employees: 9
Number of buildings on property:	1	
Presence of adequate communication equipment / cell phone coverage?	Yes	
Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	<i>Bell County EMS</i>	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	<i>Belton Fire Department</i>	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Belton Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Staffing	Number (At the beginning of the School Year)	
Administrators	1	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	3	
Teachers	5	
Individuals with Disabilities or Access and Functional Needs	17 students	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	10	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
<i>Unaccompanied Minors</i>	0	
<i>Other</i>		
The campus enrollment of students with disabilities and / or access and functional needs is (17). The campus staff requiring additional assistance is (0).		

Name of School: Clear Fork Academy	Address: 7830 Hanger Cutoff Rd, Ft. Worth TX 76135	Number of Employees: 5
Number of buildings on property:	1	
Presence of adequate communication equipment / cell phone coverage?	Yes	
Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	<i>Eagle Mountain EMS</i>	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	<i>Azle Fire Department</i>	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Tarrant County Sheriff	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	Yes	Refer to individual campus safety plan
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	Yes	Refer to individual campus safety plan
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Staffing	Number (At the beginning of the School Year)	
Administrators	1	
Law Enforcement / SROs	0	
Substitute Teachers	1	
Instructional Assistant	1	
Teachers	2	
Individuals with Disabilities or Access and Functional Needs	4 students	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	1	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other		
The campus enrollment of students with disabilities and / or access and functional needs is (4). The campus staff requiring additional assistance is (0).		

Name of School: Depelchin Richmond	Address: 710 S. 7 th Street, Richmond TX 77469	Number of Employees: 4
Number of buildings on property:	1	
Presence of adequate communication equipment / cell phone coverage?	Yes	
Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	Fort Bend County EMS	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Richmond Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Richmond Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Staffing	Number (At the beginning of the School Year)	
Administrators	1	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	1	
Teachers	2	
Individuals with Disabilities or Access and Functional Needs	12 students	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	8	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other		
The campus enrollment of students with disabilities and / or access and functional needs is (12). The campus staff requiring additional assistance is (0).		

Name of School: Georgetown Behavioral Health Institute		Address: 3101 S Austin Ave, Georgetown TX 78626		Number of Employees: 2	
Number of buildings on property:			1		
Presence of adequate communication equipment / cell phone coverage?				Yes	
Geographical Issue		None		If yes, where is this addressed in the EOP?	
Which EMS provider services your campus/facility?		Williamson County EMS			
Is there an extended response for EMS services?		No			
Which Fire / HazMat services your campus/facility?		Georgetown Fire Department			
Is there an extended response for Fire / HazMat Services?		No			
Which Law Enforcement services your campus/facility?		Georgetown Police Department			
Is there an extended response for Law Enforcement?		No			
Are there any Chemical Plants that may impact the campus/facility?		No			
Are there any Pipelines that may impact the campus/facility?		No			
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?		No			
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?		No			
Staffing			Number (At the beginning of the School Year)		
Administrators		1			
Law Enforcement / SROs		0			
Substitute Teachers		0			
Support Staff		0			
Teachers		1			
Individuals with Disabilities or Access and Functional Needs		0 students			
Blindness or Visual Disabilities		0			
Cognitive or Emotional Disabilities		0			
Deafness or Hearing Loss		0			
Limited English Proficiency		0			
Medically Fragile Health (including asthma and severe allergies)		0			
Mobility / Physical Disabilities (permanent or temporary)		0			
Unaccompanied Minors		0			
Other					
The campus enrollment of students with disabilities and / or access and functional needs is (0). The campus staff requiring additional assistance is (0).					

Name of School: <i>Helping Hand Home</i>	Address: 2107 San Antonio Street Austin Tx 78705	Number of Employees: 6
Number of buildings on property:	2	
Presence of adequate communication equipment / cell phone coverage?	Yes	
Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	<i>Austin Travis County EMS</i>	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	<i>City of Austin</i>	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	<i>Austin Police Department</i>	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Staffing	Number (<i>At the beginning of the School Year</i>)	
Administrators	1	
Cafeteria Staff	0	
Custodial Staff	0	
Instructional Assistants	2	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	0	
Teachers	3	
Individuals with Disabilities or Access and Functional Needs	30 total students	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	17	
Deafness or Hearing Loss	0	
Limited English Proficiency	1	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
<i>Unaccompanied Minors</i>	0	
<i>Other</i>		
The campus enrollment of students with disabilities and / or access and functional needs is (30). The campus staff requiring additional assistance is (0).		

Name of School: High Point	Address: 1603 Babcock Rd #148, San Antonio TX 78229	Number of Employees: 5
Number of buildings on property:	1	
Presence of adequate communication equipment / cell phone coverage?	Yes	
Geographical Issue	None	If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	San Antonio Fire Department	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	San Antonio Fire Department	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	San Antonio Police Department	
Is there an extended response for Law Enforcement?	No	
Are there any Chemical Plants that may impact the campus/facility?	No	
Are there any Pipelines that may impact the campus/facility?	No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	No	
Staffing	Number (At the beginning of the School Year)	
Administrators	1	
Law Enforcement / SROs	0	
Instructional Assistants	1	
Support Staff	0	
Teachers	3	
Individuals with Disabilities or Access and Functional Needs	7 students	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	3	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other		
The campus enrollment of students with disabilities and / or access and functional needs is (7). The campus staff requiring additional assistance is (0).		