

Lipan ISD

Emergency Operations Basic Plan



August 2023

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
Superintendent

Date Signed _____

APPROVAL FOR IMPLEMENTATION

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

Approved: _____
Ralph Carter, Superintendent

Date: _____

Concurred: _____
Walker Cole, Safety Consultant

Date: _____

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	10/12/2020	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	8/14/2023	Ralph Carter, Superintendent	Added Safety Consultant
13	9/14/2023	Walker Cole, Consultant	Annual EOP Review
14	9/14/2023	Walker Cole, Consultant	Addition of Severe Weather Annex
15	9/14/2023	Walker Cole, Consultant	Addition of Hazardous Material 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 / Junior High, 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. Secondary Principal
3. Elementary Principal
4. 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 Town Marshal
6. Lipan Volunteer Fire Department
7. Hood County Fire Department

SECTION 7.0 – PUBLIC INFORMATION 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 08/14/2023)

Lipan ISD Hazard Analysis Tool (TxSSC, 2002)					
<p>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.</p> <p>We've assigned a range of values from 0-10 for each column. <i>Districts may change the values to suit their local needs.</i></p>					
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	
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	Thomas Hicks	Lipan Town Marshal
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
24 April 2023	3:50 pm
8 August 2023	6:pm
14 September 2023	5:30pm

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	September 29, 2022
August 2022	Ralph Carter/Mike Morrison	September 29, 2022
August 2023	Walker Cole (Safety Consultant)	

Attachment 5: Providing Maps and Walkthroughs to First Responders

Emergency response maps have been provided to the Texas Department of Public Safety and the following first responder agencies (Police, Fire, EMS), in compliance with Texas Education Code 37.108(f)(9).

EMERGENCY RESPONSE MAP CERTIFICATION STATEMENT		
Date Map Provided	Agency Receiving Map	Agency Staff Receiving Map
	Lipan Town Marshal	Thomas Hicks
	DPS	Kelly Meal

The district has provided opportunities to conduct walkthroughs of district facilities to the Texas Department of Public Safety and the following first responder (Police, Fire, EMS) agencies, in compliance with Texas Education Code 37.108(f)(9).

WALKTHROUGH CERTIFICATION STATEMENT			
Date Walkthrough Offered	Agency Contacted	Agency Supervisor Accepting or Declining Walkthrough	Date Walkthrough Completed
1 June 2023	Lipan Town Marshal	Thomas Hicks	14 June 2023
	DPS	Kelly Meal	

Attachment 6: Facility Maps









Lipan Elementary/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