



2019-2020

**Forney ISD MultiHazard
Emergency Operations Plan**

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Emergency Operations Plan Record of Changes

Change #	Page # Section of Change	Date of Change	Approved By	Entered By
1	6	07/15/2019		Stacie Brown

Emergency Operations Plan

Purpose

This District Emergency Operations Plan (EOP) outlines our approach to emergency management and operations. It provides general guidance for emergency management activities and an overview of the District's methods of mitigation/prevention, preparedness, response, and recovery. The plan describes the District's emergency response organization and assigns responsibilities for various emergency tasks. This plan is intended to offer guidance to employees in an emergency and clarify emergency roles and response. It is also intended to provide a framework for more specific response actions that describe roles and specific actions in more detail for each campus. This plan applies to all local school district officials, staff, and students. The primary audience for the document includes the school board, school district, school administrators, staff tasked within the document or response actions, emergency management staff, and collaborative partners in the community, including first responders, emergency management personnel, and others who may participate in mitigation, preparedness, response, and recovery efforts. This plan has been developed to assist Forney ISD in protecting its staff, students and visitors during an emergency situation, and takes an all-hazard approach to emergency management and addresses mitigation/prevention, preparedness, response, and recovery activities.

Mission and Goals

1. The mission of Forney ISD in an emergency is to:
 - a. Protect lives and property
 - b. Mitigate the effects of a disaster
 - c. Prepare for emergencies and disasters
 - d. Respond to emergencies promptly and properly
 - e. Aid in recovery from incidents, emergencies, and disasters
2. The goals of Forney ISD are to:
 - a. Provide emergency management for students, staff, and visitors to school facilities through planning, training, drilling/exercising, and equipping to level of scale and funding
 - b. Coordinate the use of school and community resources through the four phases of emergency management
 - c. Restore normalcy, including continuity of operations and psychological recovery
 - d. Provide detailed and accurate documentation of emergencies and after-action reports to aid in the recovery process as well as to prevent/mitigate, prepare for, respond to, and recover from future incidents more effectively.

Emergency Operations Plan

National Incident Management System (NIMS) and the Incident Command System (ICS)

Forney ISD has adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive (HSPD)-5 and Presidential Policy Directive (PPD) 8, which was signed by the president in March 2011 and describes the nation's approach to preparedness. Our adoption of NIMS will provide a consistent approach to the effective management of situations involving natural, technological or security types of emergency situations. NIMS allows us to integrate our response activities using a set of standardized organizational structures designed to improve interoperability between all levels of government, private sector, and nongovernmental organizations. In keeping with the National Response Framework (NRF), we will integrate operations with all levels of government, private sector, and nongovernmental organizations through coordinating structures, processes, and protocols with State, local, and Board of Trustees policies.

The District intends to employ the Incident Command System (ICS) in managing emergencies. Key individuals at the district and campus level, who are tasked in the Emergency Operations Plan (EOP), will be trained in ICS and NIMS.

The district's superintendent or designee will assume the role of the Incident Commander (IC) in a district-level emergency situation, whereas the campus principal or designee will typically assume the initial IC function at the campus level. The IC will be responsible for carrying out the ICS function of command while managing the incident in its initial phases. The IC will establish an Incident Command Post (ICP) and provide an assessment of the situation to district officials, and where applicable, to local emergency responders. The IC will identify resources required and direct the on-scene response from the ICP. When a more qualified individual, such as emergency first responders, arrives on scene, incident command should be transferred, and the district/campus IC will be re-assigned to remain as a member of unified command with expectations of remaining accountable for students, staff, and school property. The initial IC should be available and ready to provide a briefing of the situation to first responders and to the new IC upon a transfer of command.

Members of the Emergency Response Team assist the IC in managing an emergency before local emergency responders arrive, and may continue to serve in ICS functions, as needed, during an emergency. In addition to the Incident Commander (IC), members of the Emergency Response Team should include individual who are responsible for safety and operations, communication, medical, care/counseling, facilities, equipment and supplies, documentation, and student-parent reunification.

Emergency Operations Plan

District Emergency Operations Planning Team

The District Emergency Operations Planning Team is responsible for creating and maintaining the Multi-hazard Emergency Operations Plan (MEOP) in conjunction with the District Emergency Operations Committee made up of local emergency responders, community members, parents and students. These two teams work to ensure current best practices in school safety and security are being implemented in Forney ISD. The District Emergency Operations Planning Team will:

- conduct a hazard analysis
- provide information to staff, students, and community regarding emergency response procedures and best practices in school safety and security
- perform ICS functions during an emergency in accordance with designated roles
- conduct debriefings at the conclusion of emergency situations to critique the effectiveness of the emergency operations plan

District Emergency Operations Planning Team

Name	Position
Richard Geer	Chief of Human Services
Stacie Brown, BSN RN	Coordinator of Health, Wellness & Safety
Ron Sterling	Director of Student Services
Jeff Hutcheson	Coordinator of Student Services
Lt. Janet Freeman	Lead Student Resource Officer
Laura Merchant	Director of Special Populations
Mickey Krone	Director of Transportation
Tina Spain	Coordinator of Assessment and Guidance
Emily Perdue	Executive Assistant to Human Services Department

Emergency Operations Plan

District Emergency Response Team

The District Emergency Response Team will convene to authorize action and provide support in the event of an actual emergency that affects an entire campus, several campuses, or the entire district. Examples of emergencies for which the District Emergency Response Team will convene including, but are not limited to the following:

- Safety risk to students and staff at a school due to a security issue
- Significant damage to a building as a result of severe weather
- Evacuation of a building due to chemical exposure, loss of power and/or water
- Fire at a campus which requires evacuation of the building and results in response to the building by the Fire Department
- Safety risk to students and staff at a school due to a natural disaster upon notification from the campus principal, the Chief of Human Services will notify the Superintendent, all other Chief Officers. The District Reunification Team will be notified and will assemble in the designated location. The following information will be reviewed:
 - Summary of crisis event, including timeline
 - Status of injuries to students, staff, visitors, and/or community members
 - Status of response by first responders
 - Need to notify and activate members of the District Reunification Team
 - Available resources to support emergency
 - Deployment of personnel and resources to emergency location
 - Communication with parents and guardians of impacted students
 - Communication on district website and social media
 - Communication with media representatives
 - Other

Authority and command during an emergency event will be transferred to official representatives of local, state, and federal emergency responders, agencies, and officials (i.e. Police Department, Fire Department, Kaufman County Health Department, FEMA, etc.) when such officials arrive at the emergency location. District administration will act in an advisory capacity to authorities who take command of an emergency event, assist and communicate the school needs and available resources, and remain accountable for students, staff, and school property. The district employs School Resource Officers (SRO). SRO program standards can be found on the district website.

Emergency Operations Plan

Community Emergency Management Numbers

EMERGENCY 911 or 8 + 911 from a district phone

*If you accidentally dial 911, do not hang up. Stay on the line and tell the dispatcher that it is not an emergency.

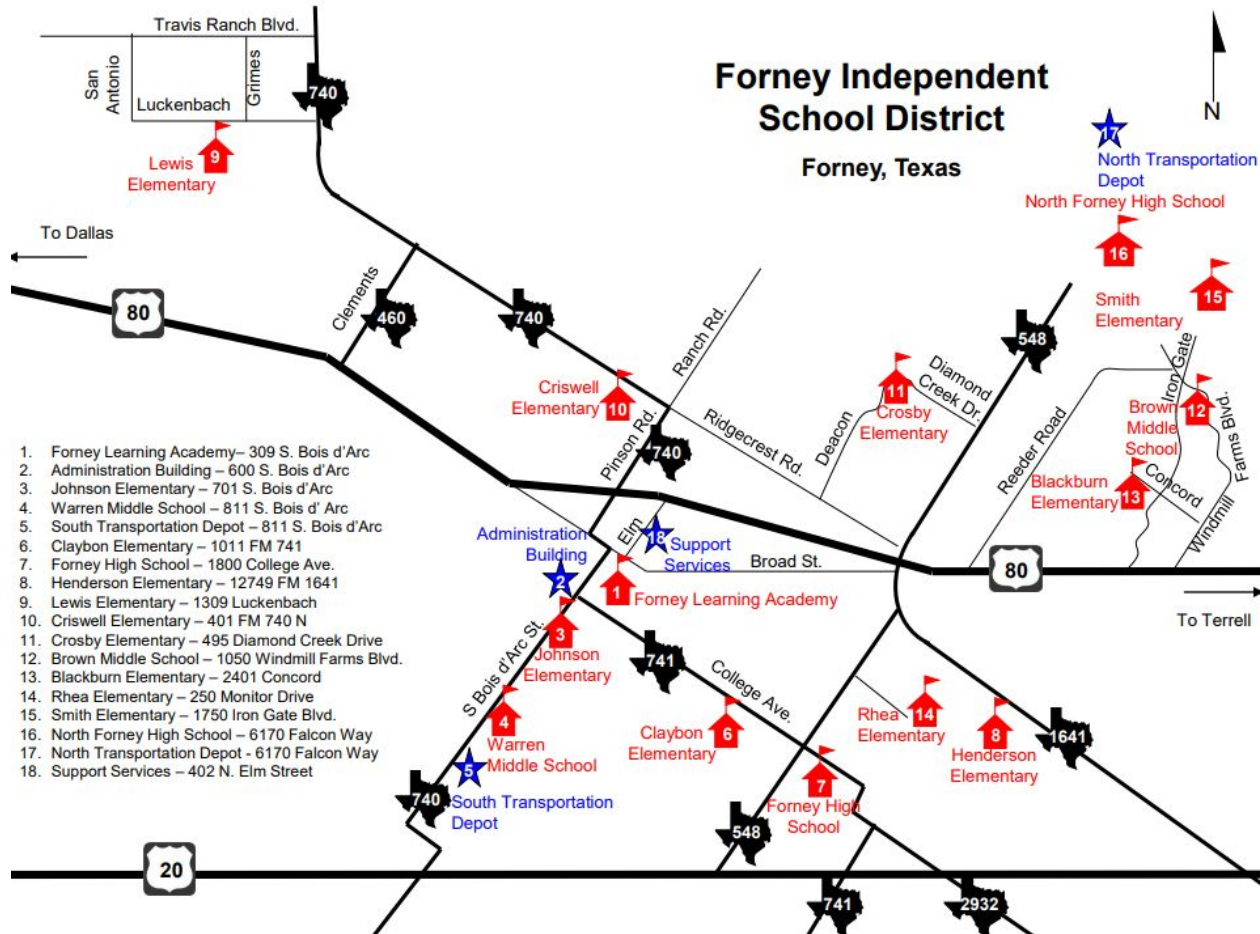
City of Forney

- Non-emergency Forney Police Phone 972-564-7600
- Fire Department 972-552-2211

Kaufman County Sheriff's Department 972-932-4337

Emergency Operations Plan District Map

The Forney ISD administrative offices are located in Forney, Texas in Kaufman County. Facilities within the district are located in the city of Forney and are all within the Kaufman County boundaries. There are currently 1 early childhood center (PK,PPCD), 9 elementary schools (K-6th), 2 middle schools (7th – 8th), 2 high schools (9th – 12th), 1 athletic stadium, and 3 other district facilities.



Emergency Operations Plan

Plans to Close School

ONCE THE DECISION IS MADE TO CLOSE SCHOOLS, THESE PROCEDURES WILL BE FOLLOWED:

1. Superintendent will notify Communications Department, Chief Officers, and School Board President.
2. The Communications Department will send out a District-wide call and email to all parents and employees; post the announcement on the website, post the announcement on all District social media sites (Facebook, Twitter, etc.) and notify all local press and television stations.
3. Chief Officers will notify all applicable staff members.
4. If the decision is made to close school the day/evening before:
 - a. The Department of Communications will send out a District-wide call and email to all parents and employees; post the announcement on the website, post the announcement on all District social media sites (Facebook, Twitter, etc.) and call and email all local press and television stations. All efforts should be made to make the decision no later than 9 p.m. If the decision is made after 9 p.m., the information will be posted on the website, emailed to parents and employees, posted on all District social media sites and all press and media stations will be notified. A phone call will be set up to go out the next morning by 6 a.m.

RADIO STATIONS TO BE USED:
WBAP 820 AM; KRLD 1080 AM

TELEVISION STATIONS TO BE USED:
KDFW Channel 4; KXAS Channel 5; WFAA Channel 8; KTVT Channel 11

NOTE: ALL MAINTENANCE PERSONNEL AND CUSTODIANS WILL REPORT FOR DUTY WHEN SCHOOL IS CLOSED, UNLESS CONTACTED BY PHONE.

Emergency Operations Plan

Late Start Procedures – 2 Hour Delay

The procedures used for closing school will also be used in determining a late start – 2 hour delay, and the same notification procedures will be used. A School Messenger phone call will be sent to all parents by the campus principal, or designee, notifying them of the 2 hour delay. When the decision is made to have a two-hour delayed start, all campuses will begin 2 hours from scheduled tardy bell times. Buses will run two hours later than normal. A limited breakfast will be served. Students will be dismissed at the regular time.

SECTION I MITIGATION/PREVENTION

Mitigation/Prevention Overview

The safety and security of students, staff, and visitors in the Forney ISD is of highest priority. The District strives to ensure a safe environment for students to learn and employees to work. Our mitigation/prevention efforts are intended to eliminate hazards, reduce the probability of hazards causing an emergency situation, or lessen the consequences of unavoidable hazards. Mitigation should be a pre-disaster activity, e.g. Campus/Facility Safety and Security Audits, although mitigation may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation.

The District utilizes the following mitigation/prevention measures:

- District and Campus Functional Emergency Operations Plans reflect current best practices and trends in school safety and security, as defined by the Texas School Safety Center, the Department of Homeland Security, and the Federal Emergency Management Agency (FEMA).
- Security cameras are in place at all campuses and other district facilities.
- Front door access controls, which include the use of a camera, intercom, and buzzer to gain access to the building, are installed at all elementary campuses, middle school, and high school campuses. All exterior doors remain locked during the school day.
- Visitor check-in systems are in place at all campuses.
- All volunteers in our schools must complete a criminal background check prior to volunteering.
- School Resource Officers (SROs) and contracted security officers are employed by the district.
- District employees must wear a district-issued ID badge while on school property or while on duty at a school-sponsored event.
- District employees are trained annually in emergency procedures.
- Safety and security audits are conducted on all district facilities.

Prevention/Mitigation Visitor Check-In Procedures

OVERVIEW

All district campuses and facilities

Forney ISD encourages and welcomes parents and other visitors to work as educational partners in our schools. As part of our commitment to the safety and security of all students, staff, and visitors in our schools and other district facilities, all visitors are required to enter through the main/front door of the building and report to the front office to sign in and receive a visitor badge to wear in a visible place above the waist while on campus.

Visitors will be asked to submit their driver's license or other valid form of government-issued identification containing a photograph to obtain a visitor pass. Forney ISD district employees and approved contractors/vendors are not required to submit a driver's license or other valid identification to receive a visitor badge, as long as they are wearing their district-issued Forney ISD ID badge.

Upon leaving the campus, all visitors must stop by the front office to sign out and return their visitor badge. This process helps school administrators know who may still be on campus in case the school has to be evacuated for any reason. Visitors without a valid form of identification will only be allowed access to the office area. Valid forms of ID include a current driver's license or state-issued identification card from any of the 50 states, U.S. passport card, Active Military ID, or other government-issued identification containing a photograph.

PROCEDURES

Elementary campuses, middle school, and high school campuses:

Front Door Access Controls

Front door access controls have been installed at all elementary campuses, middle, and high school campuses. This system includes the use of a camera, intercom, and buzzer to gain access to the building. All exterior doors will remain locked, and visitor access will only be available through the front door.

Procedures Before School Begins

- The front doors will open at least 30 minutes prior to the first bell. Students should enter through the front door and proceed to the cafeteria for breakfast or to the designated location to wait until they are dismissed to class.
- Parents and other visitors must report to the front office to sign in and receive a visitor pass to wear before entering the building. Upon leaving campus, they must stop by the front office to sign out and turn in their visitor pass.

Procedures During the School Day

- The front doors will be locked at the time of the tardy bell. Visitors and students who are tardy must request entry into the building by pressing the intercom button.
- After a visitor pushes the intercom button, office personnel will verify the person's identity and their reason for requesting entry.
- Upon verification, office personnel will unlock the "entry door" to allow access.
- Visitors must go directly to the office to sign in and receive a visitor pass to wear while on campus.
- Students who arrive after the tardy bell must report directly to the front office to sign in and receive a tardy pass.

Procedures at the End of the School Day

- Parents should wait outside the building to pick up their child. Parents or other visitors wanting to enter the building are required to report to the front office to sign in and receive a visitor pass to wear while on campus.
- The front doors will remain locked after the end of school. As long as the front office is open, parents and other visitors must press the intercom button to request entry.

Positive Proof Visitor Management Systems

Forney ISD has implemented the Raptor system on all elementary, middle school and high school campuses. Raptor has replaced paper-based sign-in sheets, and enhances school security by reading visitor driver's licenses, comparing information to a sex offender database, alerting campus administrators if a match is found, and then, assuming no match is made, printing a visitor badge that includes a photo. Other features, such as recording tardies, early dismissals and volunteer hours, can be locally programmed into the system. Customized alerts may also be set up to help school personnel identify and avoid dangerous situations, such as restricted persons based on a court order, restraining order, legal document, or communication from law enforcement. The Raptor system provides a consistent system to track visitors and volunteers while protecting our students and staff members from people who present a danger.

General Procedures

1. All visitors to campus must report to the front office to sign in using the Raptor System, and receive a visitor badge to wear while on campus.
2. All visitors, except district employees and approved contractors/vendors wearing their district-issued Forney ID badge, will be asked to present their driver's license or other valid form of government-issued identification containing a photograph. The visitor's identification will be scanned in the Raptor system, which will electronically check the visitor against a public sex offender database.

* Visitors without a valid form of identification will only be allowed access to the office area.

3. Once the visitor's identification has been scanned, if there is no alert indicated in the database, a visitor badge containing a photo, name, date, time, and badge number will be printed. The visitor badge must be worn in a visible place above the waist while on campus.
4. Upon leaving the campus, all visitors, including district employees, approved volunteers, and approved contractors, must stop by the front office to sign out and turn in their visitor badge. This process helps school administrators know who may still be on campus in case the school has to be evacuated for any reason. Visitor badges will be destroyed as soon as they are returned.

District Employees and Approved Contractors/Vendors

District employees and approved contractors/vendors who have completed criminal background checks and are wearing their district-issued Forney ID badge are not required to sign in using the Raptor system, but must be wearing their district-issued Forney ISD ID badge. The district-issued badge must be worn in a visible place above the waist while on campus.

Match with Database

If the scan of the database comes back with an alert, campus administrators will receive an instant text and email, and should go immediately to the front office to assess the situation.

The database will show an alert if the visitor has the same name and birth year as that of a registered sex offender.

- a. In some cases, this will register a false positive. To determine if this match is a FALSE POSITIVE, the following process should be followed:
 - i. Compare the picture from the identification card to the picture from the database alert.
 - ii. If the picture is unclear, check the date of birth and other identifying information, such as height and eye color.
 - iii. If the pictures or identifying characteristics are clearly not the same person, press NO on the screen, and the person will then be issued a visitor badge.
- b. If the alert appears to be a MATCH, the following process should be followed:
 - i. Compare the information from the identification card with the database alert. If they appear to be the same person, press YES.
 - ii. Remain calm and ask the person to take a seat, as a school administrator must approve the visit. Do not go into detail or give further explanations.
 - iii. The visitor may ask for his/her ID back and want to leave – comply with this request.
 - iv. If the individual becomes agitated or you fear for your safety, follow normal emergency procedures for summoning assistance.

Parents/Legal Guardians Registered as Sex Offenders

In the event an identified parent or legal guardian with a right to see a student is shown as an alert in the database, he/she can still be granted *limited* access to the campus, while being escorted by school district personnel. These visits must be

scheduled in advance through the principal's office, and access beyond the front office is not allowed at any time without an escort. The campus administrator must ensure that the visitor is not in violation of any law or court order through the visitor's presence on the campus, and then will decide when and where this person can go and who will supervise his/her visit.

1. Campus administrators or a school resource officer will privately notify the parent or guardian that they appear to be matched with a person in the Raptor database.
2. If the individual indicates that there is a mistake, please encourage them to contact the state listing their name and resolve the matter. The campus administrator may choose to give the parent a print out of the alert, if requested.
3. A parent who is a registered sex offender is limited in his or her campus access as provided in Board Policy GKC (LOCAL).
4. Failure to follow these procedures as outline in Board Policy GKC (LOCAL) may result in the parent or legal guardian being banned from the campus.

District Auxiliary Personnel (Maintenance, Warehouse, and Child Nutrition Staff; Non-Instructional Technology Staff)

- Maintenance Emergency Inside or Outside the Building
 - Maintenance personnel will go directly to the site of the problem. Campus staff will notify the office staff that they are on site. After the issue is resolved, maintenance personnel will notify the office when they are leaving campus.
- Routine Maintenance Outside the Building
 - Maintenance personnel will NOT be required to notify the administrators or office staff that they are on site, unless they are working on the roof, and need access through the inside of the building. If so, they should use the procedure for routine maintenance inside the building.
- Routine Maintenance Inside the Building, other than the Kitchen, and Non-Instructional Technology Staff
 - Maintenance and Non-Instructional Technology personnel will report to the front office during school hours. They will NOT be required to receive and wear a visitor badge, but must be wearing their Forney ISD issued ID badge.
 - Upon leaving the campus, they must stop by the front office to sign out.
- Warehouse Deliveries
 - Warehouse personnel delivering or picking up materials from the office area are not required to sign in.
 - If they will be going to other parts of the building, they should sign in using the paper-based sign-in system (i.e. a clipboard). They will NOT be required to receive and wear a visitor badge. Upon leaving campus, they must stop by the front office to sign out.
- Child Nutrition Staff, Maintenance in the Kitchen, and Deliveries to the Kitchen
 - Personnel only needing access to the kitchen area of the building, and not needing access to any other part of the building, do not need

- to go to the front office and sign in, and should enter the kitchen through the exterior door that provides direct access to that area.
- If these personnel need access to other parts of the building, they must report to the front office and sign in using the paper-based sign-in system (i.e. a clipboard). They will NOT be required to receive and wear a visitor badge. Upon leaving campus, they must stop by the front office to sign out.

Vendors and Contractors

Vendors and contractors who will only be working outside the building or who do not need to go past the office area will NOT be required to sign in or wear a visitor badge. If the vendor or contractor must access any other parts of the building, they must be escorted by district personnel at all times, or they must scan their valid ID in the Raptor system and receive a visitor badge.

In case of an emergency inside or outside the building, vendors and contractors with administrator authorization may go directly to the site of the problem. District staff will notify the office staff when they are on site. After the issue is resolved, personnel will notify the office when they are leaving campus.

Substitutes and Part-time Temporary Employees

Substitutes and part-time temporary employees who have completed criminal background checks and are wearing their district-issued Forney ISD ID badge are required to check in with the front office, but are not required to submit their driver's license or other valid form of identification to enter a campus. Visitor badges for substitutes and part-time temporary employees will not contain a photo, but these visitors must be wearing their district-issued Forney ISD ID badge, which does contain their photo.

Upon leaving the campus, substitutes and part-time temporary employees must stop by the front office to sign out.

Full-time Campus Staff and Student Teachers

Full-time campus staff and student teachers are NOT required to sign in and out each day they report to work. Non-Exempt employees will need to clock in using the TEAMS system.

Large Events or Assemblies during the School Day

If a large event or assembly, such as a school performance, ceremony, pep rally, or field day, takes place during the school day, it will be up to the discretion of the campus administration to use the Raptor system or a paper-based sign-in system for visitor check-in. Whichever system is used, all visitors, except district employees and approved contractors/vendors wearing their Forney ISD district-issued ID badge, must provide a driver's license or valid government-issued identification card with photograph to sign in and receive a visitor badge to wear while on campus.

In order to facilitate a quicker check-in for all visitors, campuses may set up separate check-in lines for district employees and approved contractors/vendors wearing their Forney ISD district-issued ID badge. These visitors are not required to provide a valid ID, but still must sign in and receive a visitor badge to wear while on campus.

Upon leaving the campus, all visitors must sign out and return their visitor badge.

Visitor Check-in Procedures - FAQs

FREQUENTLY ASKED QUESTIONS (FAQs)

1. Who must provide identification and scan their ID before being allowed to enter a campus past the front office?

Any visitor who is NOT a district employee, district substitute, or district-approved contractor/vendor wearing their Forney ISD district-issued ID badge must provide identification and scan their ID before being allowed to enter a campus past the front office. These visitors with an exception have already completed a criminal background check with the District, and have been approved to have contact with students. These visitors ARE required to sign in and receive a visitor badge to wear while on campus, and sign out upon leaving campus.

Visitors required to provide identification and scan their ID includes parents eating lunch with their child; parents attending field trips; police officers, firemen, and other uniformed or similar governmental officials; Child Protective Services personnel; visiting students or student volunteers who are old enough to have a driver's license or government-issued identification card; military personnel (they cannot place the badge on their uniform, so they will place the badge on a piece of paper and provide it when asked); contractors and vendors without district-issued ID badges.

Student volunteers who are visiting campus, but are not old enough to have a driver's license or government-issued identification card must present a Student ID from their school, but they are not required to be scanned in the Raptor system.

2. Does the District have the right to require visitors, even parents, to produce identification before entering the campus?

Section 37.105 of the Texas Education Code reads as follows: "The board of trustees of a school district or its authorized representative may refuse to allow a person without legitimate business to enter on property under the board's control and may eject any undesirable person from the property on the person's refusal to leave peaceably on request. Identification may be required of any person on the property."

As well, Section 38.022 of the Texas Education Code reads:

a) A school district may require a person who enters a district campus to display the person's driver's license or another form of identification containing the person's photograph issued by a governmental entity.

b) A school may establish an electronic database for the purpose of storing information concerning visitors to the district campuses. Information stored in the electronic database may be used only for the purpose of school district security and may not be sold or otherwise disseminated to a third party for any purpose.

c) A school district may verify whether a visitor to a district campus is a sex offender registered with a computerized central database maintained by the

Department of Public Safety as provided by Article 62.005, Code of Criminal Procedure, or any other database accessible by the district.

d) The board of trustees of a school district shall adopt a policy regarding the action to be taken by the administration of a school campus when a visitor is identified as a sex offender.

3. What Board policy governs how visitors gain access to a school?

Board policy GKC(LEGAL) and GKC(LOCAL)

4. What if a person refuses to show identification?

Contact a campus administrator immediately. Visitors without a valid form of identification will only be allowed access to the office area, unless approved by a campus administrator. The administrator can question the individual, explain the process to them, evaluate the purpose of the visit, and make a determination. The campus administrator may allow limited access or refuse access to the facility and/or student. If granted limited access, the visit will be monitored by school district personnel and limited solely to the area where the visitor needs to go.

5. What if a visitor doesn't have a state-issued identification card?

State-issued identification cards are issued by the Texas Department of Public Safety (DPS), and can be obtained by visiting your local DPS office. For more information on how to obtain a state-issued identification card, visit the Texas Department of Public Safety website at www.txdps.state.tx.us.

6. What if a visitor in on the Registered Sex Offender list? What if the visitor in on the Registered Sex Offender list and is a parent there to see their child?

Board Policy GKC(LOCAL) reads as follows:

The Superintendent and campus administrators shall develop and implement procedures regarding a campus visitor who is registered as a sex offender. These procedures shall address:

1. Parental rights;
2. Escort by District personnel;
3. Access to common areas of the campus;
4. Access to classrooms;
5. Drop off and release of students;
6. Eligibility to serve as volunteers; and
7. Any other relevant issues.

Registered sex offenders shall not be allowed to volunteer in the District's schools. A person who is a registered sex offender shall not be allowed to visit District facilities. A parent who is a registered sex offender is limited in his or her campus access as provided below.

A parent who is a registered sex offender subject to a child safety zone may not enter any school campus or school athletic facility at any time.

A parent who is a registered sex offender and whose parental rights have been terminated may not enter any school campus.

A parent who is a registered sex offender but is no longer under supervision and whose parental rights have not been terminated may receive educational, academic, and school activity information from teachers, counselors, and/or administrators; access their children's educational records, as permitted by law; attend school functions; and meet with their children's teachers and campus administrators as reasonably necessary. However, visits shall be scheduled in advance through the principal's office. Access beyond the front office shall not be allowed at any time without an escort.

A parent who is a registered sex offender and who is currently under supervision (probation, parole, or community supervision) is restricted pursuant to the terms of his or her supervision and is not allowed to attend school functions, after-school events, or school-sponsored events, or enter any school facility. A parent may meet with his or her children's teachers and campus administrators as reasonably necessary, after regular class hours.

A child may not be released or allowed to talk to a registered sex offender who is not the parent or guardian of the child. No parent can give permission for a non-parent or guardian registered sex offender to take another parent's child off campus.

Individuals who believe they have been mistakenly identified as registered sex offenders or who believe that they do not pose a threat to students that warrants restrictions from campus may request relief pursuant to GF(LOCAL).

8. If a "MATCH" comes back indicating that the person just scanned is a sexual predator or offender, do I have reason to fear?

No. Many sexual predators/offenders are going to be relatives of one or more of your students. And, as the title suggests, if there is a danger, it is to a child – not an adult. Normal caution should always be followed and paying attention to the individual's demeanor, body language and verbal cues is, as with any situation, the key to your personal safety. If in doubt, the receptionist should always summons help immediately. Remain calm and ask the person to take a seat, as his/her request to enter campus is under review and must be approved by a campus administrator. Do not go into detail or give further explanation, and wait for the campus administrator to handle the situation.

SECTION II

Preparedness

Preparedness Overview

Preparedness efforts are designed to facilitate a rapid, coordinated, and effective response in an emergency situation. This involves proper planning and effective execution when hazards cannot be prevented, and are conducted to develop the response capabilities needed in the event of an emergency. These activities include emergency planning, training, providing equipment, and drills.

The District utilizes the following preparedness measures:

- The District Functional Emergency Operations Plan (EOP) is in place and updated annually. Forney ISD has a District Emergency Operations Committee made up of diverse district & community stakeholders (see District Emergency Operations Planning Team).
- Campus/Building Functional Emergency Operation Plans are in place and updated annually. These plans are tested and modified as needed. Each campus will have a trained Campus Emergency Response Team available to respond to a campus emergency.
- District employees are trained annually in emergency procedures. Specific staff, based upon their level of function and/or position in the ICS structure, receive specialized training in emergency management and response practices as defined by the National Incident Management System (NIMS) and the Incident Command System (ICS)
- Safety drills are conducted on each campus. Students, staff, and teachers train and practice the Standard Response Protocol (SRP), which consists of five specific actions, Lockout, Lockdown, Evacuate, Shelter, and Hold. We require one lockout drill per semester, 3 lockdown drills coordinated with the SROs throughout the school year, one evacuation drill (fire drill) per month, one evacuation drill (independent of fire drill) per year, one shelter for severe weather/tornado drill per semester, one shelter-in-place per year, one shelter reverse evacuation drill per year, and one Hold per year.
- Partnerships and coordination with local, state, and federal emergency agencies.
- Keyed deadbolt locks are installed at all campuses, on all classroom doors. All doors are to remain locked at all times. In the event of a lockdown, doors will be shut providing a more timely response by staff in securing their classroom.
- Building keys and access cards are installed in Knox Boxes so that emergency personnel can quickly enter the building in an emergency.

Preparedness Required Employee Training

Emergency management training will be conducted for all district personnel to level of function, and will include basic preparedness training in the Standard Response Protocol (SRP). The SRP is based on these five actions: Lockout, Lockdown, Evacuate, Shelter and Hold. In case of academic staff, training should coincide with beginning-of-year professional development, and must be complete prior to the first day of school. Training for the remainder of the district staff shall be held at a time that will allow for maximum attendance. Information addressed in training sessions should include relevant instruction in all four phases of emergency management, revisions of plans and procedures, changes in duties and responsibilities of staff, as well as revisions to response procedures and attachments.

Required Training for Forney ISD Employees

All District Staff:

- District Emergency Operations Plan
- Standard Response Protocol
 - o Lockout
 - o Evacuate
 - o Lockdown
 - o Shelter
 - o Hold
- Campus/Building Functional Emergency Operations Plan

Additional Training for Specific Staff:

- NIMS and ICS Training (online at <https://training.fema.gov/IS/Nims.asp>, FREE, 3 hours each course)

Emergency Operations Committee and Emergency Operations Response Teams Members; All Campus Principals, Assistant Principals, and Nurses; One Counselor per campus:

- IS-100 – Introduction to the Incident Command System

Any other district personnel with general roles in emergency preparedness, incident management, or response:

- IS-100 – Introduction to the Incident Command System

Preparedness

Emergency Planning for Individuals with Special Needs

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislative policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness plans. Forney ISD will 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.

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

Individuals responsible for evacuation and emergency operations plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- have a sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- know the special needs demographics of the students attending classes on site;
- involve students with different types of disabilities, staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that will be needed during an emergency;
- consider emergency accommodations for those with temporary disabilities;
- identify existing resources within the school and local community that meet the special needs of these students;
- develop new community partners and resources, as needed;
- involve and inform parents about the efforts to keep their child safe at school;
- identify medical needs and make an appropriate plan;
- determine transportation needs, special vans and buses for students;
- identify necessary tools such as personal response plans, evacuation equipment or visual aids;
- include local emergency responders and establish a relationship with individual students with disabilities and their teachers.

At the beginning of each school year, at time of enrollment, or as a result of an injury, school administrators, teachers, special education staff, and the school

nurse should identify students and staff in need of such a plan and develop an emergency action plan for these individuals. The principal or designee will appoint a campus/building staff member to assume responsibility for creating and updating the plan as needed. Parents of students with disabilities should be requested to participate in the planning process to ensure all parties understand the emergency action plan.

Emergency planning for students with special needs should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible, confer with the students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs to determine what type of evacuation assistance will be required in an emergency for each students.

Strategies to consider in developing the emergency action plan:

- Buddy System
- Medication Management
- Access to Communication
- Time Management
- Preparedness Supplies / Go-Kits

Impairments to consider in developing the emergency action plan:

- Cognitive/Developmental
- Hearing
- Mobility
- Respiratory
- Medically Fragile
- Speech/Auditory
- Visual

Personal Emergency Evacuation Plan (PEEP)

Creation of a Personal Emergency Evacuation Plan (PEEP) should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

Training and Drills

Once the emergency action plan is developed for each individual needing assistance, appropriate staff members must be informed and trained. Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions.

- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

Preparedness

Standard Response Protocol Extended (SRP-X)

The SRP-X Poster V2.0 and response actions should be reviewed with all students at the beginning of the school year. Additionally, the poster should be displayed in all classrooms, libraries, science labs, cafeterias, gymnasiums, auditoriums, office areas, and hallways.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



STANDARD™
RESPONSE PROTOCOL
EXTENDED

TEXAS STATE
Texas Science Safety Center

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FORNEY ISD

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Preparedness Emergency Response Drills

Forney ISD understands the importance of drills in the overall emergency management program. To ensure students, staff, and visitors are aware of the most current procedures and their duties and responsibilities during an emergency, all schools will conduct the following drills:

- LOCKOUT
 - At least two per year, one per semester
 - At least one drill should be performed while outdoor activities are in progress.

- LOCKDOWN
 - At least three per year, coordinated with the SROs throughout the school year
 - First drill prior to the end of the first 6-weeks

- EVACUATE
 - Fire Drill
 - At least one per month for each month school is in session 10 or more days, including Summer School
 - One drill must take place during the first two weeks of school
 - At least one obstructed drill per semester

 - Independent of Fire Drill
 - At least one per year
 - Incorporate scenarios such as procedures associated with exiting a lockdown, sheltering, reunification, weather, etc.
 - Test evacuation procedures not usually addressed during fire drills

- SHELTER
 - SEVERE WEATHER/TORNADO
 - At least two per year, one per semester

Drills must be scheduled separately on different days, so that staff and students have a clear understanding of each response method. Exceptions to this include the Evacuate – Independent of Fire Drill, which should be scheduled as part of a Lockdown or Shelter. Drills should also be scheduled at different times throughout the day, including lunch, recess, and passing periods.

The August and September drills should be used as initial training for students and staff. All other drills should be announced for compliance using the NIMS recommended clear language. A record of drills, along with after-action reports, should be maintained on campus utilizing the Campus Emergency Drill Google Form Reporting.

Preparedness

SRP-X handout for Students and Parents

The Standard Response Protocol (SRP-X) handout for students and parents should be sent home and/or posted on the district and campus websites at the beginning of the school year.



STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol - Extended (SRPx). The SRPx is based on these five actions. Lockout, Lockdown, Evacuate, Shelter and Hold. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Get Inside. Lock Outside Doors"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveuguy6.org>

LOCKOUT

GET INSIDE. LOCK OUTSIDE DOORS

Lockout is called when there is a threat or hazard outside of the school building.



STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students

**LOCKDOWN
LOCKS, LIGHTS, OUT OF SIGHT**

Lockdown is called when there is a threat or hazard inside the school building.



STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students

**EVACUATE
TO A LOCATION**

Evacuate is called to move students and staff from one location to another.



STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students

**SHELTER
FOR A HAZARD USING SAFETY STRATEGY**

Shelter is called when the need for personal protection is necessary.



SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

**HOLD
IN YOUR CLASSROOM**

Hold is called when the hallways need to be kept clear, even during class changes.



STUDENTS:

- Remain in your classroom
- Do business as usual.

TEACHERS:

- Recover students and staff from hallways
- Close and lock classroom door
- Take roll, account for students



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SECTION III

Response

Response Overview

Forney ISD personnel will respond to an emergency situation effectively and efficiently within the scope of training and function, using the Incident Command System (ICS) and the Standard Response Protocol (SRP). The SRP-X consists of five

specific actions, lockout, lockdown, evacuate, shelter, and hold that active participants, including students, staff, teachers, and first responders, can perform during an incident. The SRP-X is a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff, and first responders.

Response operations are intended to address at least the initial phase of the emergency response, and where possible, resolve a school-based emergency situation while minimizing the effects of the emergency, such as injuries and property damage. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response activities are coordinated with community emergency responders and other collaborative partners through coordination of planning, training, drills/exercises, and sharing emergency resources.

District emergency response may include the following activities:

- Warning staff and students about possible hazardous emergency situations
- Implementing increased security measures
- Notification of all appropriate emergency responders
- Activating an incident management system
- Communication with all appropriate central office administrators
- Providing first aid
- Notification of parents and/or the community regarding a situation or continued hazard, as appropriate

Response

The Standard Response Protocol - Extended (SRP-X)

Each protocol has specific staff and student actions that are unique to the action. It is designed to provide consistent, clear, shared language and actions among all students, staff, and first responders. The premise is simple – there are five specific actions that can be performed during an incident. When communicating these actions, the action is

followed by a directive, which is the action to be performed by active participants, including students, staff, teachers, and first responders. Each response has specific student and staff actions, and these actions must be taught and practiced.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



STANDARD
RESPONSE PROTOCOL
EXTENDED

TEXAS STATE
SCHOOL SAFETY CENTER

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Lockout

A LOCKOUT is an emergency alert and response to a threat or hazard outside the building, outdoors in the general vicinity of the building, or in the community at large. Students must be brought into the building and all exterior doors will be

secured. No one will be allowed outdoors, and no one will be allowed to enter or exit the building. Where possible, classroom activities will continue uninterrupted. Classes that are being held outside, such as gym class, should return to the building and continue class inside the building.

EXAMPLES: Disturbance outside the Building/in the Neighborhood
Police/Criminal Activity near the Building/in the Neighborhood
Weapon or Shots Fired near the Building/in the Neighborhood
Dangerous animal on School Grounds

Lockdown

A LOCKDOWN is an emergency alert and response to imminent danger inside the building or a serious incident near the building, where there is a threat to students, staff, and visitors. In a LOCKDOWN, all areas of the building should be secured. In an effort to make the building seem unoccupied, and students, staff, and visitors should remain in a locked room until emergency personnel have controlled the situation.

EXAMPLES: Intruder/Disturbance inside the Building
Angry or violent parent or student inside the Building
Weapon inside the Building
Active Shooter

Evacuate

An EVACUATION is an emergency alert and response when it is too dangerous to remain in the building, or when there is a need to move students from one location to another. The building, or an area of the building, is unsafe, and all students and staff must exit immediately and go to designated safe assembly areas.

EXAMPLES: Fire or Explosion inside the Building Bomb Threat inside the building
Gas leak/Utility hazard inside Building Severe Bldg. Structural Failure
Exiting a Lockdown Exiting a Shelter

Shelter

A SHELTER is an emergency alert and response that is called when the need for personal protection is necessary. It provides a refuge for students, staff, and

visitors inside the building when there is a threat of high winds, severe thunderstorms, tornadoes, an explosion, or a bomb threat.

EXAMPLES: Severe Thunderstorms Tornado
Bomb Threat Explosion

TERMINOLOGY for Severe Weather/Tornado:

Severe Weather/Tornado WATCH – no funnel clouds or severe weather have been sighted but the current conditions are favorable for tornadoes and other dangerous weather to form.

Severe Weather/Tornado WARNING – a funnel cloud or severe weather has been indicated on the Doppler radar or has been spotted. The approximate location and direction for travel are usually given when the warning is broadcast.

Drop, Cover, and Hold – kneel facing an interior wall with knees and elbows on the ground, and hands over the back of the head. Hold position until school officials or first responders provide instructions to relocate or to resume normal activities.

STANDARD OPERATING GUIDELINES (SOG):

1. All second story or above individuals must move to the first floor.
2. Occupants of each room should be assigned to a designated safe area that is closest and safest. Create a plan that fills the highest rated areas first. The best areas, in order, include:
 - a. Basement or underground facility
 - b. Area with the smallest roof span
 - c. Area with thickest walls
 - d. At least 30 feet from exterior glass windows
 - e. Hallways with lockers or small interior rooms
 - f. Avoid gyms, cafeteria, auditoriums, or other large areas with high walls and roofs
3. Make sure that all students have assumed the required protective position before assuming the position yourself.
4. Restrict cell phone use and do not allow anyone to leave the safe area until school officials or first responders indicate SHELTER procedures are no longer in effect. Do not allow students to leave with a parent or guardian without permission from the school office. Parents must wait until the emergency has ended, and must sign students out of campus. An “all clear” announcement will be made when the emergency has ended.

Bomb Threat

A BOMB THREAT is generally defined as a verbal threat to detonate an explosive or incendiary device to cause property damage or injuries, whether or not such a

device actually exists. There are two main reasons someone may call with a bomb threat:

- The person knows of an explosive device that is in place, and wants to minimize injuries
- The person wants to create an environment of panic/confusion or to interrupt normal office/building functions

The latter reason is the most frequently encountered, especially in school settings (and particularly when major exams are scheduled or projects due).

Unfortunately, there is often no way to tell which is the motivation of the caller until after a thorough inspection of the building is conducted. This means that there will always need to be a response to the threat by emergency services personnel (police, fire, and medical).

Hold in Your Classroom

HOLD IN YOUR CLASSROOM may be used in situations that require students to remain in their classroom.

Examples: Altercation in the hallway Medical emergency
 Erroneous pulled fire alarm

Emergency School Bus Evacuation Procedures

While students are almost always safer on the bus than off, there are a number of situations in which it may be necessary to evacuate a bus, such as:

a) The bus is stalled on railroad tracks, leaking fuel, on fire or smoking, rolled or tipping, in a crash with another vehicle that is leaking fuel or burning; or

- b) there is an explosive device on the bus, a fight or other form of violence, exposure to a traumatic medical emergency; or
- c) any other situation in which the bus driver thinks it is safer to evacuate rather than stay on the bus.

Take Action: If you are in an emergency situation in which the bus needs evacuating, follow these procedures:

1. The bus driver will notify the Dispatch Office.
2. Secure the bus: shut off engine, set the brake and remove the keys.
3. Determine the appropriate evacuation route as such: front door, side door, rear exit, roof hatch or windows. If necessary, the windshield and rear glass panel can be kicked out.
4. Choose an assembling area at least 100-200 feet from danger, preferably up wind. Keep in mind that if the emergency occurred due to weather or other environmental conditions, other vehicles may lose control in the same area. Vehicles passing by may be distracted by the situation and cause additional crashes.
5. Appoint student helpers to stand by the emergency exits and assist others off safely. Assign other helpers to lead students to assembly area keeping everyone together.
6. Instruct students to evacuate and where to assemble. In cases when time is of the essence, instruct students to leave personal belongings on the bus.
7. Check each seat and floor area to be sure everyone gets off of the bus.
8. Driver leaves the bus last, with the emergency packet, first aid kit, and cell phone, (if possessed)
9. Gather with the students and keep them together at the assembling area.
10. Follow Student Accountability and Release procedures.
11. Do not re-enter the bus until cleared by Bus Dispatch or appropriate authorities.

IN LIFE-THREATENING SITUATIONS

Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death.

Response Media Policies and Procedures

In the event of a crisis at a campus, the Forney ISD Department of Communications will coordinate all communications with the media. A representative of the Communications Department will serve as the District Spokesperson unless the situation requires a response from an individual/individuals directly involved with the situation.

The Forney Independent School District recognizes the responsibility of the news media to provide accurate and timely information to the community concerning issues and events that occur in the District's schools. During times of crisis, it is the District's intent to safeguard our students and staff, as well as their families, while managing the safety and security of our schools. It is, however, also our intent to cooperate with news media to ensure accurate and appropriate news coverage. Therefore, the following guidelines will govern the District's communication practices during a crisis situation:

1. The main focus of the District during any time of crisis will be on the security and safety of all students and staff. Our secondary focus will be to return the school or department to normal operations while supporting and meeting the emotional and physical needs of the students and staff.
2. District officials will work in tandem with local law enforcement officials to secure and manage the crisis situation. Together, we will provide factual, current information to the community.
3. Spokesperson(s) for the District will be designated by the Superintendent of Schools or his/her designee as soon as possible to provide factual, timely information to the media. Only spokesperson(s) authorized by the District or law enforcement will provide updates on the crisis situation. The President of the Board of Trustees will serve as the spokesperson for the School Board. Media access to students and staff will be limited and controlled by Forney Independent School District officials.
4. In most situations, media will speak to or email the Public Relations Officer for updates and interviews. If necessary, a Media Staging Area will be established to allow media regular access to information. All media representatives must register with the District's Communications Department representatives at the site to receive media credentials that will ensure access to regular updates and information.
5. District officials will determine the access that the media will be granted within our schools. At its discretion, the District may offer interviews with staff and students (noting requirements for parental consent) in a controlled environment. No interviews will be conducted during school hours or on school property without the presence of a District administrator or designee.
6. All other media access issues will be handled at the discretion of the District.
7. The Communications Department will lead crisis communications as directed by the Superintendent of Schools or his/her designee.

SECTION IV

Recovery

Recovery Overview

If an emergency situation occurs, we will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to resume educational operations and provide for the basic needs of students and staff. Long-term recovery focuses on restoring the district to its normal state, both physically and emotionally.

District emergency recovery efforts include:

- All campuses and district buildings have established temporary off-site evacuation locations and off-site removal locations
- District family reunification process to ensure safe and secure means of accounting for students and reuniting parents/guardians with their children following an emergency
- Debriefings with school staff and emergency responders to evaluate the plan, and recommend changes
- Utilize Counseling, Guidance and Student Services Department personnel who have received specialized training to help restore a sense of safety, security, normalcy, and predictability
- Aid in the monitoring and availability of counseling, as appropriate for students and staff

Recovery Relocation and Family Reunification

RELOCATION

Following a school evacuation, there may be a need to remove students and staff to another location. Forney ISD follows the Standard Reunification Method (SRM). If necessary, students and staff will walk to the temporary/immediate off-site evacuation location, or will be safely transported by bus to the off-site removal location. When relocation is necessary, Forney ISD will use several forms of communication to let parents know necessary information, including the district phone distribution system (phone call and/or email), the Forney ISD website, and social media.

FAMILY REUNIFICATION

A school may experience an emergency that requires students be dismissed from school at other than the usual time or location. In these rare instances, Forney ISD will use our Standard Reunification Method (SRM) to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children following the emergency. Students will be released to their families as soon as it is safe to do so, as determined by emergency response personnel. Students will be released to their parents or other authorized individuals upon presentation of proper identification.