Lipan ISD

Emergency Operations Basic Plan

August 2022

PROMULGATION STATEMENT

Lipan ISD and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility, all faculty and staff, substitute teachers, and students must be prepared to respond efficiently and effectively to an incident. Through its comprehensive emergency management program, Lipan ISD strives to ensure it continues to provide a safe and orderly environment for students, faculty, and staff while supporting the community. As a result, the Lipan ISD emergency management program focuses on the five phases of emergency management; supports local, state, and federal legal authorities; and incorporates mandated requirements and best practices.

This Basic Plan is the core of the Lipan ISD Multi-hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to manage incidents of all types. It is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed and updated at least annually and is to be regarded as guidelines rather than performance guarantees.

The Superintendent is responsible for approving and ensuring promulgation of this EOP, which supersedes all previous versions of this EOP. If any portion of this EOP, or its supporting documents, are held to be invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of this EOP.

The Superintendent is responsible for emergency management planning for the district and may designate an individual to serve as the emergency management coordinator who oversees the emergency management program. The Superintendent may also identify individuals whose responsibilities are to support the district emergency management program. Significant changes to this EOP will be signed by the Superintendent

Ralph Carter

Ralph Carter
Superintendent
Lipan ISD

Date Signed _10/7/22_

APPROVAL FOR IMPLEMENTATION

This Basic Plan is hereby approved for implementation and supersedes all previous versions.

Approved: _Ralph Carter_   Date: _10/7/22_
Ralph Carter
Superintendent
Lipan ISD

Concurred: _Denise O'Bannon_   Date: _10/7-22_
Denise O'Bannon
School Safety Coordinator
Lipan ISD

RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

RECORD OF CHANGES AND ANNUAL REVIEW

According to the dates below, this district EOP has been reviewed and/or updated. This Record of Changes and Annual Review identifies only significant changes made to this Basic Plan as part of the EOP review process. If no significant changes were made, the phrase "Annual EOP Review Conducted" has been placed in the *Summary of Significant Changes and Annual Review* column.

CHANGE NUMBER	DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
1	06/01/2020	Ralph Carter, Superintendent	Annual Review of EOP
2	06/15/2020	Ralph Carter, Superintendent	Review EOP and Sent for evaluation
3	09/28/2020	Ralph Carter, Superintendent	Received evaluation back from TxSSC and began making changes and put into different template.
4	09/28/2020	Ralph Carter, Superintendent	Began working on communicable disease annex
5	09/30/2020	Ralph Carter, Superintendent	Worked with business office to develop COOP
6	10/12020	Ralph Carter, Superintendent	Added active shooter annex
7	05/24/2021	Ralph Carter, Superintendent	Annual Review of EOP
8	06/19/2022	Ralph Carter, Superintendent	Annual Review of EOP
9	09/6/2022	Ralph Carter, Superintendent	Reworked Active Shooter appendix
10	09/17/2022	Ralph Carter, Superintendent	Reworked Active Threat Annex
11	09/22/2022	Ralph Carter, Superintendent	Put EOP in New Template
12	02/06/2023	R. Carter, Supt. D. O'Bannon	Made Corrections to Active Threat annex

RECORD OF DISTRIBUTION (Electronic Copies shared and on Website)

Updated versions of this Basic Plan have been distributed to the following district members and applicable response agencies identifying their receipt, review, and intent to use this EOP during an incident.

TITLE AND NAME OF PERSON RECEIVING THE PLAN	NAME OF AGENCY RECEIVING THE PLAN	DATE OF DELIVERY	NUMBER OF COPIES
Principal Jennifer Phillips	Lipan Elementary School	10/3/2022	1
Principal Jonathan Normand	Lipan Secondary Campus	10/3/2022	1
Suzanne Taylor	Technology Director	10/3/2022	1

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SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose

The purpose of this multi-hazard emergency operations plan (EOP) is to educate and inform the district on what to do before, during, and after an incident by outlining the responsibilities and duties of administrators, faculty, staff, substitute teachers, students, response agencies, and the community. The goal of this EOP is to minimize the loss of life and damage to property. As a result, it identifies emergency management practices, relationships, responsibilities, and general considerations for facilities and campuses within the district. This EOP has been tailored to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

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

Lipan ISD will review and update this EOP at least annually. These revisions will enhance our ability to support all phases of emergency management.

B. Scope

At all times, a safe and secure learning environment remains a priority for the district and its stakeholders. The Lipan ISD Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communication plans; training and sustainability plans; authority and references as defined by local, State and Federal government mandates; common and specialized guidelines and procedures; and specific hazard vulnerabilities and responses/recovery.

The Lipan ISD EOP operates within the guidelines of its Board of Directors. This EOP addresses district planning for all incidents and is applicable to all district facilities and campuses and ensures that individuals with disabilities, those with access and functional needs, and those with limited English language proficiency are addressed.

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

SECTION 2.0 – LEGAL REQUIREMENT

Texas Education Code 37.108 states that "each school district or public junior college district shall adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must address prevention, mitigation, preparedness, response, and recovery."

SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS \

A. Situation Overview

To provide an effective response to an incident, this multi-hazard emergency operations plan (EOP) may be activated in part or in whole, as necessary, by the Superintendent or designee.

The intent of this EOP is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Hood, Erath, Parker, Palo Pinto counties, the city of Lipan, and is serviced by Education Service Center (ESC) 11.

1. Individuals with Disabilities or Access and Functional Needs

It is the district's policy to provide equal safety during an incident for individuals with disabilities or access and functional needs in accordance with Texas Education Code 37.108. Students, faculty, or staff may require temporary assistance due to injuries (for example: on crutches or wearing a cast).

2. Individuals with Limited English Proficiency

It is the district's policy to provide equal safety during an incident for individuals with limited English proficiency.

3. Facilities and Campuses

The district has a total of 9 facilities. The district has 1 high school, and 1 elementary school. The elementary campus is located at 211 N. Kickapoo, Lipan Texas 76462 and the secondary campus is located at 108 Osage St. Lipan, Texas 76462. A master list of facilities is available at the Administration Building. A map of each facility annotated with evacuation routes, shelter locations, fire alarm pull-stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, electrical rooms, and utility shutoffs is included in the Facilities Annex.

The district has 2 campuses.

Campus maps including campus demographics and responding agencies information are located in the Facilities Annex.

Lipan ISD Demographics

    Students: 465
        Male: 50%
        Female: 50%
    Race:
        Hispanic 49.6%
        Caucasian: 49.3%
        Two or More: 1.1%
    Other:

> > Economically Disadvantaged 52.5%
> > English Second Language: 23.4%
> > Special Education: 12.2%
> Staff:

> > All Staff: 70.0
> > Teachers   47.0
> > Professional Support 2.0
> > Campus Administration (School Leadership)3.0
> > Central Administration 1.0
> > Educational Aides: 8.0
> > Auxiliary Staff: 9.0

4. Hazard Summary

   There are many hazards that have the potential to disrupt district operations resulting in loss of life and damage to property. Specific hazards have been identified through conducting a district hazard analysis. The Hazard Priority Table for identified district's hazards is located in Attachment 1: District Hazard Analysis Summary Data (page 20). The district has addressed each hazard in a separate annex attached to this Basic Plan (refer to Section 12 – Annexes).

5. Resources

   Lipan ISD will use its own resources to respond to incidents. If these resources prove to be inadequate, the district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure the district has access to needed resources during an incident impacting the district.

   The district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure they have access to needed district resources during an incident impacting the community.

   A list of current agreements is found in Attachment 2: Formal Agreements (page 21). These agreements can be obtained through the district's legal office.

B. Assumptions

   Planning requires a commonly accepted set of assumptions that provide a foundation for establishing emergency management protocols and procedures. The following assumptions identify what the district regards to be true in this EOP. Should an assumption prove to be false, this EOP will be modified accordingly.

   1. This EOP is a framework that provides guidance and structure to support our educational mission within a safe and secure environment.

   2. This EOP is intended to provide guidance but does not imply performance guarantees. We may deviate from this plan as necessary.

3. Those individuals or agencies listed in the Record of Distribution acknowledge receipt, review, and intent to use this plan during an incident.

4. All facilities and campuses have created site-specific plans addressing their identified hazards.

5. Students, faculty, and staff are empowered to assess the seriousness of a situation and respond accordingly which may prevent an incident from occurring.

6. An incident such as a fire, gas leak, or hazardous material spill could occur without warning. Faculty and staff should not wait for directions from local response agencies before activating this EOP, thus protecting lives and property.

7. Probable or developing conditions may result in leadership making the decision to delay or cancel events in order to avoid potential injury or loss of life if conditions were to evolve into an incident.

8. Incident management will be conducted in a manner consistent with the principles contained in the U.S. Department of Homeland Security National Incident Management System (NIMS) doctrine.

9. We are prepared to take initial response actions until help from responding agencies is available.

10. Upon arrival, a member of a responding agency (for example: law enforcement, fire) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the incident.

11. An intentional threat against the district will result in security and law enforcement response actions.

12. A quick and appropriate response will reduce the number and severity of injuries.

13. A large-scale incident requires an effective and coordinated response between the district, community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, and staff.

14. During an incident, faculty and staff are expected to perform tasks beyond their daily duties.

15. Utilities (for example: water, electrical power, natural gas, telephone communications, radio systems, cell towers, information systems) may be interrupted due to an incident.

16. Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.

17. Conducting regular drills, exercises, and trainings with students, faculty, and staff on the hazards identified in this EOP improves our readiness to respond to incidents and reduce incident related losses.

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

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

SECTION 4.0 – CONCEPT OF OPERATIONS

A. Approach to Emergency Management

The multi-hazard emergency operations plan (EOP) is based on an all-hazards approach and may be activated in its entirety or in part, based on the incident and decisions of leadership.

This EOP does not replace the responsibility of each facility and campus to develop and test emergency plans. To the extent possible, the same personnel and resources used for daily operations will transition to response operations. Faculty, staff, and resources may be limited, so some routine services and activities that do not contribute to the incident response will be redirected or suspended to accomplish response and recovery efforts.

The Superintendent is responsible for emergency management planning for the district and may designate an individual to serve as the emergency management coordinator who oversees the emergency management program. The Superintendent may also identify individuals whose responsibilities are to support the district's emergency management program.

In order to ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, we have formally adopted and implemented the National Incident Management System (NIMS) on June 1, 2020.

B. Emergency Operations Organization To manage all planned events and incidents the district will implement the Incident Command System (ICS). ICS is the standardized approach used to support events and emergency operations by defining roles and responsibilities while creating a system for decision making.

C. Phases of Emergency Management
In compliance with Texas Education Code 37.108, this EOP addresses each of the five phases of emergency management, as defined by the Texas School Safety Center (TxSSC), in conjunction with the Governor's Office of Homeland Security, and the Commissioner of Education.

1. Prevention: Actions to avoid an incident or to intervene to stop an incident from occurring. Examples: Cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc.

2. Mitigation: Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural changes to buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.

3. Preparedness: A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Examples: Conducting drills, preparing

homework packages to allow continuity of learning if school closures are necessary, etc.

4. Response: Activities that address the short-term, direct effects of an incident. Examples: Lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.

5. Recovery: Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

D. Physical and Psychological Safety

The physical safety of students, faculty, staff, and others in the community during an incident is addressed throughout every annex.

In addition to physical safety, this EOP ensures provisions for supporting the psychological safety of students, faculty, staff, and others in the community during an incident. These provisions are aligned with best practice-based programs and research-based practices in accordance with Texas Education Code 37.108, and in alignment with Section 161.325 of the Health and Safety Code.

This EOP, in compliance with Texas Education Code 37.108, includes strategies for ensuring any required professional development training for suicide prevention, grief-informed and trauma-informed care, and psychological first aid is provided to appropriate school personnel. These strategies, and additional information regarding psychological safety, are located in the Psychological Safety Annex (page 45).

SECTION 5.0 – ASSIGNMENT OF RESPONSIBILITIES

This section provides an overview of the responsibilities of district personnel during each phase of emergency management. Key personnel in the following tables have been trained in the National Incident Management System (NIMS) and the Incident Command System (ICS) to ensure effective emergency management planning and decision making.

While it is expected that personnel will take action to manage an incident until response agencies arrive, there are additional responsibilities prior to, and after an incident, that personnel will need to fulfill. We acknowledge that the primary responsibility concerning the response to an incident needs to be assigned to the individual who has the most subject matter expertise to managing the incident.

Tables signifying roles, responsibilities, and during which phase of emergency management each responsibility is to be fulfilled are located on the following pages.

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Executive Staff	Responsibility	During Which Phase of Emergency Management it is Fulfilled
School Safety Coordinator/ Superintendent	Assumes responsibility for emergency management planning, ensuring the process includes each phase of emergency management.	All Phases
	May designate an individual to serve as the emergency management coordinator who oversees the emergency management program.	Preparedness
	May identify individuals whose responsibilities are to support the emergency management program.	All Phases
	Approves and ensures promulgation of the multi-hazard emergency operations plan (EOP).	Preparedness
	Signs-off on all significant changes to this EOP.	Preparedness
	Activates, in part or in whole, this EOP in order to provide for an effective response to an incident.	Response
	Provides guidance for the direction and control of an incident according to NIMS and the district's emergency management program.	All Phases
	Assigns a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the community response to an incident.	Response
	Establishes a line of succession for making district decisions during an incident.	Preparedness Response
	Ensures this EOP is reviewed annually.	Preparedness
	Communicates with the School Safety and Security Committee regarding the objectives and priorities for the emergency management program.	All Phases
	Advises the board of trustees of incidents and provides periodic reports as needed.	Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Principals	Ensures development of campus site-specific emergency management plans.	Preparedness
	Responsible for the emergency management program on their campus.	All Phases
	Takes steps to ensure overall safety of students, faculty, and staff.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Committees	Responsibility	During Which Phase of Emergency Management it is Fulfilled
School Safety and Security Committee	Participates in the development and implementation of emergency plans ensuring they are consistent with this EOP and reflect the specific needs that exist for each facility and campus.	Preparedness
	Provides, periodically to the board of trustees and administration, recommendations to update this EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry established by the TxSSC.	Preparedness
	Provides information required to complete the safety and security audit, safety and security audit report, or any other report required to be submitted to the TxSSC.	Preparedness
	Ensures a safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108.	Preparedness
	Ensures a Safety and Security Audit Report is submitted to the board of trustees.	Preparedness
	Reviews each report submitted to the TxSSC to ensure it contains accurate and complete information regarding each facility and campus and follows the criteria established by the TxSSC.	Preparedness
	Consults with local law enforcement agencies on how to increase their presence near campuses.	Preparedness
	Selects where bleeding control stations are to be placed in schools, ensuring they are in easily accessible areas.	Preparedness
	Meets as required by Texas Education Code 37.109.	Preparedness
	Attends Psychological First Aid Training.	Preparedness
School Safety and Security Committee	Provides policy and strategic guidance.	All Phases
	Helps ensure adequate resources are available.	All Phases
	Keeps elected officials and other executives informed of situations and decisions.	Response Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Departments	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Transportation Department	Develops plans to recalls bus drivers.	Response
	Develops plans to adjust bus routes.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Maintenance Department	Develops plans to surveys and reports the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Food Service Department	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Superintendent	Creates formal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident	All Phases

	Protects, maintains, and stores essential records in collaboration with the Superintendent *or* President *or* Authorizing Official, in accordance with legal requirements for document retention.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Personnel	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Counselors	Takes steps to ensure the safety of students, faculty, and staff.	All Phases
	Assists with the reunification of students with parents or guardians.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Nurses	Organizes first aid and medical supplies.	All Phases
	Administers first aid or emergency treatment as needed.	Response
	Supervises those trained to provide first aid to others.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Teachers	Remains with students until directed otherwise.	Response
	Takes attendance of their class when relocating to a safe location.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Principals and School Safety Coordinator	Oversees the emergency management program.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Superintendent or Designee	Assumes responsibility as the official spokesperson for the district during an incident.	Response
	Creates and maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Communications Annex of the District's Basic Plan.	Preparedness
	Prepared and delivers accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

SECTION 6.0 – DIRECTION AND CONTROL

A. General Information To provide for the effective direction and control of an incident impacting the health and safety of the district, this Multi-hazard Emergency Operations Plan (EOP) will be activated. The Superintendent or designee will provide guidance for the direction and control of an incident according to the National Incident Management System (NIMS) and the emergency management program. The district will implement the Incident Command System (ICS) to manage the incident.

The first ICS trained individual to arrive at the incident will serve as the Incident Commander (IC) until relieved by a more qualified individual. The IC will establish an Incident Command Post (ICP) (School Library), assign individuals to fill positions in order to effectively respond to the incident, direct the on-scene response from the ICP, and provide an assessment of the situation to district officials and responding agencies. When an incident expands beyond the district's response capabilities, multiple agencies will respond bringing with them their own IC. As a result, the district IC, and all other agency ICs, come together under a Unified Command (UC) in order to make collaborative decisions and coordinated an effective response. If the first IC is a district employee, that individual will be prepared to become a member of the UC and represent the district.

In an incident impacting the community, the local office of emergency management may activate their Emergency Operations Center (EOC) to manage the response. A representative from the district, with decision-making authority, will be sent to the EOC to support and coordinate district activities.

B. Chain of Command

In accordance with Texas Education Code 37.108, the district has established the following line of succession for making district decisions during an incident.

1. Superintendent

2. Principals

3. School Safety Coordinator

C. Coordination with Response Agencies

In accordance with Texas Education Code 37.108, Lipan ISD has measures in place to ensure coordination with the following agencies during an incident. When possible, these agencies will also be included in district drills, exercises, trainings, and after-action reviews.

1. Department of State Health Services

2. Hood County Emergency Management Office

3. Hood County Sheriff's Department

4. Texas Department of Public Safety

5. Lipan Volunteer Fire Department

6. Hood County Fire Department

SECTION 7.0 – PUBLIC INFORMAITON OFFICER

The district Public Information Officer (PIO) is the official spokesperson for the district. The PIO maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Communications Annex. The PIO is responsible for delivering accurate messages in a timely and professional manner.

SECTION 8.0 – ADMINISTRATION AND SUPPORT

A. Purchasing

1. The Lipan ISD Business Office follows established policy while:
   a. Overseeing all financial activities during an incident including purchasing resources.
   b. Arranging contracts for services.
   c. Tracking incident costs.
   d. Timekeeping for personnel.
   e. Verifying compliance with applicable laws and policies for financial coding.
   f. Submitting forms for reimbursement.
   g. Preserving all incident-related documentation.

2. Lipan ISD is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request. The purchasing process is outlined in a separate district document titled the Edgar Plan located in the business office.

B. Reporting
1. Situational Reports

   Situational reports will be completed daily and distributed by members of the Incident Command Post (ICP) and as requested by the Incident Commander (IC) during the incident.

2. Federal Emergency Management Agency (FEMA) Incident Command System (ICS) Forms To Be Used

   a. ICS Form 213, General Message, will be used immediately as needed.

   b. ICS Form 214, Activity Log, will be completed throughout the incident by individuals assisting with the incident.

   c. The FEMA forms can be downloaded using this link: https://training.fema.gov/emiweb/is/icsresource/icsforms/.

C. Recordkeeping

1. The following records will be kept during an incident and retained in the manner described in point three below for as long as the district's legal department recommends:
   a. Records related to purchases (mentioned above in the Purchasing paragraph).
   b. Activation and deactivation of incident policies, procedures, and resources.
   c. Major commitments of resources or requests for additional resources through formal agreements.
   d. Significant changes in the incident situation.

2. Records can be easily damaged during an incident. Efforts will be made to protect them in order to resume daily operations. These records include but are not limited to: legal documents, student files, and faculty and staff files.

3. Essential records will be protected and are maintained in collaboration with the Superintendent and PEIMS office These records will be stored and kept in accordance with legal requirements for document retention.

SECTION 9.0 – DEVELOPMENT AND MAINTENANCE PROCESS

The following process has been established to ensure this Multi-hazard Emergency Operations Plan (EOP) is continuously developed and maintained to provide guidance during all phases of emergency management.

A. After-action reviews (AARs) will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.

B. The current EOP will be reviewed annually by the EOP Planning Team, response agencies, and others having roles and responsibilities mentioned in this EOP. This annual review has been established by the Superintendent or School Safety Coordinator. This review process also includes AAR feedback captured since the previous annual review.

C. Once the annual review has been completed, minor edits (such as grammar or spelling changes) require no notification to stakeholders. Significant changes (such as changes in guidelines, roles, or responsibilities) will be tracked in an updated version of this EOP and distributed to all relevant stakeholders for a period of review and comment.

D. At the end of the review and comment period all significant changes will be recorded in the Record of Changes and Annual Review table. If no significant changes were made to the current EOP, the phrase "Annual EOP Review Conducted" will be noted in the Summary of Significant Changes and Annual Review column of the Record of Changes and Annual Review table. The Record of Changes and Annual Review table also verifies the EOP has been reviewed annually. The updated EOP is then forwarded to the appropriate authorities for their review and approval for implementation.

E. Once the EOP's Approval for Implementation page has been signed, the updated EOP will be forwarded to the Superintendent sign the Promulgation Statement. Additionally, the Promulgation Statement will be signed, as soon as possible, when a new Superintendent assumes leadership.

F. The Record of Distribution indicates who receives each version of this EOP. Specifically, the Record of Distribution is updated to identify the receipt, review, and intent to use this EOP during an incident by those individuals and agencies (both internal and external) responsible for assisting the district during all phases of emergency management.

SECTION 10.0 – EXPLANATION OF TERMS

    A. Acronyms

    B.

AAR	After-Action Review
AED	Automated External Defibrillator
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
NIMS	National Incident Management System
PIO	Public Information Officer
TEA	Texas Education Agency
TxSSC	Texas School Safety Center
UC	Unified Command

    C. Definitions

      1. Actions: Critical activities that need to be accomplished during all phases of emergency management.

      2. Agreement: Can consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and community organizations to ensure resources are available during an incident.

      3. Contracts: Legally binding agreements between parties obligating one to provide goods or services for consideration or payment.

      4. Drill: A preparedness activity designed to train individuals on responding effectively during an incident when loss of life or property are at risk.

      5. EOP Planning Team: An individual, a collaborative team of individuals, a new team, or an existing team or committee that is responsible for developing, reviewing, and updating the district's multi-hazard emergency operations plan (EOP).

      6. Exercise: A preparedness activity designed to practice and assess, in a more realistic setting than a drill, the actions of individuals responding to an incident when loss of life or property are at risk.

      7. Hazard: A situation that has the potential to adversely impact the safety of individuals or cause damage to property.

      8. Incident: A situation that adversely impacts the safety of individuals or causes damage to property.

9. Incident Action Plan: A document that is prepared after the first 24 hours of an incident that identifies the goals and objectives that need to be accomplished during a stated time period.

10. Incident Command Post: The location where incident leadership coordinates and communicates decisions to ensure a strategic and effective response to the incident is accomplished.

11. Incident Command System: The standardized approach globally used during an incident to provide a coordinated, efficient, and effective response among multiple individuals and agencies.

12. Incident Commander: The individual who has overall responsibility for managing the response to the incident.

13. Interlocal Agreement: Written formal agreements between two governmental entities made in accordance with Texas Government Code Title 7, Chapter 791, that are often binding and include performance expectations. These agreements essentially act like contracts between government entities.

14. Memoranda of Understanding: Formal or informal agreements between two government entities that, in its simplest use, creates a general understanding or level of cooperation between the entities that may not be binding. In practice these are often used as a more formal agreement, similar to an Interlocal Agreement, where they may define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines, and outline compliance issues.

15. Mutual Aid Agreement: A formal written agreement between the district and another government entity that commits the participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials, or services during emergency incidents with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

16. National Incident Management System: A set of principles used by agencies across the Nation to coordinate and work effectively during all phases of emergency management in order to reduce the loss of life or property.

17. Resources: Includes personnel, equipment, supplies, and facilities available to be used during an incident.

18. Unified Command: Similar to the Incident Commander; however, now two or more individuals, with authority in different agencies, join together to create one leadership role that has overall responsibility for managing the response to the incident.

SECTION 11.0 – ATTACHMENTS

Attachment 1: District Hazard Analysis Summary Data (as of 09/22/2022)

Lipan ISD Hazard Analysis Tool (TxSSC, 2002)

This hazard analysis tool was crafted by the Texas School Safety Center to be readily accessible to the average staff member within the school communities we serve. Our goal is accessibility for these school communities. Hazard analysis is ultimately a subjective process and can inform important decisions beyond emergency planning. This tool will give you a starting point with which to have further conversations about financial and emergency planning for the hazards that most impact your community. The original copy of this tool can be found on the TxSSC website (txssc.txstate.edu) in the Basic Plan Toolkit under the Tools tab.

We've assigned a range of values from 0-10 for each column. *Districts may change the values to suit their local needs.*

Hazard	Probability (0-9)	Severity of Impact - Life Safety (0-10)	Severity of Impact - Property (0-3)	Severity of Impact - District Operations (0-6)	TOTAL SCORE
Active Shooter (Attacker)	3	7	2	4	16
Chemical Plant Release	1	1	1	1	4
Communicable Disease	6	8	0	4	18
Cyber Attack/Ransomware	3	6	2	4	15
Earthquake	0	0	0	0	0
Flooding	1	1	1	1	4
Highway Accident/HAZMAT	6	6	2	2	16
Hurricane/Tropical Storm	0	0	0	0	0
Major Utility Loss	9	6	2	4	21
Pipeline Release	0	0	0	0	0
Severe Thunderstorm	9	8	2	4	23
Tornado	6	6	2	4	18
Train Derailment	0	0	0	0	0
Wildfire	6	8	3	6	23
Winter Storm	6	6	2	4	18
List additional hazards					0
					0
					0
					0
					0

Attachment 2: Formal Agreements (more information found in Section 3.0, A.5)

A. Resources Needed by the District
   The district has the following formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure the district has access to needed resources during an incident impacting the district.

RESOURCES NEEDED BY THE DISTRICT PROVIDED THROUGH FORMAL AGREEMENTS WITH AGENCIES AND COMMUNITY ORGANIZATIONS		
Agency	Type of Agreement	Resource(s)
Lipan volunteer Fire Dept.	Mutual Aid Agreement	Fire Services
Lipan Church of Christ	Interlocal Agreement	Evacuation/Reunification site
Lipan First Baptist Church	Mutual Aid Agreement	Evacuation/Reunification site
Hood County Sheriff's Dept.	Mutual Aid Agreement	Law Enforcement

B. Resources Needed by Agencies and Community Organizations from the District The district has the following formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure they have access to needed district resources during an incident impacting the community.

RESOURCES NEEDED BY AGENCIES AND COMMUNITY ORGANIZATIONS PROVIDED THROUGH FORMAL AGREEMENTS WITH THE DISTRICT		
Agency	Type of Agreement	Resource(s)
City of Lipan	Mutual Aid Agreement	Water
Hood County Sheriff Dept.	Memorandum of Understanding	Law Enforcement

Attachment 3: School Safety and Security Committee (more information found in Section 5.0, Committees Table)

In accordance with Texas Education Code 37.109, the School Safety and Security Committee, to the greatest extent practicable, includes:

AGENCY	NAME	TITLE
Office of Emergency Management	Jay Webster	Director of EM
Lipan Fire Chief	Sam Easley	Chief
Lipan Mayor	Mike Stowe	Mayor
President of the Board of Trustees	Todd Tuggle	President
A member of the Board of Trustees	Tim Dowdy	
Lipan ISD Counselor	Denise O'Bannon	Safety and Security Coordinator
Superintendent	Ralph Carter	
Designee(s) of the Superintendent	J. Normand Jennifer Phillips Leeann Tarpley Bethany Tarpley Mike Morrison	Principal Principal Parent/Teacher Nurse/parent Maintenance
Law Enforcement	Katie Barton	
Parents or Guardians of Enrolled Students	T. J. Bleeker Paul McGehee	Parent Parent

In accordance with Texas Education Code 37.109, except as otherwise provided in the Code, the School Safety and Security Committee shall meet at least once during each academic semester and at least once during the summer. The committee is subject to Chapter 551, Government Code, has the freedom to meet in executive session as provided by that chapter, and posts notice of their committee meetings in the same manner as notice of a meeting of the board of trustees. The table below includes data concerning the previous year's meetings.
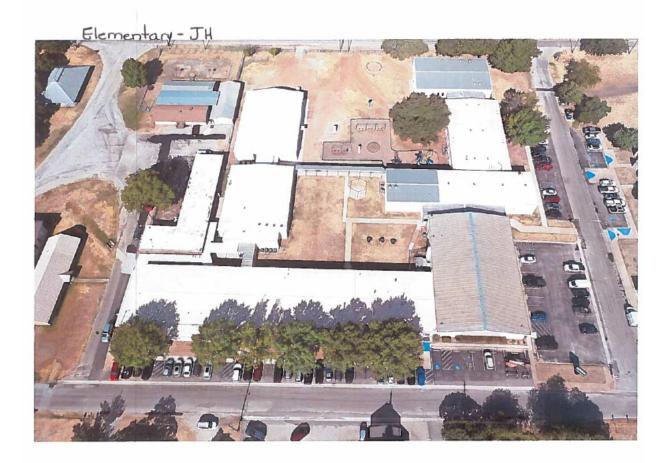
SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS HELD DURING THE 2022-2023 ACADEMIC YEAR	
Meeting Date	Meeting Time
30, August 2022	4:45 pm
Day, Month, Year	Time
Day, Month, Year	Time
Day, Month, Year	Time
Day, Month, Year	Time

Attachment 4: Safety and Security Audits (more information found in Section 5.0, Committees Table, included in responsibilities for the School Safety and Security Committee)

A safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108. A Safety and Security Audit Report has been submitted to the board of trustees.

SAFETY AND SECURITY AUDIT CERTIFICATION STATEMENT		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
November 2020	Delton Thrasher	January 2021
July 2022	Ralph Carter	September29, 2022
August 2022	Ralph Carter/Mike Morrison	September 29,2022

Attachment 5: Facility Maps

Elementary - JH

High School - Gym

Bus Barn
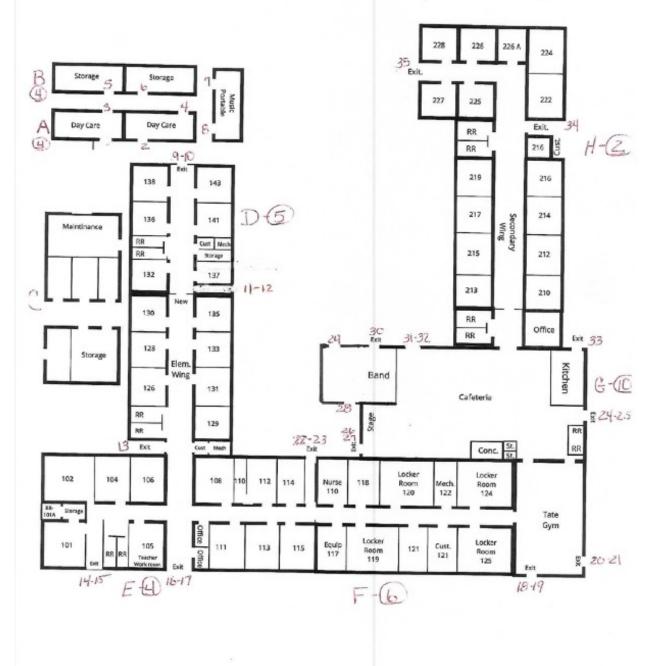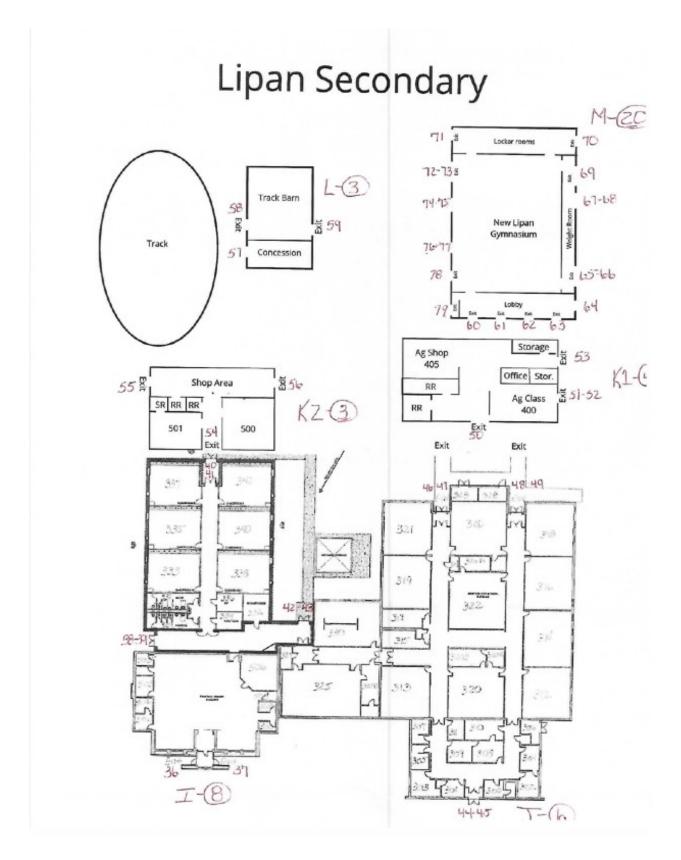
Ag Barn

Lipan Elementary/Secondary

Lipan Secondary

SECTION 12.0 – ANNEXES

Functional annexes address general strategies for a specific set of broad actions such as how our district will handle communications or evacuations through the five phases of emergency management.

Hazard-specific annexes utilize the five phases of emergency management to address actions and responsibilities needed to manage an incident.

Active Threat Annex
Catastrophic Building Damage Annex
Communicable Disease Annex
Communications Annex
Continuity of Operations Plan Annex
Cybersecurity Annex
Evacuation and Shelter-in-Place Annex
Facilities Annex
Hazardous Materials Annex
Psychological Safety Annex
Reunification Annex
Severe Weather Annex
Training and Exercise Annex
Utilities Annex

Annexes

Annex 1: Active Threat

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will operate in the event of an Active Threat incident by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery).

1.2 Scope

This annex is meant to address district planning for an Active Threat incident and applies to the whole district community and all district property.

Section 2 – General Information

2.1 Hazard Overview

The US Department of Homeland Security defines an active shooter as "…an individual actively engaged in killing or attempting to kill people in a confined and populated area…" (n.d.). This definition is applicable to all forms of active killers, regardless of the weapon used.

2.2 District Specific Hazard Risk

Lipan ISD identifies the following active threats as high priority.

Shooting
A shooting incident involves an attack with firearms being discharged at others.
An Active Shooter Appendix to this Active Threat Annex includes specific tasks taken before, during, and after an active shooter incident.

Stabbing and Blunt Force Trauma
A stabbing attack involves use of a pointed object intended to harm others. A blunt force attack involves use of a dull, firm surface or object. Trauma from these attacks could result in stab wounds, contusions, lacerations, or fractures.

Bomb Threat
A bomb threat incident occurs when an individual threatens to harm others with a bomb or improvised explosive device. A bomb may look as harmless as a coffee cup or as obvious as a pipe bomb with a timer. Bomb threats may be received by telephone, written message, in person, or by electronic means.

Vehicular Assault
A vehicular assault incident involves an individual operating a vehicle with the intent to cause harm.

2.3 Hazard Preparedness and Warning

Lipan ISD acknowledges that districts across the country are equally at risk for an active threat incident; therefore, the risk for a campus is unpredictable. Consequently, it is difficult to determine an individual's risk for harming themselves or others without the assistance of a comprehensive Multi-tiered System of Support (MTSS), which includes threat assessment and case management. MTSS is one of six student support components within Texas Education Agency's Safe and Supportive School Program (SSSP). More information on SSSP is also available in the Psychological Safety Annex to our Basic Plan.

Threat Assessment Team
Lipan ISD has a threat assessment team(s), consistent with Texas Education Code 37.115. Threat assessment team operations are rooted in best practices established by the United States Secret Service National Threat Assessment Center and are guided by state legislation. The threat assessment team is a multidisciplinary group that meets regularly to assess two distinct categories of behavior: concerning and prohibited. The threat assessment team maintains a low threshold for intervention and may offer resources from the MTSS to assist in the prevention and de-escalation of threats.

Lipan ISD's threat assessment team acts as a buffer to violence and provides support to district community members in crisis before persons pose a threat to themselves or others. The threat assessment team reviews observed and reported concerning and prohibited behaviors objectively to assess the risk to the school community. The team maintains a record of these reviews within its case management system. Lipan ISD acknowledges that a key goal of threat assessment is to distinguish between *making* a threat and *posing* a threat. Lipan ISD's district policy for School Behavioral Threat Assessment (SBTA) contains more specific information regarding threat assessment, including parent notification and records retention.

Detecting Suspicious Activity

Lipan ISD uses the following methods to detect suspicious activity on campuses:
- Interior and Exterior Cameras
- Anonymous Alert App
- Staff or law enforcement walk throughs

2.4 Safety in Portable Buildings

In compliance with Texas Education Code 37.108, Lipan ISD utilizes the following measures to ensure the safety and security of individuals in portable buildings during an active threat incident:
- Key card access and locked doors
- Panic Button and telephone
- Walkie talkie

2.5 Access and Functional Needs
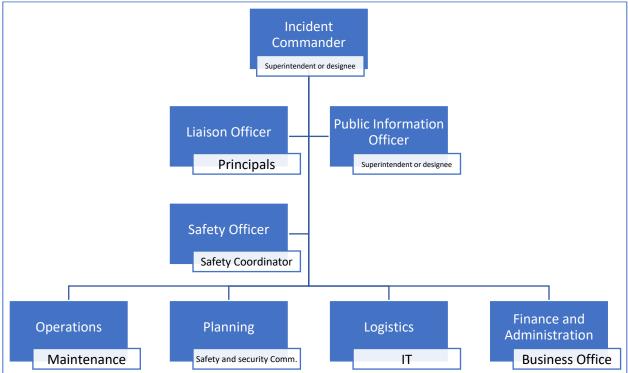
In compliance with Texas Education Code 37.108, Lipan ISD utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident:
- Create a list of students and staff by campus
- Assign one staff member from the campus to each student or staff member
- Alternative person or backup person assigned as well

Section 3 – Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

Lipan ISD will designate an Incident Commander for an active threat incident. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.

	Incident Commander
	Superintendent or designee

Liaison Officer	Public Information Officer
Principals	Superintendent or designee

Safety Officer
Safety Coordinator

Operations	Planning	Logistics	Finance and Administration
Maintenance	Safety and security Comm.	IT	Business Office

Annexes

Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase
Safeguard against consequences unique to an active threat incident.

District Actions	Responsible Role
The district has interior and exterior cameras that record and identify threats.	Maintenance
Exterior doors have key card access and all doors lock and are in good working order. All of the interior classroom doors lock.	Maintenance
All classrooms have panic buttons and working telephones.	Maintenance
The main entrances have locked foyers with single entrance areas.	Maintenance
The district uses the Raptor system to screen and check in visitors at both points of entry.	IT and Secretaries
The district uses a behavior threat assessment team to identify potential threats.	Safe and supportive school team

Mitigation Phase
Reduce the impact of an active threat incident.

District Actions	Responsible Role
The district has established lockdown procedures for all potential threats. Each classroom has these procedures on a card by the door and are practiced throughout the year.	Principals
The district has trained guardians throughout the district. The guardians have continued training throughout the year and practice shooting monthly.	Superintendent or designee
The district has clearly marked bleed kits and AEDs located throughout the district and gyms. Their location is identified on all maps available in the classrooms and front office. Students and staff receive training each year on their proper use.	Nurse, Principal, teacher
The district has cameras throughout the district that are monitored and reviewed by authorized staff when a threat is suspected.	Principals, IT
The district checks all access doors and windows to make sure that they operate properly and that staff is following the security policies.	Maintenance, principals
The district annually reviews the need for adjustments to our armed defense policy (guardians).	Superintendent or designee

Preparedness Phase
Regularly review district readiness for an active threat incident.

District Actions	Responsible Role
Mass communication occurs and is tested by means of radios, raptor (SPAT), cell phones, and the intercom. During the testing phase, we use communication scripts.	IT, Principals
Annually the district conducts active shooter training and medical training (stop the bleed, SRP, CPR, AED) for staff, students, and substitutes. The guardians are also trained and shoot together monthly.	Outside training, Nurse
Specific staff members are in place to make sure that students and staff with special needs are able to participate in active threat drills. This is also in place for staff and students in portable buildings.	Nurse, Principals
The district has MOUs with local churches, other school districts, county and city law enforcement officials for their support in the event of an active threat or shooter.	Superintendent or designee
Lipan ISD regularly checks its surveillance cameras to make sure that they record properly and are in effective locations. The district also conducts weekly door audits to make sure the doors function properly.	Maintenance and IT
Hood county and DPS officers regularly walk through our district hallways. They also have access badges and keys so that they can enter any campus during a threat. They know where the lock boxes are located and are extremely familiar with our campus lay out because of our size. The Hood County Sheriff's department has access to our camera system.	Superintendent or designee Hood County Sheriff
The district has adopted and implements the Project Restore trauma informed care program.	Safe and supportive school team

Response Phase
District actions during an active threat incident.

District Actions	Responsible Role
The district active threat response protocol is communicated to all staff and students via the intercom system/panic buttons and the SPAT raptor system contacts 911 and alerts administrators. Reunification occurs via the intercom systems for all staff and students.	Principals/teachers/staff
Specific staff members are in place to make sure that students and staff with special needs are able to get to safe areas during an active threat. This is also in place for staff and students located in portable buildings.	Principals/Teachers/staff
In the event of an active threat, we will communicate to our parents and the community using pre-scripted messaging.	Principals/secretaries
Teachers carry class lists and a list of visitors with them at all times. Secretaries will print lists and locations of visitors, workers, vendors in the event of an active threat.	Teachers and secretaries

Response Phase	
District actions during an active threat incident.	
District Actions	**Responsible Role**
In the event that the active threat causes a disruption of services for more than one week, then the continuity of operations plan will be activated.	Superintendent/business office
The business office staff is trained to track all hazard related expenses in the event of an active threat.	Superintendent/business office
The Guardians will be activated in the event of an active threat.	Superintendent/safety coordinator
Contact Law Enforcement/EMS	All Staff

Recovery Phase	
Return to normal district operations following an active threat incident.	
District Actions	**Responsible Role**
Account for all staff and students	Principals and Teachers
Debrief and evaluate incident with all key personnel. An after-action review plan will then be developed to address all needs. The district will immediately implement the after-action plan to address all of the improvements recommended and needed.	Principals/Safety Coordinator
Staff members are trained and will initiate Project Restore for trauma and grief and informed care. ESC 11 would also be contacted to send their crisis team to Lipan.	Counselors/ESC 11
The district will plan to mitigate the challenges of increased community presence, media, and law enforcement in the event of an active threat.	Central office staff
District leadership with the school board will access any physical and emotional damage caused by an active threat event.	Superintendent, administrators, school board
The business office will evaluate any costs associated with the active threat event and plan a budget for recovery.	Business office
The maintenance department will evaluate the construction needs and will develop and implement a plan for recovery.	Maintenance

Section 5 – Resources

5.1 Acronyms

ICS   Incident Command System

5.2 Definitions

Incident Command System: The standardized approach globally used during an incident to provide a coordinated, efficient, and effective response among multiple individuals and agencies.

Section 6 - Active Shooter Appendix: Purpose and Scope

Purpose

This Active Shooter Appendix is being written to direct the specific district tasks necessary before, during, and after an active shooter incident. For the purposes of this appendix, the term active shooter is defined as any attempt to kill or seriously injure people in a populated area. **This appendix may serve as the district's active shooter policy, in accordance with Texas Education Code 37.108**.

Scope

This document applies to the whole district community, including first responder agencies. All district staff, including substitute teachers, who are assigned emergency management roles and responsibilities should receive training in and have access to all district emergency plans. External stakeholders likely to respond to an active shooter incident should also review this appendix for compatibility with their operations and resources.

Specific Tasks Taken Before, During, and After an Incident

Before an Active Shooter Incident	
Tasks	**Responsible Role**
Obtain lifesaving resources such as bleeding control kits. Install these resources in common spaces and regularly inform the community of their presence. Floorplans should clearly identify the locations of lifesaving resources.	Nurse and PEIMS Secretary
Train staff and substitutes in lifesaving techniques, including the use of bleeding control kits.	School Nurse
Train staff and Substitutes on how to administer all actions for the Standard Response Protocol (SRP). • During SRP training, encourage staff members supervising any student activities outside the building to make the best decision for students under their supervision. • Train staff and students to use programs such as Civilian Response to Active Shooter Events (CRASE) to help them make individual decisions during an attacker incident. Consider adaptations for noninstructional facilities, such as stadiums, administration buildings, etc.	District or outside trainer
Train district and campus administration on the Incident Command System (ICS), including the concept of Unified Command.	District
Train staff and substitutes on how to find and use critical campus response resources such as bleeding control kits and two-way radios.	Nurse
Train staff and substitutes to notify first responders of an attacker by using multiple communication options.	District
Request that local emergency response agencies help develop training programs designed to educate staff members to safely observe and report information that would be useful to responders during an attack.	Superintendent or designee
Design and conduct drills and exercises that impart necessary skills without unduly creating trauma for staff and students. • Use a progressive schedule, beginning with applicable SRP drills and culminating in full-scale exercises (without live fire). Refer to Texas Education Code 37.1141 for specific mandates to follow during these exercises. • Consider designing drills and exercises for after-hour and extracurricular activities.	Principals
Conduct After-Action Reviews (AARs) and develop improvement plans after each drill and exercise.	Principals
Empower all staff members and substitutes to initiate SRP actions. Include this concept in drills and exercises.	Principals
Assign two-way communication devices (e.g., radios, cell phones, etc.) to administrators and ensure that each major interior and exterior area has these devices.	Principals
Ensure that attendance records, staff rosters, and visitor lists can be accessed offsite by district staff, substitutes, & first responders.	Principals

Before an Active Shooter Incident

Tasks	Responsible Role
Establish primary and secondary evacuation sites. Incorporate these into drills and exercises.	Superintendent or designee
Install and test panic button(s) at regular intervals. Include any staff members who would be in proximity to the panic alarm during an attack. • Place panic buttons in a space that encourages legitimate use and discourages false alarms. Consider wearable panic buttons. • Notify first responder agencies before testing panic buttons. • Ensure that both first responders and district administrators receive alerts from panic buttons.	School District Maintenance
Ensure that persons with access and functional needs have equal access to safety.	Principals
Meet with law enforcement to identify additional or unique resources that might be needed during and after an attack.	Superintendent or designee
Provide opportunities for police, fire, and EMS to become familiar with district facilities. • Host first responder tours on a regular basis. • Encourage law enforcement training on school campuses.	Superintendent or designee
Provide first responders with access and navigation aids such as the following: • Offsite access to your video surveillance camera system. • Digital floor plans. • Secure access boxes (Knox Boxes) with multiple sets of master keys and access cards.	Technology Director Maintenance
Encourage, celebrate, and advertise positive police relationships with staff, substitutes and students. Consider the following: • Lunch visits with students. • Using police officers as mentors and reading buddies. • Using police officers for class chats about safety. • Establish report writing spaces for police officer use while on patrol. • Invite law enforcement to attend and conduct informative sessions during parent–teacher association meetings and activities to develop and foster relationships with parents.	School District Principals
Prepare mass notification scripts for attacker incidents to include within your Communications Annex. Consider different audiences and situations, such as a common school day versus after-hours activities.	Superintendent or designee
Designate and train multiple users on how to access mass notification systems and scripts. Empower users to send appropriate messaging using a protocol if necessary.	Superintendent or designee
Develop and implement a written schedule for regular safety and security inspections. Perform a monthly inspection and test of safety and security components such as the following: • Locking hardware: Ensure that hardware allows for legitimate access and denies entry to unauthorized persons. Consider testing automation technology. • Surveillance cameras: Ensure that video surveillance systems are installed in appropriate locations and provide video resolution that	School District Maintenance

Before an Active Shooter Incident	
Tasks	**Responsible Role**
aids in identification. Continually evaluate the need to upgrade or expand the surveillance system. When possible, install systems that enable offsite monitoring by district administrators and emergency response agencies. • Lighting: Conduct facility inspections after dark to evaluate the effectiveness of existing lighting and identify areas where facilities may benefit from additional lighting. Repair or upgrade lighting as needed. • Emergency communications systems: Ensure that emergency communications systems effectively notify the intended audience and appropriate response agencies.	
Enforce and celebrate district safety and security policies. Ensure that administrators support practices that create a security-minded culture. • Conduct a staff, substitute, and student orientation sessions on district safety and security measures and stress the importance of maintaining security. • Support an environment that celebrates the reporting of suspicious activity by policy and practice.	Principals
Identify and mark safe rooms for visitors, staff, substitutes, and students who may be away from their normal space.	Maintenance
Lipan ISD uses School Guardians as our first line of defense against an attacker. • Ensure that armed defenders meet regularly with local law enforcement officers who would be responding to an attacker. • Ensure that armed defenders train with local police officers at intervals that are decided between district and local law enforcement. • Ensure that armed defenders can be readily identified by staff members and emergency responders during an attacker incident. • Before the end of the spring semester, consult with local law enforcement to evaluate the feasibility of having armed defenders on campus. Develop and implement policies and procedures that help establish and maintain a viable armed defender program.	Safety Coordinator School Guardian Trainer Safety Coordinator Superintendent
Secure and review written agreements for the use of non-district resources that may be needed for an attacker incident, such as, but not limited to, the following: • Assistance with offsite evacuation and transportation needs • Support for food services • Classroom space needed after an incident • Additional law enforcement support following resumption of campus activities • Additional psychological support services	Superintendent
Ensure that the School Behavioral Threat Assessment Team convenes in a timely manner to discuss concerning and prohibited behavior. • Ensure that the School Behavioral Threat Assessment Team errs on the side of early intervention and timely support to individuals exhibiting concerning behaviors.	Safe and supportive schools team Leader

Before an Active Shooter Incident

Tasks	Responsible Role
At a minimum, provide suicide prevention and trauma-informed care training to required staff members.	Counselors
Add more tasks specific to your district	N/A at this time

During an Active Shooter Incident

Tasks	Responsible Role
Call for help using redundant communications systems.	Secretary/principal
Decide on SRP action. • Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep occupants quiet and in place. • Evacuate may be followed by a location and is used to move people from one location to a different location in or out of the building. • Secure (Lockout) is followed by the Directive: "Get Inside, Lock Outside Doors" and is the protocol used to safeguard people within the building. • Encourage staff members and substitutes who are supervising student activities outside the building to make the best decisions for their students.	Intercom system engaged. Radios also used. Channel 2 is the emergency channel. Teachers
Initiate SRP action using brief, clear language offered by SRP over the campus announcement system. • Lockdown: "Lock Down, Lock Down: Locks, Lights, Out of Sight" • Secure (Hold): "Hold, hold: Hold in place." (Doors Locked and Secured)	Secretaries Principals Point of contact
Follow directions from law enforcement. Wait for law enforcement direction before leaving secured areas.	Principals
Use a simple response protocol, such as CRASE, when necessary. Avoid, Deny, Defend against Attackers.	
Begin to account for all staff, students, and visitors.	Principals
Inform your community of the current threat and status of the incident. • Coordinate public information activities with local response agencies. Conduct joint briefings when possible. • Send a timely message to the community using prepared scripts from your Communications Annex. • Develop and publish a schedule for when and where authorized officials will provide incident updates.	Superintendent or designee
If necessary, implement your Continuity of Operations Plan (COOP) to ensure that the district continues to perform essential functions.	Business Office
Add more tasks specific to your district	N/A at this time

After an Active Shooter Incident	
Tasks	**Responsible Role**
Perform an incident debriefing (hotwash) while staff and responders are still on scene.	Superintendent
Account for all personnel.	Principals
Reunite children with parents using your Reunification Annex.	Principals
Conduct an AAR session for staff and responders to discuss what went well and what needs to improve.	Safety Coordinator
Develop and implement an Improvement Plan that includes recommended changes from the incident debriefing and AAR. • Assign specific tasks to ensure accountability. • Incorporate changes into future drills and exercises.	Safety Committee
Activate your damage assessment team to identify replacement and repair needs. • Consult and involve your city or county Emergency Management Coordinator. • Ensure that proper documentation of damages and expenses is maintained for potential insurance or reimbursement claims.	Maintenance Maintenance Business Office
Initiate repairs and cleanup of affected areas after they are cleared and released by investigators.	Maintenance
Assess the trauma-informed and grief-informed care needs of the district community after an attacker incident and provide appropriate mental health resources. • Call on neighboring districts and third-party providers to assist with resources needed for the initial return to school. • Anticipate returning to instruction while providing for the ongoing and prolonged mental health needs of the district community. • Reintroduce staff and students to school carefully after repairs have been made.	Counselors Principals
Provide a visible security presence as staff and students transition back to school.	Superintendent
Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	Superintendent
Add more tasks specific to your district	N/A at this time

Resources

Acronyms

AAR	After-Action Review
CRASE	Civilian Response to Active Shooter Events
SRP	Standard Response Protocol
TCOLE	Texas Commission on Law Enforcement

Definitions

1. **After-Action Review:** An AAR will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.

2. **Civilian Response to Active Shooter Events:** CRASE was developed in 2004 to provide civilians with knowledge and training on the Avoid, Deny, Defend strategy for responding to active shooter events.

3. **Improvement Plan:** A document that includes a consolidated list of corrective actions and responsible parties and a timeline for completion.

4. **Incident Debriefing or Hotwash:** A guided discussion usually held immediately after an exercise or event while elements of the exercise are fresh on participants' minds.

5. **School Behavioral Threat Assessment Team:** A multidisciplinary behavioral threat assessment team of school personnel, including faculty, staff, administrators, coaches, and available school resource officers, who will direct, manage, and document the threat assessment process.

6. **School Guardian:** A school board may adopt a local policy that authorizes the designation of specified employees who are authorized to carry firearms on school premises.

7. **School Marshal:** State law (TEC 37.0811) allows a school district or charter school to appoint one or more specially trained and licensed employees as school marshals. The appointment must be made by the board of trustees, and the Marshal must have the appropriate licensing and certification by the Texas Commission on Law Enforcement. Information on the School Marshal Program can be found on the TCOLE website.

8. **Standard Response Protocol:** Provides clear, consistent language and actions to be used by all students, staff, and first responders in an emergency. These include SRP actions [Secure (Lockout), Lockdown, Evacuate, Shelter, and Hold] in a school setting.

9. **Trauma-Informed Care:** An approach to providing caring and supportive physical and psychological assistance, with training concentrations on recognizing various signs and symptoms indicating that trauma has occurred and understanding the paths for recovery without further traumatization.

Annex 2 – Training and Exercises Annex

Lipan ISD Staff and Students have had the following trainings:

Teacher and Staff Training:

• ADA Compliance Training for Online Content	19/20, 21/22, 22/23
• Anaphylaxis and Epinephrine Use	19/20, 21/22, 22/23
• Active shooter and threat training	19/20, 21/22, 22,23
• Bloodborne Pathogens	19/20, 21/22, 22/23
• Bullying Prevention	19/20, 21/22, 22/23
• Child Abuse and Maltreatment	19/20, 21/22, 22/23
• Copyright requirements	19/20, 21/22, 22/23
• FERPA: Family Educational Rights and Privacy Act	19/20, 21/22, 22/23
• IDEA: Individuals with Disabilities Education Act	19/20, 21/22, 22/23
• Special Education Updates	19/20, 21/22, 22/23
• Internet Safety	19/20, 21/22, 22/23
• Section 504 Training	19/20, 21/22, 22/23
• Sexual Harassment Training	19/20, 21/22, 22/23
• Texas Educator Code of Ethics	19/20, 21/22, 22/23
• Suicide Prevention training	19/20, 21/22, 22/23
• Teen Dating Violence and Abuse	19/20, 21/22, 22/23
• Stop the Bleed Training	19/20, 21/22, 22/23
• Active Shooter Training	19/20, 21/22, 22/23
• Locks, Lights, Out of Sight Training	19/20, 21/22, 22/23
• CPS Reporting	19/20, 21/22, 22/23
• Seizure Training for School Personnel	19/20, 21/22, 22/23
• Information Security Training	19/20, 21/22, 22/23
• Emergency Preparedness Training	19/20, 21/22, 22/23
•COVID-19 Training	19/20, 20/21

Student Training:

• Active Shooter Training	19/20, 21/22, 22/23
• Locks, Lights, Out of Sight Training	19/20, 21/22, 22/23
• Stop the Bleed Training	19/20, 21/22, 22/23
• Suicide Prevention Training	19/20, 21/22, 22/23
• Teen Dating Violence and Abuse training	19/20, 21/22, 22/23
• Bully Prevention and Anonymous Reporting	19/20, 21/22, 22/23
• COVID-19 Training (Protocols)	20/21, 21-22

Annex 3: Psychological Resilience

Section 1 - Purpose and Scope

1.1 Purpose
This annex establishes the policies and procedures under which the district will conduct psychological safety operations by addressing planning and operational actions for the Preparedness, Response and Recovery phases of emergency management. This annex is intended to satisfy the requirements set out in Texas Educational Code (TEC) 37.108 concerning psychological safety.

1.2 Scope
This annex addresses psychological resilience through district planning for psychological safety. Information in this annex applies to the entire district community and all district property.

Section 2 – General Information

2.1 Psychological Safety and Resilience Overview
Psychological safety refers to a climate, culture, and overall sense of security within the district community and throughout district property, that includes preventive interventions, as well as day-to-day interactions. Examples include school connectedness, social emotional instruction, accessible mental health care, professional development, and knowledge regarding mitigation of the impact of trauma.

Psychological resilience refers to the ability to bounce back or rise above adversity as an individual, family, community, or provider. Well beyond individual characteristics of hardiness, resilience includes the process of using available resources to negotiate hardship an or the consequences of adverse events. (SAMHSA, 2014).

2.2 District Grief-informed and Trauma-informed Care Programs
A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization (SAMHSA, 2014).

Lipan ISD has adopted the following program(s) for ensuring the delivery of grief-informed and trauma-informed care:
– Project Restore

The grief-informed and trauma-informed care program for Lipan ISD consists of the following details:

This trauma-informed training video series, is designed to address the extraordinary and unprecedented needs and connect teachers and students to relevant science and strategies that can help them address their own emotional needs as well the needs of your students and colleagues. This series will help educators create an environment that jump starts teaching and learning and drives student achievement.

2.3 District Grief-informed and Trauma-informed Care Resources
Lipan ISD uses the following resources to address disaster-related trauma.

Lipan ISD uses the following **internal** district resources and personnel:
- ESC 11 compliance bundle

- School counselors

Lipan ISD uses the following **external** resources and personnel:
- ESC 11 crisis team

- Counselors from other ISD's

2.4 Suicide Prevention Strategy

In compliance with TEC 37.108, Lipan ISD uses the following measures to integrate suicide prevention strategies for members of the district's school safety and security committee, district counselors and mental health professionals, as well as educators and other district personnel. Lipan ISD uses the following resources to employ strategies and training for suicide prevention:

- ESC 11 compliance bundle

- Pecan Valley MHMR

2.5 Training and Professional Development

Lipan ISD uses the following measures to integrate training and professional development for grief-informed and trauma-informed care and suicide prevention for members of the district's school safety and security committee, district counselors, and mental health professionals, as well as for educators and other district personnel.

Training and Professional Development Strategy		

Grief-informed and Trauma-informed Care Training		
Audience	Program	Date Completed
School safety and security committee	Grief and Trauma modules	In progress
Counselors and mental health professionals	Project Restore	In progress
Other district staff	Grief and Trauma modules	In progress

Suicide Prevention Training		
Audience	Program	Date Completed
School Safety and Security Committee	ESC 11 Compliance Bundle	In progress August 2022

Counselors and Mental Health Professionals	Mental Health and First Aid (Pecan Valley MHMR)	5-25-21
Other District Staff	Mental Health and First Aid (Pecan Valley MHMR)	5-25-21

Section 3 - Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

Lipan ISD will refer to the hazard-specific annex that is being supported by this functional annex for incident commander and other ICS assignments.

Section 4 - Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase
This phase is usually not applicable to this Psychological Resilience Annex.

Mitigation Phase
This phase is usually not applicable to this Psychological Resilience Annex.

Preparedness Phase	
Regularly review district readiness to support Psychological Resilience.	
District Action	**Responsible Role**
Annual Training on Suicide Prevention	Counselors
Annual Training on Grief and Trauma	Counselors
Conduct Risk Assessments	Counselors

Response	
District actions to provide support for Psychological Resilience.	
District Action	**Responsible Role**
Contact Emergency Responders	Principals/counselors
Activate Crisis Team	Principals/counselors
Contact ESC 11 Crisis Team	Superintendent

Recovery	
Return to normal district operations following a traumatic incident.	
District Action	**Responsible Role**
Contact ESC 11 Crisis Team	Superintendent
Contact local Ministers	Superintendent

Section 5 – Resources

5.1 Acronyms

ICS   Incident Command System
SAMHSA   Substance Abuse and Mental Health Services Administration
TEC   Texas Educational Code

5.2 Definitions

Incident Command System: The standardized approach globally used during an incident to provide a coordinated, efficient, and effective response among multiple individuals and agencies.

Substance Abuse and Mental Health Services Administration: This is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

Texas Educational Code: The Texas Education Code includes all laws and rules passed by the state legislature. It applies to most educational institutions that are supported in whole or part by state tax funds.