

Agenda of Regular

The Board of Trustees Mineral Wells ISD

A Regular of the Board of Trustees of Mineral Wells ISD will be held Thursday, February 16, 2006, beginning at 5:30 PM in the District Services Complex.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order/Establish Quorum

2. Closed Session

- A. Level III Hearing - Morris DeLong
- B. Resignations of Certified Personnel
- C. Employment/Appointment/Reassignment/Evaluation/Compensation/Duties of Personnel
- D. Renewal/Nonrenewal/Assignment/Reassignment/Probationary Status/Return to Probationary Status/Continuing Status of District Personnel
- E. Contract Considerations

3. Open Session

4. Prayer

5. Pledge of Allegiance

6. Certification of Public Notice

7. Public Forum - Delegations/Communications

8. Comments & Compliments

- A. "Teacher of the Month" - Gloria Moody (Lamar Elementary)
- B. "Support Staff of the Month" - Judy Dunsworth (Houston Elementary)
- C. "Partner in Education" - Dwain & Joy Eaton (Cole's House of Flowers)

9. Superintendent's Report

10. Consent Agenda Items

- A. Monthly financial reports - bills and checks written since the last meeting 3
- B. Minutes of the January 10, 2006, meeting of the Board 12
- C. Quarterly Investment Report 18

D. Change Date of March Board Meeting	20
E. PEIMS Data Quality Services - Service Agreement for 2005-2006	21
11. Public Hearing for the Purpose of Donating Real Property to a Nonprofit Organization	
12. Donation of Real Property to the Paul Lawrence Dunbar School Restoration Group, Inc. (a nonprofit organization) for the Purpose of Restoration and Use of the Facility	25
13. Interlocal Agreement between the City of Mineral Wells and Mineral Wells ISD	31
14. Consideration of Revisions to MWHS Cheerleader Constitution	34
15. Consideration of Revisions to MWHS Wranglerette Constitution	41
16. Approval of MWISD Emergency Operations Plan	61
17. Approval of General Education Homebound Services Manual	139
18. Consider Replacement for Early Voting Clerk	
19. Vote on Closed Session Items	
20. Adjournment	

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT # 8

DATE: 1/4/2006

YEAR	RECEIPTS		GENERAL FUND		INT & SINK	
	TAXES	P/I	TAXES	P/I	TAXES	P/I
2005	\$ 403,136.09		\$ 361,250.25	\$ -	\$ 41,885.84	\$ -
2004	\$5,194.55	\$1,194.78	\$4,657.43	\$1,071.24	\$537.12	\$123.54
2003	\$1,887.59	\$660.67	\$1,690.34	\$591.63	\$197.25	\$69.04
2002	\$206.02	\$96.85	\$188.18	\$88.46	\$17.84	\$8.39
2001	\$25.38	\$14.99	\$23.18	\$13.69	\$2.20	\$1.30
2000	\$18.63	\$7.33	\$16.74	\$6.59	\$1.89	\$0.74
1999	\$6.66	\$5.53	\$6.03	\$5.00	\$0.63	\$0.53
1998	\$6.05	\$5.74	\$4.35	\$4.12	\$1.70	\$1.62
1997	\$75.93	\$78.22	\$65.05	\$67.01	\$10.88	\$11.21
1996	\$111.30	\$117.82	\$94.74	\$100.29	\$16.56	\$17.53
PRIOR	\$152.57	\$191.12	\$102.22	\$128.05	\$50.35	\$63.07
CED	\$0.00		\$0.00			
TOTAL	\$ 410,820.77	\$2,373.05	\$ 368,098.51	\$ 2,076.09	\$ 42,722.26	\$ 296.96
1% CURR	\$4,031.39	\$0.00	\$4,031.39			
1% PRIOR	\$76.82	\$23.73	\$100.55			
1% TOTAL	\$4,108.21	\$23.73	\$4,131.94			
TOTAL	\$406,712.56	\$2,349.32	\$363,966.57	\$2,076.09	\$42,722.26	\$296.96

DEPOSIT BREAKDOWN	LM FUND	I & S FUND	TOTAL
CURRENT YEAR	\$357,218.86	\$41,885.84	\$399,104.70
CURR YEAR PAST DUE			\$0.00
CURRENT YEAR P/I	\$341.27		\$341.27
PRIOR YEAR	\$6,747.71	\$836.42	\$7,584.13
PRIOR YEAR P/I	\$2,076.09	\$296.96	\$2,373.05
IN LIEU OF TAXES			\$0.00
EXCESS FUNDS	\$0.00		\$0.00
CED	\$0.00		\$0.00
INTEREST ON DEPOSITS	\$109.97		\$109.97
TOTAL	\$366,493.90	\$43,019.22	\$409,513.12

YTD TAX COLLECTIONS-LM FUND	\$1,025,066.33
YTD TAX COLLECTIONS-I&S FUND	\$77,739.74
TOTAL YTD TAXES COLLECTED	\$1,102,806.07

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT # 9

DATE: 1/4/2006

YEAR	RECEIPTS		GENERAL FUND		INT & SINK	
	TAXES	P/I	TAXES	P/I	TAXES	P/I
2005	\$ 604,495.29		\$ 541,688.23	\$ -	\$ 62,807.06	\$ -
2004	\$933.23	\$214.64	\$836.73	\$192.45	\$96.50	\$22.19
2003	\$228.17	\$79.84	\$204.33	\$71.50	\$23.84	\$8.34
2002	\$86.69	\$40.76	\$79.18	\$37.23	\$7.51	\$3.53
2001	\$138.61	\$81.78	\$126.61	\$74.70	\$12.00	\$7.08
2000	\$204.93	\$145.48	\$184.17	\$130.74	\$20.76	\$14.74
1999	\$135.79	\$112.69	\$122.89	\$101.98	\$12.90	\$10.71
1998	\$150.51	\$142.98	\$108.14	\$102.73	\$42.37	\$40.25
1997	\$101.08	\$108.15	\$86.60	\$92.65	\$14.48	\$15.50
1996	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PRIOR	\$24.04	\$51.03	\$16.11	\$34.19	\$7.93	\$16.84
CED	\$2.76		\$2.76			
TOTAL	\$ 606,501.10	\$977.35	\$ 543,455.74	\$ 838.17	\$ 63,045.36	\$ 139.18
1% CURR	\$6,044.96	\$0.00	\$6,044.96			
1% PRIOR	\$20.03	\$9.77	\$29.80			
1% TOTAL	\$6,064.99	\$9.77	\$6,074.76			
TOTAL	\$600,436.11	\$967.58	\$537,380.98	\$838.17	\$63,045.36	\$139.18

DEPOSIT BREAKDOWN	LM FUND	I & S FUND	TOTAL
CURRENT YEAR	\$535,643.27	\$62,807.06	\$598,450.33
CURR YEAR PAST DUE			\$0.00
CURRENT YEAR P/I	\$91.67		\$91.67
PRIOR YEAR	\$1,734.95	\$238.30	\$1,973.25
PRIOR YEAR P/I	\$838.17	\$139.18	\$977.35
IN LIEU OF TAXES	\$463.35		\$463.35
EXCESS FUNDS	\$0.00		\$0.00
CED	\$2.76		\$2.76
INTEREST ON DEPOSITS	\$0.00		\$0.00
TOTAL	\$538,774.17	\$63,184.54	\$601,958.71

YTD TAX COLLECTIONS-LM FUND	\$1,568,522.07
YTD TAX COLLECTIONS-I&S FUND	\$140,785.10
TOTAL YTD TAXES COLLECTED	\$1,709,307.17

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT # 10

DATE: 1/4/2006

YEAR	RECEIPTS		GENERAL FUND		INT & SINK	
	TAXES	P/I	TAXES	P/I	TAXES	P/I
2005	\$ 544,285.47		\$ 487,734.21	\$ -	\$ 56,551.26	\$ -
2004	\$1,173.61	\$269.10	\$1,052.26	\$241.28	\$121.35	\$27.82
2003	\$6,051.71	\$2,118.07	\$5,419.31	\$1,896.73	\$632.40	\$221.34
2002	\$513.07	\$241.14	\$468.64	\$220.26	\$44.43	\$20.88
2001	\$155.84	\$91.95	\$142.34	\$83.99	\$13.50	\$7.96
2000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1999	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1998	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1997	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1996	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PRIOR	\$1.42	\$2.37	\$0.95	\$1.59	\$0.47	\$0.78
CED	\$7.33		\$7.33			
TOTAL	\$ 552,188.45	\$2,722.63	\$ 494,825.04	\$ 2,443.84	\$ 57,363.41	\$ 278.79
1% CURR	\$5,442.77	\$0.00	\$5,442.77			
1% PRIOR	\$78.96	\$27.23	\$106.19			
1% TOTAL	\$5,521.73	\$27.23	\$5,548.96			
TOTAL	\$546,666.72	\$2,695.40	\$489,276.08	\$2,443.84	\$57,363.41	\$278.79

DEPOSIT BREAKDOWN	LM FUND	I & S FUND	TOTAL
CURRENT YEAR	\$482,291.44	\$56,551.26	\$538,842.70
CURR YEAR PAST DUE			\$0.00
CURRENT YEAR P/I	\$120.29		\$120.29
PRIOR YEAR	\$6,977.31	\$812.15	\$7,789.46
PRIOR YEAR P/I	\$2,443.84	\$278.79	\$2,722.63
IN LIEU OF TAXES	\$0.00		\$0.00
EXCESS FUNDS	\$0.00		\$0.00
CED	\$7.33		\$7.33
INTEREST ON DEPOSITS	\$0.00		\$0.00
TOTAL	\$491,840.21	\$57,642.20	\$549,482.41

YTD TAX COLLECTIONS-LM FUND	\$2,063,347.11
YTD TAX COLLECTIONS-I&S FUND	\$198,148.51
TOTAL YTD TAXES COLLECTED	\$2,261,495.62

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT # 11

DATE: 1/12/2006

YEAR	RECEIPTS		GENERAL FUND		INT & SINK	
	TAXES	P/I	TAXES	P/I	TAXES	P/I
2005	\$ 814,843.57		\$ 730,181.32	\$ -	\$ 84,662.25	\$ -
2004	\$3,589.68	\$809.48	\$3,218.51	\$725.78	\$371.17	\$83.70
2003	\$646.37	\$232.00	\$578.82	\$207.76	\$67.55	\$24.24
2002	\$598.31	\$286.74	\$546.50	\$261.91	\$51.81	\$24.83
2001	\$246.22	\$147.04	\$224.90	\$134.31	\$21.32	\$12.73
2000	\$93.94	\$67.66	\$84.42	\$60.81	\$9.52	\$6.85
1999	\$10.48	\$8.80	\$9.48	\$7.96	\$1.00	\$0.84
1998	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1997	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1996	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PRIOR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CED	\$0.00		\$0.00			
TOTAL	\$ 820,028.57	\$1,551.72	\$ 734,843.96	\$ 1,398.52	\$ 85,184.61	\$ 153.20
1% CURR	\$8,148.42	\$0.00	\$8,148.42			
1% PRIOR	\$51.90	\$15.52	\$67.42			
1% TOTAL	\$8,200.32	\$15.52	\$8,215.84			
TOTAL	\$811,828.25	\$1,536.20	\$726,628.12	\$1,398.52	\$85,184.61	\$153.20

DEPOSIT BREAKDOWN	LM FUND	I & S FUND	TOTAL
CURRENT YEAR	\$722,032.90	\$84,662.25	\$806,695.15
CURR YEAR PAST DUE			\$0.00
CURRENT YEAR P/I	\$603.12		\$603.12
PRIOR YEAR	\$4,595.22	\$522.36	\$5,117.58
PRIOR YEAR P/I	\$1,398.52	\$153.20	\$1,551.72
IN LIEU OF TAXES			\$0.00
EXCESS FUNDS	\$0.00		\$0.00
CED	\$0.00		\$0.00
INTEREST ON DEPOSITS	\$0.00		\$0.00
TOTAL	\$728,629.76	\$85,337.81	\$813,967.57

YTD TAX COLLECTIONS-LM FUND	\$2,798,191.07
YTD TAX COLLECTIONS-I&S FUND	\$283,333.12
TOTAL YTD TAXES COLLECTED	\$3,081,524.19

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT # 12

DATE: 1/20/2006

YEAR	RECEIPTS		GENERAL FUND		INT & SINK	
	TAXES	P/I	TAXES	P/I	TAXES	P/I
2005	\$ 410,570.78	\$ 2,142.39	\$ 367,912.48	\$ 1,919.80	\$ 42,658.30	\$ 222.59
2004	\$ 932.59	\$ 323.09	\$ 836.16	\$ 289.68	\$ 96.43	\$ 33.41
2003	\$ 238.35	\$ 85.81	\$ 213.44	\$ 76.84	\$ 24.91	\$ 8.97
2002	\$ 253.08	\$ 121.46	\$ 231.16	\$ 110.94	\$ 21.92	\$ 10.52
2001	\$ 315.40	\$ 189.22	\$ 288.09	\$ 172.83	\$ 27.31	\$ 16.39
2000	\$ 121.26	\$ 78.13	\$ 108.98	\$ 70.22	\$ 12.28	\$ 7.91
1999	\$ 155.05	\$ 130.24	\$ 140.32	\$ 117.87	\$ 14.73	\$ 12.37
1998	\$ 37.67	\$ 36.16	\$ 27.07	\$ 25.98	\$ 10.60	\$ 10.18
1997	\$ 9.36	\$ 10.11	\$ 8.02	\$ 8.66	\$ 1.34	\$ 1.45
1996	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PRIOR	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ 412,633.54	\$ 3,116.61	\$ 369,765.71	\$ 2,792.82	\$ 42,867.83	\$ 323.79
1% CURR	\$ 4,105.66	\$ 21.42	\$ 4,127.08			
1% PRIOR	\$ 20.66	\$ 9.74	\$ 30.40			
1% TOTAL	\$ 4,126.32	\$ 31.17	\$ 4,157.49			
TOTAL	\$ 408,507.22	\$ 3,085.44	\$ 365,608.22	\$ 2,792.82	\$ 42,867.83	\$ 323.79

DEPOSIT BREAKDOWN

	LM FUND	I & S FUND	TOTAL
CURRENT YEAR	\$ 363,785.40	\$ 42,658.30	\$ 406,443.70
CURR YEAR PAST DUE			\$ -
CURRENT YEAR P/I	\$ 2,397.33	\$ 222.59	\$ 2,619.92
PRIOR YEAR	\$ 1,822.83	\$ 209.53	\$ 2,032.36
PRIOR YEAR P/I	\$ 873.02	\$ 101.19	\$ 974.21
IN LIEU OF TAXES			\$ -
EXCESS FUNDS	\$ -		\$ -
CED	\$ -		\$ -
INTEREST ON DEPOSITS	\$ 301.67		\$ 301.67
TOTAL	\$ 369,180.25	\$ 43,191.62	\$ 412,371.87

YTD TAX COLLECTIONS-LM FUND	\$ 3,167,956.78
YTD TAX COLLECTIONS-I&S FUND	\$ 326,200.95
TOTAL YTD TAXES COLLECTED	\$ 3,494,157.73

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT # 13

DATE: 1/30/2006

YEAR	RECEIPTS		GENERAL FUND		INT & SINK	
	TAXES	P/I	TAXES	P/I	TAXES	P/I
2005	\$ 1,052,054.26	\$ 3.04	\$ 942,745.82	\$ 2.72	\$ 109,308.44	\$ 0.32
2004	\$ 2,930.02	\$ 703.22	\$ 2,627.06	\$ 630.51	\$ 302.96	\$ 72.71
2003	\$ 2,816.48	\$ 1,013.93	\$ 2,522.16	\$ 907.97	\$ 294.32	\$ 105.96
2002	\$ 2,371.21	\$ 1,138.16	\$ 2,165.86	\$ 1,039.60	\$ 205.35	\$ 98.56
2001	\$ 1,035.82	\$ 621.49	\$ 946.12	\$ 567.67	\$ 89.70	\$ 53.82
2000	\$ 50.87	\$ 36.62	\$ 45.72	\$ 32.91	\$ 5.15	\$ 3.71
1999	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1998	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1997	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1996	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PRIOR	\$ 1.22	\$ 2.64	\$ 0.82	\$ 1.77	\$ 0.40	\$ 0.87
CED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ 1,061,259.88	\$ 3,519.10	\$ 951,053.55	\$ 3,183.15	\$ 110,206.33	\$ 335.95
1% CURR	\$ 10,520.58	\$ 0.03	\$ 10,520.61			
1% PRIOR	\$ 92.06	\$ 35.16	\$ 127.22			
1% TOTAL	\$ 10,612.64	\$ 35.19	\$ 10,647.83			
TOTAL	\$ 1,050,647.24	\$ 3,483.91	\$ 940,405.72	\$ 3,183.15	\$ 110,206.33	\$ 335.95

DEPOSIT BREAKDOWN

	LM FUND	I & S FUND	TOTAL
CURRENT YEAR	\$ 932,225.21	\$ 109,308.44	\$ 1,041,533.65
CURR YEAR PAST DUE			\$ -
CURRENT YEAR P/I	\$ 1,656.27	\$ 0.32	\$ 1,656.59
PRIOR YEAR	\$ 8,180.51	\$ 897.89	\$ 9,078.40
PRIOR YEAR P/I	\$ 3,180.42	\$ 335.64	\$ 3,516.06
IN LIEU OF TAXES			\$ -
EXCESS FUNDS	\$ -		\$ -
CED	\$ -		\$ -
INTEREST ON DEPOSITS	\$ -		\$ -
TOTAL	\$ 945,242.41	\$ 110,542.29	\$ 1,055,784.70

YTD TAX COLLECTIONS-LM FUND	\$ 4,119,010.33
YTD TAX COLLECTIONS-I&S FUND	\$ 436,407.28
TOTAL YTD TAXES COLLECTED	\$ 4,555,417.61

Accounts Payable Invoice Listing Report

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
THE LOGO SHOP	6318	WIND JACKET & PANT	\$ 65.00
THE LOGO SHOP	6325	WIND SUITS	\$501.50
THE LOGO SHOP	6333	SUPPLIES	\$173.00
PENDER'S MUSIC COMPANY	2199860	CHORAL SUPPLIES	\$ 32.94
<u>Co-Curricular Total</u>			<u>\$772.44</u>

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
A-1 ELECTRIC MOTOR SERV.	1344	REPAIR PARTS	\$ 46.30
APPLE COMPUTER INC	9231838174	TECH EQUIPMENT	546.00
ASW ENTERPRISES	16761	UIL	93.90
AUSTIN TURF AND TRACTOR	619853	GROUNDS	571.00
BWI-DALLAS/FT. WORTH	6993511	FIELD CONDITIONER	2,250.00
CAPITAL BUS SALES & SERV OF TX	271	TRANSPORTATION EXPENSE	24.97
CAPITAL BUS SALES & SERV OF TX	333	TRANSPORTATION EXPENSE	147.15
COLLISION CENTER	911483	TRANSPORTATION EXPENSE	137.49
CORTNEY KING	209	Meals	10.00
COWTOWN MATERIALS	2019957-00	MISC. BUILDING MATERIALS	835.58
EDUCATION SERVICE CTR REG XI	45979	TRANSPORTATION EXPENSE	147.00
GARNER PIPE & SUPPLY	29618	SUPPLIES	427.95
GARNER PIPE & SUPPLY	29865	SUPPLIES	113.65
HARCOURT OUTLINES INC.	603407	PENCILS	136.80
INTERSTATE BATTERIES	50070441	TRANSPORTATION EXPENSE	172.90
JACK POWELL FORD-MERCURY	12210	TRANSPORTATION EXPENSE	9.00
JACK POWELL FORD-MERCURY	12210		
JACK POWELL FORD-MERCURY	41190	TRANSPORTATION EXPENSE	41.25
KIRBO'S OFFICE SYSTEMS	22748	EQUIPMENT REPAIR	2,161.90
MINERAL WELLS RENT-ALL	8224	EQUIPMENT RENTAL	93.50
PC MALL GOV, INC.	S23642040101	SUPPLIES	65.97
PENDER'S MUSIC COMPANY	2195735	CHORAL MUSIC	68.34
POSITIVE PROMOTIONS	2284108	Misc	283.61
PRINTPAL.COM	1895-8900-0806	PRINTER CARTRIDGES	126.55
QUILL	4101664	BINDING COMBS	62.75
QUILL	4149606	SUPPLIES	103.49
QUILL	4161678	FILE CABINET	149.99
QUILL	4226841	SUPPLIES	192.67
QUINLAN PUBLISHING	15701563-R10	Renewal of Subscription -	154.98

GROUPS

		School Law Bulletin - 24	
		Issues	
REDI AUTO SUPPLY	D246033	SUPPLIES	9.79
REDI AUTO SUPPLY	D246056	SUPPLIES	8.78
REDI AUTO SUPPLY	D246058	REPAIR PARTS	30.90
REDI AUTO SUPPLY	D246118	SUPPLIES	9.92
REDI AUTO SUPPLY	D246123	REPAIR PARTS	33.92
REDI AUTO SUPPLY	D246155	SUPPLIES	77.70
REDI AUTO SUPPLY	D246232	REPAIR PARTS	16.63
REDI AUTO SUPPLY	D246307	REPAIR PARTS	7.08
REDI AUTO SUPPLY	D246316	REPAIR PARTS	10.35
REDI AUTO SUPPLY	D246321	REPAIR PARTS	11.85
REDI AUTO SUPPLY	D246348	SUPPLIES	13.58
REDI AUTO SUPPLY	D246349	SUPPLIES	14.50
REDI AUTO SUPPLY	D246431	REPAIR PARTS	7.08
RICHEY'S	29283	maintenance	340.00
SALA PRINTING SERVICE	27412	Supplies	558.50
SHI-GOVERNMENT SOLUTIONS	95474	SOFTWARE	491.00
SIMPLEXGRINNELL LP	60945749	CONTRACT SERVICES	1,197.67
U.S. TECH	81997	Printer/ Cartridges	889.00
UNIFIRST CORPORATION	8290787498	TRANSPORTATION EXPENSE	63.61
UNIFIRST CORPORATION	8290789564	TRANSPORTATION EXPENSE	63.61
UNIFIRST CORPORATION	8290791622	TRANSPORTATION EXPENSE	63.61
UNIFIRST CORPORATION	8290793649	TRANSPORTATION EXPENSE	164.51
VIKING OFFICE PRODUCTS	322339410-001	SUPPLIES	956.68
WESTERN HOME & AUTO	3446	REPAIR PARTS	3.10
WESTERN HOME & AUTO	3479	REPAIR PARTS	6.53
WESTERN HOME & AUTO	3488	REPAIR PARTS	10.30
<u>General Fund</u>			<u>\$14,234.89</u>

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
BOYD, MARGARET B.	216	Expenses	\$105.00
BRANDT, NAN	216	Expenses	105.00
BYARS, SARAH	216	Expenses	105.00
COOPER, CAROLYN	216	Expenses	105.00
SIMONTON, CARRIE	216	Expenses	105.00
THOMPSON, MELINDA	216	Expenses	105.00
<u>Title I Total</u>			<u>\$630.00</u>

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
PAXUNITED	5805	CURRICULM	\$ 375.00
TEACHING SYSTEMS, INC	29844	INSTRUCTIONAL MATERIAL	5,045.00
<u>Vocational Education Total</u>			<u>\$5,420.00</u>

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
PRINCETON DISC	37838	Comprehensive CD Seminar Set	\$509.95
WESTERN PSYCHOLOGICAL	385292	Arizona Articulation Proficiency Scale	162.25
<u>IDEA-B FORMULA TOTAL</u>			<u>\$672.20</u>

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS**

REGULAR BOARD MEETING

The Board of Trustees of the Mineral Wells Independent School District met on Tuesday, January 10, 2006, in the District Services Complex, 906 S.W. 5th Avenue, Mineral Wells, Texas. Board President Dr. Ty L. Gore called the meeting to order at 6:00 p.m.

BOARD MEMBERS PRESENT:

Dr. Ty L. Gore, President; Dr. Moss Dickerson, Reyes Garcia III, Joel Hardeman, and Holt Price

MEMBERS ABSENT:

Rodney Henderson and Doug Pennington

CENTRAL ADMINISTRATORS PRESENT:

Ray M. Crass, Superintendent; Russell Cotton, Assistant Superintendent; Linda Porter-Bradford, Assistant Superintendent; and Bobbye Estes, Assistant Superintendent

CLOSED SESSION:

The Board adjourned into closed session at 6:00 p.m.

Doug Pennington entered the meeting at 6:30 p.m.

The Board adjourned from closed session at 6:56 p.m.

OPEN SESSION:

The Board reconvened in open session at 7:03 p.m.

PRAYER:

Joel Hardeman opened the meeting with prayer.

PLEDGE OF ALLEGIANCE:

The Board led the audience in the pledge of allegiance.

CERTIFICATION OF PUBLIC NOTICE OF MEETING:

Ray M. Crass, superintendent, certified that the provisions of Texas Government Code Chapter 551 had been complied with in connection with public notice of meeting.

PUBLIC FORUM - DELEGATIONS/COMMUNICATIONS:

None

COMMENTS & COMPLIMENTS:

Dr. Ty L. Gore complimented TCTA for providing the delicious meal served to the Board tonight. Dr. Gore recognized Sharon Handy, TCTA president, and Elissa Linehan, TCTA vice-president, in the audience.

Sharon Handy announced that they hoped that the Board enjoyed the meal. Mrs. Handy stated that they would like to thank the Board for all of the hard work that they do and the contribution that they make to the school district. She distributed to each of the board members a gift certificate to El Paseo.

Kelly Wilkerson, Houston Elementary principal, introduced Wendell Barker as the **"Teacher of the Month"** for January. Mrs. Wilkerson reported that Mr. Barker is a Graford graduate. She stated that his wife, Courtney, is a first grade teacher at Lamar Elementary. She mentioned that the little boy that they might hear during the meeting is their fifteen month old son, Caeden. She reported that Mr. Barker has taught for the district for five years all of which has been at Houston Elementary in grades second and third. She announced that among some of his accomplishments while at Houston Elementary is that he has been a lead teacher, district technology team, and gifted/talented. She stated that Mr. Barker has had 100% TAKS passing rate with his students in third grade. She mentioned that he is a mentor teacher, participated on their site-based team, campus teacher of the month previously, and a Tarleton State University Instructional nominee. She announced that she can say that Mr. Barker has high expectations, is a leader on their campus, has continuous professional growth, efficient, organized, and a model for students and staff. To give them a sampling of how Mr. Barker works, she stated that when he was asked to give her a biography he provided her with two pages and another additional page just in case it was not enough. She announced that he always goes above and beyond what you ask him to do.

Superintendent Crass presented Mr. Barker with a pen to show appreciation for his outstanding work and dedication to MWISD.

Parisa Lerma, Lamar Elementary principal, introduced Melody Singleton as the **"Support Staff of the Month"** for January. Mrs. Lerma reported that Mrs. Singleton is the nurse at Lamar Elementary. She announced that Mrs. Singleton is also a hometown girl. She reported that Mrs. Singleton attended Garner Elementary School and then graduated from Millsap High School. She announced that she went on to graduate from Tarleton State University with an Associate R.N. Degree. She stated that Mrs. Singleton has been married to Sam Singleton for sixteen years and has three children, Samuel, Addison, and

Jared. She reported that Mrs. Singleton started working with the district to fulfill her wish to provide quality health care for children and help educate parents in taking care of children. She announced that Mrs. Singleton understands that children need to be understood and to feel special. She reported that Mrs. Singleton works hard to make a personal connection to all the children that she sees. One time, she reported that a student came into Mrs. Singleton's office begging her for help. When the child was asked what his need was, she reported that the kid indicated that it was Sandy Isaac's birthday and he really wanted to make her a birthday cake because he loved her. She stated that this child comes in everyday for medication and he reminded Mrs. Singleton everyday to make the cake. On the day of Ms. Isaac's birthday, Mrs. Singleton had made the cake and delivered it to the student. She stated that Mrs. Singleton's response was that she felt blessed for having the opportunity to touch the life of the student and teacher. She stated that this story sums up how everyone at Lamar Elementary feels about Mrs. Singleton. She mentioned that the staff at Lamar says that Mrs. Singleton puts the staff and students before herself or that she has the strongest stomach of anyone on campus. Others say that she has a personal investment not just in the students' lives but also the staff. She mentioned that Wanda Voelcker, head nurse, stated that Mrs. Singleton places the health and safety of her students and staff on the top of her list. She reported that Mrs. Singleton has a passion for young children and goes out of her way for them. She stated that Mrs. Singleton sets her standards high and has impeccable nursing ethics both of which make her an invaluable nurse. She reported that she appreciates Mrs. Singleton because she keeps the staff informed of any new laws and regulations and helps them enforce the changes. She announced that she appreciates Mrs. Singleton for staying up-to-date on their medically fragile students and when an emergency arises she literally comes running.

Superintendent Crass presented Mrs. Singleton with a plaque of appreciation for her hard work and dedication to MWISD.

Superintendent Crass announced that it is his honor to recognize two service organizations, the Mineral Wells Police Department and the Mineral Wells Fire Department, as the "**Partners in Education**" for the month of January. Mr. Crass reported that these two organizations never get recognized and go about doing their jobs very quietly and peacefully. Yet, he stated that they have so much dedication to their jobs in overseeing the community and school district. He reported that our district has seen first hand their diligence when working with the schools and their concern for student safety. He thanked both of the organizations for their help in the production of the "Every 15 Minutes" video that has been very instrumental in deterring students from drinking and driving and the use of drugs. He reported that when the high school had a bomb threat just recently the police response was less than ten minutes and several law enforcement personnel arrived to search the building. He announced that the fire department response has been great even though some calls were due to dust in the fire alarms. He reported that both organizations have been a vital part of the school district.

Superintendent Crass presented Mike McAllester, Mineral Wells Police Department captain, and Robin Allen, Mineral Wells Fire Department chief, with a certificate of appreciation for their hard work and dedication to the school district.

John Corsi introduced Katy Bumpus, Blake Ortiz, and Kaitlin Ford, Mineral Wells High School student council representatives, to make a presentation for School Board Recognition. The members complimented the Board for their ability to focus on the important things to the children of the community. In unison they said, "We are unanimous when we say you are the ultimate school board." Ms. Ford asked that they accept a token of appreciation on behalf of the students and staff of Lamar, Houston, Travis, MWJH, MWHS, DREAM, and DAEP for their dedication to MWISD.

Superintendent Crass announced that he would like to thank the Board for all that they do in building a brighter future for the students. Mr. Crass presented each board member with a certificate of appreciation.

SUPERINTENDENT'S REPORT:

Bobbye Estes, assistant superintendent, made a brief public presentation on the 2004-2005 AEIS (Academic Excellence Indicator System) to the Board and audience.

Mrs. Estes informed board members that in their BoardBook they will find a website (www.tea.state.tx.us/perfreport/src/2005/campus.srch.html) to access all of the School Report Cards. In addition, she stated that she has given each board member a handout of her presentation.

Linda Porter-Bradford, assistant superintendent, made a brief presentation on the district's highly qualified status as part of the annual performance report. Mrs. Porter-Bradford indicated that this is a piece of the federal accountability and not the state accountability. She announced that each board member has been provided a couple of handouts of her presentation.

After polling the board members, Superintendent Crass scheduled a board workshop at 5:30 p.m. on Thursday, January 19, in order to work on the district's five-year plan.

CONSENT AGENDA ITEMS:

Reyes Garcia III moved and Doug Pennington seconded a motion to approve the consent agenda items as follows:

- Approved the monthly financial reports, bills, and checks written since the last meeting.
- Approved the minutes of the December 13, 2005, meeting of the Board.
- Approved the certified board member training as presented. (copy attached)

The motion carried 6-0.

2004-2005 Audit Report:

Doug Pennington moved and Reyes Garcia III seconded a motion to approve the 2004-2005 Audit Report as presented by Carter, Crawford, and Thompson, L.L.P., Certified Public Accountants. The motion carried 6-0.

SELECTION OF AUDIT FIRM FOR 2005-2006:

Doug Pennington moved and Dr. Moss Dickerson seconded a motion to approve Carter, Crawford, and Thompson, L.L.P., Certified Public Accountants as the school district's audit firm for the 2005-2006 school year. The motion carried 6-0.

CALL FOR SCHOOL BOARD ELECTION:

Doug Pennington moved and Holt Price seconded a motion to officially call for a school board election on Saturday, May 13, 2006. Trustees will be elected for places 1 and 2 currently held by Reyes Garcia III and Holt Price. The motion carried 6-0. (copy attached)

APPOINTMENT OF ELECTION JUDGE AND EARLY VOTING CLERKS:

Holt Price moved and Doug Pennington seconded a motion to appoint Ray Madrigal as the election judge for the School Board Election scheduled on May 13 and Russell Cotton as the early voting clerk along with Sandra McFall as his deputy early voting clerk. The motion carried 6-0. (copy attached)

CITY OF MINERAL WELLS PROPOSAL FOR COST SHARING FOR THE OPERATION/MAINTENANCE OF CENTRAL CITY PARK:

This item was not discussed.

REQUEST FOR CONTRIBUTION TO CPA, INC.:

The Board heard a report from Mike McAllester, Mineral Wells Police Department captain, concerning the purchase of a drug dog for Palo Pinto County and the City of Mineral Wells by the Citizens Police Academy, since the Cross Timbers Drug Task Force would be disbanding in March of 2006. Captain McAllester reported that the dog would be shared between these entities for the fight against drug trafficking in the community.

Superintendent Crass indicated that it would be very hard for the district to donate any money this year. Mr. Crass mentioned that money could possibly be budgeted next year for this organization.

MWISD DONATION OF PROPERTY TO PAUL LAWRENCE DUNBAR SCHOOL RESTORATION GROUP, INC.:

Holt Price and Reyes Garcia III seconded a motion to grant Superintendent Crass permission to move forward in donating school property to the Paul Lawrence Dunbar School Restoration Group, Inc. The motion carried 6-0. (copy attached)

REVIEW UPDATE (LEGAL) POLICIES AND ACT ON (LOCAL) POLICIES:

Reyes Garcia III moved and Joel Hardeman seconded a motion that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 77. The motion carried 6-0. (copy attached)

VOTE ON CLOSED SESSION ITEMS:

Reyes Garcia III moved and Dr. Moss Dickerson seconded a motion to accept the resignation of the following individual:

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE DATE</u>
Bryon Walker	Mineral Wells High School	December 31, 2005

The motion carried 6-0.

Holt Price moved and Joel Hardeman seconded a motion to approve the employment of the following individuals:

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE DATE</u>
Christy Cedillo	Mineral Wells High School	January 3, 2006
Desiree Kilpatrick	Mineral Wells Junior High	January 11, 2006

The motion carried 6-0.

ADJOURNMENT:

Upon a motion by Doug Pennington and a second by Holt Price, the meeting was adjourned at 8:25 p.m. The motion carried 6-0.

Dr. Ty L. Gore, President

Doug Pennington, Secretary

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
INVESTMENT TRANSACTION REPORT
FOR THE QUARTER ENDED NOVEMBER 30, 2005

I. INVESTMENT POSITION AS OF NOVEMBER 30, 2005

	<u>Cash</u>	<u>CD's</u>	<u>Lone Star</u>	<u>Total</u>
General Fund	\$1,704,512.67	\$ 0.00	\$ 3,551.98	\$ 1,708,064.65
Special Revenue	453,080.27	0.00	397,882.40	850,962.67
Debt Service	1,177,602.47	52,000.00	0.00	1,229,602.47
Internal Service	23,113.57	0.00	382,302.92	405,416.49
Trust & Agency	66,600.55	55,000.00	0.00	121,600.55
Total as of November 30, 2005	<u>\$3,424,909.53</u>	<u>\$ 107,000.00</u>	<u>\$ 783,737.30</u>	<u>\$ 4,315,646.83</u>

II. CERTIFICATES OF DEPOSIT TRANSACTIONS (Book Value and Market Value are the same)

<u>Issue Date</u>	<u>Maturity Date</u>	<u>Rate of Interest</u>	<u>Balance @ 8/31/2005</u>	<u>Invested This Quarter</u>	<u>Matured This Quarter</u>	<u>Balance @ 11/30/2005</u>
Debt Service - Bank of America:						
01/26/05	01/25/06	2.230	\$ 52,000.00	\$ 0.00	\$ 0.00	\$ 52,000.00
			<u>\$ 52,000.00</u>	<u>\$ 0.00</u>	<u>\$ 0.00</u>	<u>\$ 52,000.00</u>
Scholarship - Bank of America:						
11/28/04	5/29/06	2.630	\$ 50,000.00	\$ 0.00	\$ 0.00	\$ 50,000.00
01/26/05	01/25/06	1.250	0.00	5,000.00	0.00	5,000.00
			<u>\$ 50,000.00</u>	<u>\$ 5,000.00</u>	<u>\$ 0.00</u>	<u>\$ 55,000.00</u>

III. LONE STAR INVESTMENT POOL

The Pool invests solely in obligations of the U.S. Government and its agencies and instrumentalities and in certain other high-quality investments secured by or consisting of such securities. Pool investments are confined to those of the highest quality under the Public Funds Investment Act (U.S. Government obligations), thus effectively eliminating credit risk. Interest rate risk associated with the Pool is low; all securities held by the Pool are required to have a maximum maturity of no more than three years from the date of purchase. Each Fund within the Pool has received the highest rating, that of AAA, from Standard & Poor's as required by the Public Funds Investment Act. The Liquidity Plus Fund's book value and market value are materially the same. Average rates for the Liquidity Plus Fund for the months of September, October and November, 2005 were 3.43%, 3.62% and 3.81% respectively.

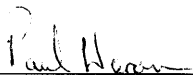
III. LONE STAR INVESTMENT POOL (continued)

The beginning balance in the General Fund's Liquidity Plus Fund was \$2,007,644.19. Interest of \$3,551.98 was deposited during the quarter. Withdrawals of \$2,007,644.19 were made during the quarter. These transactions resulted in an ending balance of \$3,551.98 as of November 30, 2005.

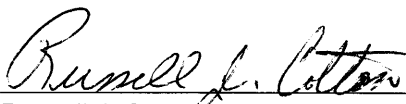
The beginning balance in the Food Service Fund's Liquidity Plus Fund was \$394,313.33. Interest of \$3,569.07 was deposited during the quarter resulting in an ending balance of \$397,882.40 as of November 30, 2005.

The beginning balance in the Internal Service Fund's (Insurance Fund) Liquidity Plus Fund was \$378,873.61. Interest of \$4,740.03 was deposited during the quarter, resulting in an ending balance of \$382,302.92 as of November 30, 2005.

The above transactions were in compliance with the District's investment policy and relevant provisions of law.

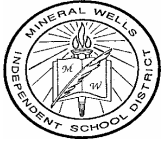


Paul Hearn, Business Manager / Investment
Officer



Russell J. Cotton, Assistant Superintendent
Support Services / Investment Officer

Mineral Wells Independent School District



Ray M. Crass
Superintendent

906 S.W. 5th Avenue
Mineral Wells, Texas 76067
Telephone No. (940) 325-6404
Fax No. (940) 325-6378

February 16, 2006

MARCH BOARD MEETING CHANGE OF DATE

It is recommended that the board meeting scheduled on Tuesday, March 14 be changed to **Thursday, March 9**, due to the district being closed for Spring Break from March 13-17. Changing the date of the meeting will allow the district sufficient time to post the agenda and prepare board information.

Ray M. Crass
Superintendent
rcrass@mwisd.net

**PEIMS
DATA QUALITY
SERVICES**

**SERVICES AGREEMENT
for
2005-2006**

**EDUCATION SERVICE CENTER
REGION XI
MANAGEMENT INFORMATION SYSTEMS**

**3001 North Freeway
Fort Worth, Texas 76106**

**PEIMS DATA QUALITY SERVICES AGREEMENT 2005-2006
EDUCATION SERVICE CENTER REGION XI
MANAGEMENT INFORMATION SYSTEMS**

ARTICLE I SERVICES AGREEMENT

This agreement, made and entered into by and between

Mineral Wells I.S.D.
Name of District

182-903
TEA County/District No.

906 S.W. 5th Avenue
Address

Mineral Wells, Texas 76067
City and Zip Code

hereinafter referred to as the "School District," and Education Service Center Region XI, 3001 North Freeway, Fort Worth, Texas 76106, hereinafter referred to as the "Education Service Center," provides for the performance of services according to and under the following terms and conditions.

Management Information Systems is the division of the Education Service Center directly responsible for providing the services agreed upon. Management Information Systems will hereinafter be referred to as "MIS". PEIMS Data Quality Services (PDQS) will function within MIS to provide the services of this contract.

**PEIMS DATA QUALITY SERVICES AGREEMENT 2005-2006
EDUCATION SERVICE CENTER REGION XI
MANAGEMENT INFORMATION SYSTEMS**

ARTICLE IX PEIMS DATA QUALITY SERVICES COMMITMENT FOR SERVICES

District Name Mineral Wells ISD Coordinator Janet Shea Phone 940-325-6404

PEIMS SERVICES

PEIMS Data Quality Services (PDQS)	
PEIMS Data Quality Services Fee	\$ <u>2,500</u>
TOTAL PEIMS DATA QUALITY SRVS COMMITMENT \$	<div style="border: 1px solid black; padding: 2px; display: inline-block;">2,500</div>
Transfer this Total PEIMS Data Quality Commitment amount to Page 13.	

Retain the original PDF document for your records.

Return a copy of the completed PDF document by May 9, 2005 to:

rbryan@esc11.net

MIS mail address:

MIS Department
Education Service Center Region XI
3001 North Freeway
Fort Worth, Texas 76106

**PEIMS DATA QUALITY SERVICES AGREEMENT 2005-2006
EDUCATION SERVICE CENTER REGION XI
MANAGEMENT INFORMATION SYSTEMS**

ARTICLE X COMMITMENT AND AUTHORIZATION FOR SERVICES

Mineral Wells Independent School District has approved the PEIMS Data Quality Services Agreement for the 2005-2006 school year. The district agrees to pay for the contracted services as indicated in this service agreement for the total amount of \$2,500.

Superintendent of Schools

02/08/06
Date

THIS AGREEMENT IS ACCEPTED BY EDUCATION SERVICE CENTER REGION XI AS INDICATED ABOVE.

**Executive Director
Education Service Center Region XI**

Date

Education Service Center will return a copy of this page to the School District.

Retain the original PDF document for your records.

Return a copy of the completed PDF document by May 9, 2005 to: rbryan@esc11.net
FAX this page after the superintendent has signed it to: Attn: Richard Bryan at (817) 740-3643
OR mail the entire document to Richard Bryan.

MIS mail address: MIS Department
Education Service Center Region XI
3001 North Freeway
Fort Worth, Texas 76106

**THE BOARD OF TRUSTEES OF THE MINERAL WELLS
INDEPENDENT SCHOOL DISTRICT**

**RESOLUTION AUTHORIZING DONATION
OF HISTORICAL PROPERTY**

February 16, 2006

Whereas, the Mineral Wells Independent School District is authorized by Texas Constitution Article VII, § 4B and Texas Education Code § 11.1541 to donate certain real property and improvements to non profit organizations; and,

Whereas, the Mineral Wells Independent School District owns certain real property and improvements commonly know as Dunbar School located at Lots 9, 10, 11, 12, 13, 14, 15 and 16 in Block 14 of FRENCH ADDITION to the City of Mineral Wells, Palo Pinto County, Texas according to plat recorded in the deed records of said county.

Whereas, The Paul Lawrence Dunbar School Restoration Group, Inc., a non profit 501(c)(3) organization, has expressed an interest in accepting ownership of the property preserve the historic building and other public purposes as determined by the governing body of The Paul Lawrence Dunbar School Restoration Group, Inc., in accordance with the terms and restrictions contained in a deed from Mineral Wells Independent School District and approved by the Texas Education Agency; and,

Whereas, on February 16, 2006, the Board of Trustees held a public hearing on the donation of the property, having previously published notice of the subject matter, location, date, and time of such public hearing in the Mineral Wells Index, a newspaper of general circulation in the Mineral Wells area, not less than 72 hours prior to the hearing; and,

Whereas, following such public hearing, the Board of Trustees does hereby make the following findings of fact:

1. That improvements have historical significance;
2. That a transfer of the property to The Paul Lawrence Dunbar School Restoration Group, Inc. will further the preservation of the improvements;
3. That, as of the date of this resolution, the property is not needed by the Mineral Wells Independent School District for educational purposes, and no such need is anticipated in the future;
4. That the real property and improvements are owned by the Mineral Wells Independent School District;
5. That, as of the date of this resolution, the real property and improvements are not in use.
6. The Paul Lawrence Dunbar School Restoration Group, Inc. has shown to the satisfaction of the Board of Trustees that it intends to continue preservation of the real property and improvements and use for public purposes; and

It is therefore:

Resolved, that the Board of Trustees of the Mineral Wells Independent School District hereby consents to conveyance to The Paul Lawrence Dunbar School Restoration Group, Inc. of the real property and improvements commonly known as Dunbar School located at Lots 9, 10, 11, 12, 13, 14, 15 and 16 in Block 14 of FRENCH ADDITION to the City of Mineral Wells, Palo Pinto County, Texas according to plat recorded in the deed records of said county; and,

Resolved, that such conveyance of real property and improvements shall be a donation to The Paul Lawrence Dunbar School Restoration Group, Inc. subject to the terms and conditions of reversion set forth in a deed approved by the Texas Education Agency; and,

Resolved, that Ty L. Gore, President of the Board of Trustees be and hereby is authorized to execute a Deed on behalf of the Board of Trustees subject to final approval by the District's attorney.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Mineral Wells Independent School District during a regularly scheduled meeting on February 16, 2006. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____
Nays: _____
Abstentions: _____

To certify which, witness my hand and the official seal of the District this 16th day of February, 2006.

Secretary, Board of Trustees

As further covenant, consideration and condition, the following restrictions shall in all things be observed, followed and complied with:

- a) The above described Property, or any part thereof, shall not be used in the operation of, or in conjunction with, any school or other institution of learning, study or instruction which discriminates against any person because of his race, color or national origin, regardless of whether such discrimination be effected by design or otherwise.
- b) The above described Property, or any part thereof, shall not be used in the operation of, or in conjunction with, any school or other institution of learning, study or instruction which creates, maintains, reinforces, renews, or encourages, or which tends to create, maintain, reinforce, renew or encourage a dual school system.

These restrictions and conditions shall be binding upon Grantee and its successors and assigns, for a period of fifty (50) years from the date hereof; and in case of a violation of either or both of the above restrictions, the estate herein granted shall, without entry or suit, be immediately revert to and vest in the Grantor herein and its successor, the instrument shall null and void, and Grantor and its successors shall be entitled to immediately possession of such premises and the improvements thereon; and no act or omission upon the part of Grantor herein and its successors shall be a waiver of the operation or endorsement of such condition.

The restriction set out in (a) above shall be construed to be for the benefit of any person prejudiced by its violation. The restriction specified in (b) above shall be construed to be for the benefit of any public school district or any person prejudiced by its violation.

By executing this document, Grantee acknowledges and agrees that Grantor has not made, does not make and specifically negates and disclaims any representations, warranties, promises, covenants, agreements or guaranties of any kind or character whatsoever, whether expressed or implied, oral or written, past, present or future of, as to, concerning or with respect to (i) the value, nature, quality or condition of the property, including, without limitation, the water, soil and geology, (ii) the income to be derived from the property, (iii) the suitability of the property for any and all activities and uses which Grantee may conduct thereon, (iv) the compliance of or by the property or their operation with any law, rules, ordinances or regulations of any applicable governmental authority or body, (v) the habitability, merchantability, marketability, profitability or fitness for a particular purpose of the property, (vi) the manner or quality of the construction or materials, if any, incorporated into the property, (vii) the manner, quality, state of repair or lack of repair of the property, or (viii) any other matter with respect to the property, and specifically, that Grantor has not made, does not make and specifically disclaims any representation regarding compliance with any environmental protection, pollution or land use laws, rules, regulations, orders or requirements, including solid waste, as defined by the U. S. Environmental Protection Agency or the disposal or existence, in or on the property of any hazardous substance, as defined by the Comprehensive Environmental Response Compensation and Liability Act of 1980,

(CERCLA), as amended, and regulations promulgated thereunder. Grantee further acknowledges and agrees that having been given the opportunity to inspect the property, Grantee is relying solely on its own investigation of the property and not on any information provided or to be provided by Grantor. Grantee further acknowledges and agrees that any information provided or to be provided with respect to the property was obtained from a variety of sources and the Grantor has not made any independent investigation or verification of such information and makes no representations as to the accuracy or completeness of such information. Grantor is not liable or bound in any manner by any verbal or written statements, representations or information pertaining to the property, or the operation thereof, furnished by any real estate broker, agent, employee, servant or other person. Grantee further acknowledges and agrees that to the maximum extent permitted by law, the sale of the property as provided for herein is made on an "as is" condition and basis with all faults, and in particular, the Grantee will be solely liable for all costs of abatement or removal of any hazardous materials found to be present on the property. It is understood and agreed that all of the property is transferred by Grantor and accepted by Grantee subject to the foregoing.

GRANTOR, for the consideration, the receipt of which is acknowledged, and subject to the reservations from and exceptions to conveyance and warranty, grants, sell and conveys to GRANTEE, the property, to have and to hold the property, together with all and singular the rights and appurtenances belonging in any way to the property, to Grantee for so long as Grantee shall use the real property and improvements as a community center for public purposes, as set forth in Acts 2001, Ch. 161, 77th Legis. (Texas Education Code § 11.1541), or until such time as Grantee executes a document that purports to convey the property, at which time the estate herein granted shall, without entry or suit, immediately revert to and vest in the Grantor herein and its successors, and this instrument shall be null and void.

Grantor binds itself, its successors and assigns to warrant and forever defend all and singular the property to Grantee against every person lawfully claiming or to claim all or any part of the property, subject to the provisions stated above, by, through or under Grantor, but not otherwise. Such special warranty expressly excludes any leases, easements, encumbrances, or defects in title of any nature appearing of record as of the date of this conveyance.

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT

By: _____
President of Board of Trustees (Signature)

Name: Ty L. Gore
President of Board of Trustees (Print Name)

STATE OF TEXAS §
 §
COUNTY OF PALO PINTO §

This instrument was acknowledged before me on February 16, 2006, by Ty L. Gore, President of Board of Trustees of Mineral Wells Independent School District.

Notary Public, State of Texas

My Commission expires:

ACCEPTED:

The Paul Lawrence Dunbar School Restoration Group, Inc.

(Signature)

(Print Name)

Title

STATE OF TEXAS §
 §
COUNTY OF PALO PINTO §

This instrument was acknowledged before me on _____, 2006, by _____, an Authorized Representative of The Paul Lawrence Dunbar School Restoration Group, Inc., a Nonprofit Texas Corporation.

Notary Public, State of Texas

My Commission expires:

AFTER RECORDING, PLEASE RETURN TO:
Henslee, Fowler, Hepworth & Schwartz, LLC.
Amanda M. Bigbee
306 W. 7th Street, Suite 1045
Fort Worth, TX 76102

INTERLOCAL AGREEMENT

MADE this _____ day of _____, 2006, by and between the CITY OF MINERAL WELLS, TEXAS, ("City") and MINERAL WELLS INDEPENDENT SCHOOL DISTRICT ("MWISD").

WHEREAS, on June 20, 1989 the parties entered into a certain Lease Agreement covering ten (10) acres, more or less, and being known as "Central City Park"; and

WHEREAS, on February 19, 1991, City and MWISD entered into an Agreement which set forth various responsibilities regarding maintenance, utilities, repair and replacement of improvements; and

WHEREAS, the parties hereto have agreed to revise such responsibilities;

NOW, THEREFORE, in consideration of the premises, it is mutually agreed between City and MWISD as follows:

1.

The parties agree that resurfacing of the track is necessary every four (4) years and resurfacing of the tennis court is necessary every five (5) years. In addition, there are ongoing costs for utility services, including electricity, water, sewer and garbage services. MWISD agrees to be responsible for all of the foregoing, together with general ground maintenance for the track, bleachers, grass areas, tennis courts and restrooms, and City

agrees to contribute the cash sum of Twelve Thousand and No/100 Dollars (\$12,000.00) per year. For the fiscal year October 1, 2005 through September 30, 2006, City shall contribute Five Thousand and No/100 Dollars (\$5,000.00). Provided this Agreement remains in force and effect by budgeting revenues as hereinafter set forth, City agrees to pay MWISD Twelve Thousand and No/100 Dollars (\$12,000.00) on or before January 1 of each year, beginning January 1, 2007.

2.

City's obligation to contribute funds hereunder is expressly contingent upon funds being budgeted for the expenditure by the Mineral Wells City Council. In the event the City Council of the City of Mineral Wells fails to budget sufficient funds to allow City to contribute to the project prior to the beginning of a new fiscal year, MWISD and City shall renegotiate their respective responsibilities pursuant to the Lease Agreement. Only current revenues shall be used to pay the amounts and meet the obligations as set forth herein.

3.


Subject to Paragraph 2 above, this Agreement shall automatically renew from year to year (October 1 - September 30) unless either party hereto terminates this Agreement by the giving

at least ninety (90) days notice prior to October 1 of the next fiscal year.

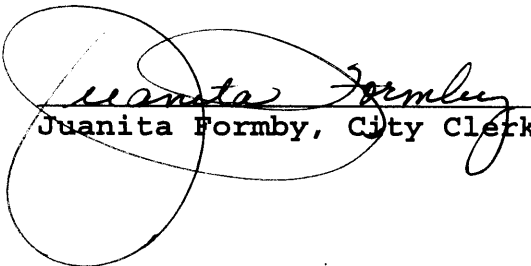
EXECUTED in duplicate originals and effective the date first above written.

CITY OF MINERAL WELLS

Date: 02-07-2006

By: 
Clarence F. Holliman, Mayor

ATTEST:


Juanita Formby, City Clerk

**MINERAL WELLS INDEPENDENT
SCHOOL DISTRICT**

Date: _____

By: _____
Ty L. Gore, President
MWISD Board of Trustees

MWHS CHEERLEADER CONSTITUTION REVISIONS

2006-2007

- In Article IV, pregnancy was removed for reason for removal
- In Article IV, section H revised upon the second failure the cheerleader will be dismissed from the squad for the remainder of the current school year. (may tryout the next school year)
- In Article X, section E add M I P and M I C
- In Article X, section C revised the demerit system

**Mineral Wells High School
Cheerleader Constitution
2006-2007**

I. Purpose:

Cheerleading is an extracurricular organization to promote and maintain school spirit and sportsmanship in school activities while developing character, leadership, and responsibility.

II. Membership:

A. The Varsity cheerleading squad will consist of 10 cheerleaders. The top 10 junior and/or senior scores will be placed on the varsity squad.

B. The Junior Varsity squad will consist of 8 cheerleaders. The subsequent top 8 sophomores, and/or junior scores will be placed on the junior varsity squad.

C. The Freshmen squad will consist of 6 cheerleaders. The top 6 freshmen scores will be placed on the freshmen squad.

D. One mascot will be chosen based on the highest score. The mascot may be a sophomore, junior or senior.

E. Should a vacancy arise BEFORE cheerleading camp, the position will be filled with the next highest score within the grade level squad.

III. Tryouts:

A. Eligibility

1. In order to try out, a candidate must be enrolled in grades eight through eleven in the Mineral Wells Independent School District.
2. Prior to practice for tryouts, a signed agreement to abide by the constitution, a parent permission form, and an insurance information/waiver must be on file with the sponsor.
3. Students in eighth grade may only tryout for the freshmen squad. Students in ninth or tenth grade may tryout for and/or be placed on the junior varsity squad. Students in tenth or eleventh grade may tryout for and/or be placed on the varsity squad.
4. Any cheerleader or mascot selected for the squad must be able to perform their cheerleading duties as outlined in this document for the entire year or gracefully submit to the consequences.
5. No student may tryout for cheerleader if they are permanently exempted from physical education due to doctor's excuse. Resuming participation must be accompanied by a doctor's release.
6. If a candidate may not perform any part of the cheerleading routine during tryouts, the candidate will not receive points for that part of the routine.

7. Candidates and their parents must attend a mandatory pre- tryout meeting and the candidates must attend a mandatory clinic held the week of tryouts. Failure to do so will result in not being able to tryout.
8. A student enrolled in home schooling will not be allowed to tryout.
9. A student previously on the Mineral Wells High School Cheerleading Squad who resigned from the squad may not tryout the following year.

B. Procedures

1. Tryouts will be held in the spring semester before a panel of professional judges.
2. Tryouts will be closed to all persons except sponsors, senior cheerleaders assisting with competition, judges, and the administration, and scorers approved by the administration. Sponsors will not be involved in the tallying of scores.
3. Tryout scoring will be based on 100% judges' scores. Attendance and discipline records will be considered in judging. In the event of a tie, the candidates will be called back by the judges for a tiebreaker tryout.
4. All tryout results are final.

IV. Requirements, Duties, and Obligations

A. A cheerleader's year begins the day she/he is elected and ends the week of tryouts the following year.

B. A cheerleader must attend summer cheerleader camp. The cheerleaders will be attending camp July 6-9, 2006 at the University of Texas at Austin. **This is mandatory. Failure to attend will result in removal from the squad.**

C. A cheerleader must display appropriate behavior both in and out of school. Suspension from the squad may be implemented for the following reasons:

1. Failure to follow the cheerleader constitution.
2. Failure to follow directions of the sponsor or administration.
3. Failure to follow school policies.
4. Lack of respect toward school personnel, school property, or other squad members.
5. Any other behavior that brings discredit to the Mineral Wells High School Cheerleading squad.

D. Cheerleaders must attend and/or cheer at the following **unless excused by the sponsor in advance**. The parent must notify the sponsor if a cheerleader is unable to attend/cheer. A **phone message or note** will be sufficient notification. A cheerleader is excused if sponsor is notified in advance regarding: **school business, illness, illness/death in family, or doctor's appointment ONLY. After school employment is not an excuse.**

1. All scheduled summer practices.
2. All games selected by the sponsor.

3. Any playoff game as selected by the sponsor.
4. All scheduled after school practices announced by the sponsor.
5. All other projects and announced by the sponsor.
6. Cheerleading class as scheduled on the school schedule.

E. A cheerleader may not attend as a spectator any athletic contest at which the Cheerleading squad is cheering unless that cheerleader is benched.

F. A member of the cheerleading squad must be present all day in order to perform at games and at pep rallies on the same day. If you leave for an appointment, you must have an excuse and return to school.

G. Cheerleading is governed by the academic eligibility policies of U.I.L.

H. A cheerleader who becomes ineligible due to grades will not be allowed to cheer in games, after school events and pep rallies. A cheerleader must still attend practice. A cheerleader will be benched until eligibility occurs. Upon the second failure the cheerleader will be dismissed from the squad for remainder of the current school year.

I. Basic duties of members of the cheerleading squad include but are not limited to:

1. Planning, advertising, and participating in games, pep rallies, and fundraisers.
2. Gym decorating, goodie bags, and run-through signs.
3. Helping with tryouts in the spring (seniors only).
4. Attending all practices and events called by the sponsor.
5. Remaining in designated areas on the field or court during contests.
6. Being a leader in school spirit by knowing the school song and alma mater.
7. Being financially responsible for camp uniforms and accessories. Cheerleaders will also be held financially responsible for competition costs not covered by fundraising.
8. Practice day – all members must be present at the practice before the pep rally to be able to participate in the pep rally (excused or unexcused)

J. Sponsors will select a captain, after cheerleading camp, by the combination of judges' scores, sponsor recommendation, and secret ballot by squad. The captain must be a senior and must have been on the Mineral Wells High School Cheerleading squad the previous year. The captain will assist the sponsor in planning activities, running practice, etc. If there are no seniors on the selected squad, a junior will be eligible.

K. Cheerleaders are to be role models, leaders, and ambassadors for the school and community.

V. Transportation

A. All members of the cheerleading squad will travel with the sponsor on school transportation to all away activities.

B. Members of the cheerleading squad must return with the squad and sponsor on school transportation. No phone calls or notes to ride with someone will be accepted.

C. The only exception to VB: a cheerleader may leave with a parent only if the sponsor is notified in writing (forms will be provided), and the cheerleader is personally physically taken by the parent.

D. Each member of the squad must have an out of town permission slip signed, with a name and current phone number for emergency reasons, before tryouts.

VI. Uniforms

A. The varsity, junior varsity, and freshmen squads will have different uniforms.

B. The sponsor has the final say in all uniforms and camp clothes.

C. All members of the squad must cheer in exactly the same uniform. The uniform includes: poms, shoes, socks, skirt, top, sweater, warm-ups, etc. Hair must be pulled up into a ponytail if long enough.

D. Any squad member forgetting any part of the uniform will be benched, demerits are given, and will not be allowed to cheer until the uniform is complete.

VII. Letter Jacket Policy

A. Letter jackets will be awarded to varsity cheerleaders/mascot at the end of the fall semester. Students must have cheered on the Mineral Wells High School Cheerleading squad for 2 years.

B. Cheerleaders must successfully complete all requirement from the day they are elected through the end of the fall semester in order to receive a jacket.

C. Regardless of the number of activities or organizations a student participates in, no more than one letter jacket will be awarded to a student during his/her high school years.

VIII. Duties of the sponsor

A. The sponsor is responsible for the safety of the squad and may sideline a member for any activity considered by the sponsor to involve a safety factor.

B. The sponsor may disallow any cheer or routine and/or stunt that she deems dangerous, inappropriate, or vulgar.

C. The sponsor may sideline a squad member for minor rule violations.

D. The sponsor will call all summer and after school practices.

- E. The sponsor will determine the validity of excuses.
- F. The sponsor or a designee chosen by the sponsor will attend all school functions.
- G. The sponsor can require all members to tryout weekly, if they do not know the routine. The sponsor will be the only judge for a weekly tryout. All results are final.

IX. Discipline

- A. Automatic dismissal from the cheerleading squad and forfeiture of the right to tryout again may occur due to any of the following:
 - 1. Appearing under the influence of alcohol or drugs during a school event.
 - 2. Smoking or drinking alcoholic beverages during a school event.
 - 3. Committing any other serious offense as outlined in the Mineral Wells High School Student Handbook.
 - 4. Committing at any time any act punishable by expulsion under the Texas Education Code 21.3011.
 - 5. Violation of Article IV of the Mineral Wells High School Cheerleader Constitution.
 - 6. Being suspended at anytime while a member of the cheerleading squad or being placed in In-School-Suspension for a second time in any one cheerleading year.
 - 7. Being placed in AEC at anytime while attending Mineral Wells High School as a cheerleader.
 - 8. Being home schooled at any time, as a cheerleader will result in removal from the squad.
 - 9. Receiving a M I C – Minor in consumption – removed for the remainder of the year
- B. Less serious offenses will result in the squad member being benched. Such offenses include, but are not limited to:
 - 1. Using profane or unbecoming language.
 - 2. Refusing to follow the instructions of the sponsor
 - 3. Appearing late to athletic contests
 - 4. Any other action that brings discredit to the cheerleader squad
 - 5. Four demerits result in being benched for one game
 - 6. Eight demerits result in being benched for two weeks

X. Demerit System

- A. Demerits may be given by the sponsor of the squad for any infraction listed below. The cheerleader and parents will be notified after each demerit.
- B. Demerits are cumulative. They begin as soon as the cheerleader is elected and end during tryouts the following year.

C. Demerits are governed by the sponsor. Demerits are permanent for the current cheerleading year. Demerits are cumulative and cannot be removed or “worked off.”

D. The following penalties will be implemented:

1. 4 demerits = one-week suspension. During this time the cheerleader must attend all functions in uniform, on time, and help in any fashion necessary to prepare for the event. The cheerleader must then sit with the sponsor during the event. Practice is still mandatory. Being benched does not cancel demerits.
2. 8 demerits = two-week suspension. During this time the cheerleader must attend all functions in uniform, on time, and help in any fashion necessary to prepare for the event. Practice is mandatory.
3. 12 demerits = permanent dismissal from the cheerleading squad. The cheerleader must return any school bought items at this time.

E. Demerits will be implemented as follows:

1. Unexcused absence from a game or after school event 4
2. Leaving a game without permission 4
3. Disrespect toward a sponsor or another cheerleader 4
4. Failure to perform duties as outlined in the constitution 4
5. Bad attitudes or inappropriate behavior during practice, game, or pep rally 4
6. Unexcused absence from practice 4
7. ISS- 1st offense 4 per day
8. Tardy/leaving early 15 or fewer minutes to a game or after school event. More than 15 minutes is and absence 2
9. Public display of affection while in uniform. 2
10. Excessive socializing with fellow cheerleaders or crowd during a game 2
11. Run-through signs not complete by due date 4
 Will not cheer at game that day
12. Principal detention 2 per day
13. Failure to participate in clean up after practice, pep rally or game 2
14. Wrong uniform 1 per item
15. Wearing jewelry at game/practice 1
16. Chewing gum while cheering/practice/game 1
17. Hair not in ponytail while in uniform/practice (if long enough) 1
18. Inappropriate clothing for practice 1 per item
19. Saturday Detention for truancy 4
20. Receiving a M. I. P. – Minor in Possession one week – benched
21. Receiving a M I C – Minor in Consumption Removal for remainder of the school year.

MEMO

DATE : February 1, 2006

TO: Mr. Corsi, Mr. Crass, and MWISD Board
Members

FROM: Peggy Harvey and Jennifer Flowers

RE: Wranglerettes constitution changes for 2006-07

Attached is the amended Wranglerettes Constitution for 2006-07. We have made several changes which are summarized below. The effective date is our audition date.

1. **Article V**

○ **Section D**

- Added that a director evaluation will be done on returning members, as part of the audition process.

2. **Article VIII**

○ **Section B**

- Added duties for 1st Lieutenant and spirit leader and added the option of having co-captains or captain and 1st lieutenant.

3. **Article X**

○ **Section G**

- Added “line camp is mandatory”

○ **Section I**

- Added notice must be given in writing at least one month prior to camp that a member is not attending or they will be responsible for paying for camp.

4. **Article XI**

○ **Section F**

- Divided the required dance attire section into Routine Auditions and Class/Rehearsals

5. **Article XIII**

○ **Section A**

- Added that members will be responsible for purchasing shoes and tights and other items will be provided by Wranglerettes or Booster Club and must be returned upon leaving Wranglerettes.

- **Section D**

- All outstanding fees must be paid when the quit or are removed from membership.

6. **Article XV**

- **Section A**

- Removed “pregnancy” from reason for dismissal.
- Separated the Dismissal from drill team section into being able to audition again in the future and not being able to audition in the future.
- Added “MIC”

- **Section B**

- Separated the Dismissal from drill team section into being able to audition again in the future and not being able to audition in the future.

- **Section C**

- Added “MIP”
- Added “talking on cell phone during game/performance/etc

- **Section D**

- Re-structured our demerit system so most discipline issues will be handled through activity-related (kicks, crunches, etc) actions or being benched, rather than demerits.
- Made the demerits permanent (they can’t be ‘worked off’).

- **Section F**

- Added “talking on cell phone during rehearsals.

7. **Article XVII**

- Added a section for removal of managers.

Peggy Harvey and Jennifer Flowers
Drill Team Directors

MINERAL WELLS HIGH SCHOOL

WRANGLERETTES

CONSTITUTION

EFFECTIVE March 25, 2006

**Constitution
of the
Mineral Wells High School Wranglerettes
Effective April 1, 2006**

Article I PURPOSE

The purpose of the Mineral Wells High school Wranglerettes shall be three-fold:

- 1) to perform and entertain audiences through precision dance;
- 2) To boost the morale and spirit of the school;
- 3) To develop, increase, and promote character, responsibility, and leadership in its dancers.

Each Wranglerette agrees to abide by the rules and regulations set forth in this constitution.

Article II MEMBERSHIP

- A. There will be no set number of members on the team; the number will be based on the score variations of those trying out and the recommendations of the judges.
- B. Membership in this organization shall be restricted to registered students of Mineral Wells High School.
- C. Annual auditions are held each spring.
- D. Term of membership is one year and every drill team member must audition for a position on the team each year.
- E. All officer positions will be available each year.
- F. Officer candidates must audition each spring. Officers do not automatically advance to the next higher office.
- G. Personal Qualifications
 1. You **MUST** WANT to be a Wranglerette!
 2. You **MUST** be willing to abide by the rules and regulations.
 3. You **MUST** enjoy learning and performing dances.
 4. You **MUST** demonstrate responsibility at all times.
 5. You **MUST** have good coordination and the ability to move with the music.
 6. You **MUST** learn to act and project showmanship. Most important!!!!
 7. You **MUST** be willing to participate in fundraising activities.
 8. You **MUST** understand that any decision made by the director(s) is in the best interest of the team and its individual members.
 9. Wranglerettes are interested in physical fitness and striving to look and be “fit”.
 10. You **MUST** have perfection as a goal and understand that the schedule of a dance team member demands a high degree of determination, hard work, strength, dedication, responsibility and self-motivation.
 11. You **MUST** have a desire to cooperate—be a member of a team.
- H. **Each member must be willing to meet financial obligations** of dance shoes, camp, etc. by payment or fundraising in the elected year. Student will not be allowed to try-out for Wranglerettes in the future, until all financial obligations are met.

- I. Disciplinary suspension from school renders a student ineligible to try-out for Wranglerettes the spring of the year they received the suspension.
- J. Members are **required** to attend **all** practices, clinics, summer camps, rehearsals and performances. Only the director(s) may excuse an absence and this is done with prior notification by a **phone call** or **note from the member's parent or guardian**.
- K. Members are required to enroll in the MWHS dance program drill team class. (PE credit).
- L. Members **MUST** exhibit and maintain exemplary behavior in school.
- M. Members **MUST** pass each of their classes each six weeks. "No Pass, No Play" rules apply. If a student fails a class for the six weeks, they are placed on academic ineligibility whereupon they cannot perform or travel with the team, but must still be active in class and practices. A student may be reinstated at the 3-week progress report period with a passing eligibility in ALL classes. **The second time a member is academically ineligible during the same school year; they will be removed from membership in the Wranglerettes organization.** (Members dismissed for academic reasons are eligible to audition again in the spring of the year they are removed from membership.)
- N. All financial obligations must be met in full before a student will be allowed to audition for another season.
- O. All members must attend the mandatory parent/member orientation meeting after being selected for the team. Date of this meeting will be announced the day of auditions. If a newly chosen member does not attend this meeting, she will be removed from membership in the Wranglerettes.
- P. A member's resignation will only be accepted after a member-initiated conference with the director(s). Following the conference, the resignation will not be complete until all financial obligations are met, Wranglerettes property returned in good, clean condition or lost/damaged items are paid for, and parent permission has been given to the director(s).

Article III PARENTAL PERMISSION

- A. Parents must give their permission for their child's participation in Wranglerettes.
- B. Parents must be willing to meet all financial obligations involved in Wranglerettes.
- C. Parents are responsible for arranging transportation to all activities except where transportation is provided by the district.
- D. All financial obligations must be current before a student will be allowed to audition for another season.
- E. Parents act as a support group by promoting the dance team through the Wranglerette Booster Club.
- F. Parents should be willing to participate in various Wranglerette Booster Club activities.

Article IV ELIGIBILITY FOR AUDITION

- A. Membership in this organization shall be restricted to students of Mineral Wells High School.
- B. A parent/guardian **MUST** be present at the parent orientation prior to auditions.
- C. Candidates must satisfy all requirements as mandated by the Texas Education Agency.
- D. All MWHS financial obligations must be current.
- E. A student transferring from another school who has been a member in good standing of that school's drill team and who comes with a letter of recommendation from transfer

- school's drill team director(s) will be allowed to become a member of the Wranglerettes. She will be on alternate status until audition criteria are met.
- F. No student may audition for drill team if they are permanently exempted from physical education due to doctor's excuse. Resuming participation must be accompanied by a doctor's release.
 - G. A student must not have been suspended from school or assigned to DAEP during the school year in which auditions are held.
 - H. A student, who is removed from Wranglerettes membership for **disciplinary reasons**, may not audition for a position on the following year's team.
 - I. Anyone who meets the above qualifications will not be discriminated against because of sex, race, creed, religion, or national origin.

Article V REQUIREMENTS FOR DANCE MEMBER AUDITION

- A. Prior to auditions, the following items must be on file:
 1. Audition application/permission form
 2. General information form
 3. Travel consent and waiver form
 4. Medical release form
 5. Student/Parent constitution contract (signed)
- B. Returning members will be subject to a *Director Evaluation* as part of their audition process.
- C. Candidates will be expected to perform required routine(s) during the audition session. Judging will be based on **posture, appearance, coordination, projection, and dance technique**. Practices will be held prior to audition to help prepare candidates.
- D. A panel of qualified drill team judges will evaluate the performance of the candidate for the line. Selection of the **new line members** will be based on a sum of scores by all judges. Selection of **returning line members** will be based on the average of judge's scores and Director's Evaluations. This decision is final and will be announced as soon as possible.
- E. Auditions will be held on a date and at a place designated by the director(s) and the high school principal. Auditions are closed to parents and friends. Selection of judges is the responsibility of the director(s).

Article VI PARTICIPATION REQUIREMENTS

- A. All dance members must be in good physical health and must have current physical exam documents on file with the director(s) before the first football game **or they will be benched until documents are received by the director(s)**.
- B. General Conduct: Standards are necessary for the reputation of any organization. Each member should be a leader within the school and should set a good example at all times. Members are expected to have and to maintain a character above reproach; personal appearances and habits of which there can be no criticism are required since dance/drill team members are constantly representing the school before the public. **Failure to maintain these high standards will result in disciplinary action.**
- C. All projects, trips and activities will be under the guidelines of our constitution and the MWS Student Handbook and approved by the high school principal and Wranglerettes director(s).

- D. Members must pass each of their classes each six weeks. “No Pass, No Play” rules apply. If a student fails a class for the six weeks, they are placed on academic ineligibility whereupon they cannot perform or travel with the team, but must still be active in class and practices. A student may be reinstated at the 3-week progress report period with a passing eligibility in ALL classes. **The second time a member is academically ineligible during the same school year; they will be removed from membership in the Wranglerettes organization.** (Members dismissed for academic reasons are eligible to audition again in the spring of the year they are removed from membership.)
- E. All members are required to attend line camp.
- F. All members are responsible for individual camp fees.

Article VII ROUTINE EVALUATION AND PERFORMANCE REQUIREMENTS

- A For each performance there will be a routine audition. Each member **must demonstrate knowledge of the routine, projection and skill assessment**. If a member does not meet one or more of the criteria, the member will not be placed in the routine. (The director(s) determines standards for audition.)
 - 2. Any member who misses routine auditions (for any reason including injury or illness) will not be placed in that routine.
 - 3. If a member misses a practice AFTER she has been placed in a weekly routine, she will be removed from the routine. Only exceptions occur when member has prior permission from the director(s).
 - 4. Inability to perform:
 - a. Any member suffering from illness or injury will be excused from practice and/or performance. Parent contact with the director(s) or doctor’s note is needed.
 - b. Academic ineligibility: During the probationary time, the member will attend all practices and workout. The member may attend tutoring in exchange for after school practice. **During this time the member MAY NOT wear the uniform.**
 - c. Any member not performing must continue to dress out and practice unless ill or injured
 - 5. The director(s) can remove from a performance any member who she feels cannot meet the required performance standards, has had a disciplinary problem, shows a bad attitude towards the team, officers, or director(s); or has not upheld the constitution and by-laws.
 - 6. A complete uniform check will be held prior to performance. This includes hair and makeup. Member may not perform until uniform is appropriate.
 - 7. Members are required to participate in **all** game activities (pre-game, stand dances, cheers, half-time, etc).

Article VIII OFFICER DUTIES AND RESPONSIBILITIES

- A. The Wranglerettes will have team officers that will work with the director(s) to form an executive committee for planning and evaluating special projects and setting goals for each year. Dance officers will also assist with teaching and choreographing routines, directing practice.

1. Officers **MUST** work closely with the other officers, line members, and director(s).
2. Officers **MUST** set a good example for the team at all times.
3. The director(s) may remove an officer if that officer does not uphold her position and responsibilities or does not comply with director(s) rules and procedures.
4. Officers **MUST** attend every practice and designated function.
5. Officers **MUST** pass every class. If an officer fails **ONE** six weeks in a year, they will return to the line.
6. All officers are required to attend officer camp.
7. Officers are responsible for all camp fees.

B. Dance officers

1. Dance officers will consist of one captain, one first lieutenant, (or Co-Captains) and no more than one lieutenant for every squad of 5 dance members. The director(s) may adjust squad size as needed.
2. **The captain(s)** is responsible to the director(s) for the performance of the team. The captain is in full charge in the event that the director(s) is not available. The captain is responsible, along with the director(s), for the choreography and teaching of material and dance technique. The captain must work closely with the other officers (dance and social), line members, and director(s). The captain must set a good example for the members to follow.
3. **The 1st. Lieutenant** is responsible to the director(s) and captain for the performance of the team. 1st Lt. is in charge in the event that the captain and/or director(s) are not available. 1st. Lt. assists with choreography and teaching of dance technique, and in the perfecting of all performance routines. The 1st. Lt. must work closely with the other officers (dance and social), line members, and director(s). The 1st Lt. must set a good example for the members to follow.
4. **The lieutenants** will each be assigned a squad and are responsible to the director(s) and captain for the performance of **their** squads. They also assist the director(s) and captain with choreography, dance technique, and in the perfecting of all performance routines. The lieutenants must work closely with the other officers, line members, and the director(s). It is their responsibility to set a good example for the members to follow.

C. Social Officers

1. Social officers are responsible for the record-keeping and motivation of the team. They are in charge of initiating and planning the awards banquet, social functions, and team building/motivational activities throughout the year. Social offices are:
 - a. **President** (head social officer): In charge of the social officer team.
 - b. **Secretary/treasurer**: Oversees the records of the team; maintains membership records; records attendance for class, rehearsals, and performances; coordinates fundraising documents, etc.
 - c. **Historian/public relations**: Photographs all team events; submits newspaper articles/advertising to the director(s); compiles the yearly team scrapbook; coordinates t-shirt designs; assists booster club with spring show sets and program and kids camp brochures.
 - d. **Spirit Leader**: Plans activities that encourage team-building and school spirit; encourages team etiquette and participation.
2. Specific Social officer duties and positions may be adjusted by the director(s) as needed.

Article IX OFFICER AUDITION REQUIREMENTS

- A. Officer candidates must have been line members during the current school year and must be members in good standing at the time of auditions.

Dance Officers

- B. A panel of judges and the director(s) shall select dance officers. Dance officer candidates will be asked to choreograph and perform an original solo, answer interview questions, and teach for the judges. They also must prepare a notebook (as planned by the director). The director(s) will conduct an evaluation of each candidate.
- C. The director(s) will review each candidate's current year school discipline file. (Points will be deducted from their score as follows: Office referral –1 point each; Office D-Hall – 2 points each day; ISS – 5 points each day; DAEP or Suspension {ineligible for officer}).
- D. Dance officers will be selected based on judge's evaluation (35%), notebook score (10%), director(s) evaluation (55%) and discipline evaluation deductions.

Social Officers

- E. Social officers will prepare a notebook (as planned by the director), a short speech to present before the team, and answer interview questions for a panel of judges.
- F. Team members will vote for social officer candidates.
- G. The director(s) will conduct an evaluation of each candidate.
- H. The director(s) will review each candidate's current year school discipline file. (Points will be deducted from their score as follows: Office referral –1 point each; Office D-Hall – 2 points each day; ISS – 5 points each day; AEC or Suspension {ineligible for officer}).
- I. Social officers will be selected based on notebook score (10%), team vote (20%), judges evaluation (15%), director(s) evaluation (55%) and discipline evaluation deductions.

Article X ABSENCES AND TARDIES

- A. Every member must be present for all practice sessions, games, camp, pep rallies, performances, etc. Only excuses approved by the director(s) [see B below] will be accepted and handled on an individual basis.
- B. Acceptable absences include; Personal illness or accident, funeral or death in the family, school related activities (All other absences will result in demerits being given). Work, doctor appointments, hair appointments, etc. need to be handled outside of drill team time. If an emergency arises, contact the director(s). Absences will be considered unexcused until the director(s) receive a phone call or note from the parent or guardian.
- C. Being late to or leaving early from practice or performance [without prior parent contact with (phone or note) and approval of director(s)] will result in disciplinary action (article XV) and removal from performance routine.
- D. During football season, we set final formations and formation lines on the field on Thursday. If a Wranglerette is late to this practice, does not attend the practice, or leaves the practice early, she **WILL NOT** be allowed to perform at the game that week.
- E. If a Wranglerette misses a practice the **week of a performance**, she will not be allowed to perform that week.
- F. Every dance member must audition for every routine performance. If a Wranglerette misses routine auditions she will be placed as an alternate for that routine, in case someone gets sick, hurt, or otherwise can't perform she can audition for their position in the routine. This applies to all performance and competition routines.

- G. **All members are required to attend summer line camp.** If a member misses camp, she will be removed from membership in the Wranglerettes.
- H. **All officers are required to attend Officer Camp.** If an officer misses Officer Camp, they will be removed from officer rank and become a line member.
- I. If a member decides to quit Wranglerettes, their parent must provide written notice, stating member desires to quit Wranglerettes at least **ONE MONTH prior to first day of camp or they will be responsible for camp fees.**

Article XI: DANCE CLASS AND REHEARSALS

- A. Every dance member must enroll in the MWHS dance program.
- B. Every dancer must be dressed in proper dance attire and in stretch lines 5 minutes after the tardy bell or disciplinary measures will be taken.
- C. Every member must be present for all practice sessions. Excuses will be handled on an individual basis by the director(s). [see article X]
- D. All rehearsals missed other than for illness, injury, death in the family, or school activities will result in disciplinary actions. Member will not be allowed to perform the week a rehearsal is missed. [see article X]
- E. Arriving late or leaving early from a rehearsal or performance, unless due to illness, injury, death in the family or school activity will result in disciplinary actions. [see article X]
- F. Each dance member will be required to wear the following during class, rehearsals, and routine auditions: inappropriate dress will result in disciplinary action.
 - a. **ROUTINE AUDITIONS**
 - i. Black leotard and tights.
 - ii. Black dance pants, bike shorts, Capri's
 - iii. **NO T-SHIRTS**-- we want to see that the body moves properly.
 - iv. **Tights are mandatory**--you have fewer cramps and injuries, and better flexibility if the leg muscles are kept warm.
 - v. Dance shoes: Black (Capezios) or jazz shoes.
 - vi. Hair must be pulled back away from the face—we need to see your facial expressions and you need to see where you're going.
 - b. **CLASS/REHEARSALS** – any of the following:
 - i. Leotard or tight tank top.
 - ii. Dance pants, bike shorts, or Capri's.
 - iii. **NO T-SHIRTS**-- we want to see that the body moves properly.
 - iv. **Tights are mandatory**--you have fewer cramps and injuries, and better flexibility if the leg muscles are kept warm.
 - v. Dancesneakers (Capezios) or jazz shoes. No tennis shoes (in studio)—this is **dance**, not PE. **NO BARE FEET**—bare feet encourage injury.
 - vi. Tennis shoes are allowed for outdoor practice. (**Mainly Thursdays**)
 - vii. Hair must be pulled back away from the face—we need to see your facial expressions and you need to see where you're going.

Article XII TRANSPORTATION

- A. Transportation, to and from most events not held at MWHS, will be provided by the school. Dance/drill team members are required to ride to and from all activities on school

- provided transportation, unless the director(s) approves extenuating circumstances. Parents will provide transportation to all events where school transportation is not provided.
- B. Members are required to ride school provided transportation unless riding with their parent or guardian. Members will be released to depart with parents ONLY. The parent MUST sign a release stating they are taking the student. NO EXCEPTIONS!!!
 - C. Members who are **academically ineligible** cannot ride school provided transportation with the drill team to any event.
 - D. Members will conduct themselves appropriately on all trips and abide by all bus transportation regulations. Members breaking the more severe rules of the organization or MWSHS student handbook will be sent home with proper parental notification, at their parent's expense. Only the director(s) or school administrator will, in extreme circumstances, exercise this option.
 - E. Members will always leave the bus or van clean.
 - F. Parents should be prompt to pick up their student after an event or rehearsal. We will provide adult supervision for 30-45 minutes after the bus arrives at the school. Parents should pick up members during this time.

Article XIII UNIFORMS AND EQUIPMENT

- A. MWISD or the Wranglerettes Booster Club will purchase Wranglerette field uniforms, pep rally uniforms, props, equipment, and rehearsal wear (except shoes & tights—members must purchase their own dance shoes & tights)
- B. Each member is assigned a field uniform, pep rally uniform, and practice attire. The member assumes full responsibility for the care and upkeep of these items and is responsible financially for replacement and repair costs of damaged or lost items. It is each member's responsibility to see that uniforms and practice attire are kept neat, clean and in good repair.
- C. Dance/drill team members are responsible for purchasing team make-up kit and required dance shoes. Failure to do so will result in being the member being benched until compliance is met.
- D. For school provided uniforms, and costumes, the member assumes 100% liability for the care and safe return. They agree to pay full replacement cost for lost or damaged uniforms or costumes.
- E. Uniforms are worn at Wranglerette functions only. Member must have director(s) approval otherwise.
- F. Wranglerette uniforms may only be worn by Wranglerettes. Allowing a non-Wranglerette to wear any uniform item will result in disciplinary actions.

Article XIV CONTESTS, GAMES, PARADES, SCHOOL, and COMMUNITY PERFORMANCES

- A. For each performance there will be a routine audition. Proper dance attire must be worn for routine auditions. (see article XI)
- B. Contests
 1. The director(s) will decide which contests to enter and must approve all routines entered in competition. (Team routines, solos, and ensembles).
 2. All solos, duets and ensembles must be approved by the director(s).
 3. Members are responsible for their own solo and ensemble entry fees and costumes.

4. All contest expenses must be paid before a member may go to contest. Entry fee refunds for those not attending are at the discretion of the company sponsoring the competition.
5. Members will not leave a contest early except for illness and special permission of the director(s). Wranglerette members can only be released to their parents if such a situation should arise.
6. Members breaking the more severe rules of the organization at contest will be sent home with proper notification, at their parent's expense. Only the director(s) or school administrator will, in extreme circumstances, exercise this option.

C. Football Games

1. Wranglerettes perform at all varsity football games (home and away).
2. Stand at attention while in spirit lines or while watching the other team perform. Always follow your captain's lead while on the field.
3. Do not leave the sidelines until ALL half-time performances have cleared the field.
4. DO NOT eat in the stands. No exceptions. Water ONLY!!! This is for the safety of our members and to protect our uniforms.
5. You may have third quarter off to visit, eat; drink, etc. {do not bring your food into the drill team section of the stands}. This is a PRIVILEGE!!! Respect it. DO NOT be tardy to 4th quarter or disciplinary action will be taken.
6. You will have an opportunity to visit the restroom in the beginning of first quarter. Do not ask to leave at any other time unless it is an emergency. You must be escorted by an Honor Guard or with an officer.
7. Do not go to the other teams' side of the field at away games without director approval.
8. Follow your captain or lieutenants in the stands.
9. Participate in ALL stand dances.
10. Stay in line. Pay attention to what is going on.
11. You will be given water by the managers during 1st and 4th quarters.
12. Your job is to cheer, dance, and provide spirit for our athletic team. Always be respectful and pay attention to the game and what is going on.
13. When sitting in the stands, sit with your legs crossed or together. The captain will decide. Everyone **MUST** sit the same. Sit up straight and be a LADY.

D. Pep Rallies and other school functions

1. The Wranglerettes perform at pep rallies and other school functions, as determined by the director(s).
2. The director(s) will decide who will perform at each function (team, squads, officers, ensembles, etc.)

E. Basketball and other Athletic Events

1. Wranglerettes perform during half-time at selected home varsity basketball games, and other sporting events as selected by the director(s).

F. Parades

1. The team will march in the MWHS homecoming parade and other community parades selected by the director(s).

Article XV DISCIPLINE

A. Dismissal from drill team while retaining the right to audition for a future team will be given to members for the following reasons.

1. Violation of the requirements or duties stated in the constitution. Wranglerettes removed from membership for **disciplinary reasons**, may not audition for a

position on the following year's team but may audition again after staying out one year.

2. Failing grades: The second time a member is placed on academic probation during a school year they will relinquish their membership on the team.
3. Withdrawal from MWHS.
4. Placement in DAEP while attending MWHS as a drill team member. (Unless covered in section B below.)
5. Suspension from school while a member of the MWHS drill team. (Unless covered in section B below.)
6. Being placed in In-School-Suspension for a second time during any one drill team year.
7. Truancy.
8. Not attending line camp.
9. Receiving a M.I.C.—Minor In Consumption

All Wranglerette property must be returned upon dismissal from the team, you must pay for lost and/or damaged items and all outstanding debt must be paid.

Any discipline resulting from these infractions shall be reported to the administration of the school and will fit the severity of the violation.

B. Dismissal from drill team and forfeiture of the right to audition again will be given to members for the following reasons:

1. Smoking, use of alcoholic beverages or controlled substances – when at school, a school sponsored event, or representing the Wranglerettes.
2. Committing any other serious offenses as outlined in the MWHS Student Handbook.
3. Improper language or sportsmanship. (severe infraction)
4. Improper or immoral conduct that reflects on the team.
5. Committing, at any time, any act punishable by expulsion under the Texas Education Code 21.3011.
6. Lack of respect toward the director(s), school personnel, officers, school property, other team members or themselves.
7. Fighting.

All Wranglerette property must be returned upon dismissal from the team, you must pay for lost and/or damaged items and all outstanding debt must be paid.

Any discipline resulting from these infractions shall be reported to the administration of the school and will fit the severity of the violation.

C. A member will be benched, for a designated time period, (in addition to possible other disciplinary actions) for the following reasons: A member that is benched, for disciplinary reasons, must attend all events in uniform and sit with the director(s).

1. Grades: (Failing grades will place you on academic ineligibility.)
Drill team members are covered under the UIL "No Pass, No Play" rules. Academically ineligible students may not ride school transportation. Grades are checked each six weeks. Eligibility is determined by the six weeks average. If a member has a grade average lower than 70 in any subject they will lose

eligibility to perform or travel with the team. A member may regain eligibility at the three week if they have a passing grade average in every subject. The second time a member is academically ineligible during the same school year, they will be removed from membership in the Wranglerettes organization.

2. Refusing to follow instructions from the director(s). (benched 1 week—first offense, 5 demerits each future offense)
3. Receiving a M. I. P.—Minor in Possession. (benched one week)
4. Arriving late to performances. (benched for that performance)
5. Hair/make-up not proper for performance. (benched until hair/make-up is corrected)
6. Arriving late from third quarter break. (benched from next game 3rd quarter break)
7. No uniform or wrong uniform. (benched until in proper uniform)
8. Missing piece of uniform. (benched until uniform is complete)
9. Failure to have anything necessary for a performance. (benched until prepared)
10. Uniform not clean, wrinkled, needing repairs. (benched until in proper condition)
11. Wearing jewelry or fingernail polish. (benched until removed)
12. Eating/drinking in uniform without director's permission. (benched from 3rd quarter break or next game 3rd quarter break)
13. Removing part of uniform without permission. (benched until corrected)
14. Not wearing proper undergarments. (benched until corrected)
14. Being in uniform without prior permission. (director will take uniform and member is benched for next performance)
15. Showing lack of spirit/participation (stand routines, cheers, parades, etc)- (benched the next week & no 3rd quarter break)
16. Allowing someone not on the team to wear a Wranglerette uniform. (benched next game)
17. Excessive socializing with fellow members or crowd during game or performance. (benched next game & no 3rd quarter break)
18. Not being in assigned seat at game. (no 3rd quarter break)
19. Talking on cell phone during a game or other performance event. (benched one week)
20. Allowing non members to sit in drill team area. (no 3rd quarter break)
21. Forgetting paperwork, etc. (benched until turned in)
22. Any other action that brings discredit to the drill team. (Director determines benched time based on action)
23. The second time a member is benched for not being prepared or properly uniformed, they will be benched from all performances the following week

- D. **Demerits will be given for the following behaviors. Demerits are governed by the director(s). Only the director(s) can give demerits. Demerits are permanent for the current drill team year.** They begin as soon as the member is selected and end during auditions the following year. **Demerits are cumulative and cannot be removed or 'worked-off'**.

Demerits reduce your grade by 2 points per demerit for the grading period they are given. Demerits may be given for actions in and out of drill team activities.

The following examples are reasons for receiving demerits (but not limited to this list.)

1. Principals detention.....(1 demerit per day)
2. ISS(1st time).....(2 demerits per day)
3. Arriving late/leaving early 15 or fewer minutes to a game, practice, class, departure, or after school event.....(2 demerits)
 - a. More than 15 minutes is an absence
4. Not dressed out properly for practice.....(3 demerits)
5. Lack of respect toward the director(s), school personnel, officers, school property, other team members or themselves. (5 demerits)
6. Improper language or sportsmanship. (minor infraction) (5 demerits)
7. Unexcused absences from rehearsals, events or performances (5 demerits)
 - a. Excused absences are illness, death in the family, or school activity. (*Note from a Dr. or parent/guardian will be needed*)
 - b. Work, tanning, nails, hair, etc are not an excused absence.
8. Leaving an event without permission.....(5 demerits)
9. Failure to perform duties as outlined in the constitution.....(5 demerits)
10. PDA.....(5 demerits)
11. Bad attitude or inappropriate behavior during practice, or event.....(5 demerits)

E. Demerit disciplinary actions

1. **5 demerits** - benched for 1 week. Member must attend all functions in uniform and sit with the director(s) during the event(s). Practice is mandatory while benched. Being benched does not remove the demerits.
2. **10 demerits** - 2 week suspension. Member must attend all functions in uniform and sit with the director(s). Practice is mandatory during suspension. Being benched does not remove the demerits.
3. **15 demerits – DISMISSAL from team.** The member must return any Wranglerette property immediately, pay for lost and/or damaged items and pay all outstanding debts.

F. The following behaviors and others determined by the director(s), will be disciplined with physical fitness activities such as, but not limited to:

- a. Kicks
- b. Toe touches
- c. Turns
- d. Leaps
- e. Hold Stretches
- f. Hold splits
- g. Run laps gym or track
- h. Crunches
- i. Push ups

Individual Disciplinary Actions

1. Allowing non members to be in dance studio locker-room.
2. Talking while at attention, performing or waiting to perform.
3. Misconduct, poor attitude, or language. (minor infractions)
4. Chewing gum in class, practice, or uniform.
5. Talking on cell phone during rehearsals.
6. Other improper behavior as determined by director(s).

Whole Team Disciplinary Actions

1. Talking during instruction.
2. Leaving the bus, studio, storeroom, or locker-room messy.
3. Hair not proper for class or practice.
4. Other improper behavior as determined by director(s).

Article XVI Grades

- A. Class grades given to Wranglerettes are based on effort, attitude, performance, responsibility, and achievement both in dance class and at after school practices and events.
- B. Demerits reduce your grade by 2 points per demerit for the grading period they are given.

Article XVII Managers

- A. Managers are non-performing team members and will uphold the same rules, and regulations as members.
- B. Managers hold a position of service to the team. They may not hold leadership or officer positions on the team.
- C. Managers will attend all practices, events, and performances.
- D. Managers must follow “No pass No Play” as outlined in UIL guidelines. If a manager fails a class for the six weeks, they are placed on academic probation whereupon they cannot perform their duties or travel with the team. A manager may be reinstated at the 3-week progress report period with a passing eligibility in ALL classes. The second six week grading period that a manager becomes academically ineligible in the same school year, will result in the manager being removed from their duties and from membership in the Wranglerettes organization.
- E. Managers are required to furnish the following to the director(s) for consideration:
 1. Complete application and manager questionnaire.
 2. General information form
 3. Grade check form {or copy of most recent report card}
 4. Travel consent and waiver form
 5. Student/Parent constitution contract
- F. Manager duties and responsibilities include, but are not limited to:
 1. Organizing and handling the manager bag and first aid kit
 2. Proper care and handling of costumes, uniforms, equipment and props
 3. Organizing and maintaining the storage room/office
 4. Organizing and maintaining library (music, videos, books, catalogs, etc).
 5. Care and handling of all audio & video equipment
 6. Preparing, handling, and serving refreshments for performances
 7. Filing
 8. Other duties as assigned by the director(s).

- G. Managers are not assigned to squads--each works for the entire team.
- H. Managers will be selected by the director(s).
- I. One manager will be appointed “Head Manager” by the director(s) this manager will be responsible for coordinating the manager duties for all managers.
- J. Managers are totally responsible to the director(s).

REMOVAL

- A. Managers who do not fulfill their duties and responsibilities will be removed from membership by the director(s).
- B. Managers follow the same discipline guidelines as dance members (see article XV).
- C. The second six weeks that a manager becomes academically ineligible in the same school year, they will be removed from their duties and from membership in the Wranglerettes organization.

Article XVIII Honor Guard

PURPOSE

The MWS Wranglerettes Honor Guard is a group of 4-8 MWS male students who attend all Wranglerette events to serve as escorts for the team. They also help with props and sets, secure the designated Wranglerettes area of the stands during performances and third quarter, and other duties as assigned by the director(s).

ELIGIBILITY

- A. Must be a registered student at MWS.
- B. Must not have been suspended or sent to DAEP during the school year immediately preceding application.
- C. Must follow “No pass No Play” as outlined in UIL guidelines. If a guard fails a class for the six weeks, they are placed on academically ineligible and they cannot perform their guard duties or travel with the team. A guard may be reinstated at the 3-week progress report period with a passing eligibility in ALL classes. **The second six weeks that a guard becomes academically ineligible in the same school year, they will be removed from their duties and from membership in the Wranglerettes organization.**

DUTIES AND REQUIREMENTS

- A. Guards are expected to attend all Wranglerette performances and activities as designated by the director(s).
- B. Each guard must purchase a guard uniform (T-shirt and dress shirt— appx \$50)

- C. Guards are required to wear a designated “uniform” to all Wranglerette activities.
- D. Uniform must be neat, clean, and pressed at all events.
- E. Must attend weekly meetings as designated by the director(s).

SELECTION PROCESS

- A. Honor guard members are selected during the first two weeks of school each year.
- B. Each guard member must apply each year.
- C. Honor guard candidates must submit a signed and completed “Honor guard Application” to the director(s).
- D. Each candidate must attend an Honor Guard interview before the entire Wranglerette team.
- E. Selection is based on Wranglerette team vote (30%), officer vote (30%) and director(s) vote (40%).
- F. There will be one guard member selected by the honor guards to serve as honor guard captain.
- G.

REMOVAL

- A. Any behavior deemed inappropriate, by the director(s), to the duties of being an honor Guard will be cause for dismissal from the Guards.
- B. The second six weeks that a guard becomes academically ineligible in the same school year, they will be removed from their duties and from membership in the Wranglerettes organization.

TRANSPORTATION

- A. Transportation, to and from out of town events will be provided by the school. Honor guard members are required to ride to and from all activities on school provided transportation, unless riding with their parent or guardian. Parents will provide transportation to all events where school transportation is not provided.
- B. Guards will be released to depart with parents ONLY. The parent MUST sign a release stating they are taking the student. NO EXCEPTIONS!!!
- C. Guards will conduct themselves appropriately on all trips and abide by all bus transportation regulations. Members will always leave the bus or van clean.
- D. Parents should be prompt to pick up their student after an event.
- E. Guards will be expected to provide their own transportation to local events.

Article XIX Letter Jackets

Wranglerette members (officers, dancers, managers, and honor guards) are awarded letter jackets based on the following achievements.

- A. Officers qualify for their letter jacket during the fall semester of the first year they are an officer (dance or social). Officers who already have a letter jacket may order patches for their current office.

- B. Non-officer members qualify for their letter jacket during the fall semester, of their third year of membership (the first 2 years must be completed in full—any year that the member resigned or was dismissed will not be counted).
- C. A member who has completed one full year of Wranglerettes membership, has reached their senior year, and has not earned a letter jacket will qualify for their jacket the fall semester of their senior year. Seniors who do not have one full year of membership do not qualify for their jacket until the spring semester.

Article XX Director(s) and Constitutional Changes

- A. The constitution is subject to change at any time due to Texas Education Agency rule changes, MWISD policy changes, or administrator directive.
- B. If necessary, the director(s) may alter rules in the constitution according to safety and well being of any member.
- C. If necessary, the director(s) may extend this constitution to fit a specific situation not covered by this document.
- D. The director(s) may enforce other rules, as they become necessary during the school year, in the best interest of the organization.
- E. All changes to this constitution must be initiated by the director(s) and approved by the Mineral Wells ISD administration.

CONSTITUTIONAL CONTRACT WRANGLERETTE DANCE & DRILL TEAM MINERAL WELLS HIGH SCHOOL

My parents/guardians and I have read and agree to abide by the Wranglerette Constitution. We understand that as a member during the next school year at Mineral Wells High School, I will follow all requirements as written in the Wranglerette Constitution, by-laws, and class rules.

We understand that if I am UNABLE or UNWILLING to meet the requirements set forth in the constitution that I will FORFEIT my membership as a Wranglerette. We also understand that my membership is an EARNED POSITION EACH YEAR.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Director Signature: _____

Date: _____

EMERGENCY OPERATIONS PLAN

FOR

**MINERAL WELLS INDEPENDENT
SCHOOL DISTRICT**

(Approved 2/16/06)

APPROVAL & IMPLEMENTATION

Mineral Wells Independent School District

Emergency Operations Plan

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

Board President

Date

Board Secretary

Date

Superintendent

Date

Multi-Hazard Emergency Operations Plan

Senate Bill 11 (SB11) requires that each school district adopt and implement a multi-hazard emergency operations plan. The plan must address mitigation, preparedness, response and recovery. District employees must receive training on how to respond to emergencies and organize mandatory drills with the coordination of local emergency management agencies. Additionally, a security audit of the district facilities must be conducted every three years and reported to each district's board of trustees. To the extent possible, a district shall follow security audit procedures developed by the Texas School Safety Center or a comparable public or private entity.

This Basic Plan outlines our approach to emergency operations, and is applicable to Mineral Wells Independent School District. It provides general guidance for emergency management activities and an overview of our methods of mitigation, preparedness, response, and recovery. The plan describes our emergency response organization and assigns responsibilities for various emergency tasks. This plan is intended to provide a framework for more specific functional annexes that describe in more detail who does what, when, and how. This plan applies to all local officials, departments, and campuses. The primary audience for the document includes our Board of Trustees, administration, and staff of Mineral Wells I.S.D., the emergency management staff, department and agency heads and their senior staff members, leaders of local volunteer organizations that support emergency operations, and others who may participate in our mitigation, preparedness, and response, and recovery efforts.

Actions by Phases of Emergency Management

1. This plan addresses emergency actions that are conducted during all four phases of emergency management.

- a. Mitigation

We will conduct mitigation activities as an integral part of our emergency management program. Mitigation is 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, although mitigation may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Our mitigation program is outlined in Annex P, Mitigation.

- b. Preparedness

We will conduct preparedness activities to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in our emergency management program are:

- 1) Providing emergency equipment and facilities.
- 2) Emergency planning, including maintaining this plan, its annexes, and appropriate SOPs.
- 3) Conducting or arranging appropriate training for emergency responders, emergency management personnel, other local officials, and volunteer groups who assist us during emergencies.
- 4) Conducting periodic drill and exercises to test our plans and training.

- c. Response

We will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies.

Response operations are intended to resolve an emergency situation while minimizing casualties and property damage. Response activities include warning, emergency medical services, firefighting, law enforcement operations, evacuation, shelter and mass care, emergency public information, search and rescue, as well as other associated functions.

d. Recovery

If a disaster occurs, we will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the community and provide for the basic needs of the public. Long-term recovery focuses on restoring the community to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to individuals, businesses, and the government and other public institutions. Examples of recovery programs include temporary housing, restoration of government services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged roads and bridges. Our recovery program is outlined in Annex J, Recovery.

Situation and Assumptions

Situation

Mineral Wells Independent School District is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in this plan. More detailed information is provided in a Hazard Analysis, published separately.

Assumptions

1. Mineral Wells I.S.D. will continue to be exposed to and subject to the impact of those hazards described, as well as, lesser hazards and others that may develop in the future.
2. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
3. Outside assistance will be available in most emergency situations, affecting our school district. Since it takes time to summon external assistance, it is essential for this district/school to be prepared to carry out the initial emergency response on an independent basis.
4. Proper mitigation actions can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this district/school's readiness to deal with emergency situations.

Concept of Operations

Objectives

The objectives of our emergency management program are to protect public health and safety and preserve public and private property, including school district property.

General

1. It is our responsibility to protect public health and safety and preserve property from the effects of hazardous events. We have the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect our community.
2. It is impossible for government to do everything that is required to protect the lives and property of our population. Our citizens have the responsibility to prepare themselves and their families to cope with emergency situations and manage their affairs and property in ways that will aid the government in managing emergencies. We will assist our citizens in carrying out these responsibilities by providing public information and instructions prior to and during emergency situations.
3. Local government is responsible for organizing, training, and equipping local emergency responders and emergency management personnel, providing appropriate emergency facilities, providing suitable warning and communications systems, and for contracting for emergency services. The state and federal governments offer programs that provide some assistance with portions of these responsibilities.
4. To achieve our objectives, we have organized an emergency management program that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.
5. This plan is based on an all-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. For example, the warning annex addresses techniques that can be used to warn staff, students and parents during any emergency situation, whatever the cause.
6. Departments and agencies tasked in this plan are expected to develop and keep current standard operating procedures that describe how emergency tasks will be performed. Department and agencies are charged with insuring the training and equipment necessary for an appropriate response are in place.
7. This plan is based upon the concept that the emergency functions that must be performed by many departments or agencies generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.
8. We have adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive (HSPD)-5. Our adoption of NIMS will provide a consistent approach to the effective management of situations involving natural or man-made disasters, or terrorism. 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.
9. This plan, in accordance with the National Response Plan (NRP), is an integral part of the national effort to prevent and reduce America's vulnerability to terrorism, major

disasters, and other emergencies, minimize the damage and recover from attacks, major disasters, and other emergencies that occur. In the event of an Incident of national Significance, as defined in HSPD-5, we will integrate all operations with all levels of government, private sector, and nongovernmental organizations through the use of NRP coordinating structures, processes, and protocols.

Direction and Control

General

1. The Superintendent is responsible for establishing objectives and policies for emergency management and providing general guidance for disaster response and recovery operations. During disasters, he may carry out those responsibilities from the EOC.
2. The Emergency Management Coordinator will provide overall direction of the response activities of all our departments. During major emergencies and disaster, he/she will normally carry out those responsibilities from the EOC.
3. The Incident Commander, assisted by a staff sufficient for the tasks to be performed, will manage the emergency response at an incident site.
4. During emergency operations, campus administrators retains administrative and policy control over their employees and equipment. However, personnel and equipment will carry out mission assignments directed by the Incident Commander. Each department and agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol, may be adopted to facilitate coordinated effort.
5. If our own resources are insufficient or inappropriate to deal with an emergency situation, we may request assistance from other jurisdictions, organized volunteer groups, or the State.

Emergency Facilities

1. Incident Command Post. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.
2. Emergency Operating Center. When major emergencies and disasters have occurred or appear imminent, we will activate our EOC, which is located at 906 S.W. 5th Avenue.
3. The following individuals are authorized to activate the EOC:
 - a. Superintendent of School
 - b. Assistant Superintendents
 - c. Campus Administrators
4. The general responsibilities of the EOC are to:

- a. Assemble accurate information on the emergency situation and current resource data to allow local officials to make informed decisions on courses of action.
 - b. Working with representatives of emergency services, determine and prioritize required response actions and coordinate their implementation.
 - c. Provide resource support for emergency operations.
 - d. Suspend or curtail government services, recommend the closure of schools and businesses, and cancellation of public events.
 - e. Organize and activate large-scale evacuation and mass care operations.
 - f. Provide emergency information to the public.
5. Representatives of those departments and agencies assigned emergency functions in this plan will staff the EOC. EOC operations are addressed in Annex N (Direction and Control).

Administration and Support

Agreements and Contracts

Should our local resources prove to be inadequate during an emergency, requests will be made for assistance from other local jurisdictions, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the local officials authorized to request assistance pursuant to those documents.

Plan Development and Maintenance

Plan Development

The Board of Trustees is responsible for approving and promulgating this plan.

Distribution of Planning Documents

1. The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those individuals, departments, agencies, and organizations tasked in this document. Copies should also be set-aside for the EOC and other emergency facilities.
2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes our emergency management organization and basic operational concepts.

Review

The Basic Plan and its annexes shall be reviewed annually by local officials. The Superintendent will establish a schedule for annual review of planning documents by those tasked in them.

Update

This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or government structure occur.

The Basic Plan and its annexes must be revised or updated by a formal change at least **every five years**. Responsibility for revising or updating the Basic Plan is assigned to the Director of Operations.

Revised or updated planning documents will be provided to all departments, agencies, and individuals tasked in those documents.

Training and Exercising

The key to success of any emergency operations plan is training and exercising. A plan cannot be expected to be effective unless it has been tested before its actual implementation during an emergency. Practicing emergency response helps assure that the response can proceed predictably in an actual emergency. Staff and students will know what is expected of them and are more likely to act accordingly. By exercising the plan, problems or weaknesses in the plan and procedures can be identified, stimulating appropriate changes to the plan.

The process of implementing our Emergency Operations Plan is a cyclical process that includes:

- Training a small group of staff and faculty
- Exercising the Plan and making any needed revisions
- Training all school personnel and students to implement the tested portion of the EOP
- Conducting regular drills and exercises
- Revising the Plan based on lessons learned and changing situations (e.g., a new addition to the school), hazards, or vulnerabilities
- Retraining school personnel and students

The following training methods will be utilized by Mineral Wells Independent School District:

Faculty and Staff Meetings

- Introduce new programs, policies, or plans
- Introduce the general concepts of the EOP

Workshops

- Announce staff assignments, roles, and responsibilities
- Present general emergency procedures
- Describe how the Plan will be tested and give the test time frames

Inservices

- Practice specialized or newly acquired skills (e.g., CPR, first aid, basic search and rescue)
- Maintain proficiency for infrequently used skills

Staff Development

- Serve as a starting point for other types of exercises

Parent-Teacher or Student Gatherings

- Inform parents and students on school preparedness
- Provide basic information about what to do for different types of emergencies

The following types of exercises will be used in our training process:

Orientation

Discussion of problems, topics or new policies

Drills

Drills serve the following purposes:

- Practice and perfect a single emergency response
- Concentrate the efforts of a single function
- Provide field experience
- Test certain recovery functions (e.g., damage assessment)

Tabletop

A tabletop exercise is an activity in which district/school officials and key staff with emergency operations responsibilities are gathered together informally to discuss various simulated threats or acts of terrorism, review responsibilities and/or discuss preparedness. The intent of a tabletop exercise is to allow the participants to evaluate plans and procedures and resolve issues of coordination, assignment of responsibilities interaction between agencies, etc., in a non-threatening environment under a minimum of stress. A tabletop exercise may last from 2-4 hours or longer depending on the issues to be discussed.

Functional

The Functional Exercise is designed to test and evaluate individual capabilities, multiple functions, or activities within a function or interdependent groups of functions. This format is applicable where the activity is capable of being effectively evaluated in isolation from other emergency management activity. In contrast to the Full-Scale Exercise (see definition), the objective of the Functional Exercise is to demonstrate the execution of specific plans and procedures, and the direct application of established policy, plans, and procedures under emergency conditions, within or by a particular function. The Functional Exercise simulates the reality of operations in a functional area to the maximum degree possible by presenting complex and realistic problems requiring rapid and effective responses by trained personnel in a highly stressful environment. Through documented evaluation and subsequent corrective action, the capabilities of the functional area are improved and weaknesses are reduced or eliminated. Simulates a real emergency under high-stress conditions involving multiple responders. This type of exercise utilizes communications equipment and lasts between 3 to 8 hours.

Full Scale

A Full-Scale Exercise tests the basic elements within emergency management operations, plans and organizations in a stressful and realistic environment. They include the mobilization of personnel and resources, actual movement of responders, equipment, and resources required to demonstrate coordination and response capabilities. Agencies and participants are actively involved in a full-scale exercise.

A full-scale exercise tests the community's total response capability. This exercise is as close to reality as possible with role players and field equipment being deployed. A full-scale exercise can be several hours to 1 or more days in length.

It is critical that the school/school district work with the local Emergency Management Coordinator rather than try to develop and run functional or full scale exercises in isolation.

Emergency Procedures Exercised by Drills

Drills can test how well administrators, teachers, support staff and students respond to simulated fires, tornadoes, intruders and other emergencies.

Drill Procedures

All staff and students should know and practice:

Evacuation

During evacuation drills everyone exits the building. Evacuation is necessary when remaining in the building is unsafe.

Reverse evacuation

Reverse evacuation drills require all staff and students to go to safe places in the building, from outdoor recess or P.E. class. Reverse evacuation is used when staff and students are outside the building and a danger is present.

Lock-down

During lock-down drills, all staff and students remain in locked classrooms. Lock-downs are used when there is danger in or near the building and staff and students need to be protected.

This may be an intruder, a firearms event, or an enraged non-custodial parent trying to take their child from school. A "lockdown" announcement is made and all staff and students seek immediate cover in a locked room. All staff and students remain in "lockdown" until released by the police or an "all clear" announcement is made by school personnel.

Shelter-in-place drills

This type of drill requires that staff and students remain in sealed classrooms. The heating and air-conditioning systems are shut down, and windows and doors are sealed with tape.

Shelter-in-place is used for emergencies such as tornados, hazardous materials spills, or attacks that involve airborne agents.

Drop, cover, and hold drills

During this type of drill, all staff and students drop low, take cover under furniture, cover eyes and protect internal organs.

Drop, cover, and hold drills are held in preparation for weather-related hazards and earthquakes. After Action Review

Tabletop Exercises

Tabletop exercises enable staff members to walk through an emergency scenario and make decisions similar to those made in an actual emergency. Additionally, these exercises provide an opportunity to resolve questions of coordination and responsibility. The exercises can be presented orally by an activity leader, in written text, or by audio or video means. Sometimes all information is presented at the start of the exercise; in other simulations, new information is presented as the situation unfolds.

In addition to highlighting weaknesses or problems with the district/school Emergency Operations Plan that is tested in the exercise, tabletop exercises can also highlight the importance of communication, coordination, and cooperation between responders. These exercises also enable participants to get a first-hand view of the responsibilities and needs of other responders and understand how their actions can affect others.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) establishes incident management processes, protocols and procedures for all responders to use in the coordination and execution of response actions. Through the standardized procedures provided by NIMS, responders will share a common focus and will be able to place full emphasis on incident management. In addition, the preparedness and readiness required for responding to and recovering from an emergency is

enhanced through NIMS because districts/schools and responders will use a common language and set of procedures.

In addition to enhancing cooperation and collaboration of all responders, the adoption of NIMS is important because it is now a requirement for much of the Federal funding given by Federal agencies. As stated in Homeland Security Presidential Directive-5 (HSPD-5), "Federal departments and agencies shall make adoption of the NIMS a requirement, to the extent permitted by law, for providing Federal preparedness assistance through grants, contracts, or other activities" by fiscal year 2005. "The Secretary [of Homeland Security] shall develop standards and guidelines for determining whether a state or local entity has adopted the NIMS."

The term "federal preparedness assistance" refers to federal department and agency grants, cooperative agreements, loans, loan guarantees, training and/or technical assistance provided to the State and local governments and the private sector to prevent, prepare for, respond to, and recover from terrorist attacks, major disasters and other emergencies.

Districts and schools need to incorporate NIMS into their emergency operations in order to receive federal assistance. It is stated in HSPD-5 that the first step of compliance can be completed by adopting the Incident Command System. Also, you will be adopting another component of NIMS—preparedness—by following the suggested format of the EOP.

National Incident Management System (NIMS) Summary

Background

1. NIMS is a comprehensive, national approach to incident management that is applicable to all jurisdictional levels and across functional disciplines. This system is suitable across a wide range of incidents and hazard scenarios, regardless of size or complexity. It provides a flexible framework for all phases of incident management, as well as requirements for processes, procedures, and systems designed to improve interoperability.
2. NIMS is a multifaceted system that provides a national framework for preparing for, preventing, responding to, and recovering from domestic incidents.

Components

1. **Command and Management.** The incident management structures employed by NIMS can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink depending on current needs. It is a standardized system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.
 - a. Incident Management System. A system that can be used to manage emergency incidents or non-emergency events such as celebrations.

1. FEATURES OF ICS

- a) **Common Terminology.** ICS requires the use of common terminology, such as the use of standard titles for facilities and positions within an organization, to ensure efficient and clear communications.
- b) **Organizational Resources.** All resources including personnel, facilities, major equipment, and supply items used to support incident

management activities must be “typed” with respect to capability. This typing will minimize confusion and enhance interoperability.

- c) Manageable Span of Control. Span of control should ideally vary from three to seven. Anything less or more requires expansion or consolidation of the organization.
- d) Organizational Facilities. Common terminology is used to define incident facilities, the activities conducted at these facilities, and the organizational positions that can be found working there.
- e) Use of Position Titles. All ICS positions have distinct titles.
- f) Reliance on an Incident Action Plan. The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.
- g) Integrated Communications. Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
- h) Accountability. ICS is based on an orderly chain of command, check-in for all responders, and only one supervisor for each responder.

2. UNIFIED COMMAND

- a) Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements.
- b) ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

3. AREA COMMAND

- a) An Area Command is intended for situations where there are multiple incidents that are each being managed by an ICS organization or to oversee the management of large or multiple incidents to which several Incident Management Teams have been assigned. Area Command becomes Unified Area Command when incidents are multijurisdictional.
 - b) The organization of an Area Command is different from a Unified Command in that there is no operations section, since all operations are conducted on-scene, at the separate ICPs.
- b. Multiagency Coordination Systems. Multiagency coordination systems may be required for incidents that require higher level resource management or information management. The components of multiagency coordination systems include facilities, equipment, EOCs, specific multiagency coordination entities, personnel, procedures, and communications; all of which are integrated into a common framework for coordinating and supporting incident management.
 - c. Public Information. The NIMS system fully integrates the ICS Joint Information System (JIS) and the Joint Information Center (JIC). The JIC is a physical location where public information staff involved in incident management activities can collocate to perform critical emergency information. Crisis communications, and public affairs functions. More information on JICs can be obtained in the *DHS National Incident Management System Plan*, dated March 2004.
2. Preparedness. Preparedness activities include planning, training, and exercises as well as certification of response personnel, and equipment acquisition and certification. Activities would also include the creation of mutual aid agreements and Emergency Management Assistance Compacts. Any public information activities such as publication management would also be preparedness activities.
 3. Resource Management. All resources, such as equipment and personnel, must be identified and typed. Systems for describing, inventorying, requesting, and tracking resources must also be established.
 4. Communications and Information Management. Adherence to NIMS specified standards by all agencies ensures interoperability and compatibility in communications and information management.
 5. Supporting Technologies. This would include any technologies that enhance the capabilities essential to implementing the NIMS. For instance, voice and data communication systems, resource tracking systems, or data display systems.
 6. Ongoing Management and Maintenance. The NIMS Integration Center provides strategic direction and oversight in support of routine review and continual refinement of both the system and its components over the long term.

Crisis Resolution Process

The Principal/Building Administrator will most often act as the point person in the event of a crisis. Coordination with a Crisis Management Team (CMT) is critical in assuring that all those who need

help are offered assistance during the crisis. Central Administration will be available to provide further direction and assistance if necessary.

The following method is to be used as a guide during any crisis. The time taken in each step varies depending upon how rapidly the situation unfolds.

Verification and initial assessment

Verify the validity of the initial report. After first becoming aware of the crisis, begin gathering information needed to make sound and quick decisions. It's imperative that an accurate description of what occurred, who is involved, and what, when, where and how it occurred. Rumors and over-generalizations must be controlled immediately.

Notification of emergency services (if necessary)

When a crisis occurs in a MWISD building or campus and there is an immediate threat to safety of staff or students, contact the Superintendent's office immediately. Call 911 for ambulance services when verified injuries have occurred. Ensure that someone waits at the entrance to guide emergency personnel to the site of the problem.

Alerting campus/building administration

Generally, when there is no imminent danger, notify your campus administrator. He/she will take the appropriate action necessary.

Assembly of the campus/building Crisis Management Team.

Once the assessment is made and emergency personnel are on their way, the campus administrator or building supervisor may assemble the CMT to assist in controlling the situation and notifying other key personnel.

Alerting MWISD Administration

The campus administrator is responsible for notifying Central Administration. Information will be disseminated to the appropriate personnel.

Implementing Appropriate Action

The Crisis Management Plan gives general guidelines for several basic emergencies. While these procedures have proven successful in other crises, no two situations are alike. The campus administrator may need to deviate from the checklist to handle each situation. Refer to the guidelines in each section and adjust as necessary.

Managing Media Inquiries

Preparation for the news media will ease the disruption caused by cameras and reporters. As a general rule, the Director of Public Relations will handle the news media requests. Work closely with the Director of Public Relations during the crisis to ensure the media and community are provided with accurate information. Should media arrive at your campus/building, do not release any information. Please refer them to the Principal/Campus Administrator.

Evaluation

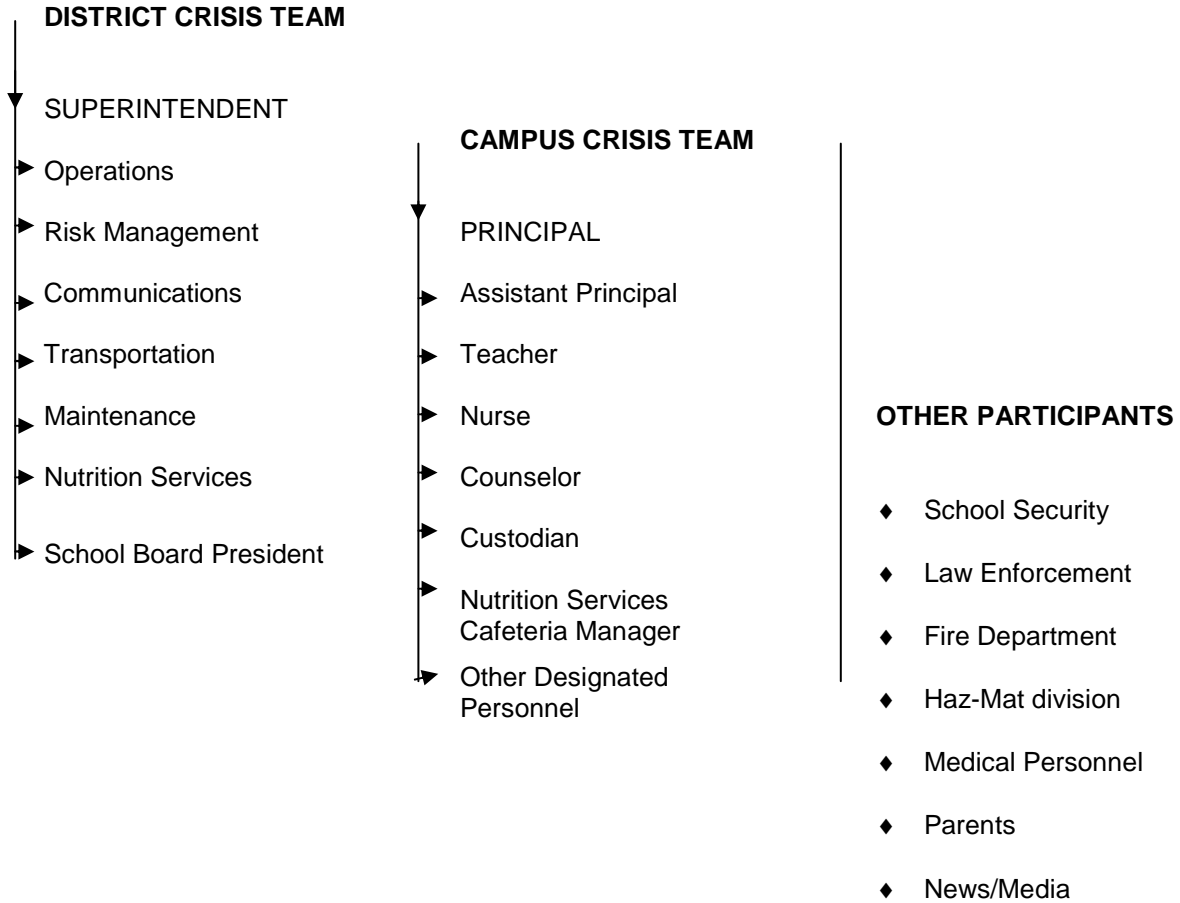
After the crisis, be prepared to meet with the Campus Administrator to evaluate the response to the situation. Make notations in the Crisis Management Plan for annual updates.

Communications During A Crisis

The District's Communication Plan is designed to help you through an emergency situation. In the event of a minor crisis, your first contact will be the Principal. Your first call in most emergencies is to the Superintendent. The Superintendent will make additional calls to other Central Administration and/or emergency personnel. If the nature of the emergency does not require the Superintendent, advise the Principal who will, in turn, notify appropriate district personnel.

The following chart delineates the flow of communication during a crisis:

CRISIS ORGANIZATION



Crisis Communication Numbers

- Police – Fire – Ambulance911
- Mineral Wells Police Department.....328-7770
- Sheriff’s Department659-2085
- Texas Department of Public Safety325-6903

- Ray M. Crass, Superintendent.....325-6404 W
.....325-5059 H
.....682-8329 M
- Russell Cotton, Assistant Superintendent.....325-6404 W
.....325-5715 H
.....682-5733 M
- Linda Porter-Bradford, Assistant Superintendent325-6404 W
.....659-2845 H
.....328-5862 M
- Bobbye Estes, Assistant Superintendent325-6404 W
.....325-3266 H
.....682-5658 M
- Mary Creighton, Director of Public Relations.....355-8224 H
.....452-0516 M
- Pam Harrison, School Resource Officer.....452-1120 M

Other Emergency Numbers:

- Adult Abuse Hotline 1-800-252-5400
- Child Abuse Hotline 1-800-252-5400
- National Youth Crisis Hotline 1-800-448-4663
- Palo Pinto County Child Protective Services..... 1-940-325-6959
- Poison Control 1-800-222-1222
- Rape Hotline 1-817-596-7567
- Suicide Prevention Hotline..... 1-817-927-5544

Communications after a Crisis

All inquiries regarding a crisis or emergency should be directed to the Principal. He/she will respond to all requests personally or direct them to the appropriate personnel as needed. Communication in emergency situation is a partnership between the District and the Principal. The District's Director of Public Relations is ready to assist each Principal with any situation that requires communication with the news media and the general public. From time to time, statements from the Principal may be necessary to provide reassurances to students, staff and parents. Communication in a crisis is frantic and prone to inaccurate information. Therefore, care should be taken to provide accurate and timely information to staff, parents, students and the media.

Every attempt will be made during the crisis to provide accurate and timely information to all district staff. The district recognizes that an informed staff will help dispel rumors in the community about the emergency. Therefore, information will be passed along to the Assistance Superintendents for dissemination to principals, who will in turn, relay appropriate information to the employees. The intent is to have accurate information in the hands of all MWISD employees before the end of the school day on which the emergency occurred.

Principals will determine what and when to tell students on both affected and non-affected campuses about the day's events. Care should be taken to give only age-appropriate information. The Principal will also determine the methods in which to disseminate accurate information to students and parents/guardians.

Since the media will also be used to disseminate information to the public concerning the nature of the emergency, evacuation locations and the outlook for school closures, the Director of Public Relations will coordinate with the media under direction from the Superintendent.

Tips for Maintaining Accurate Information

- Document events and actions taken
- Always give accurate information.
- Use key staff to help manage inquiries and dispel rumors.
- Maintain an atmosphere of openness and trust. When possible, fill requests for interviews, photos and statistics.
- Rein in your emotional involvement and be aware of its tendencies in others.
- Designate an outside location for the media, and assign a member of the staff to remain with the media to ensure they do not go where they are not allowed. Since the media has no inherent right to be on school property, access to the campus/building can be restricted. MWISD Communications staff will be there to assist.
- When it becomes necessary to restrict access to the scene, enforce the rules without favoritism.
- Be professional and expect professionalism from you faculty, staff and the media.
- The decision to refuse cooperation with the media should only be made by the Superintendent.

General Personnel Responsibilities

MWISD Central Administration General Responsibilities

In any emergency or disaster situation, district personnel play key roles in handling the situations until the crisis is resolved. As a general rule, employee groups may have specific assignments. During any emergency situation, employees should follow the lead of the administrator/supervisor in charge to quickly assess and address all concerns and possible outcomes.

The following pages outline the general assignments for each employee group. These assignments are meant to be guidelines and may vary depending upon the situation and the person delegating responsibilities. The following is an outline of specific roles for Central Administration Personnel in the event of a major crisis:

MWISD Central Administration Crisis Management Team (CMT)

The District CMT is prepared to manage a crisis or emergency that may occur. Central Administration personnel will be responsible for carrying out the directives issued by the District CMT. This team includes, but is not limited to, the following:

- Superintendent
- Assistant Superintendent for Human Resources
- Assistant Superintendent for Finance
- Assistant Superintendent for Instructional Services
- Director of Special Education
- Director of Public Relations
- Director of Transportation
- Director of Maintenance
- Director of Nutrition Services

Working together and in concert with other agencies and Principals, this group of administrators will assess the situation and coordinate the district's response to the crisis situation. The Superintendent will focus primarily on how the district can respond and support the campuses during and after the crisis.

Transportation Director and Personnel

Preparing for a crisis

Transportation personnel will take direction from the Director of Transportation and the District CMT, depending on the nature of the crisis. The primary duties are to:

- Secure all loose equipment
- Transport students and employees to safe areas as needed.
- Transport food and emergency supplies to campuses as needed.

When in charge of students:

- Account for students.
- Perform a walk-thru prior to leaving bus to ensure no students are left behind.
- Maintain order on bus.
- Relocate students to nearest shelter if necessary.
- Render first aide as needed.
- Remain with students until dismissed by the Superintendent or Principal.

After a crisis

In assisting with the resolution of a crisis, the primary responsibility of Transportation personnel are to:

- Transport students and employees to safe areas as needed.
- Assess damage to transportation equipment.

Maintenance Director and Maintenance Personnel

Preparing for a crisis

Maintenance personnel are responsible for participating in all pre-crisis planning and preparedness. Subject to the guidelines of this manual, Maintenance personnel will:

- Maintain campus/building grounds for safe operation during a crisis.

During a crisis

Maintenance personnel will take direction from the Director of Maintenance and the District CMT depending on the nature of the crisis. The primary duties are to:

- Distribute radios to district facilities as needed.
- Supply keys as needed.
- Assist Campus in gathering emergency equipment and supplies (fan, extension cords, etc.)

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of Maintenance personnel are to:

- Assist in securing facilities and surveying for damage.
- Provide post-emergency physical services and clean up.

Mineral Wells I.S.D. School Resource Officer (SRO)

MWISD Resource Officer will take the lead in handling the on-going crisis and consulting and coordinating with local law enforcement, fire and rescue agencies. In the event that the task of controlling the situation is handed over to an outside agency, the SRO will work with the agency in charge, keeping district officials informed on the plans and progress of law enforcement and rescue efforts.

Central Administration Support Personnel

Central Administration Support Personnel includes, but is not limited to, the following Directors, supervisors, secretaries and the switchboard operator.

Preparing for a crisis

Central Administration support personnel are responsible for participating in all pre-crisis planning and preparedness. Subject to the guidelines of this manual, Central Administration personnel will:

- Prepare plans for protection of vital equipment, records and operating systems in the event of a crisis.

During a crisis

Central Administration support personnel will take direction from the Superintendent, Assistant Superintendent, and District CMT depending on the nature of the crisis. The primary duties are to:

- Assist with answering and/or coordinating parent phone calls to respond to questions and relay information.
- Contact emergency personnel as needed.

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of support personnel are to:

- Assist in assessing damage to MWISD property.

Campus Responsibilities

The primary role of the campus personnel is to protect the students and themselves. For this reason, the immediate faculty and staff will be charged with the campus lock-down, accounting for and supervising students and employees throughout the crisis, leading the students to the holding area for evacuation, and/or reuniting students with parents.

The following is an outline of specific roles for campus personnel in the event of a major crisis:

MWISD Campus Crisis Management Team (CMT)

The campus CMT will manage a crisis or emergency that may occur. Campus Personnel will be responsible for carrying out the directives issues by the CMT. Each team should include, but not be limited to, the following:

- Principal
- Assistant Principal(s) and/or Department Supervisors
- Counselor(s) (where applicable)

- Nurse (where applicable)
- Teacher/Building Personnel representatives
- School Resource Officer (SRO) (where applicable)

Principal

The Principal of each campus is responsible for all pre-crisis planning and preparedness for the campus. Subject to the guidelines in this manual, the Principal will.

- Appoint an alternate to assume the duties of the Principal in his/her absence
- Assign campus employees various duties in cases of emergencies
- Develop crisis plans for the campus and keep such plans operative at all times
- Ensure that all campus employees and students are properly trained in emergency procedures.
- Ensure that an adequate warning system is always operational. Develop a back up plan in case of power failure.
- Conduct all required drills for student and staff safety.
- Survey the structural advantages and disadvantages of the campus and select the areas of comparative safety for students and employees during a crisis.
- Maintain emergency equipment and supplies at all times
- Assign a qualified member of the staff to assume emergency first-aid duties in the absence of the nurse
- Know the location and mechanics of the main electrical power, gas and water connections,
- Communicate with central administration, campus employees, students and parents in the event of an emergency.

The campus Crisis Management Team (CMT) must be established at each facility (school or building complex.) The CMT should be fully briefed by the school principal regarding duties and responsibilities during and after an emergency. Each team member should be familiar with the contents of the Emergency Action Plan and its location within the facility. The CMT should consist of 5-7 members, and members should be chosen by the principal for their availability in case of emergency and for their special skills or abilities for dealing with crisis. Good physical fitness may also be considered since in certain emergencies the team may have to perform in a physically trying environment.

In addition to establishing a CMT, each Principal should designate a Command Center in the facility and an Evacuation Site off the premises. The Command Center should have a telephone and easy access. An alternate should also be selected; in the case the original Command Center area is damaged. The Evacuation Site should be an accessible facility to which students and staff could be evacuated in case of damage or contamination to the school. A nearby church could be the best site, but an alternate site should also be designated in case the original Evacuation Site is unusable or the school must be evacuated by bus to another part of the city.

During a crisis

The Principal on the affected premises should be notified as quickly as possible of the crisis situation. In the event of an emergency, he/she, or the designated representatives will assume direction of crisis procedures. In some cases, the Principal from an unaffected campus building may be called upon to fulfill duties at affected premises. The Principal may take the following actions:

- Verify the incident
- Notify the Superintendent and call 911
- Turn off the bell/alarm system as needed
- Instruct the secretary to assemble campus Crisis Management Team (CMT)
- Enact procedures according to campus plan
- If campus lock-down is necessary, activate procedures (see Lock-Down Procedures pgs 21-22 using code word).
- If campus evacuation is necessary, activate procedures (see Evacuation Procedures pgs 19-20)
- Supervise the medical care of victims.

- Inform Central Administration of events.
- Inform staff of the location of the campus command center for the duration of the emergency.

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities are to:

- Assist in securing facilities, maintaining crowd control and restoring order.
- Implement plan for informing parents and dismissal of children.
- Activate post-crisis intervention (see Crisis Intervention Procedures, page as needed)
- Coordinate with the Superintendent and Director of Public Relations in preparing public statements
- Write a report for any/all damages for the Director of Maintenance.

Assistant Principal

Preparing for a crisis

The Assistant Principal of each campus is also responsible for all pre-crisis planning and preparedness for the campus. Subject to the guidelines in this manual, the Assistant Principal will:

- Assume the duties of the Principal in his/her absence.
- Know the location and mechanics of the main electrical power, gas and water connections

During a crisis

The Assistant Principal(s) on a campus will take direction from the Principal and the District CMT depending on the nature of the incident. In some cases, the Assistant Principal from an unaffected campus may be called upon to fulfill duties at affected premises. The primary duties are to:

- Assist with the accounting of all students, staff and visitors on campus at the time of the incident.
- In cases of evacuation, coordinate and manage the evacuation of students, employees, and visitors.
- Assist emergency personnel when needed.
- Coordinate supervision of students and maintain order in an emergency.
- Manage the release of students to parents. It is possible an Assistant Principal may be assigned to serve as a campus representative with parents who gather at the scene.
- Communicate with Central Administration, campus employees, students, and parents in the event of an emergency.
- Hold witnesses of the incident to assist in gathering of vital information.

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of the Assistant Principal are to:

- Assist in securing facilities, maintaining crowd control and restoring order
- Coordinate the release of students.

Counselors

Preparing for a crisis

The counselor(s) on each campus are responsible for participating in pre-crisis planning and preparedness for the campus. Subject to the guidelines in this manual, the counselor(s) will:

- Prepare and maintain a list of crisis intervention agencies and services offered.

During a crisis

The counselor(s) on a campus will take direction for the Principal, Assistant Principal, and the CMT, depending on the nature of the incident. In some cases, the counselor from an unaffected campus may be called upon to fulfill duties at affected premises. The primary duties are to:

- Assist with the accounting of all students, staff and visitors on campus at the time of the incident.
- Assist emergency personnel when needed
- In cases of evacuation, assist with the evacuation of students, employees and visitors.

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of the counselor(s) are to:

- Assist in securing facilities, maintaining crowd control and restoring order
- Activate post-crisis intervention

Nurse

Preparing for a crisis

The nurse is responsible for maintaining emergency medical supplies and participating in pre-crisis planning and preparedness for the campus. Subject to the guidelines in this manual, the Nurse will:

- Maintain list of faculty and staff with CPR and/or first aid training
- Provide continuing education to faculty on managing school violence and emergencies
- Maintain trauma kits and medical supplies specifically for emergency situations.
- Designate a qualified campus employee not charged with conflicting duties to assume the duties of the campus Nurse during his/her absence.

During a crisis

The Nurse on campus will take direction from the Principal, Assistant Principal and the CMT, depending on the nature of the incident. In some cases, the Nurse from an unaffected campus may be called upon to fulfill duties at affected premises. The primary duties are to:

- Evacuate with emergency medical supplies and radio
- Establish first aid site, morgue and ambulance entrance site in coordination with the campus crisis plan and emergency personnel.
- Provide and/or supervise first aid to victims.
- Identify and create a list of students and/or employees taken to hospitals
- Assist emergency medical personnel when they arrive.
- Direct ambulance crews to victims needing immediate attention.

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of the nurse are to:

- Assist the Principal in providing medical information to family members

Principal's Secretary

Preparing for a crisis

The secretary is responsible for participating in pre-crisis planning and preparedness for the campus. Subject to the guidelines in this manual, the secretary will:

- Maintain a master schedule that shows the expected location of all students and employees throughout the day.
- Maintain accurate emergency contact information for students and employees.

During a crisis

The campus secretary will take direction from the Principal, Assistant Principal and CMT depending on the nature of the emergency. The primary duties are to:

- Ensure only adults are answering all phones
- Relay specific message as designated by Principal to callers
- In case of evacuation, the secretary should have the following items:
 - List of all employees assigned to the building.
 - Teacher schedules
 - List of absent employees
 - Employee sign-out form
 - Substitute sign-in form

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of Principal's Secretary are to:

- Assist the Principal in gathering and providing accurate information to family members.

Office Support Staff

Preparing for a crisis

The office support staff is responsible for participating in pre-crisis planning and preparedness for the campus. Subject to the guidelines in this manual, the office support staff will:

- Maintain student information and emergency documents for students in case of emergency.
- Maintain a list of students who are not to be released to particular adults (must have court orders prohibiting custodial parents from accessing children.) Inform teachers of such cases.

During a crisis

The office support staff will take direction from the Principal, Assistant Principal, and the CMT depending on the nature of the emergency. The primary duties are to:

- Attend to phone calls, if needed
- Ensure that no student is answering phones
- Monitor radio traffic
- Assist with the evacuation of students, if required

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of the office support staff are to:

- Assist the principal and secretary in gathering and providing accurate information to family members
- Relay specific message as designated by Principal to callers

Teachers/Building Personnel

Teachers are responsible for participating in pre-crisis planning and preparedness. The primary responsibility in crisis preparation is to ensure that education of students in procedures and maintain current student documents. Subject to the guidelines in this manual, the teacher will:

- Maintain student information on rosters
- Have campus crisis procedures readily available for the evacuation in all drills and emergencies
- In order to relieve anxiety, teachers are to prepare planned activities (music, games, lessons, etc.) for use during periods of confinement or evacuation.

During a crisis

Teachers are responsible for the safety and supervision of students in their charge. Teachers/building personnel will take direction from the Principal, Assistant Principal, or CMT depending on the nature of the crisis. The primary duties are to:

- Take appropriate action in accordance with emergency signals
- Adhere to campus crisis plan for specific emergency guidelines
- Account for student/employees and report those missing to office staff
- Render first aid for minor emergencies
- Maintain order in classroom
- Assist other teachers or substitutes if necessary
- Maintain order in classroom
- Assist other teachers or substitutes if necessary
- Remain with students until discharges by Principal or Assistant Principal

In cases of evacuation, the teacher is to evacuate with:

- All students under his/her charge
- Student rosters
- If not on classroom duties, report to pre-assigned stations or to the Principal

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of teacher/building personnel are to:

- Restore order in the classroom.

- Account for all students.
- Assist in surveying the campus for damages

Instructional Aides

Preparing for a crisis

The Instructional aides are responsible for participating in pre-crisis planning and preparedness. The primary responsibility is to assist the teacher in the education of students in procedures and assist in maintaining current student documents. Subject to the guidelines in this manual, the Instructional Aides will:

- Assist the teacher as assigned.

During a crisis

The Instructional Aids will take direction from the Principal, Assistant Principal, teacher and the CMT depending on the nature of the crisis. The primary duties are to:

- Assist the teacher as assigned
- Take appropriate action in accordance with emergency signals
- If not on classroom duty, report to pre-assigned stations or to the Principal.

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of the instructional aides are to:

- Assist the teacher in restoring order in the classroom
- Assist the teacher in accounting for all students
- Assist in surveying the campus/building for damages

Custodians/Campus Maintenance

Preparing for a crisis

The Custodial staff is responsible for participating in pre-crisis planning and preparedness for the campus/building. The primary responsibility is to inspect and maintain campus/building grounds for safe operation on a routine basis. Subject to the guidelines in this manual, the Custodian will:

- Know the location of all fire fighting equipment
- Know the location of main electrical power panel, all lighting panels and all disconnection points for power, gas and water supplies

During a crisis

The Custodial staff will take direction from the Principal, Assistant Principal, Director of Maintenance or CMT depending on the nature of the crisis. In some cases, the custodian from an unaffected campus/building may be called upon to fulfill duties at affected premises. The primary duties are to

- Lock all exterior doors, if it is safe and necessary.
- Shut off power, gas, and water supplies as needed.
- Assist in evacuation procedures if necessary
- Take necessary actions to limit additional damage to the facility
- Assist Nutrition Services personnel in safeguarding food and water supplies in the building.

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of the custodial staff are to:

- Assist the teacher in restoring order in the classroom.
- Assist the teacher in accounting for all students.
- Assist in surveying the campus/building for damages

Cafeteria Managers

Preparing for a crisis

The Cafeteria Manager is responsible for participating in pre-crisis planning and preparedness for the campus. The primary responsibilities are to train staff in crisis procedures and maintain a safe and operable kitchen. Subject to the guidelines in this manual, the Cafeteria Manager will:

- Ensure that Nutrition Services personnel are properly trained in emergency procedures
- Stock emergency food, water, and supplies within practical limits
- Train staff in effective damage control
- Understand the use of emergency generators to supply power to freezer, refrigerators, lighting, etc.

During a crisis

The Cafeteria Manager will take direction from the Director of Food Services, Principal, Assistant Principal, and CMT depending on the nature of the crisis. The primary duties are to:

- Direct Nutrition Services personnel to secure area
- Turn off utility outlets in Nutrition Services area, within practical limits
- Cover and preserve usable food and water
- Under direction from the Principal, manage the rationing, use and preparation of food and water supplies

After a crisis

In assisting with the resolution of a crisis, the primary responsibilities of the Cafeteria Manager are to: Survey the area and report damages to the Principal and Director of Food Services.

Early Dismissal/School Closings

When severe weather or other conditions pose a threat to the normal operation of the schools, the Superintendent or designee shall evaluate the hazards and, prior to 6:30 a.m., determine if school will be held. Every effort will be made to announce school closings on the major television and radio stations as early as possible. Principals/Building Administrators will be notified by Central Administration via telephone if district offices and campuses are closed or opening lately. They will then notify all Campus personnel. In addition, for information on emergency closings, district personnel may tune to the following radio and/or television stations:

Channel 5
Channel 4
Channel 8
WBAP
RAM Radio---88.5
Cox Cable

Access information via the Internet www.mineralwellsisd.esc11.net

Central Administration will be designated to call individual businesses in case of school closings during the day. These businesses will include, but are not limited to:

Wal-Mart
County Transit
PPGH
Cantex
Grocery Stores
Peco
Palo Pinto Count Sheriff's Dispatch

Emergency Alarm Signals

City of Mineral Wells Emergency Warning System

Warning of impending or possible disaster can minimize casualties, particularly if the warning is timely enough to permit effective implementation of the prescribed plans. Mineral Wells has installed an emergency warning system to alert citizens of possible dangers such as chemical emergencies, disasters and national security alerts. These are outdoor warning sirens mounted around the community.

System Signals

- Continuous Alarm Siren
- Weather Cube---Radio receiver for each of the campuses
- Voice Override on Cox Cable

MWISD Alarm Signals

Warnings in each district facility are given by means of appropriate signals sent over the audio or bell system. The alarm system may be unique to each campus/building depending on the equipment installed. A back-up alarm system (bullhorn or air horn) may be used in case of loss of electricity. All personnel and students at each campus/building should be familiar with the specific alarm signals for each of the emergencies listed below. Campus building personnel should write the alarm type used in the blank provided below:

System Signals

- Evacuate building---Continuous Fire Alarm
- Duck-and-Cover----Continuous Bell
- Lock Down----Verbal Notification----“Mr. Crass has lost his coffee cup”
- Shelter-in-Place----Verbal Notification----“SIP procedures will now be followed”
- All Clear----three bells

Emergency Drills

All campus/building employees and students will be required to participate in all of the Duck-and-Cover, Evacuation/Fire, Lock-down, and Shelter-in-Place drills. Failure to hold the adequate number of drills can cause confusion and panic. All occupants of a building, including students, teacher, administrators, paraprofessionals, and visitors must follow the procedures for each drill.

Duck-and-Cover Drill-----Continuous Bell

All campuses/buildings are required to hold a Duck-and-Cover Drill at least once per semester. A verbal alert will be given for "Tornado Watch" (conditions are favorable for a tornado) or "Tornado warning" (a tornado or funnel cloud has been spotted) status. Specific information on Duck-and-Cover Procedures can be found on pages 17-18. The following are general guidelines:

- Students and teachers/building personnel in portable buildings, outside or in the gym must move immediately to the main building to designated locations.
- Teachers are required to check all restrooms, labs, workrooms and closets to determine that no students are left behind.
- Teachers are to leave the classrooms with their class rosters
- All occupants must assemble in the halls, sit down, bend their heads to their knees and put the hands over the heads (duck-and-cover)
- Teachers shall maintain direct supervision of all students
- Alert and include maintenance crews, custodians and others who might be on your campus during the drill.

Evacuation/Fire Drill (Continuous Fire Alarm)

All campuses/buildings are required to hold an Evacuation/Fire Drill at least once a month when school is in session. These drills should alternate between obstructed and unobstructed drills. Specific information on Evacuation Procedures can be found on pages 19-20. The following are general guidelines:

- Teachers are required to check all restrooms, labs, workrooms, and closets to determine that no students remain in the building. Teachers should turn off all lights and leave all doors unlocked and closed.
- Teachers shall maintain direct supervision of all students
- Teachers shall evacuate with their class rosters
- Once at the designated location, students and building personnel should be accounted for
- Alert and include custodians, maintenance personnel or others who might be on the premises during the drill

Lock-Down Drills (Verbal notice - "Mr. Crass has lost his coffee cup")

All campuses/building are required to hold one (1) Lock-Down Drill per semester. Specific information on Lock-Down Procedures can be found on pages 21-22.

- Students and Teachers/Building Personnel in portable buildings, outside or in the gym must move immediately to the main building to designated locations.
- Teachers are required to check all restrooms, labs, workrooms and closets to determine that no students are excluded.
- All occupants must assemble in classrooms and offices away from all windows
- All windows and doors are to be closed
- Teachers shall maintain direct supervision of all students
- Alert and include custodians, maintenance personnel or others who might be on your campus during the drills.

Shelter-in-Place (SIP) Drills---Verbal notice---"SIP procedures will now be followed"

All campuses/buildings are required to hold on Shelter-in-Place Drill per semester.

- Students and teachers/building personnel in portable buildings, outside on in the gym must move immediately to the main building to designated locations.
- Teachers are required to check all restrooms, labs, workrooms and closets to determine that all students are included.
- The HVAC units will be shut off
- All occupants must assemble in classrooms and offices
- All windows and doors are to be closed

Teachers shall maintain direct supervision of all students Alert and include custodians, maintenance personnel or others who might be on your campus during a drill.

Four Basic Emergency Procedures

Duck-and-Cover Procedures

Alarm Signal

- City of Mineral Wells: Continuous Siren
- Campus: Continuous Bell

Principal

- Evacuate portable buildings to main building if time permits
- All students and employees should return to main building
- Avoid auditoriums, cafeterias, and gymnasiums with long high roof spans
- Account for all students and employees
- Students and employees should assemble near inside walls on the ground floor
- Assume "Duck-and-Cover" position (sit down, bend head over knees and cover head with hands.)
- Wait for "All Clear" signal
- Once the danger has subsided, account for all students and employees
- Notify emergency personnel if injuries exist
- Notify the Superintendent.
- Ensure all gas and water utilities are shut off
- Prepare for student dismissal procedures
- Await further direction from Superintendent or emergency personnel
- Document all activities and decisions
- Coordinate with Central Administration in preparing public statement

Campus Personnel

- Move all students and employees indoors to main building if possible
- Close all windows and outside doors
- Locate students in hallways and bathrooms
- All students and employees should return to main building
- Teachers are to leave classrooms with class rosters
- Avoid auditoriums, cafeterias, and gymnasiums with long high roof spans.
- Students and employees should assemble near inside walls on the ground floors
- Assume "Duck-and-Cover" position (sit down, bend head over knees and cover head with hands.)
- Wait for "All Clear" signal
- Once the danger has subsided, account for all students and employees
- Notify nurse of injuries
- Wait for further instructions from Principal

Nurse

- Report to designated location for CMT
- Assemble near inside walls on the ground floor
- Assume "Duck-and-Cover" position (sit down, bend head over knees and cover head with hands.)
- Wait for "All Clear" signal
- Once the danger has subsided, begin assessing injuries
- Administer first aid as needed
- Be prepared to alert emergency personnel of major injuries as necessary
- Direct emergency personnel to victims needing immediate attention
- Assist emergency personnel as needed

Custodian/Maintenance

- When it's safe to do so, ensure all outside doors and windows are closed and locked
- Assemble near inside walls on the ground floor
- Assume "Duck-and-Cover" position (sit down, bend head over knees and cover head with hands.)
- Wait for "All Clear" signal
- Once the damage has subsided, begin assessing building damage
- Shut off gas and water utilities until emergency personnel have determined it is safe to restore services
- Await further instructions from Principal or Director of Maintenance.

Cafeteria Manager

- Close all doors and windows
- Shut off all appliances
- Assemble near inside walls on the ground floor
- Assume "Duck-and-Cover" position (sit down, bend head over knees and cover head with hands.)
- Wait for "All Clear" signal
- Once the danger has subsided, begin assessing building damage
- Await further instructions from Principal or Director of Food Services

Bus Driver

If Tornado is sighted:

- Drive away from the tornado's path at a right angle
- Attempt to find shelter under a bridge
- If under a bridge, open all windows and ask students to drop to the floor and cover their heads
- If in an open area, escort students to a low-lying area such as a ditch or culvert
- Students are to lie face down and cover their heads
- Once danger has subsided, account for all students
- Notify Transportation Department as soon as possible
- Await further direction from Transportation Department

Transportation Department

- Alert bus drivers of possible threat
- Direct drivers to secure shelters if possible
- Once danger has subsided, arrange for transportation of students
- Await further direction Director of Transportation

Central Administration

- Assess damages and injuries and report to the District's insurance agency
- Coordinate with Principal to prepare public statements

Evacuation Procedures (Building)

Alarm Signal

- Campus: Continuous Fire Alarm

Principal

- Activate evacuation alarm
- Activate CMT
- Notify the Superintendent and/or local police depending on the nature of the incident
- Evacuate with building personnel to designated area
- In the event of gas or chemical leaks/spills, move crosswind, never directly away from or toward the accident scene
- Account for all students and employees
- Ensure gas and water utilities are shut off as needed
- Direct further action with input from the emergency personnel on the scene
- The evacuation should not be recalled until emergency personnel declare the area clear
- Prepare for student dismissal procedure if necessary
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)

Campus Personnel

- Prior to leaving the building, account for all students/employees.
- Evacuate with class rosters
- Evacuate to designated area with students

- In the event of gas or chemical leaks/spills, move crosswind, never directly away from or toward the accident scene
- Once at designated area, account for all students/employees
- Render first aid if necessary
- Notify nurse or emergency personnel of major injuries
- Remain with students until discharged by Principal
- Await clearance from Principal before reentering the building
- Prepare for student dismissal if necessary
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)

Nurse

- Evacuate with medical supplies
- Assemble with CMT in designated location
- Await further direction from Principal
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)

Custodian/Maintenance

- Assist with evacuation if necessary
- Shut of gas and water utilities as necessary
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)

Campus Evacuation Procedures

An evacuation of an entire campus or mass evacuation of the district could be called for in the even of a major threat to the lives and safety of students and employees due to a severe weather threat or an incident involving chemicals. In most cases, emergency officials recommend Shelter-In Place as the appropriate response to any chemical accidents. However, there may be an instance for which we are provided advanced warning, when emergency officials recommend a mass evacuation of schools.

Barring any outside help from surrounding districts or cities, we would evacuate our buildings by bus. Under no circumstances should students or staff be allowed to evacuate the premises in personal cars. As always, this contingency plan may change depending upon where the threat occurs.

The Superintendent will notify the Transportation Department to activate the plan. Buses will be assigned to individual schools according to the level of exposed danger and directed to designated pick-up sites around campuses.

Each campus should develop an individualized evacuation plan that accounts for the students and maintain supervision of all students. This plan should include pick-up points and procedures for maintaining discipline and control at the alternate site.

Bus drivers will contact the Transportation Office once they have released the students and staff at the alternate site, clearing the bus should further use be required. Transportation will then assign the necessary buses for further evacuation.

Lock-Down Procedures

Alarm

- Campus/building: Verbal notification will be given

Principal

- Alert building personnel of lock-down verbally with **“Mr. Crass has lost his coffee cup”**
- Activate CMT
- Lock outside doors to prevent others from entering or leaving the building

- Notify substitutes in classrooms of Lock-Down Procedures
- Notify the Superintendent and local emergency personnel depending on the nature of the incident.
- Remove students and employees from area where crisis is occurring
- Disable bell system to ensure students will not change locations
- Activate intercom system in crisis area to monitor situation
- If possible, evacuate classrooms/offices near situation
- Prepare for student dismissal
- Await further direction from Superintendent or emergency personnel
- Document all activities and decisions
- Coordinate with Superintendent and affected personnel in preparing public statements

Campus Personnel

- Move all students and employees indoors
- Notify substitutes in classrooms of Lock-Down procedures
- Close and lock all windows and outside doors
- Locate students/employees in hallways and bathrooms and return them to the classroom/office
- Slide the green card with room number under the door.
- Move students/employees to secure area, away from doors and windows
- Account for all students/ employees
- Notify nurse of injuries
- Wait for further instructions from Principal
- Do not leave closed location until given clearance from Principal

Nurse

- Report to designated area for CMT
- Remain in secure area until given direction from Principal
- Once the danger has subsided:
- Administer first aid as needed
- Be prepared to alert emergency personnel to victims needing immediate attention
- Assist emergency personnel as needed
- Await further direction from Principal

Custodian/Maintenance

- Ensure all outside doors and windows are closed and locked
- Move students/employees to secure area, away from doors and windows
- Await further instructions from Principal or Director of Maintenance

Cafeteria Manager

- Close and lock all doors and windows.
- Move students/employees to secure area, away from doors and windows
- Await further instructions from Principal or Director of Food Services

Transportation

- Move to a secure location
- Do not allow students or adults to exit the bus
- Secure the bus by closing and locking doors and windows
- Notify Transportation Department of location
- Await further direction from Transportation Department

Central Administration

- Notify Police Department
- Assist Principal if evacuation situation is necessary

Coordinate with Principal and Director of Public Relations to prepare public statement.

Shelter-In-Place Procedures

Shelter-in-Place (SIP) is used when a situation requires the securing of the campus/building in order to protect students and staff from threats usually associate with, but not limited to, chemical or environmental disasters.

Shelter-in-Place is designed to maintain a safe environment within the building by preventing outside air from entering the facility. Therefore, parents and visitors will not be permitted to enter the locked building, and students and employees will not be permitted to exit the buildings until clearance has been given by the Superintendent or emergency personnel.

Alarm

- City of Mineral Wells: Continuous Siren
- Campus/building: Verbal notification will be given—“**SIP Procedures will now be followed**”

Principal

- Alert SIP using verbal notification
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident
- Notify the Superintendent.
- Turn off HVAV systems
- Ensure no students and personnel remain outdoors
- Ensure custodian has closed and locked all exterior doors
- Ensure building personnel have closed all doors and windows
- Ensure custodian has shut off main gas and water valves
- Periodically check email for updates on the situation
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)
- Await further direction from Superintendent or emergency personnel.

Campus Personnel

- Move all students and employees indoors.
- Locate students/employees in hallways and bathrooms and return them to the classroom/office
- Account for all students/ employees
- Close all windows and outside doors
- Notify nurse of injuries
- Periodically check email for updates on the situation
- Await for further instructions fro Principal
- Remain with students until discharged by principal
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)
- Do no leave closed location until given clearance from Principal

Nurse

- Report to designated area for CMT
- Administer first aid as needed
- Alert emergency personnel of major injuries as necessary
- Direct emergency personnel to victims needing immediate attention
- Assist emergency personnel as needed
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)
- Await further direction from Principal or emergency personnel.

Custodian/Maintenance

- Ensure all outside doors and windows are closed and locked
- Ensure HVAC units are off

- Shut off main utility valves
- Assist Food Services personnel in safeguarding food and water supplies in the building
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)
- Await further instructions from Principal or Director of Maintenance.

Cafeteria Manager

- Close and lock all doors and windows
- Shut off all appliances in Food Services area
- Cover and preserve usable food and water
- Under direction of Principal and/or Director of Food Services, manage the rationing, use and preparation of food and water supplies
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)
- Await further instructions from Principal or Director of Food Services

Bus Drivers

- Ensure all windows are closed.
- Return to the nearest shelter as directed by the Transportation Department
- Account for all students.
- Await further direction from the Transportation Department

Transportation

- Alert bus drivers of nearest shelter location
- Prepare for possible evacuation to a safe site (see Campus Evacuation Procedures)
- Await further direction from Superintendent or Director of Transportation

Central Administration

- Notify the Police Department
- Notify all campuses/building potentially affected by the situation to enforce Secure-In-Place procedures
- Maintain regular contact with local officials to gather and assess information
- Periodically check email for updates on the situation
- Alert Transportation Department to stand by for possible evacuation to new location (Campus Evacuation Procedures)
- Assess damages and injuries and report to district insurance agency
- Coordinate with Principals/building supervision and Director of Public Relations to prepare public statement

Planning for Students with Special Needs

The Mineral Wells Independent School District's special education program not only stresses the individual learning styles of each student but also emphasizes safety and security for all children.

It is imperative that each campus have a specialized plan for evacuation and shelter-in-place procedures to accommodate caring for students with special needs during an emergency. Those plans should be coordinated monthly between the Nurse and Teacher(s) at the campus-level to ensure that the caregiver(s) have the appropriate equipment available to facilitate caring for the student during an emergency.

Use of the Telephone During An Emergency

Time is of the essence during a crisis event. If an emergency occurs, quick and effective decision-making will help control the situation and result in minimal damage or injuries to staff, students or property. Just as important is following the proper protocol for the use of communications divisions during a crisis so that accurate and timely information is delivered to the proper authorities.

Listed below you will find the District's telephone protocol during a crisis.

- Staff or students are not allowed to use any district telephones during a crisis. Only the Principal, Principals, designee, nurse and security should use the phones.
- The Principal will contact the Superintendent.
- The Principal will notify the campus Crisis Management Team.
- The use of cell phones during a crisis is not recommended because emergency personnel depend upon such lines of communication and heavy traffic can jam those resources.
- The Superintendent or his/her designee will originally initiate all communications relative the declaration of general emergency conditions all central guidance and announced changes in the emergency situation will be made by the Superintendent or his/her designee.

*Exception to the above will occur when there is a failure of telephone communication due to a physical breakdown or destruction of lines between the Central Office and the individual school campus or when the emergency is of such a nature that there is no time for such notification. In this event, and until communications is restored, the school principal will use his/her judgment as to proper action to be taken.

Crisis Events

Airplane Accidents

MWISD schools lie within a short distance from the Mineral Wells Airport facility

Alarm Signal

- If evacuation is required, the evacuation alarm will sound.
- Depending on location of the crash, the Principal may instruct building personnel to deviate from the normal evacuation patterns.

Principal

- If evacuation is necessary, alert building personnel to activate Evacuation Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements.

Campus Personnel

- If evacuation alarm sounds, activate Evacuation Procedures
- Await clearance from Principal/Building Administrator prior to reentering building
- Prepare to activate plan for student dismissal

Nurse

- If evacuation alarm sounds, activate Evacuation Procedures
- Administer first-aid as needed
- Be prepared to alert emergency personnel of major injuries as necessary
- Await clearance from principal before reentering building

Custodian/Maintenance

- If evacuation alarm sounds, activate Evacuation Procedures
- Await further instructions from Principal or Maintenance Director

Cafeteria Manager

- If evacuation alarm sounds, activate Evacuation Procedures
- Await further instructions from Principal or Director of Food Services

Central Administration

- Alert the police, which will be responsible for crowd control and security
- Alert Transportation Department to stand by for possible evacuation to a safe site.
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Accidents (Employees)

- Immediately report the injury/incident to your immediate supervisor.
- Report to school nurse for assessment/first-aid.
- If the school nurse is not available, contact the Assistant Superintendent for Finance.
- If life threatening, or if it is a medical emergency, call 911.

Accidents (Students)

Never transport a student in your private vehicle.

Level I – Minor

- Administer first aid by utilizing school nurse.
- Follow emergency procedures as indicated by nature of accident.
- Inform parent of guardian.
- Complete student accident report

Level II – Major

- Administer first aid
- Call 911 if necessary.
- Notify Superintendent.
- Inform parent/guardian.
- Complete student accident report

Other Actions (If parent cannot be reached)

- Call persons listed on registration card or emergency card.
- Call parent/guardian place of employment.
- Contact older sibling to seek additional information.
- Attempt to contact a neighbor or relative.
- Send teacher for an emergency home visit.

Assaults on Campus (Physical and Verbal Assaults, Verbal Threats and Fights)

Principal

- Take immediate steps to ensure the safety of children and building personnel by clearing the scene.
- Activate CMT
- Notify the School Resource Officer (SRO) and/or local emergency personnel depending on the nature of the incident.
- Notify nurse.
 - Secure the area where the assault took place.
 - In the event of sexual assault:

- Nurse or counselor will supervise the victim until emergency personnel arrive.
- Do not allow the victim to clean up or change clothes.
- Notify Superintendent.
- Notify family of students or employees involved or injured in the incident.
- Accompany the victim to the hospital.
- If assailant was a student, follow district student discipline policy.
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements.

Campus Personnel

- Order students to stop fighting.
- Call/send for assistance from identified staff.
- Keep other students away from the fight.
- Only after these steps have been exercised, should an employee consider physical intervention.
- Only as a last result should physical intervention be exercised and only if, in the employee's professional judgment, doing so would be an effort to prevent potential serious injury to a student or another individual.

Nurse

- Render first aid as needed.
- Direct emergency personnel to those needing immediate care.

Central Administration Responsibilities

- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Bomb Threats

The Principal must evaluate the gravity of each bomb threat or other disruptive types of demonstrations using input from all sources prior to making the decision on whether to evacuate. Most bomb threats are false alarms meant only to disturb or disrupt the normal routine. However, any action the Principal takes must reflect the safety and best interest of the students and Campus.

Phone Call Recipient

- Remain calm.
- Notify Principal
- Attempt to keep caller on the line as long as possible.
- Use the Bomb Threat Checklist (see Bomb Threat Checklist, Appendix) to document information as soon as possible.

Alarm Signal

If evacuation is required: Evacuation alarm will sound.

Principal

The Principal should evaluate the threat based upon the information provided by the person receiving the call. The decision to evacuate is made by the Principal. The decision to evacuate or not to vacate should be based on several factors, including but not limited to:

- Recent threats
- Previous threat or similar threat although it was a hoax

- Recent altercations
- Signs of illegal entry
- Tests that are scheduled for that day
- Suspicions you have regarding a suspect or the caller
- Reports of missing chemicals
- Administrator's experience
- Activate Evacuations Procedures
- Activate CMT
- Notify the School Resource Officer (SRO) and local emergency personnel depending on the nature of the incident.
- Notify the superintendent.
- Await further direction from the Superintendent or emergency personnel.
- Document all activities and decision.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements.

Campus Personnel

- If Evacuation alarm sounds, activate Evacuation Procedures
- Await further direction from Principal.
- Prepare to activate plan for student dismissal.
- Await clearance from Principal prior to reentering the building.

Central Administration

- Activate Evacuation Procedures
- Coordinate services should evacuation to another site be necessary.
- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal and Director of Public Relations to prepare public statements.

Bus Accidents

The school bus is the safest mode of land transportation. Inevitably, accidents will occur. Not matter who is at fault, the driver's first responsibility is the safety of the students.

Driver

- Ensure the safety of students, employees, and chaperones on the bus.
- Evacuate if necessary---Otherwise, students are to remain seated.
- Account for all students----- Make a list of passengers, in order, and their injuries.
- Render fist aid if needed.
- Immediately notify Transportation Director
- Do not move the bus unless directed by Transportation Director or police.
- Remain with students until discharged by Principal or Transportation Director.
- Collect pertinent information on other vehicles and drivers involved using the Vehicle Accident Report.
- Do not make any statement to anyone regarding who you feel was at fault.
- Discuss accident details only with police and school officials.

Sponsor/teacher (if applicable)

- Ensure the safety of others on the bus.
- Follow evacuation procedures as directed by bus driver.
- Notify local emergency personnel depending on the nature of the incident.
- Account for all students.
- Render first aid if needed.
- Create a seating chart for future reference.

- Remain with students until discharged by Principal.
- Create a list of those taken to area hospitals.

Transportation Department

- Notify local emergency personnel depending on the nature of the incident.
- Coordinate transportation for uninjured students. Obtain a list of bus riders who were injured and the extent of injuries.
- Notify Principal of campus served.
- Notify Superintendent.
- Investigate accident and obtain police reports.
- Report the accident to the Risk Manager (Assistant Superintendent of Finance)

Principal

- Report to scene to assist with transportation of students.
- Notify families of injured students.
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements.

Central Administration

- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal, Director of Transportation and Director of Public Relations to prepare public statements.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Bus Failure

On occasion, a bus may experience mechanical problems during normal business hours or while on after school or extracurricular activities.

Driver

- Notify Transportation Department (6:00 a.m. to 4:30 p.m.)
- If Transportation Department is closed notify **David Kimbrough**
 - Work 940-325-4290
 - Cell 940-682-5479
- Remain with Students until another bus arrives or until discharged by Superintendent or Principal.

Transportation Department

- Coordinate transportation for students.
- Arrange for towing.

Sponsor/Teacher

- Notify Principal.
- Remain with students until discharged by Principal

Principal

- Notify Superintendent.
- Notify families of students on bus.
- Document all activities and decisions.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Bus Hijacking

Individuals may be tempted to hijack a school bus for various reasons. These hijackings are potentially dangerous.

Driver/Teacher/Sponsor

- Follow hijacker's instructions.
- Remain with the students.
- Do not attempt to escape.
- Do not be argumentative.
- Encourage and console the students on the bus.
- Avoid physical resistance.
- Pay attention to the physical description of the hijackers.
- Notify local emergency personnel as soon as it is safe to do so.

Central Administration

- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal, Director of Transportation and Director of Public Relations to prepare public statements.

Chemical Accidents/Release

An overturned tanker, a broken pipeline or an accident in an industrial plant or commercial facility that uses chemicals are all potential hazards. School personnel should be aware of the campus proximity to all such facilities. Warning of a chemical emergency is usually received from the fire department, police department or from emergency preparedness officials. Warnings will be issued when the accident occurs near the school or when the school lies generally downwind from the accident. In addition there is always a slight risk of an accidental chemical release within the school building, particularly in vocational shops or chemistry labs.

Alarm Signal

- City of Mineral Wells: Continuous Siren
- Campus: If shelter-in-place is required, SIP notification will be given. If evacuation is required, the evacuation alarm will sound.

Principal:

Shelter-in-Place

- Activate Shelter-in-Place Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel.
- Prepare for evacuation to another site.
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statements

Evacuation

- Activate Evacuation Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.

- Await further direction from Superintendent or emergency personnel.
- Prepare for evacuation to another site if necessary
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statements.

Campus Personnel:

Shelter-in-Place

- If SIP notification is given, activate SIP Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary
- Await further direction from Principal or emergency personnel.

Evacuation

- If evacuation alarm sounds, activate Evacuation Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary
- Await Clearance from Principal prior to re-entering the building.

Transportation Department

- Prepare to evacuate campus/district to another site if necessary

Central Administration

- Remain in contact with emergency personnel for current information.
- Notify Transportation Department to stand by for possible campus evacuation to another site if necessary
- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Children Left at School/on School Bus

All too often, children are left at school or are not picked up by parents after school, a game or an activity. Parents should be informed early in the school year that there may be no supervision on campus after 4:30 p.m.

Principal

- Make repeated attempts to reach the parents or others on the information/emergency card,
- Have two responsible adults (if possible) remain with the child.
- Inform the School Resource Officer (SRO) if all possibilities of contacting the parents/guardians have been exhausted.
- Notify Superintendent.
- Contact Child Protective Services (CPS) to inform them of an “abandoned child” situation and ask them to provide shelter.

Note: The SRO will transport the abandoned child to CPS, accompanied by the Principal, nurse, teacher, secretary or bus driver having temporary custody of the child.

Campus Personnel

- Notify Principal
- Remain with the student until discharged by Principal

Driver

- Perform a walk-thru prior to leaving the bus to ensure no students are left behind.
- Notify Transportation Department
- Return child to campus

Transportation Department

- Immediately notify child's home campus
- If no response at campus, notify Superintendent.

Central Administration

- If necessary, contact the SRO
- Coordinate with Principal and Director of Public Resources to prepare public statements.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Civil Disturbance - Riot

Civil disturbance calls for an almost instant evaluation of the situation and a quick and intelligent response to prevent the situation from escalating. As every situation will be unique, the response should be tailored on the spot and should be one that depends on the wisdom, knowledge and patience of the employee when first confronted with the emergency.

Prevention of civil disturbance is always the best policy. District personnel should stay abreast of any situations on campus or in the surrounding community that may erupt in chaos. Report anything suspicious to the proper authorities so the District can take preventative measures to diffuse the situations.

Principal Responsibilities

- Take reasonable measures to disperse the group and protect students from injury.
- Activate CMT
- Notify the School Resource Officer (SRO) and/or local emergency personnel depending on the nature of the incident.
- Notify nurse.
- Notify family of injured and involved students.
- Notify Superintendent
- Accompany the injured students/personnel to the hospital.
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements.

Campus Personnel

- Take reasonable measures to disperse the group
- Do not physically intervene.
- Notify the SRO and/or local emergency personnel depending on the nature of the incident.
- Notify Principal
- Notify nurse if injuries exist.
- Await further direction from Principal.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Criminal Trespasser/Intruder

Any person who enters or remains on property or in a building of the MWISD without effective cause and/or refuses reasonable requests to vacate the campus/building is considered a criminal trespasser/intruder. There are several measures designed to prevent unwanted trespasser/intruder. There are several measures designed to prevent unwanted trespassers:

- Post decals or signs at building entrances instructing visitors to enter via the main entrance, go directly to the office and receive a visitor's pass.
- Prohibit access to the interior of the building by locking doors allowing traffic to exit the building, but not enter from the outside.

Alarm Signal

- If required, Lock-Down notification will be given.

Campus Personnel

Since building personnel are those most likely to first encounter the criminal trespasser/intruder, certain steps should be followed.

- Approach the person, introduce yourself, ask his/her name and determine the nature of his/her presence in the building.
- Accompany him/her to the proper office.
- If he/she has no obvious purpose in the building, ask him/her to leave the premises, accompany him/her or observe that he/she has followed your instructions.
- If he/she refuses to leave, inform him/her of violation of the law and that police will be called,
- Immediately notify the Principal
- If notification is given, immediately activate lock-down
- Await further direction from the Principal

Note: When confronting a stranger on the premises, always try to have another adult present or nearby.

Principal

- Immediately notify the School Resource Officer and/or local emergency personnel depending on the nature of the incident.
- Approach the person, introduce yourself, ask his/her name and determine the nature of his/her presence in the building.
- Accompany him/her to the proper office.
- If he/she has no obvious purpose in the building, ask him/her to leave the premises, accompany him/her or observe that he/she has followed your instructions.
- If the criminal trespasser/intruder refuses to leave:
 - Remind the intruder that he or she is violating of the law.
 - Alert him/her that police will be called,
 - Activate lock-down using verbal code
 - Maintaining a safe proximity, keep the criminal trespasser/intruder within eyesight until the SRO or local police arrive.
- Document all actions and decisions.
- Coordinate with Superintendent, Director of Public Resources and affected personnel to prepare public Statements.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Death of an Employee or Student

Principal

- Immediately notify emergency personnel.
- Activate CMT (if on MWISD) property
- Notify nurse (if on MWISD) property
- Remove students and employees from the area.
- Await arrival of emergency personnel
- Notify Superintendent and confer regarding notification of family.
- Document all activities and decisions.
- Coordinate with the Superintendent and affected personnel to prepare public statements.
- Activate Crisis Intervention Procedures
- Develop a plan to allow attendance at the funeral(s)
- Develop a plan to handle memorials (i.e. yearbook, tree planting, etc.)

Campus

- Immediately notify emergency personnel.
- Notify nurse (if on MWISD) property.
- Notify Principal.
- Clear other employees and students from area.
- Await arrival of emergency personnel.

Nurse

- Begin First aid/CPR procedures
- Await arrival of emergency personnel

Counselor

- Activate Crisis Intervention Procedures

Central Administration

- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal to prepare public statements.
- Alert counselor(s) and nurse at campuses in which siblings are enrolled.
- Coordinate with Principal in planning for funeral attendance.
- Coordinate with counselor(s) in activating Crisis Intervention Procedures.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Other Suggestions

- Inform staff and student body via personal visits to classrooms. Assembly or intercom system to relay information is not recommended at this time.
- Counseling by district employees and outside professionals will be done individually or in groups.
- Information to the media will only be given out by the Public Relations Director

Explosion

The immediate response in the event of an explosion at the school or within the school building should be to drop to the floor and take cover away from windows. If an explosion occurs outside the building, or threatens the facility, personnel will evacuate the campus.

Alarm Signal

- City of Mineral Wells: Continuous Siren

- Campus: If shelter-in-place is required, evacuation alarm will sound.

Principal

Shelter-in-Place

- Activate Shelter-in-Place Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel.
- Prepare for evacuation to another site.
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statements

Evacuation

- Activate Evacuation Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel.
- Notify utility companies and Director of Maintenance of any breaks or suspected breaks in lines which might present an additional hazard.
- Prepare for evacuation to another site if necessary.
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statements.

Campus Personnel

Shelter-in-Place

- Activate Shelter-in-Place Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary
- Await Clearance from Principal prior to re-entering the building.

Evacuation

- If evacuation alarm sounds, activate Evacuation Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if
- Await Clearance from Principal prior to re-entering the building.

Transportation Department

- If evacuation alarm sounds, activate Evacuation Procedures
- If Shelter-in-Place notification is given, activate SIP procedures
- Prepare to evacuate campus/district to another site if necessary

Central Administration

- Remain in contact with emergency personnel for current information.
- Notify Transportation Department to stand by for possible campus evacuation to another site if necessary
- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Fire

Alarm Signal

Campus/building: If evacuation is required, evacuation alarm will sound.

Principal

- If evacuation is required, activate Evacuation Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel.
- Prepare for evacuation to another site if necessary
- Coordinate with Superintendent and affected personnel to prepare public statements.

Campus

- If evacuation is required, activate Evacuation Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary
- Await Clearance from Principal prior to re-entering the building.

Transportation Department

- Prepare to evacuate campus/district to another site

Central Administration

- Remain in contact with emergency personnel for current information.
- Notify Transportation Department to stand by for possible campus evacuation to another site if necessary
- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Flooding

Floods are the most common and widespread of natural disasters. Some floods develop over a period of several days, but flash floods can result in deep waters in just a few minutes. If flooding occurs in the area before the work day begins, the Superintendent will determine school/building closings.

Alarm Signal

- Verbal notification.
- Flood Watch: Conditions are favorable for flooding.
- Flood warning: Rising water threatens to close roads, wash out bridge, and inundate property.

Principal

- Activate CMT
- Plan for evacuation to higher ground if the school is threatened by floodwaters.
- Move valuable off of the floor.
- Notify Superintendent.

- If floodwaters threaten the building, ensure utilities are shut off.
- Disconnect electrical appliances, but do not touch any electrical equipment if the floor is wet or under water
- Report broken utility lines to the Maintenance Department
- Remember that water sources could be contaminated. Do not use the water for drinking until notified by Mineral Wells authorities.
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statement.

Campus Personnel

- Plan for evacuation to higher ground if the school is threatened by floodwaters.
- Move valuables off the floor.
- Disconnect electrical appliances, but do not touch any electrical equipment if the floor is wet or under water.
- Await further direction from Principal
- Remember that water sources could be contaminated. Do no use the water for drinking until notified by Mineral Wells authorities.

Custodian/Maintenance

- Assist with relocation of equipment and records.
- Shut off water and gas utilities.
- Ensure all electrical appliances are unplugged, but do not touch any electrical equipment if the floor is wet or under water.
- Await further direction from Principal or Director of Maintenance

Transportation

- Avoid street locations prone to flooding.
- Do not attempt to drive through flooded underpasses.
- Re-route bus around flooded areas.
- Notify Transportation Director
- Do no release students if they will have to cross-floodwaters to reach home.
- If vehicle stalls in deep, rising water, evacuate the bus and move to higher ground.

Food Poisoning

An outbreak of food poisoning will generally come to the attention of the school staff after a number of children or building personnel become ill after eating the same food item. Action should be taken to render aid to the sick and to close the cafeteria until a thorough examination of the food can be conducted.

Alarm Signal

- Verbal notification.

Principal

- Activate CMT
- Alert Cafeteria Manager if available
- Assist nurse with parent notification to arrange for student pick up
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Food Services, and affected personnel to prepare public statement.

Nurse

- Document symptoms and record information regarding food intake
- Notify families of students to arrange for pick up

Cafeteria Manager

- Immediately close the cafeteria
- Notify Director of Food Services
- Prepare alternate foods to be served
- Secure food for testing
- Store samples of foods served that day.
- Coordinate with Central Administration to meet with County Health Department officials.
- Await further direction from Director of Food Services.

Central Administration

- Assess injuries and report to district insurance agency.
- Take direction from County Health Department.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Gas Leak (Within the Building)

Natural gas leaks, identified by odor, may occur thus bringing the danger of explosion

Alarm Signal

- If evacuation is required, evacuation alarm will sound

Principal

- If evacuation is required, activate Evacuation Procedures
- Activate CMT
- Notify the local emergency personnel depending on the nature of the incident.
- Ensure gas valves are shut off.
- Notify Superintendent.
- Notify the utility companies and Maintenance director of any breaks or suspected breaks in lines which might present an additional hazard.
- Notify Maintenance Department for needed repairs.
- Await further direction from Superintendent or emergency personnel
- Prepare for evacuation to another site if necessary
 - Document all activities and decisions.
 - Coordinate with Superintendent and affected personnel to prepare public statement.

Campus

- If evacuation alarm sounds, activate Evacuation Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary
- Await clearance from principal prior to reentering the building

Custodian/Maintenance

- Shut off gas and water valves.

Transportation

- Prepare to evacuate campus/district to another site if necessary

Central Administration

- Notify Transportation Department to stand by for possible campus/district evacuation to another site if necessary
- Assess damages and injuries and report to district insurance agency

- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Gas Leak (Outside the Building)

Natural gas leaks may bring the danger of explosion. All children and adults should immediately move indoors and Shelter-in-Place. Proper authorities should be notified to assess and correct the situation.

Alarm Signal

- Mineral Wells City:
- Campus/building: If shelter-in-Place is required, SIP notification will be given. If evacuation is required, evacuation alarm will.

Principal

- Activate Shelter-in-Place Procedures
- Turn off HVAC
- Activate CMT
- Notify the local emergency personnel depending on the nature of the incident.
- Notify Superintendent.
- Await further direction from Superintendent or emergency personnel
- Prepare for evacuation to another site if necessary
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statement.

Campus Personnel

- If SIP notification is given, activate SIP Procedures
- Prepare to activate plan for student dismissal.
- Prepare for Evacuation to another site if necessary
- Await clearance from principal prior to reentering the building

Transportation

- Prepare to evacuate campus/district to another site if necessary

Central Administration

- Remain in contact with emergency personnel for current information.
- Notify Transportation Department to stand by for possible campus/district evacuation to another site if necessary
- Assess damages and injuries and report to district insurance agency
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Heat Index Alert

All campus/building locations will monitor heat index reading prior to beginning outdoor activities. The (local weather) current information permits district and campus personnel to make informed decisions about outdoor activities of students and employees. Outdoor activities will be modified if the heat index forecast is 105 degrees or greater.

Prior to beginning outdoor activities, all Head Coaches and licensed Athletic Trainers will determine the heat index readings as reported by Channel 5. Outdoor activities should be modified as follows:

- Heat Index of 105 degrees: All practice for Middle School, Junior High, Freshmen, and Junior Varsity teams will be suspended.
 - Varsity teams may continue practice with the following modifications:
 - A licensed Athletic Trainer must remain on the practice field.
 - Ice towels are to be made available to all participants.
 - Access to water is to be unrestricted.
 - One 15-minute break in a shaded area is to be given during each hour of practice. At this time, participants may remove pads and gear
 - Extra conditioning and running is cancelled
 - Asthmatic participants may remove themselves from the practice without penalty

Alarm: Verbal Notification

Principal

- Notify teachers, athletic trainers and head coaches of heat index alerts
- Ensure that activities are modified or cancelled

Campus Personnel

- Modify outdoor activities as follows:
 - Limit time spent in direct sunlight to 30 minutes or less (or provide at least one 15 minute break in a shaded area during each hour of activity).
 - Provide access to shaded areas.
 - Provide access to water
 - Monitor students for signs of heat exhaustion: sweating, dry mouth, muscle cramps, fatigue, etc.)
 - Notify nurse if symptoms exist
- Await further direction from Principal

Nurse/Athletic Trainer

- Administer first aid as needed.
- Await further direction from Principal or emergency personnel.

Central Administration

Coordinate with Principal to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services

Hostage Situation

Alarm

If lock-down is required, verbal notification will be given

Principal

- Activate Lock-Down
- Activate CMT
- Notify Superintendent and/or local emergency personnel depending on the nature of the incident.
- Remove students and employees from the area.
- Disable bell system to ensure students will not change location.

- Activate intercom system in area to monitor situation.
- Ascertain the names of those being held hostage.
- If possible, evacuate classrooms/offices near situation.
- Lock outside doors to prevent others from entering the building.
- Await further direction from Superintendent or emergency personnel.
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statements
- Activate Crisis Intervention Procedure

Campus Personnel

- If notification is given, activate Lock-Down Procedures
- Await further direction from Principal

Nurse

- If notification is given, activate Lock-Down Procedures
- Once crisis has subsided
 - Administer first aid as needed.
 - Be prepared to alert emergency personnel of major injuries as necessary.
 - Direct emergency personnel to victims that need immediate attention.
 - Assist emergency personnel as needed.
 - Await further direction from Principal or emergency personnel.

Central Administration

- Notify emergency personnel
- Assist Principal in campus/building evacuation if necessary.
- Coordinate with Principal to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services

Power/Utility Failures

If there has been a power/utility failure at a campus/building, or if lines are reported down in the area:

Principal

- Notify Maintenance Department using cell phones available.
- Activate CMT
- Ensure that building personnel have flashlights as needed
- Assist teachers in relocating students to well lit areas.
- Ensure that gas valves are shut off until service is restored.
- Await further direction from Superintendent or Director of Maintenance.
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements

Campus Personnel

- Secure valuables.
- Relocate students to well lit area

Custodian/Maintenance

- Shut off gas valve until service is restored.
- Assist Maintenance Department with locating electrical panels and main utility supply.
- Await further direction from Principal or Maintenance Department

Cafeteria Manager

- Unplug all appliances.
- Secure usable food items.
- Prepare to serve sack lunches if necessary.
- Avoid reopening refrigerators and freezers to preserve food items.
- Turn off any gas appliances until service is restored.
- Await further direction from Principal or Director of Food Services.

Maintenance Department

- Assess situation and notify the proper utility companies.
- Notify Principal of situation

Central Administration

- Assess damages and report to district insurance agency.
- Assist Principal in securing materials and supplies as needed
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services

Shooting

If a shooting has occurred on or near the campus/building, measures should be taken to secure the campus/building and ensure the safety of students and personnel

Alarm

- If lock-down is required, verbal notification will be given

Principal

- Alert building personnel of lock-Down using verbal code
- Activate CMT
- Take immediate steps to ensure the safety of children and building personnel by clearing the scene.
- Notify Superintendent and/or local emergency personnel depending on the nature of the incident.
- Notify nurse.
- Secure the area where the shooting occurred.
- Await arrival of emergency personnel.
- Notify family of students or employees involved or injured in the incident.
- Accompany victim(s) (students and/or employees) to the hospital.
- Await further direction from Superintendent or emergency personnel.
- Document all activities and decisions.
- Activate Crisis Intervention Procedure
- Coordinate with Superintendent and affected personnel to prepare public statements

Campus Personnel

- If notification is given, activate Lock-Down Procedures
- Do not physically intervene.
- Notify Principal
- Notify the Principal and/or local emergency personnel depending on the nature of the incident.
- Notify nurse
- Await further direction from Principal

Nurse

- If notification is given, activate Lock-Down Procedures
- Report to designated area of CMT
- Once danger has subsided
- Render first aid as needed.
- Direct emergency personnel to severely injured.
- Assist emergency personnel as needed.
- Await further direction from Principal or emergency personnel.

Central Administration

- Assess damages and injuries and report to district insurance agency
- Coordinate with Principal to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services

Suspicious Package

Non-nuclear terrorist actions should be treated as explosions, fires or other disasters covered in this handbook. The principal will be responsible for determining the existence of a credible bio-chemical threat through the delivery of suspicious packages and for initiating crisis procedures.

Alarm

- Campus/Building: Verbal notification will be given

Principal

- Activate CMT
- Coordinate with person receiving package in determining credible threat
 - Is there an active threat to the building or does the building have a history of being threatened?
 - Are there actual physical materials or liquids present in or on the item?
 - Is the item itself a threat such as a written note, explosive device, etc.?
 - Is there a foreign return address, postage or postmarks from suspected countries (e.g. Iran or Iraq?)?
 - Does the item exhibit any of the above characteristics? Was the item delivered through non-legitimate shipping or postal methods?
 - Though it is not listed on the form, is the caller related to anyone else who could be target? This would include relations to public figures, to persons with a threat history, or to persons with job-related target ties (e.g. sensitive military or law enforcement)
- If threat is deemed credible:
- Immediately notify School Resource Officer (SRO) and/or emergency personnel depending on the nature of the incident.
- Evacuate room in which substance has been found.
- Quarantine those exposed to substance.
- Notify the Superintendent
- Await further direction from emergency personnel.

Campus Personnel

- Notify Principal
- Await further direction from Principal

Central Administration

- Notify emergency personnel
- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal and emergency personnel to prepare public statements

Evaluation

Principal will meet with Superintendent, emergency personnel and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services

Terrorist Activities

Schools in America have not yet become a target, but facilities in the community could be come a threat for bombs and even nuclear terrorism. The federal Emergency Management Agency has established security and warning signals. In the event of an attack, danger is imminent and duck-and-Cover Procedures should be implemented

Alarm

- City of Mineral Wells: Continuous
- Campus/building: If shelter-in-Place is required, SIP notification will be given.
- If evacuation is required, evacuation alarm will sound
- If duck-and-cover is required, the alarm will sound

Principal Evacuation

- Activate Evacuation Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel.
- Prepare for evacuation to another site if necessary
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements

Duck-and-Cover

- Activate Duck-and-Cover Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel.
- Prepare for evacuation to another site if necessary
- Document all activities and decisions.
- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements

Shelter-in-Place

- Activate Shelter-in-Place Procedures
- Activate CMT
- Notify local emergency personnel depending on the nature of the incident.
- Notify the Superintendent.
- Await further direction from Superintendent or emergency personnel.
- Prepare for evacuation to another site if necessary
- Document all activities and decisions.

- Coordinate with Superintendent, Director of Public Relations and affected personnel to prepare public statements

Campus Building Personnel

Evacuation

- If evacuation alarm sounds, activate Evacuation Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary.
- Await clearance from Principal prior to re-entering the building.

Duck-and-Cover

- If necessary activate Duck-and-Cover Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary.
- Await clearance (All Clear from Principal prior to returning to classrooms/offices.

Shelter-in-Place

- If SIP notification is given, activate SIP Procedures
- Prepare to activate plan for student dismissal.
- Prepare for evacuation to another site if necessary.
- Await further direction from Principal.

Bus Drivers

Duck-and-Cover

- If notification is given, activate Duck-and-Cover Procedures
- Await further direction from Transportation

Shelter-in-Place

- If notification is given, activate SIP Procedures
- Await further direction from Transportation

Transportation Department

- Direct bus driver(s) to safety shelter
- Prepare to evacuate campus/district to another site if necessary

Central Administration

- Remain in contact with emergency personnel for current information
- Notify Transportation Department to stand by for possible campus/district evacuation to another site if necessary emergency personnel.
- Assess damages and injuries and report to district insurance agency
- Coordinate with Principal and Director of Public Relations to prepare public statements

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Terrorist Threat

Non-nuclear terrorist actions should be treated as explosions, fires or other disasters covered in this handbook. The Principal will be responsible for determining the existence of a credible terrorist threat and for initiating crisis procedures.

Alarm

- Campus/Building: Verbal notification will be given.

Principal

- Activate CMT
- Coordinate with person receiving message to determine if threat is credible.
- If threat is deemed credible:
- Immediately notify emergency personnel depending on the nature of the incident.
- Notify the Superintendent

Campus Personnel

- Notify Principal
- Await further direction from Principal or emergency personnel.

Central Administration

- Notify the School Resource Officer (SRO) and emergency personnel.
- Coordinate with the Principal and emergency personnel to prepare public statements.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services

Tornado

Verbal notification may be given for Tornado Warning and Tornado Watch alerts. In the event that a tornado is spotted in the area, verbal warnings will be issue to activate Duck and Cover

Alarm Signal

- City of Mineral Wells----Continuous Siren
- Campus----Continuous Bell
- Weather Cube Alarm

Principal

- Stay tuned to weather alert system
- Alert Building Personnel of Tornado Warning and Tornado Watch status.
- Activate CMT
- Activate Duck-and-Cover Procedures
- Once the danger has subsided, account for all students and employees.
- Notify emergency personnel if injuries exist
- Notify Superintendent.
- Prepare for student dismissal procedures.
- Await further direction from Superintendent or emergency personnel
- Document all activities and decisions.
- Coordinate with Central Administration in preparing public statement.

Campus

- Activate Duck-and-Cover Procedures
- Wait for "All Clear" signal.
- Once the danger has subsided, account for all students and employees.
- Notify nurse of injuries.
- Wait for further instructions from Principal.
- Do not leave closed location until given clearance from Principal/Building Administrator.

Nurse

- Activate Duck and cover
- Wait for "All Clear" signal.

- Once the danger has subsided, account for all students and employees.
- Administer first aid as needed
- Be prepared to alert emergency personnel of major injuries as necessary
- Direct emergency personnel to victims needed immediate attention.
- Assist emergency personnel as needed
- Await further direction from Principal or emergency

Custodian/Maintenance

- Upon verbal warning, activate Duck-and-Cover Procedures
- Wait for “All Clear” signal.
- Once the danger has subsided, begin assessing building damage.
- Turn of electrical power and gas until emergency personnel have determined it is safe to restore power.
- Await for further instructions from Principal.

Cafeteria Manager

- Upon verbal warning, activate Duck-and-Cover Procedures
- Wait for “All Clear” signal.
- Once the danger has subsided, account for all students and employees.
- Turn of electrical power and gas until emergency personnel have determined it is safe to restore power.
- Await for further instructions from Principal and Director of Food Services

Bus Driver

- Driver away from the tornado’s path at a right angle
- Attempt to find shelter under a bridge.
- If under a bridge, open all windows and ask students to drop to the floor and cover their heads
- Once the danger has subsided, account for all students.
- In the event of injury, call 911.
- Notify Transportation Department as soon as possible.
- Await further direction from Transportation Department.

Central Administration

- Assess damages and injuries and report to district insurance agency.
- Coordinate with Principal and Director of Public Relations in preparation of public statements.

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Unauthorized Removal of a Student/Missing Student

Care should be taken at all times to protect the safety of the children entrusted to the public schools Students are not to be released to an individual who is not listed on the student’s information or emergency card.

If you witness the unauthorized removal of a student:

- Notice the appearance of the person taking the child, i.e., clothing, length of hair, gender, weight, height, etc.
- Attempt to determine the color, make, and license number of any vehicle used by the suspected kidnapper.
- Watch for the direction taken when the vehicle leaves the school grounds.
- Immediately call the emergency personnel and relay the above information.
- Notify the Principal.

Principal

- Activate CMT
- Notify the School Resource Officer and provide the following information:
- Child's name and age
- Physical description of child (prepare to supply most recent photograph)
- Any information regarding suspected kidnapper.
- Notify Superintendent.
- Notify child's family.
- Document all activities and decisions.
- Coordinate with Superintendent and affected personnel to prepare public statements.

Campus Personnel

- Immediately make not of any information about the suspected kidnapper
- Notify Principal
- Await further direction from Principal

Central Administration

- Coordinate with Principal and Director of Public Relations to prepare public statement

Evaluation

Principal will meet with Superintendent and affected personnel to evaluate the effectiveness of the plan and to coordinate the need for further support services.

Bomb Threat Checklist

Copies of this form should be kept at the main switchboard and at the desk of those employees who normally receive calls in the office. It should be accessible and used in the even of a threatening call. Once completed, the form should be given to the Building Supervisor

Name and phone number of recipient: _____

Date: _____

Time of call: _____ **Time of disconnection:** _____

How reported: _____

Exact words of caller: _____

Stay calm. It is important to keep the caller on the line as long as possible. Pay attention to what you hear from the caller and in the background.

Press "Record" on your telephone to record the call if the phone has this function.

Questions to Ask:

- When is the bomb going to explode?
- Where is the bomb right now?
- What kind of bomb is it?
- What does the bomb look like?
- Why did you place the bomb here?
- Where are you calling from?

Caller Description

Male _____ Female _____ Young _____ Middle aged _____ Old _____

Accent _____ Speech Impediment _____ Intoxicated _____

Whispering _____ Yelling _____

Background Description

Inside _____ Outside _____ Crowd _____ Vehicles _____

Description of Call Date

TAKS Test Date ___ Day Before a Holiday or Break ___ Friday ___ Other ___

ADDENDUM

Proactive Guide for the Threat of Terrorism

Introduction

Throughout the rest of the world schools have been targeted for terrorist activity in the past. Although we are currently not aware of any specific threats against schools in the United States, we believe that circumstances warrant that our schools adopt a heightened state of awareness.

Will our schools be targeted?

It is difficult to assess the likelihood that our schools will be targeted for terrorism. However, many security experts believe that schools are viable targets for terrorist activity. Understanding the terrorist’s objective may help explain why. Terrorists seek to create public fear and anxiety in order to influence government policy. Through the randomness and unpredictability of their acts, terrorist attempt to undermine confidence in government’s ability to protect the public. Terrorists hope the resulting insecurity fuels public demands for government concessions in order to stop the terrorist acts.

Throughout early history, terrorist tended to target prominent individuals, such as political or religious figures, in order to generate public fear. The targeting of uninvolved, innocent people was historically avoided. Today, terrorists target the maximum number of innocent people, in our most cherished public places, in order to generate the fear they desire. As the government mobilizes to protect infrastructure from attack, less protected targets likely become more attractive to terrorists.

We believe that awareness plays a critical role in our fight against terrorism. Taking a proactive stance may serve to reduce the likelihood that a terrorist may select a particular target or mode of attack. This may appear at odds with the popular belief that terrorist attacks are completely random and unavoidable. Terrorists plan their attacks and select their targets carefully. However, a terrorist’s activities may be deterred through vigilance. Awareness and vigilance are the most inexpensive deterrents we have available to us in our fight against terrorism.

Our children are America’s most visible representation of innocence. Purely, from a terrorist’s perspective, there would be no more effective way to crush the heart of America than to target our children at school, a place where they should feel the safest.

BE PROACTIVE: THE AWARENESS / PREVENTION CHECKLIST

THE AWARENESS/PREVENTION CHECKLIST HIGHLIGHTS AREAS OF SCHOOL OPERATIONS, MAINTENANCE, SECURITY, AND PERSONNEL THAT MY POSE OPPORTUNITIES FOR RISK REDUCTION. THE DISTRICT AND CAMPUSES SHOULD USE THIS CHECKLIST AS A PROACTIVE TOOL TO GENERATE AWARENESS OVER THE POTENTIAL FOR TERRORIST ACTS AT A TIME WHEN IT IS NEEDED MOST.

Recommendation	Steps	Participants	Date Completed
REVIEW EMPLOYMENT SCREENING POLICY & PROCEDURE	<ul style="list-style-type: none"> ◆ DOES YOUR SCREENING PROCESS INCLUDE VOLUNTEERS, CAFETERIA WORKERS, MECHANICS, BUS DRIVERS, AND SECURITY, IN ADDITION TO EDUCATIONAL STAFF? ◆ DOES YOUR PROCEDURE ALLOW FOR ACTUAL SEARCHES OF COURTHOUSE RECORDS, RATHER THAN DATABASE SEARCHES, WHICH ARE TYPICALLY NOT ACCURATE? ◆ DO YOU SEARCHERS DO SOCIAL SECURITY 	<ul style="list-style-type: none"> ◆ SECURITY ◆ HUMAN RESOURCES 	

Recommendation	Steps	Participants	Date Completed
	<p>NUMBER TRACES TO IDENTIFY ANY OUT-OF-STATE VENUES THAT SHOULD BE CHECKED?</p> <ul style="list-style-type: none"> ♦ DOES YOUR OUTSIDE CONTRACTS USE DUE-DILIGENCE SCREENING PROCEDURES TO CHECK THE BACKGROUNDS OF THEIR WORKERS WHO REGULARLY VISIT YOUR SCHOOL? 		
<p>REVIEW THE PHYSICAL SECURITY OF BUS YARDS AND GARAGES; REVIEW TRANSPORTATION SECURITY IN GENERAL</p>	<ul style="list-style-type: none"> ♦ ARE VEHICLE GARAGES ALARMED, AND ARE THE ALARMS IN WORKING ORDER? ♦ ARE FENCED-IN AREAS GATED, LOCKED, AND ADEQUATELY ILLUMINATED AT NIGHT? ♦ DO DRIVERS DO “PILOT INSPECTIONS” OF THEIR VEHICLES BEFORE PLACING THEM INTO SERVICE EACH DAY? IS THIS DONE AGAIN AFTER EACH TIME THE VEHICLE HAS BEEN LEFT UNATTENDED? ♦ ARE BUS DRIVERS EQUIPPED WITH TWO-WAY RADIOS OR CELL PHONES? ♦ ARE DRIVERS TRAINED TO BE AWARE OF AND TO REPORT SUSPICIOUS VEHICLES THAT APPEAR TO BE FOLLOWING THEIR BUSES DURING THEIR ROUTES? ♦ DO DRIVERS KEEP A STUDENT ROSTER FOR EACH BUS ROUTE, TO INCLUDE STUDENT NAME, ADDRESS, PRIMARY AND SECONDARY EMERGENCY CONTACT NUMBERS, AND MEDICAL AUTHORIZATION INFORMATION? 	<ul style="list-style-type: none"> ♦ SECURITY ♦ CONTRACT BUS OPERATORS ♦ HEALTH STAFF ♦ DRIVERS 	
<p>REVIEW THE ADEQUACY OF PHYSICAL SECURITY IN AND AROUND CAMPUS BUILDINGS</p>	<ul style="list-style-type: none"> ♦ ARE ALARM SYSTEMS WORKING AND HAVE THEY BEEN TESTED? THIS SHOULD INCLUDE MAIN CAMPUS BUILDINGS AS WELL AS MAINTENANCE AND STORAGE FACILITIES. ♦ ARE KEYS TO CAMPUS AND ADMINISTRATION BUILDINGS ADEQUATELY CONTROLLED? ♦ ARE ALARM PASS CODES CHANGED WHEN AN EMPLOYEE LEAVES THE SCHOOL DISTRICT? MAKE SURE CODES ARE NOT SHARED. ♦ IS EXTERIOR LIGHTING WORKING AND IS ILLUMINATION ADEQUATE? ♦ IS INTERIOR LIGHTING (NIGHT LIGHTING) WORKING AND IS ILLUMINATION 	<ul style="list-style-type: none"> ♦ SECURITY ♦ MAINTENANCE ♦ OPERATIONS 	

Recommendation	Steps	Participants	Date Completed
	ADEQUATE?		
REVIEW ACCESS CONTROL PROCEDURES AND HEIGHTEN EMPLOYEE AWARENESS	<ul style="list-style-type: none"> ♦ ARE DOORS THAT SHOULD REMAIN LOCKED FROM THE OUTSIDE DURING THE DAY KEPT LOCKED, AND ARE THESE DOORS CHECKED PERIODICALLY TO MAKE SURE THEY ARE SECURE? TRAIN ALL EMPLOYEES TO CHECK THESE DOORS BUT CONSIDER ASSIGNING SOMEONE TO CHECK THEM AS WELL. ♦ ARE STAFF MEMBERS TRAINED TO APPROACH AND TO “ASSIST” STRANGERS OF ANY AGE WHO ARE OBSERVED IN AND ON SCHOOL PROPERTY? REPORT THOSE WHO HAVE DIFFICULTY EXPLAINING THEIR PRESENCE. ♦ HAS A VISITOR LOG AND ID BADGE SYSTEM BEEN IMPLEMENTED? 	♦ EVERYONE	
TRAIN EVERYONE TO RECOGNIZE AND REPORT SUSPICIOUS ACTIVITIES ON CAMPUSES.	<ul style="list-style-type: none"> ♦ ARE PERSONS TAKING PICTURES OR FILMING CAMPUS ACTIVITIES QUESTIONED ABOUT THEIR AUTHORIZATION TO DO SO? ♦ BE ALERT FOR SUSPICIOUS VEHICLES THAT SEEM TO HAVE NO APPARENT PURPOSE FOR BEING ON CAMPUS, OR, THAT COME, GO, AND THEN REAPPEAR AGAIN. ♦ ARE SPECIFIC INDIVIDUALS ASSIGNED TO INSPECT THE OUTSIDE OF CAMPUS BUILDINGS THROUGHOUT THE DAY, AND TO REPORT UNATTENDED PACKAGES OR VEHICLES NEAR BUILDING PERIMETERS? ♦ HAVE YOU DEVELOPED A PLAN TO HANDLE REPORTS OF SUSPICIOUS ACTIVITY? ♦ IS EVERYONE TRAINED TO REPORT UNATTENDED OR OTHERWISE SUSPICIOUS PACKAGES FOUND INSIDE CAMPUS BUILDINGS? IS THIS SPECIFIC ISSUE PLACED ON ROUTINE CHECKLISTS FOR MAINTENANCE AND CUSTODIAL PERSONNEL? ♦ DO PERSONNEL KNOW WHAT TO DO IF A SUSPICIOUS PACKAGE IS FOUND? ♦ HAVE YOU CONSIDERED A POLICY THAT REQUIRES STAFF AND STUDENTS TO VISIBLY IDENTIFY BACKPACKS, BOOK BAGS, BRIEFCASES AND GYM BAGS WITH LUGGAGE STYLE ID TABS? ♦ ARE FOOD SERVICES PERSONNEL TRAINED TO BE AWARE OF SUSPICIOUS PEOPLE IN THEIR FOOD PREPARATION AREA? 	♦ EVERYONE	

Recommendation	Steps	Participants	Date Completed
	<ul style="list-style-type: none"> ♦ WHEN LARGE ATTENDANCE EVENTS OCCUR ON CAMPUS, ARE SECURITY MEASURES IN PLACE AND AWARENESS LEVELS HEIGHTENED TO ASSIST IN DETECTING SUSPICIOUS ACTS? 		
<p>IMPLEMENT A “TIP-LINE” PROGRAM THAT ALLOWS STUDENTS, TEACHERS, PARENTS, STAFF, AND OTHER MEMBERS OF THE SCHOOL COMMUNITY TO REPORT ISSUES ANONYMOUSLY, IF THEY CHOOSE.</p>	<ul style="list-style-type: none"> ♦ DO YOU HAVE A ZERO TOLERANCE FOR VERBAL THREATS OF ANY KIND? ♦ DO ALL MEMBERS OF THE SCHOOL COMMUNITY KNOW THAT ANY THREAT, OR INFORMATION ABOUT A POTENTIAL THREAT, MUST BE REPORTED? AND, DO THEY UNDERSTAND THAT THERE IS NO SUCH THING AS A THREAT INTENDED AS A JOKE? ♦ DO STUDENTS AND STAFF KNOW THAT THEY ARE RESPONSIBLE FOR INFORMING THE PRINCIPAL/SITE ADMINISTRATOR ABOUT ANY INFORMATION OR KNOWLEDGE OF A POSSIBLE OR ACTUAL TERRORIST THREAT OR ACT? ♦ HAVE YOU COMMUNICATED A HARD STAND ON HOAXES INTENDED TO MIMIC TERRORIST ACTS? DO STUDENTS KNOW THAT THESE HOAXES ARE CRIMES IN THEMSELVES? 	<ul style="list-style-type: none"> ♦ STUDENT SERVICES ♦ SECURITY ♦ HUMAN RESOURCES 	
<p>WORK CLOSELY WITH LOCAL LAW ENFORCEMENT AND HEALTH OFFICIALS.</p>	<ul style="list-style-type: none"> ♦ HAVE YOU MADE LOCAL LAW ENFORCEMENT A PARTNER IN YOUR DISTRICT PLANS? ♦ ARE PARKING REGULATIONS, PARTICULARLY FIRE ZONE REGULATIONS, STRICTLY ENFORCED? ♦ DOES LOCAL LAW ENFORCEMENT HAVE COPIES OF BUILDING BLUEPRINTS, TO INCLUDE VENTILATION SYSTEM, AND ELECTRICAL PLANS? ♦ HAS LOCAL LAW ENFORCEMENT BEEN GIVEN THE OPPORTUNITY TO CONDUCT EXERCISES ON SCHOOL PROPERTY AND ON BUSES? ♦ HAVE YOU DETERMINED CONTACT PROTOCOL WITH LOCAL HEALTH OFFICIALS IF BIO-TERRORISM IS SUSPECTED? 	<ul style="list-style-type: none"> ♦ SECURITY ♦ CLINICAL STAFF ♦ CRISIS MANAGEMENT TEAM 	
<p>TRAIN STAFF ON IDENTIFYING AND HANDLING SUSPICIOUS PACKAGES AND LETTERS.</p>	<ul style="list-style-type: none"> ♦ HAVE YOU DOWNLOADED AND POSTED THE FBI ADVISORY (POSTER) REGARDING SUSPICIOUS PACKAGES FROM WWW.FBI.GOV? ♦ OR, THE US POSTAL INSPECTION SERVICE 	<ul style="list-style-type: none"> ♦ MAIL ROOM ♦ SECRETARIA L 	

Recommendation	Steps	Participants	Date Completed
	POSTER ON IDENTIFYING SUSPICIOUS PACKAGES FROM WWW.USPS.GOV? ♦ HAVE YOU CONSIDERED PUBLICIZING THE AVAILABILITY OF THIS INFORMATION TO OTHERS IN THE SCHOOL COMMUNITY FOR PERSONAL USE?	♦ SECURITY ♦ PARENTS ♦ STUDENTS	

Biological Terrorism

Today, the threat of biological terrorism is real. Although biological hoaxes far outnumber cases of confirmed contamination, schools must be prepared to deal with all threat situations as real. Notwithstanding, Bonham ISD takes a proactive stance against hoaxes of any nature. Hoaxes serve to divert critical law enforcement and other emergency response attention from true crises and may cost lives. Appropriate disciplinary action will be taken against students and others who perpetrate hoaxes.

A biological agent can be introduced:

- by mail, via a contaminated letter or package
- using a small explosive device to help it become airborne
- through a building's ventilation system
- using a contaminated item such as a backpack, book bag, or other parcel left unattended
- by intentionally contaminating a food supply
- by aerosol release into the air (such as with a crop duster or spray equipment)
- into the general population by a missile warhead

Prevention

Everyone who handles mail will be trained how to identify a "suspicious" package or letter.

There may be cause for suspicion if:

- The mail is unexpected or from someone you don't know
- It is addressed to a title, but no name
- It is addressed to someone no longer at your address
- It is handwritten and has no return address or bears one that you cannot confirm is legitimate
- The return address does not match the postmark
- Common words are misspelled
- It is lopsided or lumpy in appearance
- It has wires or tinfoil protruding from it
- It is sealed with excessive amounts of tape or string
- It is marked with restrictive delivery instructions such as "Personal or "Confidential"
- It has excessive postage
- It has oily stains, discoloration, crystallization, or a strange odor
- It is leaking a powdery substance

Response

If you receive a suspicious letter or package, or a letter or package threatening biological contamination:

Step One: Stay calm. Don't get excited or excite others. Most threats are, in fact, hoaxes. Regardless, you *must* treat each incident seriously.

Step Two: If the letter/package is unopened and not leaking:

Don'ts

- Do *not* open the letter/package.
- Do *not* pass the letter/package around to show other people.
- Do *not* shake the letter/package.

Do's

- Place the letter/package in a plastic bag or other container (such as a trash can) to prevent leakage.
- Move a safe distance away and call your supervisor.
- Prevent others from coming into the area. If someone comes into the area, ask them to stay until instructed to leave by Public Safety or Health responders.
- Wash your hands with soap and water. Everyone who had any contact with the letter must also wash his or her hands with soap and water.

If, however, powder spills from the letter, either because it was opened or has torn open, follow these steps:

Don'ts

- Do *not* clean up the powder.
- Do not sniff, touch, taste, or look closely at the spilled contents.

Do's

- Put the letter on a stable surface.
- Leave the room promptly and prevent anyone from entering. Everyone who touched the letter should wash their hands. Do not leave the area. There is no need to evacuate the floor or building.
- Have the buildings ventilation system, heating system, or air conditioning system shut down, if possible, and turn off any blowers to the room.

Step Three: Contact your supervisor. He/she will make a list of all persons who touched the letter or envelope. *(Be sure the list includes work and home phone numbers for each person for any necessary follow-up.)*

Step Four: Your supervisor will call **911**. A risk assessment for those persons involved in the incident will be coordinated by appropriate law enforcement personnel with decisions about the need for decontamination and initiation of prophylaxis treatment being made by the appropriate local health department staff. Once the on-scene investigation is complete, ask to go home to wash your clothes and take a shower. No special precautions are needed. Do not use bleach on your skin.

If you receive a biological threat by phone, alleging a contaminated package, parcel, or letter:

- Use the Threat Call Checklist (See p. 11.) as a basis to ask the caller appropriate questions about the package or letter allegedly containing the biological agent.
- Have someone else listen to the conversation, if possible.
- Notify the principal.
- Call 911.
- Conduct a search of the building to locate the package in question.
- If a suspicious package is found, *do not* touch it.
- Secure the immediate area until emergency response personnel can determine the best method of handling the item.
- Contact your local health officials if law enforcement has not already done this.

Chemical Terrorism

Unlike biological attacks, most chemical attacks by terrorists tend to be overt in nature. While symptoms of a biological attack may take several days or even weeks to manifest, the display of illness caused by a chemical attack will be immediate and obvious. Chemical agents that might be used by terrorists range from

highly refined and processed warfare agents, to common industrial toxins. As with biological attacks, public buildings may be specifically targeted for attack, or, may be affected because they are part of the larger community under attack.

A chemical agent may be introduced:

- into a water supply such as a reservoir
- into the air using a missile warhead or similar device
- into a building, through the ventilation system
- by spilling or leaking toxin into a populated area
- inside a building using a small explosive device

Prevention

Mineral Wells ISD campuses should follow procedures as listed.

- Make sure all common hazardous chemical materials are properly secured and properly disposed of when no longer needed (not stockpiled needlessly).
- Review and coordinate your plans with local emergency response officials in advance of an incident happening.
- Practice shelter-in-place and evacuation procedures as you would a fire drill.
- Know your local government's warning signal that a disaster has occurred.
- Make sure your campus emergency kit is complete and up to date.
- Make sure each teacher's classroom emergency kit is complete.
- Know your local emergency broadcast station.
- Contact the district director of health services to assist chemical victims before medical help arrives.

Let parents and the local community know that a plan has been prepared and that children will be in the hands of professionals should a situation occur.

Response

- Designate a first (the principal), a second, and a third person in charge for each campus.
- Designate who will make the decision to evacuate or to shelter-in-place and under what circumstances.
- Inform persons in charge of their role in advance.
- Include training for staff, including substitute teachers and volunteers

Practice Drills for Chemical Attack

Scenario I – School has been alerted that a chemical attack has occurred in a neighboring town, somewhere within or near the local community.

Follow procedures as listed:

- Determine how emergency instructions will be communicated by local government (emergency broadcast radio, etc); stay tuned in.
- Alert the principal.
- Alert the Campus Crisis Management Team.
- Have a procedure for notifying students and faculty that may be outside (sports facilities, etc.) to return to the building.
- Shut down ventilation system, heating and air conditioning system.
- Maintain contact with Superintendent & District Crisis Management Team according to prearranged procedures.
- Keep phone lines open to the extent possible.

- Await specific instructions from local emergency management officials.
- Be prepared to: 1) arrange for transportation and to evacuate; or 2) shelter-in-place. Depending on the location of the contamination and other factors, emergency management officials may recommend either option.

Scenario II – Persons inside the school fall ill (if under chemical attack, multiple victims will exhibit similar symptoms simultaneously or within minutes of one another).

Follow procedures as listed:

- Call 911; let the operator know that there is a possible chemical attack and that there are persons with injuries.
- Notify the principal and superintendent.
- Shut down ventilation system, heating and air conditioning system.
- Alert the Crisis Management Team.
- Evacuate, if the hazard is originating from within the building.
- Establish an outside command post.
- Execute the shelter-in-place procedure in an unaffected area, if the hazard is originating from outside the building.
- Keep students calm.
- Identify and attend to injured persons.
- Meet emergency response personnel.
- Lead medical personnel to injured persons.
- Allow emergency response personnel to take control of the scene.
- Notify parents of injured children (when physically possible).
- Cooperate with officials on decontamination procedures.
- Declare all clear and resume normal operations, or, make decision to close facility for prolonged decontamination.
- Provide appropriate information to press.
- Keep Superintendent informed.
- Hold staff meeting and provide details.
- Meet with parents, if necessary.
- Meet with Crisis Management Team and review response.
- Update plan, if needed.
- Meet with parents, if needed.
- Involve counselors to assist students, if needed.

Special shelter-in-place procedures for chemical attacks:

- Use duct tape to seal areas around windows, and air ducts.
- Place wet towels (or duct tape) at door sills.
- Injured should be sheltered in place within rooms that have running water if possible.

Assistance for persons who have been affected by a gas or liquid chemical toxin – prior to arrival of emergency response personnel (These steps may mean the difference between life and death.

- Affected persons should be told to remove their clothes immediately and completely for contact with a liquid toxin or down to their underwear if an aerosol toxin.
- They should remove all jewelry.
- They should be placed in a shower or should rinse as much of their body as they possibly can with water.
- If physically able, and with close supervision, they should enter a pool, if available.
- Clothes should be secured so that they do not pose a hazard to anyone else.

Guide for identifying a suspicious package or vehicle:

Item	Why Suspicious?	Response
Letter/Package received by mail	Meets FBI /Postal Service guide (post) for suspicious packages	Respond according to FBI or Postal Service recommendations
Briefcase, book bag, backpack, suspicious parcel, etc.	<ul style="list-style-type: none"> • Left unattended • No identification • Found in unusual location 	<ul style="list-style-type: none"> • Consider making P.A. announcement in order to identify the owner of item • If no owner identified, do not handle item • Secure the area • Call 911 • Principal to make decision to evacuate or to remain in normal session
Vehicles (especially trucks and vans)	<ul style="list-style-type: none"> • Illegally parked • Cannot be identified • Conspicuous before or after normal hours 	<ul style="list-style-type: none"> • Call 911 • Law enforcement and administration decide course of action based upon police identification of vehicle

Practice Bomb Threat / Explosion Drills

Scenario I: - A bomb threat call is received.

Follow procedures as listed:

- Take the threat seriously.
- Complete the Threat Call Checklist.
- Notify principal.
- Notify Superintendent, security, and appropriate district staff.
- Review and assess information on Threat Call Checklist.
- Conduct visual search of building using two persons familiar with facility.
- If imminent danger exists (a device is found) call 911.
- Principal uses his/her discretion in making decision to evacuate.
- Declare all clear and resume normal operations when appropriate.
- Keep Superintendent informed.
- Hold staff meeting and provide details, if necessary.
- Meet with parents, if necessary.
- Meet with Crisis Management Team and review response.
- Update plan, if needed.
- Meet with parents, if needed.
- Involve counselors to assist students, if needed.

Scenario II - After a call a package or potential device is found.

Follow procedures as listed:

- Secure the immediate area.
- Call 911.
- Notify principal that potential device was found.
- Update Crisis Management Team.
- *Implement Building or Site Evacuation Plan.
- Notify Superintendent, security & appropriate district staff.
- Establish command post outside of building.
- Provide emergency and law enforcement personnel the description and location of the package.
- Allow emergency response personnel to take control of the scene.

Scenario III - An explosion has occurred.

Follow procedures as listed:

- Call 911.
- Activate Crisis Management Team.
- Notify Superintendent.
- *Implement Building or Site Evacuation Plan (minimum safe distance is from 1000 – 3000 feet).
- Be aware there may be additional explosions.
- Attend to students by keeping them calm and in one location.
- Have designated staff member(s) meet emergency vehicles.
- Direct medical personnel to any injured students or staff.
- Take roll and account for any missing students.
- Allow emergency response personnel to take control of site.
- Establish command post.
- Notify parents of any injured students.

- Arrange for emergency student transportation, if necessary.

* Terrorists often use car and truck bombs to commit their acts. These devices are constructed to cause maximum human devastation. The ATF minimum safe evacuation distance for car bombs is 1500 feet; for vans and small trucks it is 3750 feet; for large trucks (such as tankers) it is 7000 feet. Both the size of the suspected vehicle and the size of your campus will determine whether a building evacuation or a site evacuation is appropriate.

Terrorism & Emergency Preparedness Resources

Biological and Chemical Terrorism

www.cdc.gov : The Centers for Disease Control and Prevention
www.fema.gov : The Federal Emergency Management Agency
www.usps.com: The United States Postal Service
www.fbi.gov: The Federal Bureau of Investigation
www.who.int: The World Health Organization
www.redcross.org: The American Red Cross
<http://165.91.252.94>: The Texas DEM (Division of Emergency Management) Web Site for WMD/Terrorism Domestic Preparedness
www.tdh.state.tx.us: The Texas Department of Health
www.jama.ama-assn.org: The Journal of the American Medical Association

Bombs and Explosives

www.atf.treas.gov: The Bureau of Alcohol Tobacco and Firearms

Local Mineral Wells I.S.D. Hazard Summary

A hazard summary is a quick way to determine hazards to consider for the EOP. When completing the hazard summary, consider the following:

- Frequency or likelihood the hazard will occur,
- Potential magnitude of the hazard if it occurs
- Amount of warning time before hazard occurs
- Likely severity of hazard if it occurs

Using the following scale will help you decide which hazards to plan for:

1 - 7 =	Low Risk
8 - 13 =	Medium Risk
14 - 24 =	High Risk

Consider all hazards with a risk priority rating of “high” or “medium” in your school's EOP.

Figure 1: Hazard Summary

Hazard Type:	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
NATURAL					
EARTHQUAKE	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
FLASH FLOODING	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
FLOODING (RIVER OR TIDAL)	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
HURRICANE	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
TORNADO	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
WILDFIRE	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
WINTER STORM	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
HUMANMADE					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
DAM FAILURE	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
FIRE	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
NUCLEAR FACILITY INCIDENT	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	
POWER OUTAGE	4 Highly likely	4 Catastrophic	4 Minimal	4 Catastrophic	High
	3 Likely	3 Critical	3 6-12 hours	3 Critical	Medium
	2 Possible	2 Limited	2 12-24 hours	2 Limited	Low
	1 Unlikely	1 Negligible	1 24+ hours	1 Negligible	

WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SUSPICIOUS PACKAGE/DEVICE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

**Palo Pinto County Emergency Management
Route 1 Box 333
Mineral Wells, Texas**

HAZARD ANALYSIS AND SUMMARY OF FINDINGS

**FOR
PALO PINTO COUNTY
AND THE
INCORPORATED CITIES OF:**

MINERAL WELLS

GRAFORD

MINGUS

GORDON

STRAWN

Hazard Summary

These hazards have been identified as possible in Palo Pinto County:

Flash Flood	High
Tornado	High
Severe Weather (hail, freezing rain, wind)	High
Wild Land Fire.....	High
Radioactive Material Transportation Accident.....	Medium
Aircraft Accident.....	Medium
Dam Failure	High
Terrorism	Low
Industrial Accident (Chemical, Gas Processing)	Low
Hazardous Material Incidents	Uncertain

Flash Floods HIGH HAZARD

Based on past history, at least two major events will occur annually. These will coincide with several minor events. Controllability of damage is limited to immediate response and mitigation measures. Duration of/and actual event is several hours to several days.

Predictability, where it relates to a time period, ranges from none to several days. During periods of heavy rainfall, the unincorporated city of Santo is likely to be totally cut off by road. Contingency plans and training for emergency personnel are ongoing. The amount of damage ranges from several homes inundated to communities cut off and evacuations by air or boat required.

Tornado HIGH HAZARD

The predictability for tornadic activity is high in this area. However, the number of NWS trained weather spotters is also high (110 at last class this year) and several alert systems are in place. Historically, only one tornado has hit a population center this century. Tornadoes continue to be a high risk factor due to the potential for damage. Controllability is limited to warning plans and early detection by spotters. Duration is relatively short for each event; however, multiple events are likely.

Severe Weather HIGH HAZARD

Severe Weather can range from heavy rain to drought, freezing rain, hail, snow, or a combination of these events. Numbers will range from two or more damaging events per year to ten, based on historical data. Damage could be widespread, depending on storm track and intensity. Duration can range from several hours to several days.

**Wild Land Fire
HIGH HAZARD**

In the last several years, wild land fire has become a major hazard in the area. In 1996 at least 5,000 acres were burned in large fires and the total number is impossible to estimate. The Palo Pinto Area Wild Land Strike Team was on 68 fires in Palo Pinto and neighboring counties in calendar year 1996. Despite the number and size of these fires, no homes were lost in Palo Pinto County. Predictability is based on the time of year and/or the total rainfall for the season. In times of less than 10 inches of rainfall per six months, major wild land fires may break out. Controllability of a wild land fire is dependent on weather conditions, wind speed and direction, amount of fuel, type of fuel, and structures in the path. With the advanced tactics of the Strike Team, if no homes or other structures are in the path of the fire, the fire might be managed to provide some advantage to the fire crews. That is to say that it will be allowed to burn up to a natural or man-made barrier. Duration may be several days to two weeks (1993 Graford Range Fire).

**Radioactive Material Transportation
MEDIUM HAZARD**

Predictability is uncertain and dependent on the volume of this type of traffic. No accidents of this type have happened in this county to the best knowledge of this office. However, with the volume of the traffic increasing on I-20 and going through the worst intersection in the region and the seventh worst in the state (US 281 and I-20) this is rated as a medium hazard. Controllability is limited to planning and training of response personnel. Scope of damage would range with the amount of the spill and the exact location. Duration would be related to the time for clean up and the half-life of the material.

**Aircraft Accident
MEDIUM HAZARD**

With three major facilities flying over this county (DFW, Dallas Love, Joint Reserve Base Carswell), this hazard receives a medium rating. This County has experienced less than one air accident annually. The accidents which resulted in a loss of life or property have all been civilian and none have been commercial. Duration is unsure and is based on the size of the accident.

**Dam Failure
HIGH HAZARD**

The Morris-Sheppard Dam at Possum Kingdom Lake was built in the 1930's. Plans and call list are updated as soon as new information is received by this office or the Brazos River Authority. Dam failure exercises are

under taken on a rotational basis with other hazards. Major problems would result in the event of a dam failure with the western half of the county being cut off if the bridges were compromised. The loss of life and property would be great in the event of a sudden dam failure. Estimates say that in 17 hours the city of Mineral Wells would be thirty percent inundated. This hazard is rated as a High hazard since the loss of life and property would be so great in the event of a Dam failure. (See attachment p. 24)

**Terrorism
LOW HAZARD**

No incidents of this type have been reported, however, with the rate for these nation-wide on the rise, some risk is foreseeable. Predictability is low and limited to the small amount of petrochemical industry in the county. Duration of such an event is unclear, presumed to be a long process. The risk factor for terroristic type problems is rated as low due to the political situation and the low number of industries which might be targeted. This factor is changeable with the political climate.

**Industrial Accident
LOW HAZARD**

Predictability of an industrial accident is low from the small amount of industrial base in the county. The risk factor for industrial accidents is considered as low. In the past one major event in fifteen years and a minor event every three years contribute to this rating. Controllability of damage is limited to zoning, on site planning, and conditions.

**Hazardous Materials Incidents
LOW HAZARD**

The risk factor for Haz-Mat incidents is low, however, this may change next year if the volume of this traffic on the railroad or Interstate 20 changes. Predictability is high since even common carriers may haul small amounts of very dangerous chemicals and/or radioactive explosives or biological materials.

Unforeseen or Unusual Hazards

The number of unusual or unforeseen hazards is probably beyond calculation. However, if the instructions in the guidance are followed (pages 2-2 "must address all risk"), there are many hazards to consider. Based on historical facts, Texas may experience another Ice Age or similar calamity such as the plague of wolves in the Panhandle in the 1870's.

Jurisdictional Information for Palo Pinto County

Mineral Wells is the largest school system in the county with 3,448 students in 1996. Followed by Santo with 395, Graford with 390, Gordon with 230, Strawn with 213, and Palo Pinto with 56.

Mineral Wells Public Schools

Mineral Wells High School	3801 Ram Blvd.	940-325-4408
Mineral Wells Junior High	1301 SE 14 th Ave.	940-325-0711
Houston Elementary	300 SW 13 th St.	940-325-3427
Travis Elementary	1001 SE Martin Luther King Jr. St.	940-325-7801
Lamar Elementary	2012 SE 12 th St.	940-325-5303

Private Schools

Community Christian School	2502 Garret Morris Parkway
940-328-1333	
Enrollment 221	

Schools in Palo Pinto County

Palo Pinto	940-659-2745
Graford	940-664-3101
Gordon	254-693-5342
Strawn	254-672-5313
Santo	940-769-3215

Nursing Homes

Number of Facilities	3
Total Patients	140

Jurisdictional Description

The Palo Pinto County area is in the Cross Timbers region with rolling wooded hills and grasslands in addition to deep canyons and rugged mountains. This makes the county passable only by established roadways. Mineral Wells population center is located on the eastern county line and about central in the county. Population is slightly over 25,000 with Mineral Wells have nearly 15,000. Oil and gas production compete with agricultural endeavors in the county while light manufacturing accounts for most of Mineral Wells larger employers. A rail line and Interstate 20 cross the county while US 180 divide the county into four quadrants. One hospital, two clinics and four nursing homes make up the medical facilities. The Brazos River runs roughly North and South through the county. Possum Kingdom Lake and Palo Pinto Lake are major recreational facilities with Palo Pinto Lake supplying most of the residents with water.

MINERAL WELLS
INDEPENDENT SCHOOL
DISTRICT

GENERAL EDUCATION
HOMEBOUND SERVICES

2005-2006

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MINERAL WELLS
INDEPENDENT SCHOOL
DISTRICT

GUIDELINES AND
CRITERIA

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT GENERAL EDUCATION HOMEBOUND SERVICES

Any student who is served through the general education homebound program must meet the following three criteria:

- Is expected to be confined at home or hospital bedside for a **minimum** of four consecutive weeks; or is chronically ill and is expected to miss a total of 20 or more days throughout the school year.
- For **medical reasons only**;
- Medical condition is documented by a physician licensed to practice in the United States

Students served through the General Education Homebound (GEH) at home/hospital bedside must be served by a certified general education teacher.

GEH Policy Requirements

To qualify for funding purposes the school district must have policy and procedures approved by the local school board for implementation of general education homebound instruction.

GEH Committee

Decisions regarding general education homebound placement must be made by a designated campus committee. Members of the committee should include but is not limited to a campus administrator, a teacher of the student, and a parent/guardian of the student.

The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home/hospital bedside. If instruction is provided at home/hospital bedside the GEH committee will determine the type(s) and amount of instruction to be provided.

In making these decisions the GEH committee must consider the physician's information. However, the physician's note/information ***is not*** the sole determining factor in the committee's decision making process.

GEH Committee Responsibilities

In qualifying a student for and serving a student through general education homebound, the following documentation requirements must be met:

1. A district developed form which documents GEH committee decisions regarding whether or not a student is to be served through GEH.
2. The GEH committee must document on the form the committee's decision regarding the type(s) and amount of instruction to be provided to the student, this must include the designated amount of time per week that instruction will be provided.
3. A note from a physician stating the student has a medical condition which requires the student to be confined at home/hospital bedside for a minimum of four consecutive weeks.
4. Documentation of the day(s) homebound instruction started and stopped.
5. Teacher's homebound instruction log.

GEH Funding Chart

In order for funding to be generated for general education homebound, services must be provided as follows:

General education students served at home will earn eligible days present based on the number of hours the student is served at home by a certified teacher each week. Use the following chart to calculate eligible days present:

Amount of Time Served per Week	Eligible Days Present Earned per Week
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four or more hours	Four days present (4-day week) Five days present (5-day week)

Transition from GEH to the Classroom

Students transitioning back to a school-based setting, may continue to generate funding based on the GEH funding chart during the transition period. The length of the transition period must be determined by the GEH committee based on current medical information. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

The following documentation requirements must be met for students served through General Education Homebound:

1. A district developed form which documents GEH committee decisions regarding whether or not a student is to be served through GEH.
2. The GEH committee must document on the form the committee's decision regarding the type(s) and amount of instruction to be provided to the student, this must include the designated amount of time per week that instruction will be provided.
3. A note from a physician stating the student has a medical condition which requires the student to be confined at home/hospital bedside for a minimum of four consecutive weeks.
4. Documentation of the day(s) homebound instruction started and stopped.
5. Teacher's homebound instruction log.

EXAMPLE

A general education student develops a medical condition and the school obtains a physician's statement affirming that the medical condition will prevent him from attending school for at least four consecutive weeks.

1. The General Education Homebound (GEH) committee should convene to review all of the student information (including the physician's statement) to determine if homebound services are appropriate. If homebound services are determined to be appropriate, the GEH committee must document the following:
 - a) The GEH committee must document on the form the committee's decision regarding the type(s) and amount of instruction to be provided to the student, this must include the designated amount of time per week that instruction will be provided.
 - b) A note from a physician stating the student has a medical condition which requires the student to be confined at home/hospital bedside for a minimum of four consecutive weeks.
 - c) Documentation of the day(s) homebound instruction started and stopped.
 - d) Teacher's homebound instruction log.
2. At the end of the week, designated staff should inform the attendance clerk of the amount of time the student received service from the certified general education teacher and the number of absences that should be recorded in the attendance accounting system.

Example A- if the student was served four or more hours that week, the student should be recorded present every day that week.

Example B- if the student was served two hours that week, the student should be recorded present for two days and absent for three days of that week.

Example C- if the student does not receive any service during the week, absences must be recorded every day of that week, resulting in 0 eligible days present.

3. The GEH committee should convene to review current student information (including the physician's statement) to determine if a transition period is necessary and the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom, the GEH committee should document the following:
 - a) The length of time for the transition period.
 - b) The amount of time the student will be served in both settings (homebound and classroom) during the transition period.
 - c) The effective date the student returns to the classroom fulltime must be documented.

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Guidelines for Hospital/Homebound Program Entry and Dismissal

Entry Requirements

To qualify for homebound/hospital service the student must meet eligibility requirements as documented in the current Student Attendance Accounting Handbook.

A homebound referral does not automatically mean that the General Education Homebound (GEH) committee will recommend homebound services. In making eligibility and placement decisions the GEH committee must consider the Physician's Information Report; however, the physician's report **is not the sole determining factor** in the GEH committee's decision making process. The school needs to make appropriate efforts to accommodate the student at school depending upon the student's medical need and doctor's information. The school nurse should also be consulted.

Parents need to know that a GEH committee cannot consider homebound services until **both** forms; Physicians Information Report and Homebound Needs Assessment forms are completed and returned to the campus assessment person.

Parents/students should continue picking up all assignments and remain current with all the work pending a determination of eligibility for General Education Homebound Services.

Electives in Career and Technology are not *usually* taught through the homebound program.

When the student's placement is determined to be homebound, the homebound teacher's responsibilities during the GEH committee meeting include:

1. Provide input for necessary accommodations.
 2. Give the parents a copy of the parent information sheet and discuss relevant information...
 3. Share the Parent Survey with the parents.
 4. Verify telephone numbers and the directions to the student's home.
 5. Explain the instruction days, times and assignments with the parent.
 6. Share the following information regarding students that will be served on an intermittent basis. *
- As per the doctor's request services will be made available to _____ (student). _____ (Student's) medical condition allows him/her to attend school periodically. In order to assure the least restrictive environment, he/she will be maintained in the regularly assigned classroom(s). The homebound teacher will monitor the student's attendance and provide services when absence is related to the homebound diagnosis.

When absences are related to the medical diagnosis, homebound services will be offered as per the student Attendance Accounting Handbook. The homebound teacher will notify the attendance clerk of student absences at the end of each week.

Homebound Responsibilities after the Placement GEH Meeting

See Homebound Teacher's Procedure Sheet

Dismissal Requirements

1. There must be a GEH committee meeting at the end of the homebound request period to either:
 - a. Dismiss the student at the end of the projected time; or
 - b. To continue the services. In this case, the GEH Committee must review a new statement from the physician.

If dismissal occurs, the homebound teacher will:

2. Submit the student's grades to the GEH Committee;
3. Complete the dismissal checklist and send dismissal documentation to the homebound teacher;
4. Maintain student folder;
5. Send a form letter to attendance clerk that the student has been dismissed;
6. Turn in all completed work and borrowed materials.

Parent survey input forms will be mailed to the parent after the student has been receiving homebound services for at least three weeks. This survey will provide data regarding opportunities for improvement in Homebound Services and in other services provided to students.

**MINERAL WELLS
INDEPENDENT SCHOOL
DISTRICT**

**GENERAL EDUCATION
HOMEBOUND
COMMITTEE MEETINGS**

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT

GENERAL EDUCATION HOMEBOUND SERVICES

- Physician's letter
- Physician's Information Form
- Physician's Needs Assessment
- Release/Consent to Request Confidential Information

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Date: _____

Re: Homebound/ Hospital Eligibility Requirements

Student_____

Campus_____

Dear Physician;

The above student has been reported to have a medical condition or illness, which could prohibit his/her attendance at school. In order for a student to be considered for the Homebound/Hospital Program, a physician must complete the Homebound Needs Assessment and the Physician's Information Report, based on the criteria referenced on the Physician's Report. The projected time that the student will be absent from school must be a **minimum** of four weeks from the date of completing this form.

Homebound is a very restricted general education placement with limited home instruction. A homebound teacher will typically teach the student for only four (4) hours per week. For obvious reasons, many opportunities provided at school may be eliminated from the student's program (i.e., lab work, foreign languages, extra curricular activities, art, music, and other electives). In addition, opportunities for social development are minimized.

The General Education Homebound committee would recommend homebound services only when no other program alternative will meet the needs of the student.

Respectfully,

Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

PHYSICIAN'S INFORMATION FORM

Student _____ Date _____
Student ID# _____ School _____

Professional Evaluator
Name of licensed Physician _____
Phone _____
Address _____

Please indicate condition that applies:

____ Student appears to have limited strength, vitality, or alertness due to chronic or acute health problems which adversely affect his / her educational performance. This does not include mental health disorders.

____ Student has severe orthopedic impairment which adversely affects educational performance. Type of severe impairment (i.e. diagnosis): _____
Severity of impairment: ____ mild ____ moderate ____ severe

____ Student has an acquired brain injury caused by an external physical force resulting in total or partial functional disability which adversely affects educational performance. (Brain injury due to birth trauma, congenital and/or degenerative causes, is excluded from this disability.)

Date of occurrence: _____

EDUCATIONAL IMPLICATIONS (check all that apply):

____ additional rest periods due to limited strength and vitality
____ other: _____

____ other: _____

____ confined for Homebound instruction for _____ school days.

Beginning date: _____ End date: _____

School staff will obtain Consent for Disclosure of Confidential Information from the parent and / or guardian.

Physician's signature Printed Physician's name Date
(Please do not stamp)

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES
NEEDS ASSESSMENT/ PHYSICIAN'S REPORT**

STUDENT: _____ **DATE:** _____
DOB: _____ **Parent/Guardian** _____
Diagnosis _____
Date of Diagnosis _____

To enable the student to remain on their home campus the following accommodations could be discussed at the General Education Homebound committee meeting.

Rest periods	Limited physical activity	Shortened day
Change in schedule	Early class release	Elevator key
Use of wheel chair		

OR

HOSPITAL/ HOMEBOUND EDUCATION IS OFFERED WHEN A STUDENT MUST BE **CONFINED TO HOME** FOR FOUR OR MORE WEEKS.

OR

HOMEBOUND EDUCATION FOR CHRONIC ILLNESS IS OFFERED TO THOSE STUDENTS WHO ARE EXPECTED TO BE **CONFINED TO HOME** FOR ANY PERIOD OF TIME TOTALING **AT LEAST FOUR WEEKS** THROUGHOUT THE SCHOOL YEAR.

Are homebound services being requested for the student? ____ yes ____no
 If so, what are the reasons for requesting homebound services?

If placement in a homebound setting is recommended, please circle the following:

- Yes No The student is unable to function in the school setting, even for a shortened day at this time.
- Yes No The student is physically able to do school work with a homebound teacher.
- Yes No The student's disease is communicable.
- Yes No The student will be confined to his / her home for a minimum of four consecutive weeks or for any period of time totaling at least four weeks throughout the school year.

The anticipated period of confinement is expected to last from _____ to _____.
m/d/y m/d/y

Special instructions, limitations, procedures, precautions to be taken with the student while receiving homebound services:

 Signature of Licensed Physician

 Printed Name of Licensed Physician

 Telephone Number

Address

 Fax Number

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

NOTICE FOR RELEASE /CONSENT TO REQUEST CONFIDENTIAL INFORMATION

Student's name _____ Date of Birth _____
School _____ Grade _____

We are asking that you authorize the person or agency named below to release / to request specified records containing confidential information regarding the above-named student to the following school staff person:

INFORMATION TO BE RELEASED:
() TO () FROM

INFORMATION TO BE RELEASED:
() TO () FROM

* Name and Position

* Mineral Wells Independent School District
General Education Homebound Department
906 S.W. 5th Avenue
Mineral Wells, Texas 76067

School / Agency Making Request

For more information, please call

Address

School Staff Person

City State Zip

Phone number

*Purpose of disclosure: _____

***RECORDS TO BE RELEASED /RECORDS REQUESTED:**

	Speech /Language Assessment		Diagnosis / Recommendations
	Medical / Physical Examination		Consent for Comprehensive Assessment
	Discharge Summary		Other

PLEASE CHECK THE APPROPRIATE SPACE BELOW:

___ YES ___ NO * I have been fully informed and understand the school's request for my consent as described above. This information will be released / requested upon receipt of my written consent.

___ YES ___ NO * I understand that my consent is voluntary and may be revoked at anytime.

Signature of Parent/ Guardian/ Surrogate Parent / Adult Student

Date

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT

GENERAL EDUCATION HOMEBOUND SERVICES

- GEH Dismissal Checklist
- Physician's letter
- Physician's Permission to Return to School

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT GENERAL EDUCATION HOMEBOUND SERVICES

General Education Homebound Dismissal Checklist

A General Education Homebound (GEH) committee meeting must be held on or before the date stated on the Physician's Information Form and/or GEH Homebound Needs Assessment.

For GEH committee meeting:

_____ Homebound service dismissal form signed by the physician if the student is dismissed **prior** to the date on the Homebound Needs Assessment Form

Immediately after the dismissal GEH committee meeting, distribute the following:

_____ Form letter to teacher(s) regarding student returning to class

_____ Turn in all completed work and borrowed materials

_____ Letter to attendance clerk informing them of the dismissal

_____ Notify homebound teacher that the student is being dismissed

_____ Send a copy of the physician's dismissal form to the lead homebound teacher

Contents of the student's folder should be saved at least one semester after the student returns to the campus in the event the information is needed at a later date.

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Date: _____

Re: Homebound/Hospital Eligibility Requirements

Student _____

Campus _____

Dear Physician,

The Homebound/Hospital program has served your patient,
_____. The Texas Education Agency requires each
student to supply written documentation that they may return to regular class instruction.
The attached form must be completed prior to the student returning to school.

Your assistance is appreciated.

Thank you,

Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Physician's Permission to Return to School from Hospital / Homebound Services

Name _____ Date of Birth _____
School ID _____ Phone _____ Cell Phone _____
Address _____ City _____ Zip _____ Cell Phone _____
Age _____ Gender _____ Campus _____ Grade _____
Father's name _____ Work Phone _____ Cell Phone _____
Mother's name _____ Work Phone _____ Cell Phone _____
Pertinent Medical History _____

Is this student medically eligible to return to regular classroom instruction for

- Full day instruction?
- Partial day instruction?

Date which he / she may return _____

Suggested precautions and / or rest schedule the teacher should observe while working with this student:

Physician's remarks: _____

Signature of Physician

Physician's name (Printed or Typed)

Date

Please return to: _____ Attn: _____
--

MINERAL WELLS
INDEPENDENT SCHOOL
DISTRICT

GENERAL EDUCATION
HOMEBOUND SERVICES

Parent Information

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Information for Parents and the Homebound Student

The homebound program is a regular education program designed to help those students who are unable to attend school for at least four weeks because of a critical or chronic medical problem, and the attending physician feels that the student is able to complete class assignments in the home or hospital within the school district.

The homebound program is a cooperative effort between the school and the home; therefore, the student and the parent(s) must assume the following responsibilities:

- District policy requires that a responsible adult must be present in the home during the instruction time.
- In order to make the learning atmosphere as much like a classroom as possible, it is preferable for the parent(s) and other children to remain out of the room during instruction time.
- Homebound services are provided for absences related to the diagnosis stated on the attending physician's request form.
- Parent will please contact the homebound teacher, **before** 8:00 a.m., if the student or any family member has an infectious disease. This includes fevers of 101 degrees or above, vomiting, diarrhea, and strep infections. The homebound teacher will not visit the home as long as these conditions exist, but will deliver work for the student to complete.
- The teacher will notify you if he/she is unable to come because of personal illness or unexpected circumstances. If the teacher misses the homebound session, the time will be made up.
- If the student cannot participate in an instructional session, the student will be charged for a three-day absence from school. Absence from the next instructional session will result in a two-day absence from school. Further absences will result in alternating between three and two day absences.
- An assignment sheet listing assignments that are due at the next homebound session will be left at the end of each session. **Please encourage your child to stay current with all assignments.**
- Student will not participate in extracurricular activities or work outside the home during the period of homebound service.

Students are expected to return to their campus at the date stated on the Homebound Service Request Form. **If the student is ready to return to school early, the doctor must complete a Homebound Dismissal Form.** Upon return to school, it will be the responsibility of the student/parent to talk to his/her individual teacher concerning assignments not yet completed.

Cooperation from the parent and the student is appreciated. If you have any questions or concerns,

Please feel free to contact me at _____ or

the homebound teacher at _____.

Your homebound session time is: _____

Thank you,

Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES DEPARTMENT**

Map to Student's House

Student's name _____ School _____

Parent's name _____ Grade _____

Address _____

City _____ State _____ ZIP _____

Phone (Home) _____

(Work) _____

Date _____

MAP TO STUDENT'S HOUSE



**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES DEPARTMENT**

Parent Survey for Students Served in the Homebound Program

Student _____ Services provided from _____ to _____

Teacher's name _____

(NS) Not Satisfactory (S) Satisfactory (E) Exceeding (O) Outstanding

Expectations	NS	S	E	O
1. The conditions of homebound were properly explained at the initial General Education Homebound (GEH) committee meeting.				
2. Proper scheduling for your child was attempted.				
3. The program was adequate and flexible for your child to be successful.				
4. The academic level was addressed properly.				
5. The homebound teacher was prompt for class sessions.				
6. The homebound teacher was prepared for sessions with your child.				
7. The homebound teacher acted in a professional and appropriate manner.				

Personal comments about our present program:

Suggestions to improve our program:

Your input is valued and appreciated.

Please return to _____ in the self-addressed envelope.

Parent signature: _____

MINERAL WELLS
INDEPENDENT SCHOOL
DISTRICT

GENERAL EDUCATION
HOMEBOUND SERVICES

Attendance
Information

**MINERAL WELLS INDEPENDENT SCHOOL
GENERAL EDUCATION HOMEBOUND SERVICES
NOTIFICATION TO CAMPUS ATTENDANCE CLERK**

TO: Campus Attendance Clerks

REF: Homebound Student

Student: _____

Grade: _____

Start Date: _____

ID #: _____

This student qualifies for General Education Homebound Services. He/she should no longer be counted absent. The classroom teachers have been informed of this, but may, on occasion, report the student as absent. Please do NOT record these absences. The homebound teacher will notify you if the student misses a homebound session and needs to be counted absent.

Thank you.

Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Instructions for Recording Attendance

1. Homebound teacher will contact attendance clerk at student's home campus, notifying them that the student has been placed in the homebound setting.
2. Homebound teacher will contact attendance clerk the day the student is absent.
3. Homebound attendance report should be completed and submitted to the home campus attendance clerk each Friday or the last day of attendance for the week. The attendance office will be instructed to keep this on file as attendance documentation for TEA.
4. Homebound teacher notifies attendance clerk when student is dismissed.

The following is a chart referenced in the Student Attendance Accounting Handbook that should be used to determine the attendance of a homebound student:

AMOUNT OF TIME SERVED PER WEEK	ELIGIBLE DAYS PRESENT
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four hours	Four days present (4-day week) Five days present (5-day week)

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Homebound Attendance Report

Student Name: _____	Student ID: _____
Campus: _____	Grade: _____
Week of: _____	Entered Homebound _____ (Initial Date)
Intermittent: Yes _____	No _____

Date of Attempted Instruction: _____ Absent__Present__Hours served_____

Date of Attempted Instruction: _____ Absent__Present__Hours served_____

Date of Attempted Instruction: _____ Absent__Present__Hours served_____

Date of Attempted Instruction: _____ Absent__Present__Hours served_____

Date of Attempted Instruction: _____ Absent__Present__Hours served_____

Reason(s) for absence(s) from Homebound

HOMEBOUND TEACHER SIGNATURE

DATE

A COPY OF THIS FORM SHOULD BE SENT TO THE CAMPUS ATTENDANCE CLERK EACH FRIDAY OR THE LAST DAY OF ATTENDANCE FOR THE WEEK.

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND
DISMISSAL FROM SERVICES
NOTIFICATION TO CAMPUS ATTENDANCE CLERK**

TO: Campus Attendance Clerks

REF: Homebound Student

Student: _____

Grade: _____

Dismissal Date: _____

ID #: _____

This student will be returning to school as of the dismissal date listed above. He/she will no longer be enrolled in the General Education Homebound Services Program. As of the dismissal date, the classroom teacher should count the student absent. The classroom teacher has been informed of this.

Thank you.

Homebound Teacher

MINERAL WELLS
INDEPENDENT SCHOOL
DISTRICT

GENERAL EDUCATION
HOMEBOUND SERVICES

Homebound Teacher
Information / Documents

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Homebound Teacher Procedures

Upon being assigned a homebound student, the homebound teacher will:

- Contact the parents and schedule a time for the student's lessons. Keep a log of all parent contacts (form).
- Notify the attendance clerk on the student's home campus that the student will be receiving homebound services and should no longer be counted absent, unless notified by you (form for attendance clerk);.
- Locate the box for homebound teachers at the student's campus;
- Notify the assigned classroom teacher(s) of the student's placement (forms: Letter to Teachers, Room and Conference Time, Request for Assignments and Weekly Assignment Sheet). Place these forms in their campus mailbox;
- Confirm that the student has textbooks at home, if not make arrangements for books to be checked out in the student's name;
- Pick up and review assignments from the campus teachers;
- Provide instruction in the homebound setting for the time determined by the General Education Homebound committee;
- Keep a log of all contact hours;
- Leave a written assignment sheet for the homebound student;
- Return completed assignments to the appropriate teacher's box;
- Keep a log of assignments completed and turned in ;
- At the end of each week, preferably Thursday, leave a new Weekly Assignment Sheet for each teacher;
- File a weekly attendance log with the student's home campus attendance clerk, on Friday;
- If a student cancels a session with you, please notify their campus attendance clerk of the absence on the day it occurs. (See schedule for hour to day conversion).
- Do not put students' names on time sheets or mileage reimbursement forms. Refer to them as Homebound #1, #2, etc.
- When visiting a campus, the homebound teacher should sign in and out.
- The homebound teacher should check his/her voice mail on a regular basis for messages.

Extra Help Personnel Procedures:

Complete an Extra Help Form;

Complete Monthly Business Mileage Report. Mileage to be calculated round trip from the student's campus to the student's home;

To ensure prompt payment, the monthly time sheet should be sent to the lead homebound teacher on the **1st** day of the following month;

Comply with MWISD procedures, including those outlined above.

Please Note:

- **All information concerning your homebound student is confidential. The student and their home situation are to be discussed only with those individuals who have an academic need to know.**
- **District policy requires that a responsible adult must be present in the home during the instruction time.**

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES
TEACHER NOTIFICATION OF PROGRAM ENTRY**

Teacher: _____

Student: _____

Date: _____

Dear Teacher:

The above student has been placed in the General Education Homebound Program. As of the date stated above, he/she should no longer be counted absent from your class. I will contact the attendance clerk if the student is to be reported absent.

Since the student, in most cases, will be returning to your class when his/her condition allows, I will be asking you for weekly assignments and tests. Once completed, I will return these assignments and tests for your grading. Assignment sheets for the following week will be placed in your box. Please list assignments and tests in the space provided and return to the appropriate homebound box as soon as possible. **Prompt return of the assignments and graded work is greatly appreciated.**

It is impossible for homebound services to provide curriculum and materials for the numerous programs and subjects offered by MWISD. Please provide all worksheets, manipulatives, and other materials needed to implement your lessons.

Homebound sessions will typically be scheduled for four hours per week or as determined by the General Education Homebound committee, during which **all** academic areas are covered. Any accommodations you can make to help the homebound student be successful in your class are greatly appreciated.

If you have any questions or concerns, I may be reached at _____.
Thank you for your assistance.

Sincerely,

Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND INSTRUCTION**

Teacher: _____

Student: _____

Date: _____

Dear Teacher:

General Education Homebound Instruction may be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year, or are expected to miss at least 20 or more days of the school year, as documented by a physician licensed to practice in the United States.

As per the doctor's request, homebound services will be made available to the above named student. The student's medical condition allows him/her to attend school periodically; therefore, in order to assure the LEAST RESTRICTIVE ENVIRONMENT, he/she will attend school when physically able.

When the student is unable to attend school, the following procedure occurs:

1. Parent notifies homebound staff by **8:00 am**;
2. Homebound teacher takes lessons provided by the classroom teacher to the homebound site;
3. Homebound teacher instructs one hour per day missed and returns completed work to the campus.

If I know of an absence in advance, I will notify you. Rarely do I know in advance when the student will require my services, so I will need Weekly Assignment Sheets filled in by you. I will place these in your mailbox by Thursday or Friday for the following week. Please return the completed assignment sheet to the Homebound Box on your campus by Monday along with any needed worksheets, tests, etc. Once completed, I will return these assignments and tests for your grading.

Thank you for helping the homebound student stay current with your class assignments.

If you have any questions or concerns, I may be reached at _____.
Thank you for your assistance.

Sincerely,

GE Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES
TEACHER INFORMATION SHEET**

Teacher: _____

Student: _____

Subject: _____

Date: _____

Please indicate your conference time, room number, and telephone extension in the spaces below and return with the requested assignments.

Conference Time: _____

Room Number: _____

Please return this form to _____ by placing it in the homebound mailbox.

Thank you for your help.

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Student Information Sheet

Student _____ **School** _____

Address _____ **Phone** _____ **Grade** _____

Parent/Guardian _____ **Admit GEH*** _____ **Dismissal GEH*** _____

Diagnosis _____

Expected period of confinement _____

GEH* decisions

Classes _____

Special notes _____

Homebound Teacher _____

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Homebound Weekly Assignment Sheet

** Please return to the Homebound Box by _____

Student: _____

Week of: _____

Teacher: _____

Subject: _____

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND**

Dear _____;

Date: _____

I am writing to let you know that _____ has not completed the assignments listed below by the assigned date. The student and his/her parent have been advised that non-completion of assignments by the specified due date will result in a zero for that assignment and may affect his/her grade.

If you have any questions or concerns, please do not hesitate to contact me. If you wish to offer the student a revised deadline let me know. Thank you for all of your assistance.

Sincerely,

Homebound Teacher

Phone Number

Assigned On	Date Due	Assignment

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Date: _____

Student information and assignments for: _____

Please return checked items only by _____

- _____ 1. Grades to date
- _____ 2. Make-up work needed
- _____ 3. Outline of class requirements for remainder of six weeks
- _____ 4. Weekly lesson plans
- _____ 5. Current tests and/or assignments with keys
- _____ 6. Modified assignments/tests **with keys**
- _____ 7. Please remember to include student's name, your name, school and subject with any correspondence.

Additional comments:

Thank you.

Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES
Parent Contact Record**

Student name: _____	Birth date: _____	School: _____
Parent/guardian name: _____	Home phone: _____	Work phone: _____

All contacts and attempted contacts should be recorded. Indicate if no answer or the message that was left.

Date/Time	Name of person calling	Name of Person called	Contact		Brief Summary of conversation
			yes	no	

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

Teacher: _____

Student: _____

Date: _____

Dear Teacher:

The homebound student named above is expected to return to school on _____ . After this date, if he/she is not present in your class, please count him/her absent. You will be notified if the student should need homebound services again.

Thank you for your consideration and help. It has been a pleasure working with you.

Sincerely,

Homebound Teacher

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND SERVICES**

STUDENT	CAMPUS	BIRTHDAY	ENTRY DATE	DISMISSAL DATE	DIAGNOSIS
Name _____ Parent _____ Address _____ Phone _____		_____ Age _____ Grade			
Name _____ Parent _____ Address _____ Phone _____		_____ Age _____ Grade			
Name _____ Parent _____ Address _____ Phone _____		_____ Age _____ Grade			
Name _____ Parent _____ Address _____ Phone _____		_____ Age _____ Grade			
Name _____ Parent _____ Address _____ Phone _____		_____ Age _____ Grade			