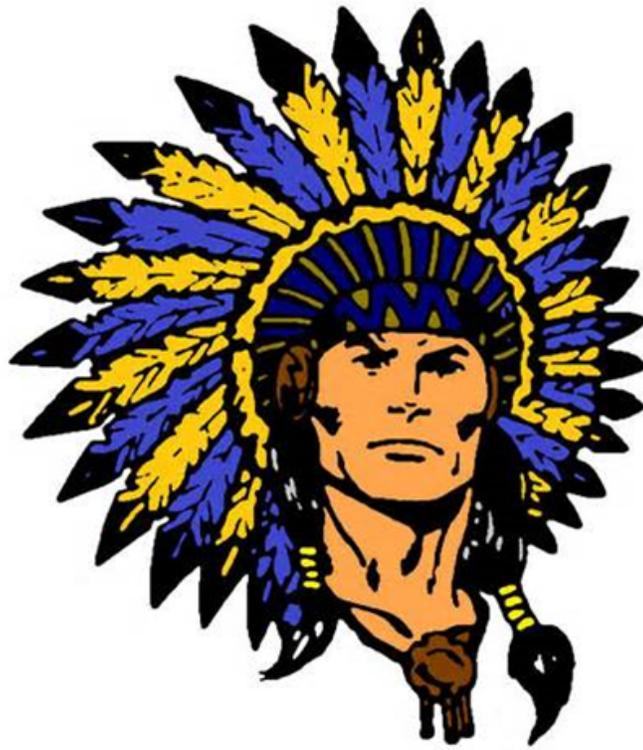


Lipan ISD

EMERGENCY OPERATIONS PLAN



Date:

(The Plan was finalized in June 2020 and reedited/approved October 5, 2020)

Lipan ISD Emergency Operations Plan

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, and all staff, including substitute teachers, must be prepared to respond to an incident efficiently and effectively. Through its emergency management program, the district strives to ensure that Lipan ISD continues to provide a safe, orderly environment for students, staff, visitors that also supports the community. The district emergency management program is comprehensive, multi-hazard, and embraces local, state, and federal standards as well as proven practices including all phases of emergency management.

This plan is known as the Lipan ISD Emergency Operations Plan (EOP). The plan and its support documents provide a framework that outlines the district's intended approach to managing emergencies and disasters of all types and should be regarded as guidelines rather than performance guarantees. The district's planning process is supported by collaboration, training, and exercise. This plan is designed to allow for integration with local, state, and federal emergency management and continuity of operations plans. The district EOP and related documents are reviewed at least annually by the District's School Safety and Security Committee, as set forth in Chapter 37.108 of the Texas Education Code and updated as required by the district.

The Superintendent or designee is responsible for approving and ensuring promulgation of this plan, which supersedes all previous district emergency plans. If any portion of the Multi-Hazard Emergency Operations Plan or support documents are held to be invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of the plan. The superintendent may designate, in writing, an individual who assumes the role of district emergency management coordinator (EMC) and is authorized to develop and distribute plan changes and updates. However, comprehensive or major revisions will be signed by the Superintendent or designee.



Superintendent or Designee

Date Signed 10/5/2020

Lipan ISD Emergency Operations Plan

**APPROVAL & IMPLEMENTATION
EMERGENCY OPERATIONS PLAN**

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

Approved:  Date: 10/05/2020
Emergency Management Coordinator/Designee
Justin Bullock

Concurred:  Date: 10/5/20
Safety and Security Committee Chair/Designee
Tony Phillips, Dean of Students

RECORD OF CHANGES

EMERGENCY OPERATIONS PLAN

RECORD OF CHANGES

The record of changes captures changes, updates, reviews, and revisions made to this plan, as well as verifies the plan has been reviewed every twelve months in accordance with Education Code 37.108(c-2)(2).

Change Number	Date of Change	Name	Summary of Change
1	06/01/2020	Ralph Carter	Annual EOP Review
2	06/15/2020	Ralph Carter	Reviewed EOP and sent it in for evaluation
3.	09/28/2020	Ralph Carter	Received feedback from TxSSC and started reworking EOP and put it into the recommended template.
4	09/29/2020	Ralph Carter	Worked with nurse and developed the communicable disease annex
5	09/30/2020	Ralph Carter	Worked with business office and developed a COOP
6	10/01/2020	Ralph Carter	Worked on Active shooter annexes to add to EOP
7	10/05/2020	Ralph Carter	Met with Safety Committee to review all changes.

RECORD OF DISTRIBUTION

Updated or revised plans must be distributed district wide.

Title and Name of Person Receiving the Plan	Agency (school office, government agency, or private-sector entity)	Date of Delivery	Number of Copies Delivered

Lipan ISD Emergency Operations Plan

Title and Name of Person Receiving the Plan	Agency (school office, government agency, or private-sector entity)	Date of Delivery	Number of Copies Delivered
Jennifer Phillips Prin.	Lipan Elementary school	June 1, 2020	1
Jodi Overton Prin.	Lipan High School	June 1, 2020	1

Lipan ISD Emergency Operations Plan

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PURPOSE

The purpose of the District's Emergency Operations Plan (EOP) is to educate and inform on what to do before, during, and after an incident by outlining the responsibilities and duties of the district administrators, staff, substitute teachers, students, response agencies, and the community. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

The plan addresses the process for developing and maintaining capabilities for a whole-community approach during all phases of emergency management. The plan addresses capabilities needed for mitigation, prevention, preparedness, response, and recovery activities and addresses processes for identifying and meeting training needs. The process and schedule for developing, conducting, and evaluating drills and exercises are addressed. The EOP addresses operational considerations and infrastructure activities designed to mitigate the impacts of hazards that the district faces.

Lipan ISD will review and update the plan and support documents in a way that is consistent with district policy. Revisions will enhance the district's ability to support all phases of emergency management.

A. Scope

This plan is applicable to all district sites and ensures that individuals with disabilities and those with access and functional needs are addressed. This plan includes a hazard analysis, which identifies district specific hazards and addresses those in the basic plan, annexes, and appendices.

B. Goal

The goal of this plan is to identify district-centered emergency management practices, relationships, responsibilities, and general considerations for the district and for facilities, campuses, and departments to integrate emergency management into their emergency plans in order to minimize the loss of life and damage to property.

1.0 LEGAL AUTHORITY

A. Local

1. There are no local statutes that govern our Emergency Operations Plan.
2. The county's Emergency Operations Plan are governed by FEMA, The Stafford Act, and the Texas Government Code 418.

B. State

Lipan ISD Emergency Operations Plan

1. Texas Education Code, Chapter 37:
 - i. Education Code 37.108(a) states that a district shall adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must address mitigation, prevention, preparedness, response, and recovery.
 - ii. Education Code 37.108(c-2) states that a document relating to a district's multi-hazard emergency operations plan is subject to disclosure if the document enables a person to:
 1. Verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments. See the district's Open Records Policy Appendix.
 - iii. Education Code 37.108(c-2)(7) verify that the district has completed a safety and security audit under Subsection (b) and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the district's board of trustees. See the district's Open Records Policy Appendix.
2. Texas Education Code, Chapter 38
3. Texas Government Code, Chapter 418

C. Federal

1. Robert T. Stafford Disaster Relief and Emergency Assistance Act
2. Homeland Security Presidential Directive 5: Management of Domestic Incidents
3. Presidential Policy Directive 8: National Preparedness

2.0 EXPLANATION OF TERMS

A. Acronyms

AAR	After-Action Report
AED	Automated External Defibrillators
EMC	Emergency Management Coordinator
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
HHSC	Health and Human Services Commission
HSEEP	Homeland Security Exercise and Evaluation Program
HSPD-5	Homeland Security Directive – 5
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post

Lipan ISD Emergency Operations Plan

ICS	Incident Command System
IP	Improvement Plan
MAA	Mutual Aid Agreement
MOU	Memorandum of Understanding
NRF	National Response Framework
NIMS	National Incident Management System
PBIS	Positive Behavioral Interventions and Supports
PIO	Public Information Officer
TEA	Texas Education Agency
TEC	Texas Education Code
UC	Unified Command

B. Definitions

1. **Agreement:** An agreement can consist of a contract, MAA, or MOU between the district and another entity.
2. **Drill:** A drill is typically operations based and designed to practice certain tasks or routines, such as a lock-down.
3. **Emergency:** Any incident that requires responsive action to protect life or property.
4. **EOP Planning Team:** The district's EOP Planning Team represents the personnel tasked with writing, reviewing, and updating the district's EOP. This team can mirror the district's Safety and Security Committee.
5. **Exercise:** An exercise is a hypothetical emergency scenario designed to encourage practical applications from lessons learned from drills such as a tabletop exercise. This could mirror an existing team such as the Safety and Security Committee.
6. **Function:** A function is a critical activity that needs to be accomplished during an incident.
7. **Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.
8. **Incident:** An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action.
9. **Incident Action Plan:** An IAP formally documents incident goals, operational period objectives, and the response strategy defined by incident command during response planning.
10. **Incident Commander:** The IC has responsibility for the management of all emergency activities.
11. **Incident Command Post:** The ICP is the location where the primary functions are performed.
12. **Incident Command System:** ICS is the response infrastructure designed under the National Incident Management System to facilitate effective and efficient management of an incident.
13. **Incident Command System Forms:** These forms are intended for use as tools for the creation of Incident Action Plans (IAPs), for other incident management activities, and for support and documentation of ICS activities.

14. **Mutual Aid Agreement:** An MAA commit parties to a mutually beneficial, cooperative agreement. The agreement is usually to provide staff, resources, and/or services during an emergency with the expectation of a future reciprocal exchange of comparable value, if needed.
15. **Memorandum of Understanding:** An MOU is a written agreement designed to ensure that needed resources are available.
16. **National Incident Management System:** NIMS coordinates emergency preparedness and incident management among various federal, state, and local agencies. NIMS provides a consistent nationwide approach for organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents regardless of cause, size, or complexity.
17. **National Response Framework:** NRF is a guide to how the nation will conduct all-hazards incident response including the development of policies, plans, and procedures governing how to effectively allocate and provide resources.
18. **President's Homeland Security Directive 5:** A presidential order that established a single, comprehensive national Incident Management System and requires all federal departments make adoption of the NIMS by state, tribal, and local organizations a condition for federal preparedness assistance through grants, contracts, and other activities.
19. **Unified Command:** The UC is a structure in which the role of the incident commander is shared by two or more individuals, having authority in a different responding agency.

3.0 SITUATION AND ASSUMPTIONS

A. Situation

To provide an effective response to an emergency or incident, this plan may be activated in part or in whole, as necessary, by the Superintendent and/or the designee.

The intent of this plan is to minimize or mitigate the effects of natural, technological, and human-caused hazards that may affect the district. The district is located within Erath, Hood, Palo Pinto, and Parker counties and within Lipan, Texas city limits and is serviced by ESC 11. There are 4 non-campus facilities. The district has 3 campuses. The district includes individuals with disabilities, individuals with access and functional needs, including limited English proficiency. It also is recognized that schools serve as in loco parentis, the legal doctrine under which an individual assumes some parental obligations and responsibilities including those related to safeguarding children.

1. Individuals with Disabilities or Access and Functional Needs

The district's current enrollment of students with disabilities and/or access and functional needs is 3. Staff requiring additional assistance is 1.

Lipan ISD Emergency Operations Plan

Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. The district's policy for providing equal safety in an emergency for those with disabilities and individuals with access and functional needs in accordance with Education Code 37.108(f)(4) can be found throughout applicable annexes.

2. District's Facilities

A map of each facility, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, and utility shutoffs is included in the Facility Maps Appendix.

Name of Facility	Address	Number of Employees
Transportation Facility	211 N. Kickapoo Lipan, TX 76462	1
Maintenance Building	211 N. Kickapoo Lipan, TX 76462	1
Administration Building	108 Osage Lipan, TX 76462	3

A master schedule of facilities is available at the administration building.

3. District Campuses

The district has 1 high school, 1 middle schools, and 1 elementary school.

Name of Campus	Address	Number of Employees
<i>Lipan Elementary</i>	211 N. Kickapoo Lipan, TX 76462	26
Number of buildings on property:		1
Presence of adequate communication equipment / cell phone coverage?		YES
Lipan Elementary Geographical Issue		If yes, where is this addressed in the EOP?
Which EMS provider services your campus?	<i>Lipan Fire Dept.</i>	

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Is there an extended response for EMS services?	NO	
Which Fire / HazMat services your campus?	<i>Lipan Fire Dept.</i>	
Is there an extended response for Fire / HazMat Services?	NO	
Which Law Enforcement services your campus?	<i>Lipan city Marshal Hood Co. Sheriff</i>	
Is there an extended response for Law Enforcement?	NO	
Are there any Chemical Plants that may impact the campus?	NO	
Are there any Pipelines that may impact the campus?	NO	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus?	NO	
Are there Railroad Tracks within 1000 yards of the campus fence line?	NO	
Lipan Elementary Staffing		
	Number	
Administrators	1	
Cafeteria Staff	3	
Custodial Staff	2	
Instructional Assistants	4	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	2	
Teachers	14	
Individuals with Disabilities or Access and Functional Needs		
	Number	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	1	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	3	
Mobility / Physical Disabilities (permanent or temporary)	1	
<i>Unaccompanied Minors</i>	0	

Lipan ISD Emergency Operations Plan

The campus enrollment of students with disabilities and / or access and functional needs is 4.
 The campus staff requiring additional assistance is 1.

Name of Campus	Address	Number of Employees
<i>Lipan Intermediate/JH</i>	106 Osage Lipan, TX 76462	16
Number of buildings on property:		1
Presence of adequate communication equipment / cell phone coverage?		YES
Lipan Intermediate/JH Geographical Issue		If yes, where is this addressed in the EOP?
Which EMS provider services your campus?	<i>Lipan Fire Dept.</i>	
Is there an extended response for EMS services?	NO	
Which Fire / HazMat services your campus?	<i>Lipan Fire Dept.</i>	
Is there an extended response for Fire / HazMat Services?	NO	
Which Law Enforcement services your campus?	<i>Lipan city Marshal Hood Co. Sheriff</i>	
Is there an extended response for Law Enforcement?	NO	
Are there any Chemical Plants that may impact the campus?	NO	
Are there any Pipelines that may impact the campus?	NO	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus?	NO	
Are there Railroad Tracks within 1000 yards of the campus fence line?	NO	
Lipan Intermediate/JH Staffing		Number
Administrators	1	
Cafeteria Staff	0	
Custodial Staff	1	

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Instructional Assistants	2
Law Enforcement / SROs	0
Substitute Teachers	0
Support Staff	2
Teachers	10
Individuals with Disabilities or Access and Functional Needs	
	Number
Blindness or Visual Disabilities	0
Cognitive or Emotional Disabilities	2
Deafness or Hearing Loss	0
Limited English Proficiency	0
Medically Fragile Health (including asthma and severe allergies)	0
Mobility / Physical Disabilities (permanent or temporary)	0
Unaccompanied Minors	0
<p>The campus enrollment of students with disabilities and / or access and functional needs is 2. The campus staff requiring additional assistance is 0.</p>	

Name of Campus	Address	Number of Employees
<i>Lipan High School</i>	108 Osage Lipan, TX 76462	24
Number of buildings on property:	1	
Presence of adequate communication equipment / cell phone coverage?	YES	
Lipan High School Geographical Issue		If yes, where is this addressed in the EOP?
Which EMS provider services your campus?	<i>Lipan Fire Dept.</i>	
Is there an extended response for EMS services?	NO	
Which Fire / HazMat services your campus?	<i>Lipan Fire Dept.</i>	
Is there an extended response for Fire / HazMat Services?	NO	

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Which Law Enforcement services your campus?	<i>Lipan city Marshal</i> <i>Hood Co. Sheriff</i>	
Is there an extended response for Law Enforcement?	<i>NO</i>	
Are there any Chemical Plants that may impact the campus?	<i>NO</i>	
Are there any Pipelines that may impact the campus?	<i>NO</i>	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus?	<i>NO</i>	
Are there Railroad Tracks within 1000 yards of the campus fence line?	<i>NO</i>	
Lipan High School Staffing		
	Number	
Administrators	1	
Cafeteria Staff	0	
Custodial Staff	1	
Instructional Assistants	2	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	2	
Teachers	18	
Individuals with Disabilities or Access and Functional Needs		
	Number	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities	0	
Deafness or Hearing Loss	0	
Limited English Proficiency	0	
Medically Fragile Health (including asthma and severe allergies)	1	
Mobility / Physical Disabilities (permanent or temporary)	0	
<i>Unaccompanied Minors</i>	0	
<p>The campus enrollment of students with disabilities and / or access and functional needs is 1. The campus staff requiring additional assistance is 0.</p>		

Lipan ISD Emergency Operations Plan

4. District's Hazard Summary

The district is exposed to many hazards. All the hazards listed in the table below have the potential for disrupting the district's operations. These identified hazards have been assessed by risk and likelihood and ranked accordingly. Each hazard will be addressed in its own annex.

	Probability*	Severity of Impact on Public Health and Safety*		Severity of Impact on Property*
Hazard Type	(See Below)	(See Below)		(See Below)
Natural Hazards				
Severe Weather	Highly Likely	Limited		Critical
Wildfire	Unlikely	Negligible		Negligible
Biological (pandemic, food contamination)	Possible	Limited		Limited
Winter Storm	Likely	Critical		Critical
Severe Heat	Likely	Critical		Critical
Drought/Flooding	Possible	Critical		Critical/Catastrophic
Technological Hazards				
	Likely	Critical		Critical
Explosion	Unlikely	Negligible		Negligible
Power / Water Loss	Highly likely	Critical		Critical
IT System Failure	Likely	Critical		Critical
Fire	Possible	Catastrophic		Catastrophic
Chemical`	Unlikely	Critical		Critical
Hazmat/lab spill	Unlikely	Catastrophic		Critical
Human-Caused Hazards				
Active Threat	Possible	Catastrophic		Critical
Civil Unrest	Possible	Limited		Limited
Cyber Attack	Highly Likely	Critical		Critical
Kidnapping	Possible	Catastrophic		Catastrophic
Suicide	Possible	Critical		Critical
Intruder/Weapon	Possible	Catastrophic		Catastrophic
* Probability:	Unlikely	Possible	Likely	Highly Likely
* Severity of Impact:	Negligible	Limited	Critical	Catastrophic

5. Resources

The district has established contracts, memorandums of understanding (MOUs) and/or mutual aid agreements (MAAs) with agencies and businesses in the community to assure access to resources during an incident. A list of current agreements and available resources can be found in the District Basic Plan Agreements Appendix.

B. Assumptions

1. The strategic-level Multi-Hazard Emergency Operations Plan (EOP) is a framework that provides guidance and structure to support the district's educational mission within a safe and secure environment.

Lipan ISD Emergency Operations Plan

2. As every incident is different, no single document can outline a specific chronology for response and recovery. Therefore, this plan is intended to reduce the effects of natural, technological, or human-caused incidents affecting infrastructure, safety, security, and health.
3. The district is not an emergency response organization and therefore depends upon local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health.
4. An incident could occur at any time and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
5. Action is required immediately to save lives and protect school property. An incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the campus affected cannot, and should not, wait for direction from district administration or local response agencies.
6. Outside assistance from local fire, law enforcement, and emergency managers will be available in most incidents. Because it takes time to request and dispatch external assistance, it is essential for the district to be prepared to carry out the initial incident response until responders arrive at the incident scene.
7. In some cases, external resources covered by mutual aid agreements will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the district or any of its campuses or facilities may have to rely on their own resources to be self-sustaining for several hours or even days.
8. There may be injuries to faculty, staff and/or students. Rapid and appropriate response may reduce the number and severity of injuries.
9. Students, staff, and visitors with disabilities and others with access and functional needs will be included in all phases of the district emergency management program and supported in the response and recovery operations.
10. Proper mitigation and prevention actions, such as creating a positive school climate, maintaining fire and health protocols, and conducting safety and security audits, may help prevent or reduce incident-related losses.
11. Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be employed during emergencies.

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12. 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.

13. Personnel with special assignments, training, or capabilities may be asked to perform tasks other than their daily duties.

14. Whenever possible, the district will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.

15. Faculty and staff are empowered to assess the seriousness of incidents and respond accordingly.

16. The district regularly schedules training for faculty and staff.

17. Non-district personnel who support the District, through written agreement or as identified in plans or guidelines are vetted through the district and authorized to work on its behalf. They may include representatives of local community, volunteer, or faith-based organizations.

18. During or after an incident, many of the products and services used to meet the daily needs of the district, campuses, departments, and/or facilities may not be available. Alternate sources for products and services may be utilized.

19. This plan is intended to provide guidance but does not imply performance guarantees. The district may deviate from the plan as necessary.

4.0 CONCEPT OF OPERATIONS

The Lipan ISD multi-hazard Emergency Operations Plan (EOP) neither replaces the responsibility of each campus and department within the District to develop and test emergency processes, nor does it usurp traditional classroom management. Rather, it establishes delegation of authority, division of responsibilities and chains of command; strategic & operational guidance; interface with local and state partners; processes for emergency planning, auditing, training, drilling and exercising; operational sustainability and continuity of operations. The Lipan ISD Superintendent is responsible for overall emergency managing planning for the District and may designate an individual to serve as District emergency management coordinator to support a strong school-centered emergency management program for Lipan ISD. The superintendent also may identify individuals whose responsibility it is to support emergency management programs and emergency response.

The Lipan ISD has adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive 5 (HSPD-5), Texas Governor's Executive Orders and the National Response Framework (NRF). Additional information about the District's NIMS implementation is contained in the Appendix of this

Lipan ISD Emergency Operations Plan

plan. In addition, the District takes a comprehensive, all-hazard approach to emergency management; it will endeavor to review and update its plan and support documents through activities that enhance the District's ability to prepare for, respond to and recover from emergency incidents of all kinds:

- **Preparedness:** Activities undertaken by the District to ensure that all stakeholders can respond in a rapid, coordinated and effective manner to an emergency in order to help save lives and minimize damage. Preparedness includes planning to respond when an emergency or disaster occurs and working to increase resources available to respond effectively. The District also supports local, regional and statewide emergency preparedness and response activities.
- **Response:** Activities accomplished by the District during or immediately following an incident or disaster in order to provide efficient and effective emergency assistance to those affected. Response efforts also are designed to reduce the likelihood of secondary loss or damage and to expedite recovery operations, including swift and appropriate resumption of educational services.
- **Recovery:** Both short-term and long-term activities undertaken by the District to restore educational and business operations following an incident, it includes processes intended to help faculty, staff, students and the community deal with the physical and psychological effects of a disaster or major incident. It supports and aligns with the with the district continuity of operations and education program. The District also will endeavor to coordinate its assessment of damage to District property with its local jurisdictions and subdivisions to facilitate state and federal disaster assistance.

Stakeholders

While there is no reason to believe that any Lipan ISD campus or facility is in imminent danger from natural, accidental or malicious hazards, all stakeholders must be aware of what to do and how to protect themselves and students in an emergency. It is important for parents, caregivers and the community at large to understand the District's expectations of the safety and well- being of students and the community. Managing these expectations is vital to overall community resilience.

It is imperative to involve the whole district/campus community in school planning, and to integrate the resources necessary to allow for people with disabilities and others with access and functional needs or with limited English proficiency to maintain their safety, independence and dignity during an emergency incident. The District's intent is to ensure that people with disabilities and others with access and functional needs are considered in District and campus emergency management processes and guidance. The District recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

Interoperability

Lipan ISD uses the National Incident Management System (NIMS) to integrate response activities with internal and external partners using a set of standardized organizational structures that improves interoperability, including a commonality of terms and standards for efficient and effective management of an emergency or disaster. Neither the District, nor any of its campuses will use code words as part of emergency operations. NIMS provides the District with a set of principles that affords a systematic, proactive approach to work seamlessly with all stakeholders to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity. NIMS provides the District with a consistent approach to the effective management of situations involving natural, human caused or terrorism events.

Lipan ISD is responsible for organizing, training and equipping its campuses and staff for emergencies. Cities and counties are responsible for emergency management programs in their communities; and it is incumbent upon both local officials and school districts to build a collaborative process to support these missions.

A. District's Approach to Emergency Management

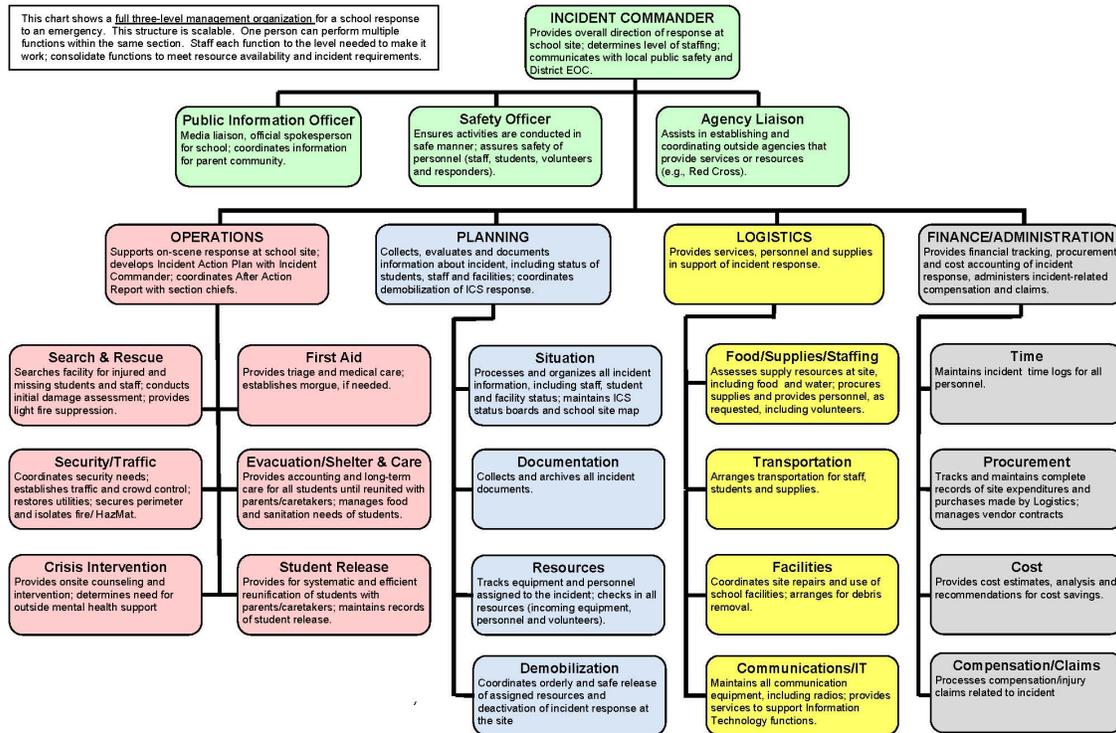
The Lipan ISD multi-hazards emergency operations plan does not replace the responsibility of each campus, department, or facility within the district to develop and test emergency processes. To the extent possible, the same personnel and resources used for day-to-day operations will transition to response operations. Because personnel and resources are limited, some routine day-to-day operations that do not support the response may be suspended. The personnel, equipment, and supplies that would typically be required for the suspended operations will be redirected to accomplish assigned roles and responsibilities.

The Superintendent or designee is responsible for overall emergency management planning for the district and may designate an individual to serve as the district's emergency management coordinator to support a strong district-centered emergency management program. The Superintendent or designee may also identify individuals whose responsibilities are to support the district's emergency management program and response.

The district formally adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive 5 (HSPD-5), Texas Governor's Executive Orders, and the National Response Framework (NRF).

B. District's Emergency Operations Organization

SCHOOL INCIDENT COMMAND SYSTEM (ICS): Functional Reference Model



National Incident Management System (NIMS)
Marin County Office of Education

C. Actions by Phases of Emergency Management

In compliance with Education Code 37.108(a), the district has identified the following actions for all phases of emergency management.

1. Mitigation Actions

Mitigation actions include activities to reduce the loss of life and property from natural, technological, and human-caused hazards by avoiding or lessening the impact of an incident and providing value to the public by creating safer communities. Mitigation actions address the cycle of disaster damage, reconstruction, and repetitive damages. These actions will have long-term sustained effects.

- Structural changes to buildings.
- Elevating utilities.
- Bracing and locking chemical cabinets.

2. Prevention Actions

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Prevention actions include activities to avoid an incident or to intervene to stop an incident from occurring. Prevention involves activities to protect lives and property.

- Cyberbullying prevention.
- Pandemic influenza sanitation measures.
- Building access control procedures.
- *Cameras and access doors installed at all entrances and around property.*
- *Raptor system purchased and required for entrance to campuses.*

3. Preparedness

Preparedness actions include a continuous cycle of planning, organization, training, equipping, exercising, evaluation, and taking corrective action to ensure effective coordination during incident response.

- Conducting drills.
- Participating in exercises.
- Preparing homework packages to allow continuity of learning.
- *Asynchronous learning plan adopted and approved.*
- *Devices given out to students with hotspots if needed.*
- *Lipan ISD supports local, regional, and statewide emergency preparedness and response activities.*

4. Response

Response actions include activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response includes the execution of emergency operations plans.

- Evacuations of buildings.
- Providing trauma-informed care.
- Providing transportation resources.
- *Communication*
- *Expedite recovery operations to bring district back to normal*

5. Recovery

Recovery actions include activities that address both short-term and long-term efforts for rebuilding and revitalization of the district.

- Assessment of damage to district property and city
- Restore educational and business operations quickly

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- Providing crisis counseling.
- Restoration of utilities.
- Reopening the district.

D. Readiness Levels

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

- **Level 4: Normal Conditions – Regular campus operations are unaffected.**
 - Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.
 - An incident command post may be established. Reverse Evacuation may be implemented, but is not required.
 - District personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.
- **Level 3: Increased Readiness -- Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.**
 - A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed. Reverse Evacuation may be implemented, if conditions warrant or to enhance accountability in advance of other protective measures. Increased readiness actions may be appropriate when situations similar to the following occur:
 - Tropical Weather Threat: A tropical weather system has developed that has the potential to impact the local area or to trigger inland shelter and emergency support operations. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, ensuring that parent notification procedures are in place and assessing resource availability. The Executive Team should consider potential impact upon normal school operations.
 - Tornado or Severe Weather Watch: The possibility for severe weather or tornado development exists. Readiness actions may include increased situation monitoring, ensuring that weather radios are activated and

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monitored at each campus, ensuring that parent notification procedures are in place, reminding staff about tornado safety measures, placing selected staff on alert and reminding transportation staff to curtail operations immediately if conditions worsen.

- Flash Flood Watch: The possibility of severe or flash flooding is possible due to heavy rains occurring or expected to occur. Readiness actions may include increased situational monitoring, transportation staff reconnaissance of known trouble spots, review of alternate bus routes, adjustment of school schedules to facilitate the safe release of students and preparedness of parent notification messages related to protective measures, school schedules, student release or bus routes change.
- Wildfire Threat: Extreme wildfire threats can exist during dry or drought periods and when windy conditions exist. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, notifying transportation about potential route impact, ensuring that parent notification procedures are in place and the Executive Team should consider potential impact upon normal school operations.
- Violence Threat: Threats can be directed at the school or personnel therein or involve vicinity events such as a bank robbery or SWAT stand-off. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), ongoing coordination with Executive and Response Teams, preparation of appropriate and timely messages for parents and the community.
- Mass Gathering: Mass gatherings events can occur either on or off school property (both planned and unplanned). Readiness actions include review of potential security, traffic, parking and health/safety impact upon school schedules and District facilities. In addition, District staff must work with local and regional partners to ensure that schools are part of the preparedness process. When the event is District sponsored, local and regional partners and first responders should be included in planning meetings.

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

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

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- Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.
- **Level 2: High Readiness -- Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.**
 - A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events. High readiness actions may be appropriate when situations similar to the following occur:
 - Tropical Weather Threat: A tropical weather system may impact the local area or to trigger inland shelter and emergency support operations within 72 hours. Readiness actions may include continuous situation monitoring, identifying worst-case decision points and potential resource requests, ensuring staff availability, providing parent notification and Executive Team trigger points for curtailing school operations and supporting evacuation/sheltering operations, as appropriate.
 - Tornado Warning: Tornado warnings are issued when a tornado has been sighted in the vicinity or is indicated by radar to be threatening the immediate area. Readiness includes taking immediate severe weather safety actions as outlined in District and Campus emergency plans and notifying transportation staff to curtail operations immediately. The District also will be ready to provide support to students, staff and the community in the wake of the storm.
 - Flash Flood Warning: When flash flooding occurs or is reported in the District immediate decisions are required related to school schedules and bus routes. Readiness actions include notifying transportation staff to curtail or adjust routes and to communicate hazardous areas encountered (this information also may be relayed to first responders) and making arrangements to retain at school all students and staff who safely cannot return to their homes.
 - Winter Storm Warning: When snow, sleet, freezing rain or other adverse weather conditions make traveling treacherous or disrupt utility service to campuses, the District must take immediate action to adjust or cancel school schedules. Readiness actions may include notifying parents and the community of temporary school closures and/or schedule

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adjustments, assigning key staff to assess campuses and facilities for damage, downed trees and wires, icy sidewalks and parking lots and other hazards that affect school infrastructure, coordinating with transportation and city/county public works for reconnaissance along bus routes.

- Violence Threat: Threats are considered legitimate or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), considerations put in place for school schedules such as dismissal and outdoor activities, ongoing coordination with Executive and Response Teams, initial release of appropriate and timely messages for parents and the community.
- Mass Gathering: Civil disorder with relatively large-scale localized violence or student walk outs are imminent, the District must be prepared to protect its students and infrastructure. Readiness actions may include increasing law enforcement and other first responder presence in and around District property, securing critical District infrastructure related to utilities and technology and initiating Reverse Evacuation with strict student release policies and practices in place

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

- The District Emergency Operations Center may be activated with limited staffing.
 - Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.
 - All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/ security concerns to their supervisors or command post immediately.
- **Level 1: Maximum Readiness: Large- scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.**

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- Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:
- Tropical Weather Threat: The impact of a tropical weather system is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
- Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
- Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Lockdown or other precautionary measures. Considerations are in place for release from Lockdown, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.
- Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

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

- School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.
- Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

E. Physical and Psychological Safety

The district takes measures to provide physical and psychological safety and support of students, district personnel, and others in the community during any emergency or disaster including the response and recovery phase. It also explains how psychological safety measures are aligned with best practice-based programs and research-based practices in accordance with Education Code 37.108(f)(6)(a).

In accordance with Education Codes 37.108(f)(2), 37.108(f)(6), 37.108(f)(6)(D), and in alignment with Section 161.325 of the Health and Safety Code, the district will describe implemented measures taken to provide professional development for staff on mental health conditions, suicide prevention, substance abuse, as well as grief-informed and trauma-informed care.

For additional information regarding physical and psychological safety refer to the Physical and Psychological Safety Annex.

F. Visitor Policy

In accordance with Education Code 37.108(c-2)(9), the district will verify provisions have been made to govern the access to all buildings and properties as well as any screening tools utilized. This should be a uniform policy implemented and followed throughout the district, on every campus.

In addition, the policy will address any school district properties utilized as a public polling place as stated in Education Code 37.108(e). This policy is an appendix to the Facility Access Management Annex.

- **Protocols for Campus Visitors**

Campus staff should consider utilizing virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors.

- **Visitor Screening/PPE Requirements**

- Parents are discouraged from entering the campus and will not be allowed beyond the front office area.
- Volunteers are not allowed to visit campuses at this time (including mentors, college representatives, guest speakers, etc.).
- Virtual tools will be used to conduct meetings such as PTA meetings, ARDs, LPAC, etc.
- All visitors will self-screen prior to entering any Lipan ISD facility.

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- If visitors have COVID-19 symptoms, or are lab confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.
- All individuals entering the building will be required to wear face coverings.
- Any Individuals permitted to proceed beyond the reception area must follow all safety and campus protocols.

5.0 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- A. This section provides an overview of organizational functions, as well as the roles and responsibilities, of district administration, faculty and staff, students, parents, first responders, and emergency management. It describes the expected actions of those impacted or responding to a district emergency.

In an emergency or disaster, one or more campuses may be damaged or need to be evacuated, individuals may be injured, and other actions may need to be initiated. District personnel are usually first on the scene of an incident in a district setting. District officials and staff are expected to take charge and manage the incident until it is resolved, or response partners arrive to manage the emergency.

Primary responsibility for an emergency function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills.

All activities necessary to manage the incident must be organized and coordinated to ensure the most efficient response. The district will use the Incident Command System (ICS) for incidents occurring throughout the district.

All personnel assigned responsibilities in this plan are trained on NIMS concepts, procedures, and protocols.

District Administrators and Executive Staff	Function / Responsibilities	Phase(s) (Mitigation, Prevention, Preparedness, Response, Recovery)
Policy Group	a. Provide policy and strategic guidance.	All phases
	b. Help to ensure that adequate resources are available.	All phases
	c. Keep elected officials and other executives informed of the situation and decisions.	All phases

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Safety and Security Committee	<p>a. Participate on behalf of the district in developing and implementing emergency plans.</p> <p>b. Provide the district with campus, facilities, or support services information required in connection with a safety and security audit report.</p>	<p>Preparedness</p> <p>Preparedness</p>
Superintendent	<p>a. Develop, implement, and promote a multi-hazard district-centered emergency program where the planning process embraces each emergency management phase.</p> <p>b. Communicate to the district’s School Safety and Security Committee the objectives and priorities for the district’s emergency management program.</p> <p>c. Advise school board members of emergency situations and provide periodic reports as needed.</p>	<p>All Phases</p> <p>Mitigation, Prevention, Preparedness</p> <p>Response</p>
District Departments		
Business Services	a.	
Nutrition	a.	
Human Resources	a.	

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Transportation	a. Recall bus drivers	Response
	b. Alter bus routes	Response
Personnel		
Counselor	a. Take steps to ensure the safety of students, staff, and others.	All phases
	b. Assist with the reunification of students with parents/guardians.	Recovery
Nurse	a. Administer first aid or emergency treatment as needed.	All phases
	b. Supervise administration of first aid by those trained to provide it.	All phases
	c. Organize first aid and medical supplies.	All phases
Teachers	a. Supervise students.	All phases
	b. Remain with students until directed otherwise.	All phases
	c. Take attendance when class relocates.	Response
Principals	a. Take steps to ensure overall safety of students and staff.	All phases
	b. Responsible for the emergency management program on their campus.	All phases
		Preparedness

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	c. Ensure development of campus site-specific plans.	
Response Agencies		
Local Law enforcement Hood County Sheriff office Constables	a. Coordinate law enforcement activities. b. Provide traffic control.	Response Response, Recovery
Public Health	a. Coordinate with the ISD during an infectious disease outbreak.	Response, Recovery

- B. Lipan ISD will use its own resources and equipment to respond to incidents until response agencies arrive. If Lipan ISD resources prove to be inadequate during an incident, the district will request assistance from local emergency services, other agencies, and the community in accordance with existing agreements and contracts. Such assistance includes equipment, supplies, and personnel. All agreements are entered into by authorized district officials and in writing when applicable. All pre-negotiated agreements and contracts are to remain on file in the administration office.
- C. Lipan ISD has established a Safety and Security Committee. The committee shall:
1. Periodically provide recommendations to the district's board of trustees and district administrators regarding developing and implementing the district's EOP in accordance with Education Code 37.109(b)(1).
 2. Consult with local law enforcement agencies on methods to increase law enforcement presence near district campuses.
 3. Meet at least once during each academic semester and at least once during the summer. A committee established by a school district that operates schools on a year-round system or in accordance with another alternative schedule shall meet at least three times during each calendar year, with an interval of at least two months between each meeting.

In accordance with Education Code 37.108(f)(8), a roster of the Safety and Security Committee members and their titles as well as the date of each committee meeting during the preceding year is provided in the Safety and Security Committee Appendix.

6.0 DIRECTION AND CONTROL

A. General

During emergency operations, the Lipan ISD administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Each campus and department in the District is responsible for having operational plans to support emergency incidents.

To provide for the effective direction and control of an incident impacting the health and safety of the district, the district EOP will be activated. The Superintendent or designee will provide guidance for the direction and control function pursuant to NIMS and the district's emergency management program. The district will implement ICS to manage the emergency.

The first ICS trained district staff member to arrive at the scene of an incident will implement ICS and serve as the Incident Commander (IC) until relieved by a more qualified individual. The IC will establish an Incident Command Post (ICP) and provide an assessment of the situation to district officials and local emergency responders. The IC will identify resources required and direct the on-scene response from the ICP. The district's IC will be prepared to remain as a member of unified command (UC) with expectations of remaining accountable for students, staff, and property.

In a large disaster or an incident effecting the community, the local office of emergency management may activate their EOC to manage initial response actions. A representative from the district may be sent to the local office of emergency management's EOC to support and coordinate district activities.

Most Lipan ISD departments, campus, and staff have emergency functions in addition to normal day-to-day duties. The District uses the Incident Command System (ICS) in managing emergencies. Many responsibilities are inherent to an individual's primary job. During emergency situations, normal

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organizational arrangements may be modified to facilitate emergency operations.

- Expectations
 - District:
 - Command and control of District Operations
 - Student and staff accountability and reunification
 - Parent notification and emergency public information
 - Resource management
 - City/County in support of the District:
 - Conduit to support District requests for assistance as well as requests from other entities for District resources
 - Support emergency warning and notification, including public information
 - Provide emergency response for life safety and protection
 - Support resource and information sharing
 - Support shelter and other emergency protective measures
 - Provide disaster recovery coordination
 - *Volunteer Organizations and Other District Partners:*

If additional or unique resources are needed and available through existing local agreements and partnerships, the District will seek the additional support as outlined through the respective agreement.
 - *State, Tribal, Federal, & Other Support:*

If additional or special resources are needed, the District will work through the appropriate city/county EOC to request or provide assistance.
- *Emergency Communications*

The District uses handheld two-way radio, on campus intercom system, and cell phones to ensure emergency communications. During emergency incidents, all non-emergency communication will be restricted on these devices. In addition, the District may use email, text messages, runners carrying hard-copy messages and/or School Messenger notifications to ensure emergency communications. All emergency communication using such mediums will be predicated with an "Emergency Communications" tag. Non-emergency communication will be given lesser priority and misuse of the Emergency Communications message tag may be subject to disciplinary actions if necessary. The District will coordinate emergency communication with local police, fire and emergency medical services via school phone system and cell phones.

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- *Emergency Alert and Warning*
 - *Lipan ISD uses Internet Web Site <http://www.lipanindians.net> and Black Board notification service to inform the public.*
 - *During emergencies, the District will work closely with local news media and use social and electronic media (such as Facebook, Twitter, websites, etc.) to provide clear and direct emergency information and updates.*
 - *Emergency information will come from the Superintendent's office, or their designee, using ICS principles and include updates about the incident, areas affected, impact/potential impact upon the District, measures the District takes to ensure the safety and well-being of students and where/when to find more information.*
 - *Television, District and local websites and radio will support warning and emergency information and Lipan ISD coordinates response with local emergency management offices.*
 - *The District will work with its local jurisdictional and governmental entity partners to incorporate other public warning and alert systems, including reverse 9-1-1, to provide additional emergency information to its constituents.*

- *District Emergency Operations Center (District EOC)*
 - *The District Emergency Operations Center (District EOC) is a pre-designated location where key decision makers gather to support incident management. This includes support of campus operations and the management of state and local resource requests.*
 - *The purpose of the District EOC is to coordinate command decisions, resources and public information on a strategic level and to serve as an area command post when the District is faced with multiple incidents.*
 - *The District EOC may be activated for any incident or event that occurs in or where the imminent threat exists that an incident will occur. This includes incidents where different emergency objectives are conducted at geographically separate locations within the District or where there is no single hazard impact site (such as a severe winter storm or area-wide utility outage).*
 - *Activation Considerations include, but are not limited to:*
 - *Resources are required beyond District capabilities and those of the immediate first responder network.*

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- *The emergency is of extended duration.*
- *Major policy decisions and/or other executive group support are anticipated.*
- *The incident has indications of expanding or intensifying.*
- *The Superintendent or their designee anticipates a request from local, regional, state or federal officials for District resources to support an incident or event.*
- *A threat becomes more likely and all or part of the District is or could be affected and additional readiness is required.*
- *The hazard becomes more localized so that specific impact site(s) are identified that directly or indirectly affect District properties, resources or operational integrity, including bus routes and the conduct of classes.*
- *District Emergency Operations Center Primary Functions*
 - *Collect accurate information on the situation to make informed decisions.*
 - *Work with representatives of emergency services to determine and prioritize response and recovery actions.*
 - *Provide resource support for emergency operations.*
 - *Provide emergency information*
 - *Provide policy support.*
 - *Provide appropriate staff support for multiple shifts*
 - *Executive Group may staff the EOC with other support from the Response Group as available or needed.*
 - *Lines of Succession for Lipan ISD mirror those of day-to-day operations. The lines of succession for each campus, District facility or department shall be in accordance with the SOGs established by respective entities.*
- *Activation of the District EOC does not relieve individual campuses or facilities of their coordination responsibilities until or unless that operational phase has reached a logical and complete conclusion.*
- *Command Post(s)*

The Incident Command Post usually is established at or near an incident or emergency scene and the Incident Commander is responsible for directing the emergency response and managing the resources at the incident scene. Usually, the incident commander at a campus will be the principal or their designee; however, the role assignment may change based upon the incident progression. At non-campus District facilities, including the administration building, one of the administrators, or their designee, may fill that role.
- *Unified Command*

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The District recognizes that some incidents may reach a level where command and control rests with other responding organizations. When this happens, the District will continue its support of the incident and retain its operational responsibilities toward students, staff and District resources. Lipan ISD recognizes that when criminal activity is involved, law enforcement likely will assume the command function and when fire or hazardous materials incidents are involved, that function likely will rest with the fire department.

In incidents where someone other than a District employee assumes command, the District will ensure that it provides ongoing operational and tactical support through Unified Command and/or Area Command, depending upon the incident scope and duration.

- *Joint Operations and Area Command*
The District also may elect to support the local EOC to ensure unity of effort and when Lipan ISD resources are requested for emergency support outside of the District. When this occurs, the District EOC usually will remain operational as well.

B. Chain of Command

In accordance with Education Code 37.108(f)(1), the district's chain of command that designates the individual and other individuals responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable is listed below in the line of succession.

- Superintendent
- Secondary Principal
- Business Manager
- Elementary Principal
- Dean of Students

C. Local Emergency Resources / Facilities

This district has the following emergency resources / facilities within the community to support the district during emergencies. Additional information pertaining to these emergency facilities can be found in the Facility Access Management Annex.

- District's Incident Command Post
- District's Emergency Operations Center
- Local and county Emergency Operations Center

D. In accordance with Education Codes 37.108(a)(5) and TEC 37.108(c-2)(1), Lipan ISD has the following measures in place to ensure coordination with response

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agencies. Coordination involves notification of an incident, providing situational awareness, and requesting assistance if needed. These agencies include:

- Local fire departments
- County health departments
- Local and county law enforcement
- Local and county office of emergency management
- Department of State Health Services

7.0 COMMUNICATIONS AND PUBLIC INFORMATION

- A. The Superintendent is the district's Public Information Officer (PIO) and is the official spokesperson for the district. The PIO communicates and interacts with all forms of public media. The PIO will maintain a Media Roster that contains the names, telephone numbers, and email addresses of each of the media resources listed in the Communication Annex.

The EOP minimum requirement mandates implemented in Education Codes 37.108(a)(2), 37.108(a)(3) and 37.108(f)(5) will be addressed in the Communications Annex.

8.0 ADMINISTRATION AND SUPPORT

- A. Purchasing

The business office oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for district personnel, submitting documentation for reimbursement, and recovering district records following an incident.

The district's policy on establishing agreements and contracts is established by the district department or individual designated to oversee district purchasing practices. The term "contracts" relates to any agreement for goods or services being purchased by Lipan ISD. The business office checks for compliance with applicable laws and policies for financial coding.

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 sent to the business office. The purchasing process is outlined in a separate document titled the Edgar document.

B. Reporting

1. Situational Reports will be completed daily and distributed by the ICP during incidents and as requested by the IC during the emergency. The district may complete an Incident Action Plan (IAP) for incidents lasting longer than 24 hours. In addition, individuals assisting with the response and recovery may complete the FEMA ICS Forms 213, General Message and FEMA ICS 214, Activity Log.

The FEMA ICS General Message Form is used by incident personnel to transmit messages or notifications. The FEMA ICS Activity Log Form is used to record details of activities. These logs provide basic incident activity documentation, and a reference for any after-action report.

2. An After-Action Report will be conducted by the district after every major incident. The AAR captures the nature of the incident, response descriptions, outcomes (what went wrong, what worked well), and recommendations for future planning.

C. Recordkeeping

The district is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures. Recordkeeping activities include:

- Maintain accurate logs recording key incident management activities:
 - Activation and deactivation of incident policies, procedures, and resources.
 - Significant changes in the incident situation.
 - Major commitments of resources or requests for additional resources from external sources.
 - Issuance of protective action recommendations.
 - Evacuations.
 - Casualties.
 - Containment or termination of the incident.

The business office is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of incident response costs. The detailed records of costs for incident management and operations include:

- Personnel costs, including overtime costs.
- Equipment operations costs.

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- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Vital records must be protected to continue normal district operations. These include legal documents and student and staff files. Essential records should be protected and are maintained in collaboration with the Superintendent and the business office. These records should be stored and kept in accordance with legal requirements for document retention. Records and documents related to the incident should be kept in the same manner and on file for as long as the district's legal department recommends.

9.0 DEVELOPMENT AND MAINTENANCE

A. The Superintendent is responsible for approving and promulgating this plan.

The Superintendent or designee will oversee and coordinate with appropriate agencies to conduct the review and update of the district's EOP. Substantive changes between the annual review periods, such as changes in roles or responsibilities, will prompt notification to stakeholders. Minor edits such as grammar or spelling changes require no notification to stakeholders. If updates of the EOP involve substantive changes, The business office or Superintendent will generate a draft document for distribution to relevant stakeholders for review and comment. After the review and comment period by stakeholders, the updated plan becomes effective upon completion of all signatures.

B. The approved EOP will be disseminated following these steps:

- The EOP will be reviewed and validated by appropriate individuals and agencies, including the School Safety and Security Committee.
- Annually the EOP will be disseminated to appropriate individuals and agencies.
- The planning team will obtain plan approval from appropriate individuals and agencies.
- The EOP will be distributed to appropriate individuals and agencies.
- The Record of Distribution table will be used to track who has received the EOP.

C. Each update and change to the EOP will be tracked using the Record of Changes table. The record of changes will include:

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- The change numbers.
 - The date of the change.
 - The name of the person or the agency who made the change.
 - A summary of the change.
- D. The EOP will be reviewed annually by the district's EOP planning team, response agencies, and others having roles and responsibilities in the EOP. The Superintendent will establish a schedule for annual review of the EOP, in accordance with Education Code 37.108(c-2)(8). The District Review/Audit Records Appendix will contain a certification statement showing improvement based on deficiencies identified during an incident, during trainings, during exercises; or when hazards, resources, or capabilities have been changed. This statement will include the date the recommended changes were reported to the district's board of trustees, as well as the information reflecting the district's board of trustees' recommendations for improvement.
- E. In addition to the annual review of the district's EOP listed above, the district will also implement a safety and security audit of all district facilities to be completed at least once every three years in compliance with Education Code 37.108(a)(6). A certification statement providing the date the audit was complete, who conducted the audit and the date the results of the audit were submitted to the district's board of trustees is also included on the District Review/Audit Records Appendix.

10.0 LIST OF APPENDICES

- See Table of Contents under the *Appendix* Section

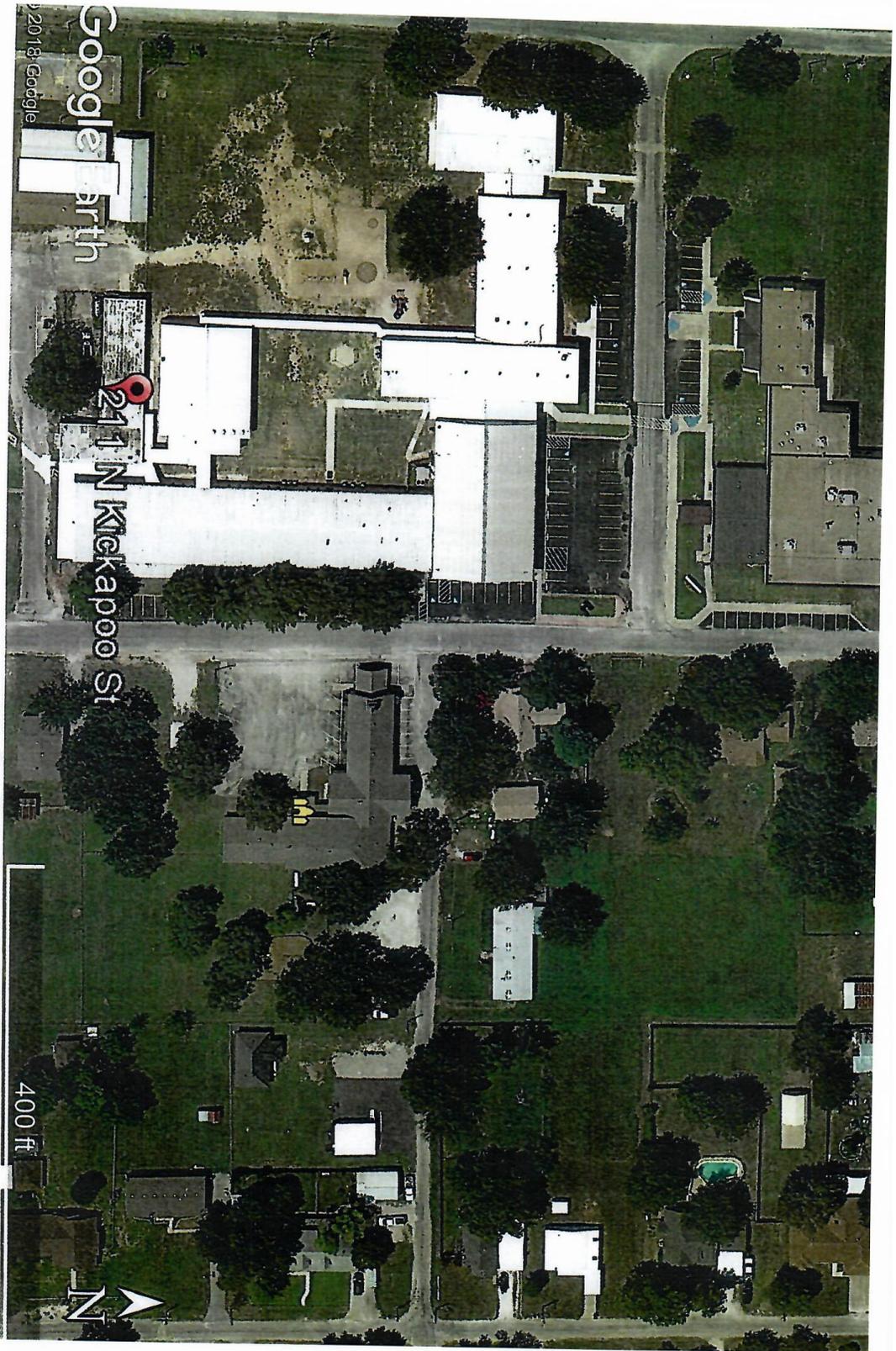
11.0 ANNEXES

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APPENDICES
To Emergency Operations Plan

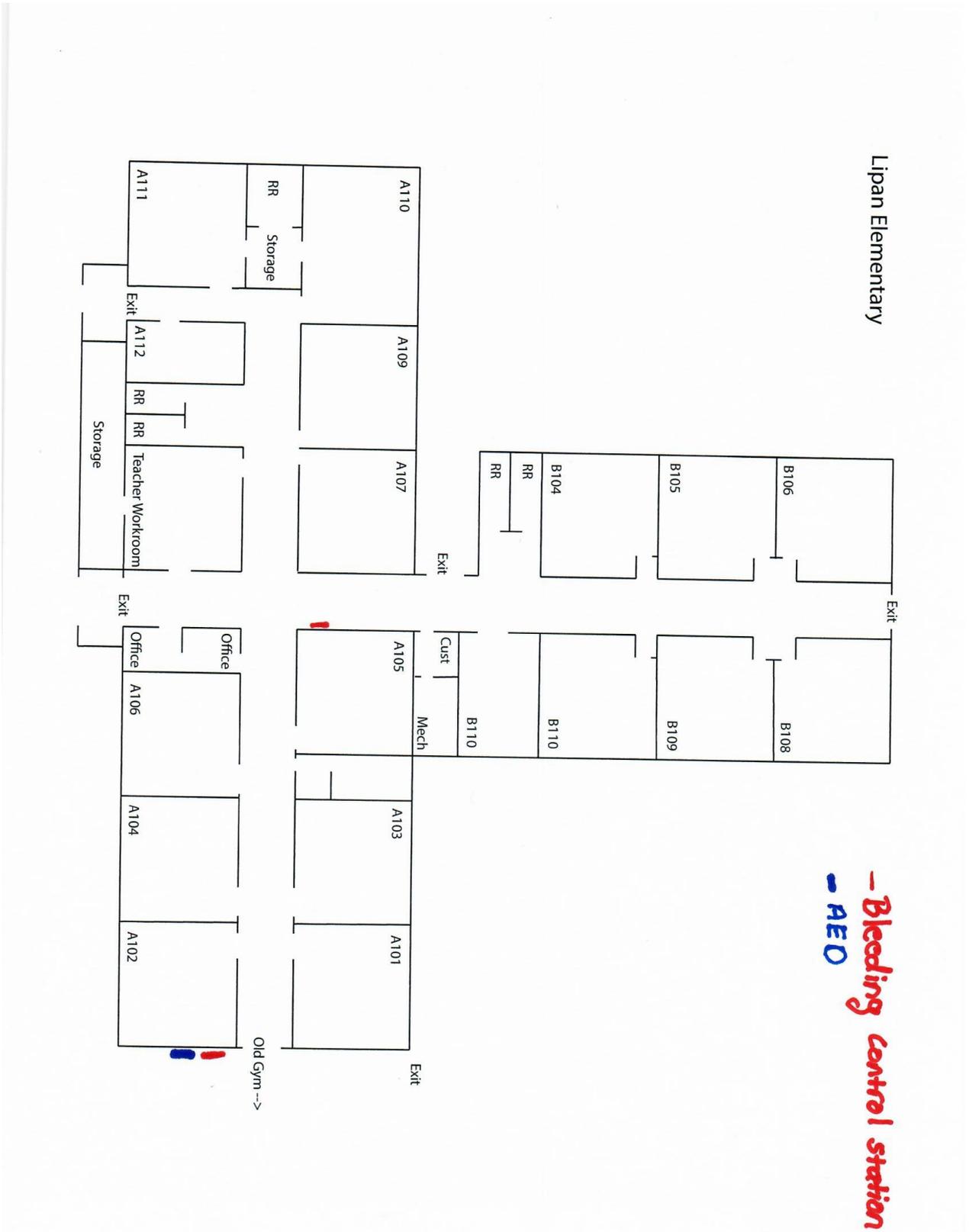
Appendix 1: Facility Maps



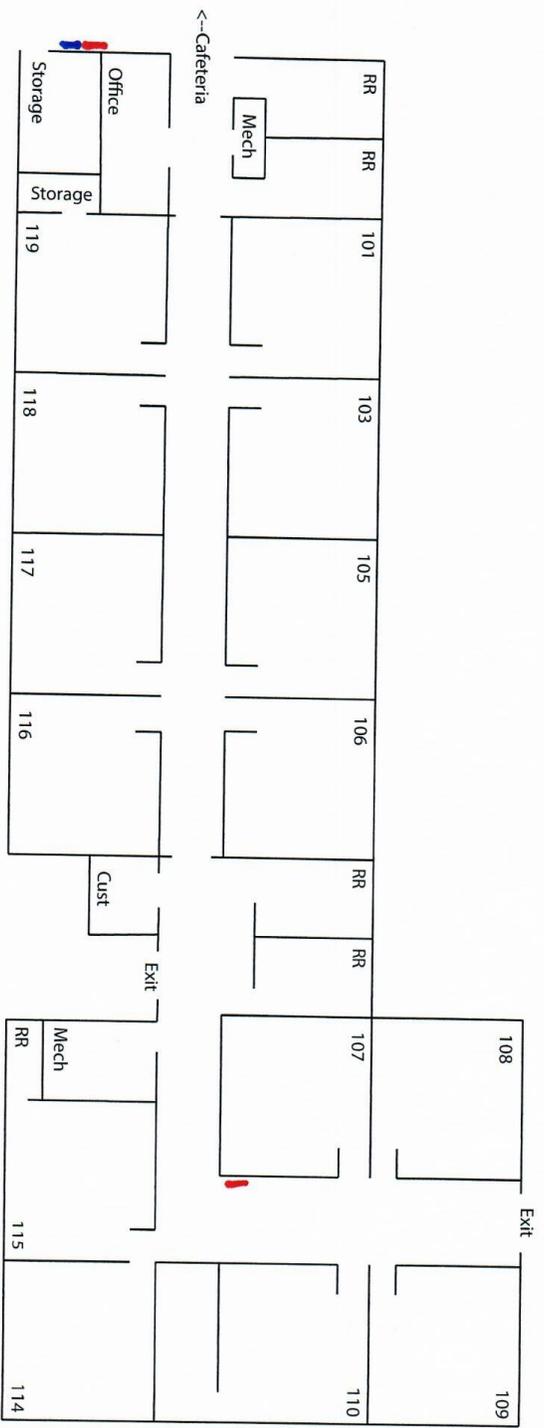


FACILITIES &

Appendix 2: Campus Maps

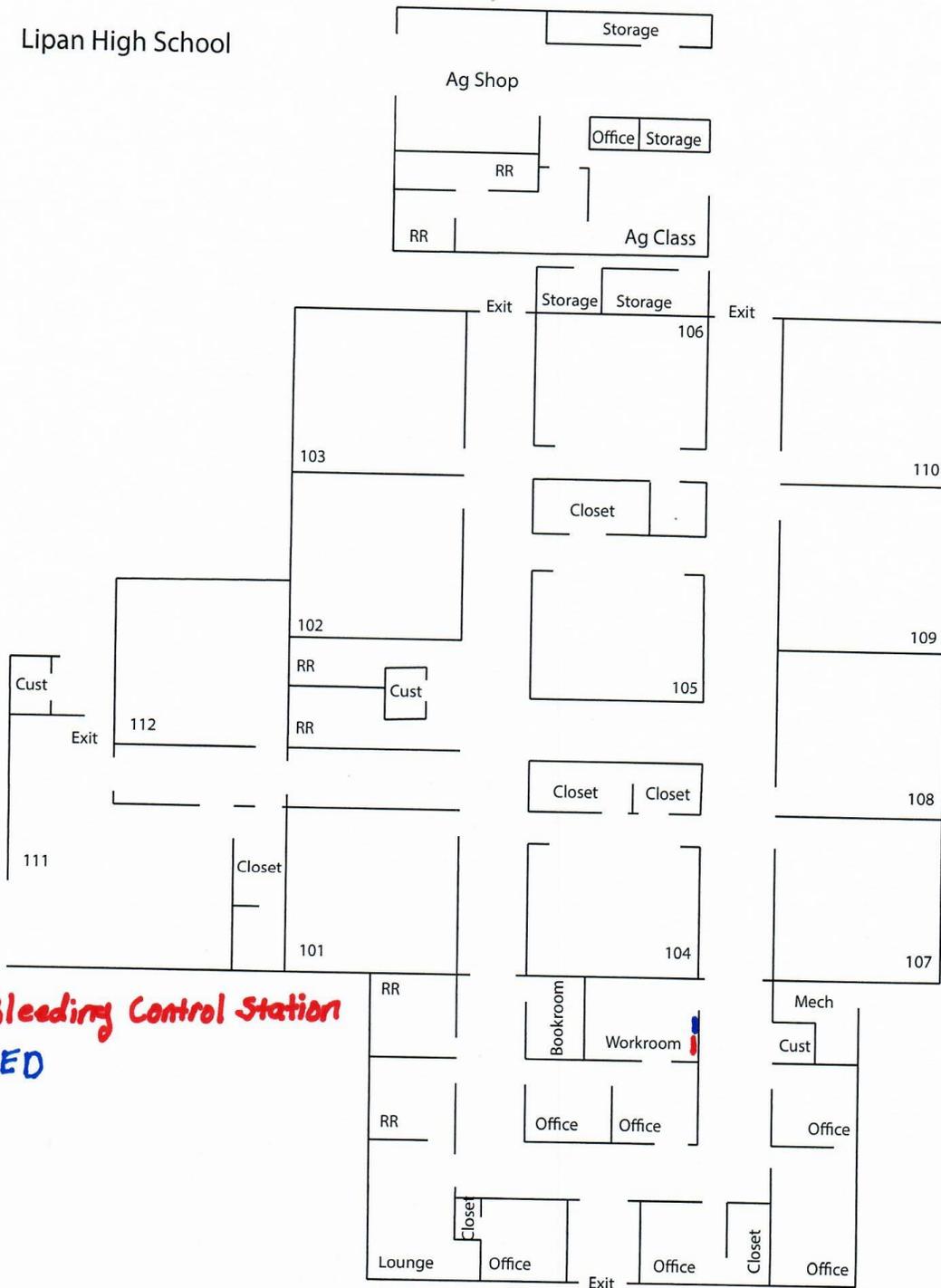


Lipan Junior High



- Bleeding Control Station
- AED

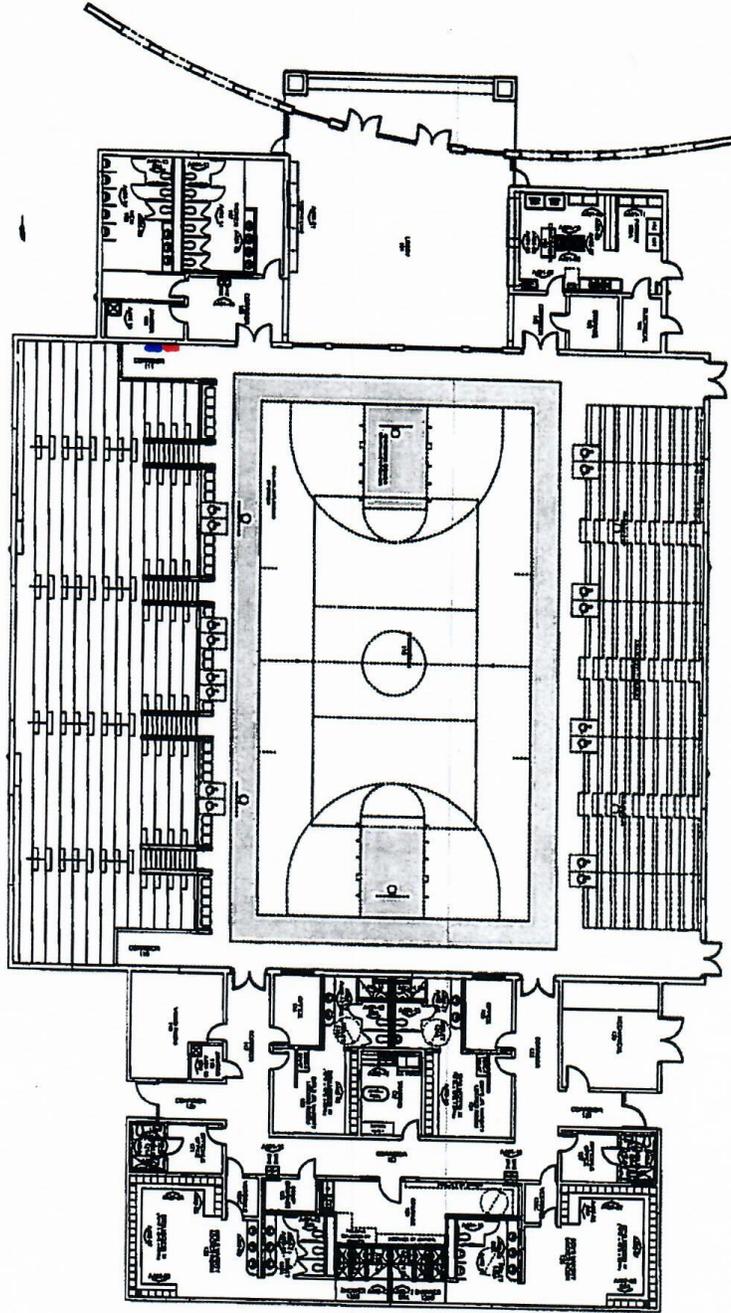
Lipan High School



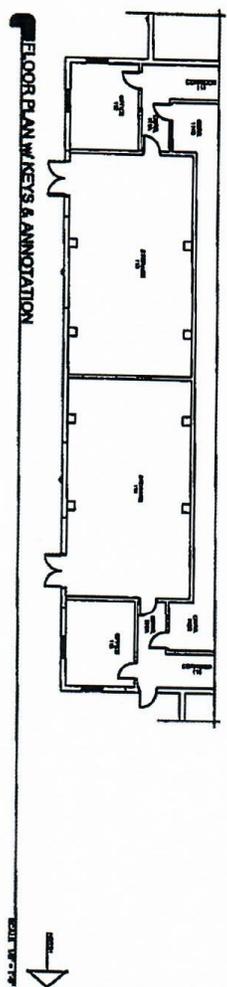
- Bleeding Control Station

- AED

New Lipan Gymnasium



— AED
— Bleeding Control
Station



Appendix 3: District's Agreements

Lipan ISD supplements its emergency resources through formal and informal agreements with local jurisdictions, neighboring school districts, private entities and volunteer organizations that provide specialized service. Schools also may be called upon to serve as a community resource when disaster strikes. Through specific agreements, parties agree to support each other in such situations.

The District recognizes that this assistance can extend across multiple operational periods and include 24-hour assignments that may disrupt District operations. Lipan ISD has MOUs in place with public and private organizations to provide such services. The following chart outlines the agreements, including partner, nature, effective date(s) and a brief description of purpose. Original agreements are on file in the Lipan ISD office of administrators.

The Table reflects the agencies, organizations and jurisdictions with which the District routinely partners for all phases of emergency management. Table 4-3 reflects the entities with which the District maintains inter-local agreements, and the details of those agreements.

Entity	Primary POC/ Main Contact #	Secondary POC/Contact #	Primary Non-Emergency #
Law Enforcement			
Lipan Police Dept	817-578-6459		
Hood Co Sheriff's Dept	817-579-3330		
Fire Department			
Granbury FD	817-579-1111		
Lipan Volunteer FD	817-646-2429		
EMS			
Lipan Fire Department	817-646-2429		

Emergency Management			
Emergency Management Coordinator Hood County	Jay Webster	982-279-4371	817-579-3335 (Ext. 5566)
Health Care Facilities/Hospital			
Granbury Hospital	817-573-2273		
Public Health/Mental Health			
Lipan ISD Counselor	Kelly Tuggle	817-578-4404	254-646-2266
Lipan ISD Nurse	Bethany Tarpley	817-597-5223	254-646-2266
Utilities (water, wastewater, electrical, gas, etc.)			
City of Lipan	254-646-3340		
Transportation			
Lipan ISD Transportation Director	Justin Bullock	817-692-1307	254-646-2266
Lipan Dean of Students	Tony Phillips	817-613-6177	254-646-2266
Community Volunteer			
Andy Wartes	254-646-2938		

Appendix 4: Safety and Security Committee

As identified in this plan, Lipan ISD has a Safety and Security Committee to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep school campuses and District facilities safe and secure.

To facilitate a coordinated emergency management program, Committee members are assigned primary responsibility for planning and coordinating emergency functions in a manner that is consistent throughout the District. For some scenarios (i.e. Continuity of Operations, Health Emergencies, Mental Health Functions, Security Planning), safety subcommittees may be designated to include both District Safety Team members and select other staff.

Campus level safety and security teams will be established at each campus to carry out responsibilities specific to their campus. It is the responsibility of the team to develop, maintain and test campus emergency plans.

The superintendent or their designee identifies District Safety and Security Committee members, convenes meetings and supports the school safety audit process. The District Committee meets at least twice a year and may be called upon to support emergency operations, facilitate special events and support after action reviews. The Committee will provide input into the campus planning and audit processes. Committee Membership

The following individuals are designated as Safety and Security Committee members for Lipan ISD and agree to support District safety, security and emergency management functions.

In an emergency or when special event facilitation is required, they will support those operations, including activation of the District emergency notification process if needed. Emergency call down will occur in the order listed on the committee roster until one of the individuals responds. That individual is responsible for verifying notification of all other individuals on the list. The District should retain and update the originally at least once per semester.

A similar list should be maintained by each campus and provided annually to the District emergency manager. A list of District Committee members is included on the following table.

In accordance with Education Code 37.109, The Safety and Security Committee, to the greatest extent practicable, must include:

Agency	Name	Phone
Office of Emergency Management	Jay Webster	817-279-4371
Local Law Enforcement	Marshal Carter	817-578-6459
Lipan City Mayor Lipan Fire Chief	Mike Stowe Kevin Andrews	817-408-7732 817-691-1152
President of District's Board of Trustees	Todd Tuggle	817-578-0175
A Member of the District's Board of Trustees (other than the president)	Chris Cogdill	817-559-5180
District's Superintendent	Ralph Carter	817-243-0835
Designee(s) of Superintendent – (one must be a classroom teacher in the district)	Jodi Overton-Principal Jennifer Phillips-Principal Amber Branson Bethany Tarpley	817-228-5781 817-613-6715 817-371-2757 817-597-5223
Constable	Delton Thrasher	817-881-4186
Parents/Guardians of Enrolled Student	Tony Phillips	817-613-6177

Safety and Security Committee Meeting Calendar (Preceding Year's Meetings)

Month	Date / Year	Time
December	04/2018	8am
January	08/2019	8 am
June	02/2019	3 pm
June	06/2020	4 pm
October	10/05/2020	8 am

Appendix 5: District Review / Audit Records

The safety audit for 2017-2020 was conducted by Dr. Cindy Edwards on June 6-9 of 2017. The findings from the safety Audit were presented to the School Board in August of 2017. There were a few recommendations made by the school board which included the need for AEDs, active shooter training, access doors, and additional security cameras. These recommendations were in the 2019-2020 school year. Additionally, the district added additional AEDs when we added the Stop the Bleed stations throughout the district. We also added hand sanitizing stations throughout the district facilities, created an isolation room for the nurse's room to aid the return to in-person learning as a result of the COVID-19 outbreak.

Therefore, I certify that Lipan ISD is in compliance with TEC 37.108(c-2)(8) and TEC 37.108(a)(6); 37.108(c-2)(7).

The Lipan ISD safety committee met on Monday October 5, 2020 to review the EOP and to select officer Delton Thrasher to complete the Safety Audit for the three-year period covering 2020-2023. As soon as the safety audit is completed, it will be presented to the school board for further recommendations.

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ANNEXES

Communications Annex

Functional Annex: Communications

Security Statement

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COMMUNICATIONS PROCEDURE FOR EMERGENCIES

PURPOSE

The purpose of the communications procedure is to streamline communications and ensure that the appropriate personnel are notified during an emergency event.

SCOPE

The Communications Procedure outlines steps to be taken to ensure that key personnel can communicate during an emergency situation. Designated Campus and District Safety Committee members are required to participate in the development, implementation, and evaluation of the safety plan.

In an emergency, a campus should make 2 phone calls.

- 911
- District Leadership

Superintendent's Office or Principal's Office

Campus Administrator Responsibilities

- Initiate appropriate procedure (Lockdown, shelter, etc.) for the situation via PA system and/or Smart Button.
- Once campus precautions have been taken, ensure that Superintendent has been notified at the above listed number or Radio Channel 2. If communication is not confirmed the Superintendent or a Principal: **TAKE THIS STEP ONLY IF SAFE TO DO SO.**
- Update staff as the situation develops via appropriate methods.

Safety and Security Command Center Responsibilities

- Report incident over radio channel 2, stating campus, emergency type and whether it is a drill.
- Initiate emergency call list, stating campus, emergency type and whether it is a drill.
- View cameras at campus where emergency is occurring. Note any issues that need to be communicated.
- Be prepared to communicate with first responders.

District Leadership responsibilities

- Report to site of campus emergency.
- Establish on-site command location.
- First on site - switch radio to appropriate campus frequency.
- Second on site should communicate with by radio or cell phone with nearby campus/buildings to check status. Based on situation- provide directives regarding continued precautions.
- Communicate information from Emergency Personnel to campus.
- Communication developments to other campuses as appropriate.

Staff Responsibilities

- Remain alert for both PA and electronic message updates.
- Maintain safety procedure until “ALL CLEAR” is given. * * * Lock down will result in First Responder clearing room.

Communications Officer Responsibilities

- In the event of a Campus/District safety situations, the district will communicate information via Blackboard communication app to parents/guardians. Similarly, any significant threat to health and safety of students will be communicated to the appropriate guardians within a timeline appropriate to the incident.
- These duties will be handled by the District’s Principal. If unavailable, this responsibility falls to Superintendent's Office, followed by individual campus personnel with access to Blackboard communications app.

Evacuation and Transportation Annex

Functional Annex: Evacuation

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EVACUATION OF SCHOOL BUILDING PROCEDURE

PURPOSE

In cases of an incident requiring the evacuation of the school building, the following procedure should be adhered to by students and staff.

SCOPE

The Evacuation Procedure outlines steps to be taken to protect students and staff from injury or death during an incident and ensure a safe evacuation of all occupants when necessary. Designated Campus and District Safety Committee members required to participate in the development, implementation, and evaluation of the safety plan. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

RESPONSIBILITIES

To implement the Evacuation Procedure:

- All staff and students will undergo training and participate in training and drills.
- Staff assigned to work with students with access and functional needs will undergo in depth training.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

The following procedures **will** be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Indoor Procedure

When indoors, staff and students should:

- Listen for fire alarm or Evacuation Procedure announcement.
- Know your evacuation routes. A map of primary and secondary evacuation routes should be posted near the doorway of the classroom. If there is no map, notify your campus principal.
- Carefully assess the hallway for safety hazards before beginning to evacuate the classroom.
- Take student rosters/gradebook whenever possible.
- Immediately leave the building in a calm, orderly fashion using the primary or alternate evacuation routes shown on the school map.
- As evacuation occurs, staff should visually check for anything unusual or out of place and report it to the Crisis Team.
- Close the classroom door, and turn out the lights.
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Students should be evacuated a safe distance from the building and out of the way of emergency vehicles.
- Reassemble class and account for all students.
- Immediately report any missing students to Crisis Team.
- Keep students together and calm.
- Remember that it may be necessary to take independent action during a real emergency.

Outdoor Procedure

When outdoors, staff and students should:

- Listen for fire alarm or Evacuation Procedure announcement. (radio/cell phone/SmartButton)
- Direct students to move away from the building immediately in a calm, orderly fashion to the preassigned assembly area.
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned assembly area away from the building.
- Account for all students.
- Keep students together and calm.

Hazard Annex: Transportation Incidents Involving Students

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Transportation Incidents Involving Students

PURPOSE

The purpose of this response is to ensure that there are procedures in place in a safety event involving students being transported by District personnel.

CORE FUNCTIONS

Lipan ISD will systematically file relevant medical information in the Safety and Security Command Center, organized by bus route. This information can be accessed by command center staff in the event that driver or school officials are unable to relay critical student information to emergency personnel.

Activating the Safety Responses for Transportation Incident

The appropriate reporting party will contact **911** (if needed) and Director of Operations between the hours of 7am-5pm on school days (7am-4:30pm on Fridays). Otherwise, contact Director of Transportation on his cell phone for events occurring outside those hours. The driver, transportation office, or campus administration could all be appropriate reporting party in various situations.

Transportation Supervisor will ensure that the following parties are notified: Campus Principal of school involved

1. Director of Transportation
2. District Nurse
3. Superintendent
4. SPED Director (if bus is transporting SPED Students)

Driver Actions

- Assess health and safety of all students before continuing transportation.

-
- In the event that an incident not requiring emergency services occurs- campus administrator must be notified before students involved are released from the district vehicle.

Crisis Team Actions

- Ensure that any students needing medical evaluation are seen by nursing staff.
- Ensure that parents of appropriate students are notified.
- If appropriate, inform Communication Officer of any specific information that may be appropriate.

Functional Annex: Gym Evacuation

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GYM EVACUATION PROCEDURE

PURPOSE

The purpose of the stadium evacuation procedure is to provide direction to staff in situations where it may be necessary evacuate Lipan Indian Gym.

SCOPE

This procedure will be used when conditions are safer inside the building than outside such as severe weather/lightning, community emergency, hazardous material release outside, etc. A common occurrence will be lightning. The following are excerpts from the UIL Lightning Plan:

- When thunder is heard within 30 seconds of a visible lightning strike, or a cloud-to-ground lightning bolt is seen, the thunderstorm is close enough to strike your location with lightning. Suspend play for thirty minutes and take shelter immediately.
- Once activities have been suspended, wait at least 30 minutes following the last sound of thunder or lightning flash prior to resuming an activity or returning outdoors.
- All individuals have the right to leave an athletic site in order to seek a safe structure if the person feels in danger of impending lightning activity, without fear of repercussions or penalty from anyone.

RESPONSIBILITIES

To implement the Evacuation Procedure:

- All staff and students will undergo training and participate in training and drills.
- Athletic trainer will have a lightning meter on hand to detect lightning in the area.

-
- Staff assigned to work with students with access and functional needs will undergo in depth training.
 - Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

- The following procedures will be implemented by staff/faculty when directed by the administrator on duty/Crisis Team at a Gym or track event.
- Athletic Director actions
 - If lightning is detected, the trainer will inform the official of the imminent danger of a lightning strike.
 - The official shall suspend the game until the athletic trainer determines that we are no longer in danger.
 - Continue to monitor weather and provide administrator/officials with updates.

Administrator on Duty Actions

- If no trainer is available, use UIL rule listed above to make determination.
- If the official refuses to suspend the event, pull athletes from the field and advise opposing team.
- If no announcer is available, announce that the stands need to be cleared and spectators should seek shelter in their vehicles.
- Spectators without vehicles should be directed to the Gym.
- If tornado watch or warning is issued, initiate procedures in the gym severe weather plan.
- Provide all clear when guidelines have been met.
-

Announcer Actions: The announcer shall inform the spectators of the imminent danger and state that the stands need to be cleared. Direct them to seek shelter in their vehicles.

Maintenance/Custodial staff Actions

- Ensure that doors are open to facilitate evacuation of both spectators and athletes.
-

Head Coach Actions

- Ensure that a member of the coaching staff goes ahead to gym to pull the bleachers out.
- Ensure that a member of the coaching staff leads Lipan athletes to the gym or to the bus.
- Ensure that a member of the coaching staff leads opposing teams to their buses or Gym.
- If additional space is needed in the Gym, it may become necessary to move teams into locker rooms.

Reunification Annex

Functional Annex: Reunification

Security Statement

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REUNIFICATION PROCEDURE

PURPOSE

The purpose of the Reunification Procedure is used to ensure staff have procedures to reunify students with families in the event of an emergency situation where this is warranted.

SCOPE

The Reunification Procedure is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site or controlled release is needed.

RESPONSIBILITIES

To implement the Reunification Procedure:

- Campuses will Print 10 sets of Alphabetical Student Rosters of the student body. These should be divided by grade level and include the following information: Listed emergency contact names and phone numbers, student DOB, and any medical/guardianship alerts that would apply to reunification. High School staff will also print an updated student parking permit list.
- All integral staff will undergo training and participate in preparations, including staff assigned to work with students with access and functional needs, and staff available to drive buses.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Crisis Team Actions

- Secure home campus using campus incident command team.
- The Crisis Team after consulting with the Superintendent will determine whether reunification will occur on campus or at appropriate predesignated relocation site.
- The Crisis Team will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander if different from the Crisis Team.
- Request the District Office to send personnel and reunification kit to staff the Reunification Site.

Reunification Site Commander Actions

- Establish a command post.
- Organize public safety and mental health response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Secure a holding area for arriving students and staff away from waiting family members. (Preferably out of view of parents)
- Set up a student release area where students will be escorted to meet their parent/guardian.
- Ensure roles of Crisis Counselor Coordinator, Public Safety Officer, Parent Check-In Director, and Student Assembly Director have been filled.
- Ensure Communications Officer is apprised and has a location to deal with media.
- Keep evacuees in holding area separate from parents until they can be signed out to waiting parents/guardians.

Communications Officer Actions

- Communicate reunification details to parents using school messenger.
- Communicate to media as directed by Superintendent.

Public Safety Officer Actions

- Check identification of all non-uniformed personnel who arrive to assist.
- Coordinate needed locations for law enforcement presence.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Technology Actions

- Set up laptops in parent check-in area if conditions allow.
- Troubleshoot any technology issues that arise.

Parent Check-in Director Actions

- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Oversee greeters, checkers and accountant.

-
- Ensure presence of at least 1 Spanish translator within Greeter Staff.

Greeter Actions

- Organize parent lines and explain the process to the parents
- Hand out Reunification cards, writing utensils

Checkers Actions

- Verify ID and custodial rights using skyward, if possible.
- Direct parents to Reunification area as logistics allow
- Tear card at perforated line. Give bottom part to Parent, top part to Accountant

Parent Check-In Accountant Actions

- Ensures that we have 2 copies of master roster (one for student assembly accountant).
- Collects top of parent card and verifies card against master roster; Sorts cards as time allows.

Student Assembly Director Actions

- Insure presence of at least 1 Spanish translator
- Oversee Reunifiers and Staff assigned to monitor students.

Reunifiers Actions

- Accepts bottom of card from parent and retrieves student from assembly area.
- Asks student if they feel comfortable leaving with that adult.
- Note the time and initial the bottom of the card.
- Return card to Student assembly accountant.

Student Assembly Accountant Actions

- Collect bottom portion of cards from Reunifiers.
- Verifies card against master roster.

Campus Teachers Actions (Kid Wranglers)

- Monitor students within student assembly area
- Assist in identifying students as their parents arrive.

Crisis Counselor Coordinator Actions

- Oversee mental health response staff
- Set up private areas to handle mental health needs for both students and parents.

Flow Monitor Actions: Observe and remedy process hiccups

Logistics Director Actions

- Manage auxiliary staff to include transportation, food service needs, technology needs, room/furniture/set-up needs, additional materials needed.
- Set-up tables for parent check-in, reunification and student assembly areas.

Scribe Actions: Records events as they unfold. Noting times, processes, improvements, etc.

Law Enforcement Actions

- Control traffic outside
- Be present at Parent Check-in Area to assist with crowd control and identity verification
- Be present at Reunification area to assist with crowd control.

Transportation Actions

- Maintain list of available bus drivers.
- Coordinate transportation to Reunification site if necessary.

Reunification Kit contents to be delivered by Maintenance staff. Currently/To be stored in Central Office.

- Stepladder
- Folding tables-10
- Folding chairs-20
- Pop-up tents-4
- Water-(100 cases on hand at all times)
- Signage for Reunification site
- Generators for computers

Reunification Kit Contents to be delivered by Safety and Security Staff. Stored in Command Center.

- 4 laptops (To be regularly charged and updated)
- Power cords and surge protectors from Curriculum Closet
- Reunification cards- (3000 should be on hand at all times)
- Dry Erase Markers
- Tape for Signage
- Zip Ties
- Clip Boards
- Caution Tape
- 500 Pens
- 2 Megaphones
- List of staff licensed for bus driving
- 30 copies of Reunification Annex

Communications

-
- Command Staff will maintain radio Channel 2 for administrator communications. Motorola radios are necessary for this channel due to signal repeater and possibility of long-distance communications.
 - Upon establishment of the Command Post, Channel 10 will become the default channel for all other radio communications.

Steps

1. As parents arrive at the reunification site, Greeters explain the process and distribute Reunification Cards.
2. Parents fill out Reunification Cards and begin to self-sort into lines.
3. Checker verifies parent custody (through skyward if available). The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.
4. At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the assembly area to get the student.
5. The Reunifier returns the student to their parent asking the student if they feel comfortable leaving with that adult. They then note the time and initial the bottom of the card.
6. The Reunifier delivers the bottom of the card to the Student Assembly Accountant. The Accountant may start sorting/reconciling.

Recovery Annex

Functional Annex: Reverse Evacuation

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REVERSE EVACUATION OF SCHOOL BUILDING PROCEDURE

PURPOSE

The purpose of the Reverse Evacuation procedure is to provide direction to staff in situations where it may be necessary to move students inside the building for safety.

SCOPE

This procedure will be used when conditions are safer inside the building than outside such as severe weather, community emergency, hazardous material release outside, etc.

RESPONSIBILITIES

To implement the Evacuation Procedure:

- All staff and students will undergo training and participate in training and drills.
- Staff assigned to work with students with access and functional needs will undergo in depth training.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Crisis Team Actions

- Order a Reverse Evacuation for students and staff outside to move inside the building.
- Notify 911 and Command Center

Teacher Actions

- Immediately move back to classrooms or safe areas using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff will direct students to a designated area or off-campus assembly site.
- Reassemble class and account for all students.
- No students are allowed outside the building.
- Close and lock doors and await further instruction over intercom.

Training and Exercises Annex

Lipan ISD Staff and Students have had the following trainings:

Teacher and Staff Training:

- **ADA Compliance Training for Online Content** 17/18, 18/19, 19/20
- **Anaphylaxis and Epinephrine Use** 17/18, 18/19, 19/20
- **Bloodborne Pathogens** 17/18, 18/19, 19/20
- **Bullying Prevention** 17/18, 18/19, 19/20
- **Child Abuse and Maltreatment** 17/18, 18/19, 19/20
- **Copyright requirements** 17/18, 18/19, 19/20
- **FERPA: Family Educational Rights and Privacy Act** 17/18, 18/19, 19/20
- **IDEA: Individuals with Disabilities Education Act** 17/18, 18/19, 19/20
- **Special Education Updates** 17/18, 18/19, 19/20
- **Internet Safety** 17/18, 18/19, 19/20
- **Section 504 Training** 17/18, 18/19, 19/20
- **Sexual Harassment Training** 17/18, 18/19, 19/20
- **Texas Educator Code of Ethics** 17/18, 18/19, 19/20
- **Suicide Prevention training** 17/18, 18/19, 19/20
- **Teen Dating Violence and Abuse** 17/18, 18/19, 19/20
- **Stop the Bleed Training** 18/19, 19/20
- **Active Shooter Training** 17/18, 18/19, 19/20
- **Locks, Lights, Out of Sight Training** 19/20
- **CPS Reporting** 17/18, 18/19, 19/20
- **Seizure Training for School Personnel** 17/18, 18/19, 19/20
- **Information Security Training** 19/20
- **Emergency Preparedness Training** 17/18, 18/19, 19/20
- **COVID-19 Training** 19/20, 20/21

Student Training:

- **Active Shooter Training** 17/18, 18/19, 19/20
- **Locks, Lights, Out of Sight Training** 19/20
- **Stop the Bleed Training** 18/19, 19/20
- **Suicide Prevention Training** 18/19, 19/20
- **Teen Dating Violence and Abuse training** 17/18, 18/19, 19/20
- **Bully Prevention and Anonymous Reporting** 17/18, 18/19, 19/20
- **COVID-19 Training (Protocols)** 20/21

Facility Access Management Annex

Physical and Psychological Safety Annex

Hazard Annex: Suicide Threat

Security Statement

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SUICIDE THREAT PROCEDURE

PURPOSE

The purpose of this procedure is to ensure that there are procedures in place to direct staff actions in the event of a suicide threat.

SCOPE

The Lipan Independent School District's response plan also includes suicide prevention, response and postvention. The plan outline here defines the additional responsibilities and duties as well as procedures for staff responding to a suicide threat or a completed suicide.

CORE FUNCTIONS

If the information comes directly from the student to a school staff member, the staff member will:

- Obtain basic information from the student about the crisis, such as what stressors the student is facing and what they are thinking and doing in response.
- Share this information the school guidance counselor, in the presence of the student and with the student's participation whenever possible.

If the information comes to a school staff member from another person, the staff member will:

- Obtain the student's name and basic information about the crisis, such as what stressors the student is facing and what they are thinking and doing in response.
- Refer the situation to school guidance counselor immediately.

The Guidance Counselor Actions

- Isolate the student from peers if possible.
- Further discuss the situation with the student to obtain information about the crisis, such as what stressors the student is facing and what they are thinking and doing in response, and evaluate their needs.
- Conduct a risk assessment and as appropriate contact crisis line.
- If risk assessment is assessed to be high, provide for continuous supervision of the student at risk until an emergency responder arrives, keeping personal safety in mind.
- Ask student to sign a "no harm contract". If the student refuses, document.
- Notify the building administrator or their designee.
- Notify the student's guardian by telephone and document the time and content of the conversation.

The Administrator's Actions

- Work cooperatively with counselor and parents to obtain information about the crisis.
- Assist with any needed transitions when the student returns to campus.
- If determined that student's guardians are not addressing needs with a mental health professional, consider options including meeting with campus/district threat assessment team, further notifying law enforcement and making report to Child Protective Services.
- Inform superintendent's office.

Re-entry to school

Although there are times that school staff will not be notified when a student is returning. For the best interest of the student we will promote a positive re-entry system as described below.

If a student has missed one or more days of school because of a crisis (for example, because of inpatient hospitalization or substance abuse treatment):

- Remain in touch with the family and the provider during the student's absence.
- If the student needs medical or psychiatric clearance to return to school or to participate in normal school activities (for example, physical education classes) upon return, obtain these documents as soon as possible after being notified of the student's plans to return.
- If the student's care is being transferred to an outpatient care provider, work with the guardian and provider to obtain a release of information so that the school can communicate with this provider.
- Schedule a re-entry planning meeting a few school days before the student's return date.
 - The re-entry meeting will be attended by the student's guardian(s), appropriate support team members, the building administrator, and, for at least part of the meeting, the student.
 - During the meeting, the team will discuss how to support the student in phasing back into normal school life.
 - A check-in meeting with the student and guardian should be scheduled about a week after **return or as concerns arise to review accommodations and safety plan content and make** necessary adjustments.

Hazard Annex: Suicide

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COMPLETED SUICIDE PROCEDURE

PURPOSE

The purpose of this procedure is to ensure that there are procedures in place to guide staff actions in the event of a completed suicide.

SCOPE

The Lipan Independent School District recognizes that the death of a student, whether by suicide or other means, is a crisis that affects the entire school and community. In the event of a completed suicide, it is critical that the school's response be swift, consistent, and intended to protect the student body and community. Other concerns such as the prevention of suicide contagion will be taken into account.

CORE FUNCTIONS

Crisis Teams actions

- Confirm the information. This could include communication with the deceased student's family, law enforcement, local clergy or funeral homes.
- Contact the deceased family to offer condolences, inquire what the school can do, discuss what the students should be told, and inquire about funeral arrangements.
- Inform superintendent and Communications Officer of the incident.
- Activate the crisis team and schedule a team meeting as soon as possible.
- Establish a plan to notify staff of the death and schedule a staff meeting as soon as possible.
- Arrange for and disseminate a death notification statement for students. Small group notification may be necessary for certain situations. Include guidance for staff on how to talk about suicide.

-
- Determine whether additional grief counselors and other resources may be needed from outside the school.
 - Monitor activities throughout the school day, making sure teachers, staff and crisis support staff have adequate resources.
 - **Plan** a parent meeting if necessary.
 - Safety and Operation basics
 - Keep regular school hours.
 - Ensure that students follow established dismissal procedures
 - Arrange for additional staff to keep media off of school grounds.
 - Pay attention to students who are having particular difficulties including those that congregate in hallways and bathrooms and encourage them to talk with a counselor .
 - Assign a staff member to follow the deceased students schedule to monitor peer reactions and answer questions.
 - If necessary, arrange for several substitute teachers to be available in case teachers need to take time out of their classrooms.
 - Arrange for crisis counseling rooms for staff and students.
 - Provide tissues and water throughout the building and arrange food for crisis counselors.
 - Prepare to track and respond to student and/or family requests for memorialization.
 - Communicate with funeral director about logistics, including the need for crisis counselors at the funeral if necessary.
 - Work with school counselor to arrange for attendance at the funeral.
 - Encourage parents to accompany their child to the funeral.
 - Make arrangements for family {when they are ready) to remove students' personal belongings from the building. This should be done outside of school hours if possible.
 - Advise staff that superintendent/communications officer are the only person who should talk with the media.
 - Reconvene the crisis team at the end of the first day to adjust plan as necessary.
 - Inactivate student in Skyward so that automated calls regarding absences are not made.
 - Clear out any outstanding fees in Skyward so that families do not receive automated calls regarding low lunch account.

Hazard Annex: Threats/Disturbing Reports/Weapons

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THREAT RESPONSE PROCEDURE

PURPOSE

The purpose of this procedure is to provide direction to staff in situations involving a threat.

SCOPE

This procedure will be used when a report is made that threatens the safety of students and/or staff.

CORE FUNCTIONS

Lipan Independent School District will thoroughly investigate all threats to safety. When necessary campus and district Threat Assessment Teams will meet to consider safety issues.

Functional Annexes That May Be Activated during the incident

- Lockdown
- Reunification

In the event that a weapon is detected on school grounds, staff have the following responsibilities:

Staff Actions

- Do NOT attempt to approach or confiscate the weapon/individual.
- Contact administrator/law enforcement immediately.
- Attempt to isolate your class/self from the suspected student.
- Take steps to initiate Lockdown procedures.

In the event threat is made/reported to have been made by a student:

Staff observing threat/receiving initial report.

- Attempt to maintain confidentiality of all parties involved during reporting process.
- If an act, comment or evidence was observed by you- communicate with administrator immediately.
- If report was made by a student, notify administration and send the student to office.
- If there are other witnesses/information report to office as quickly as possible.

Administrator Actions

- Interview witness(s) to determine whether there is reasonable suspicion.
- If reasonable suspicion is reached, have the witness complete a written statement and take steps to insure their confidentiality.
- Immediately secure the accused student and notify School Resource Officer or police department.
- If appropriate, search student's person and belongings should be searched, considering your personnel safety while doing so.

If no immediate threat/weapon is found during search:

- Proceed with standard investigation. Collecting evidence, including statements (preferably written) from accused as well as witnesses.
- Police/LAW ENFORCEMENT may be present if there is a safety concern, but administrator should lead the investigation.
- Report findings to campus principal and create Rapid Report if appropriate.
- Notify Campus Threat Assessment Team and schedule meeting, if their input is necessary to determine a course of action.

If immediate threat is determined during search:

- Take steps to secure the immediate area near the student and ensure your personal safety.
- Initiate Lockdown Procedures.
- Call 911 if law enforcement is not yet present and Command Center.

Hazard Annex: Bullying

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PURPOSE:

The purpose of this procedure is to ensure that there are procedures in place to guide staff actions in the event of a bullying incident.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting/Teasing/Name-calling
- Confinement

-
- Assault
 - Demands for Money
 - Destruction of Property
 - Theft of valued possessions
 - Rumor Spreading
 - Ostracism

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by completing the bullying form at www.lipanindians.net.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

Continuity of Operations Plan (COOP) Annex

Lipan ISD
Continuity of Operations Plan

RECORD OF CHANGES

Change #	Date of Change	Change Entered By	Change Notes	Location/Section of Change
1.	09/28/2020	RALPH CARTER	RECREATED PLAN USING TEMPLATE	ENTIRE PLAN
2.	09/29/2020	RALPH CARTER	EVALUATED BY THE BUSINESS OFFICE	SPECIFIC CHANGES THROUGHOUT
3.	10/01/2020	RALPH CARTER	CORRECTIONS AND SPELLING CORRECTIONS	INTEGRATED PLAN INTO EOP AS AN ANNEX
4.	10/02/2020	Ralph Carter	Added trainings Added COOP	Annex sections
5.				
6.				
7.				
8.				
9.				
10.				

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OVERVIEW

A Continuity of Operations Plan, or "COOP," is an effort within Lipan Independent School District to ensure that essential functions continue to be performed during a wide range of disruptions to routine operations, including localized infrastructure outages and natural, technological, or human-caused disasters. This COOP planning template provides a basic outline for continuity of operations program development. This template and documentation herein is reflective of and supports the district's Emergency Operations Plan.

The Continuity of Operations Plan also includes continuity guidance for each district level department, district facility and campus. As a document developed in close collaboration with the district emergency management program, the COOP uses a "multi-hazards" approach to program development and an integrated approach to continuity incident management. Lipan Independent School District is committed to maintaining and rapidly restoring essential services to students, faculty, and staff in the event of an emergency or disaster. In the event of facility damage or if essential functions are disrupted, it is imperative that functions and services be resumed as quickly as possible. Support for resuming essential functions and services includes consideration for staffing, educational programs, student support, alternate facilities, records, equipment/supplies, and vendors/contracts.

CAMPUS & DEPARTMENT CONTINUITY PROGRAMS

Key personnel who are relocated under this plan are collectively known as the Lipan ISD Administration COP. Upon activation, these team members will deploy to the local church, community center, or ESC 11 if the primary facility is compromised. Upon arrival, continuity personnel will establish an operational capability and perform essential functions within 12 hours from the time of the activation of the COOP, for up to a 30-day period or until normal operations can be resumed.

Each Campus Administrator and Department Manager is responsible for Campus or Department Continuity Programs including development of operating guidelines and job aids to support essential functions, staff contact lists, coordinating continuity operations when activated, and completing training and testing as appropriate.

Department specific plans are developed to facilitate the continuity and recovery process for the following District departments:

Financial Services	Curriculum and Instruction	Service Center
Budget Services	Education Support Services	Middle School Office
Administration/Superintendent's Office	High School Office	Elementary/Primary School Office
Athletics	Human Resources	Technology
Facilities/Custodial	Planning and Community Relations	Transportation
Food Service/Child Nutrition	School Nurse	Communications

ESSENTIAL FUNCTIONS

A critical step in developing a COOP is identifying the district's essential functions, their associated key personnel, and supporting critical systems/processes that must be sustained.

While all functions are important, each activity may not be an essential function that must be continued in a disruption.

Steps in identifying essential functions are:

1. Identify departmental and campus functions.
2. Determine essential functions - functions that have one or more of these attributes:
 - Has direct, immediate effect in preventing loss of life, personal injury, or loss of property.
 - Is essential for teaching and maintaining the educational environment.
 - Provides vital support to essential function(s) of another department.
 - Is required by law.
 - Must be continued under all circumstances.
 - Cannot suffer a significant interruption.
3. Prioritize these essential functions and list below.
4. Identify staff responsible for performing essential function by job title.
5. Identify the vital record and record location for each essential function.
6. Determine the duration of time that a function or service can be interrupted before it must be restored to an acceptable level of operation.

				Function Restoration Needed Within....			
Essential Function	Person(s) Responsible (by Position Title)	Essential Records or IT Systems Needed	Location of Record (Network, Cabinet)	0-24 Hrs.	2-3 Days	1 Week	Beyond
Emergency and Continuity Incident Management Coordination	Superintendent	District COOP and EOP, Continuity Staff Contact Information	Electronic Database and Hard Copies in Office/ EOC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Re-establish curriculum delivery for affected campus(s) at alternate location(s) or via home delivery using distance-learning resources	Curriculum and Instruction personnel; Education Support personnel	Education delivery technology; alternate classroom space or virtual curriculum delivery system	Shared Electronic Database	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Office Set up	Business Manager	Stellar Backups websites	Website and data base offsite; ESC 11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities and Maintenance	Maintenance director	Hard copies and jump drives	Vault	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
IT Department	IT Director	Stellar backups	Stellar backups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District functions and services not deemed essential may be suspended to focus personnel and resources on essential functions during large scale or long-term disruption incidents.

IDENTIFICATION OF CONTINUITY PERSONNEL

During an event requiring activation of the COOP, emergency employees and other special categories of employees will be activated by the Superintendent or designee to perform assigned response duties. One of these categories is continuity personnel, which can include Continuity Incident Command Team Members, workers responsible for Essential Function Continuity Operations, Curriculum Coordinators and Support Staff.

In order to support continuity of operations, individuals assigned to support these operations must be knowledgeable about their roles and responsibilities and have the proper access, equipment, and skills. The chart below identifies key continuity staffing

needs. Contact information for each staff member filling these roles is critical and should be kept updated under separate cover for privacy purposes.

Essential Function	Minimum Staffing Requirements	Continuity Strategy/Shifts	Support Staff Requirements Number/Type	Total Staff
District Continuity Incident Management	6 staff: Incident Commander (IC), Sections Chiefs, Liaison Officer and PIO	Full staff day shift IC and Plans Section Chief overnight	Operations Section: Branch for Facility Restoration =7; Branch for Education Support =2; Plans Section: Community Engagement = 1 Logistics Section: District Procurement Staff = 2 Finance Section: District Budget Staff =2 Liaison Officer & PIO Support: = 2 Administrative Support = 3	7 IMT staff 19 district support staff.
Identifying alternate district operations facilities	District Facilities Operations Officer; affected campus(s) facility operations staff	Full staff, 1 st and 2 nd shift (or 3 rd shift in first 24-48 hours of continuity operations)	Available district ancillary operations and grounds staff	subjective
Business office	2 staff	Full day	N/A	2
IT Department	2 staff	Full day	Stellar = 2	4
Facilities	2 staff	Full day	Custodial = 4	6
Communications	3 staff	Full day	N/A	3
Counseling	2 staff	Full day	N/A	2
Instructional Continuity	3 staff	Full day	Teachers and aides = 45	48

The District also maintains a list of individuals who are trained and certified to support educational activities if assigned teachers and/or administrators are unavailable to support their routine or educational continuity activities.

TRAINING, TESTING, AND EXERCISES

The District has established an effective Training, Testing, and Exercise (TT&E) program to support the organization’s preparedness and validate the continuity capabilities, program, and ability to perform essential functions during an emergency. The testing, training, and exercising of continuity capabilities is essential to demonstrating, assessing, and improving the district’s ability to execute the continuity program, plans, and procedures.

- **Training** familiarizes continuity personnel with their roles and responsibilities in support of the performance of essential functions during a continuity event.
- **Tests and exercises** serve to assess, validate, or identify for subsequent correction, all components of continuity plans, policies, procedures, systems, and

facilities used in response to a continuity event. Periodic testing also ensures that equipment and procedures are kept in a constant state of readiness.

The District performs TT&E events at regular intervals, as shown in the table below.

Continuity Training & Exercise Requirements	Monthly	Quarterly	Annually	As Required
Test and validate equipment to ensure internal and external interoperability and viability of communications systems.	✓			
Test alert, notification, and activation procedures for all continuity personnel.		✓		
Test primary and back-up infrastructure systems and services at continuity facilities.			✓	
Test capabilities to perform essential functions.			✓	
Test Annexes for recovering vital records, critical information systems, services, and data.			✓	
Test and exercise of required physical security capabilities at continuity facilities.			✓	
Test internal and external interdependencies with respect to performance of essential functions.			✓	
Train continuity personnel on roles and responsibilities.			✓	
Conduct continuity awareness briefings or orientation for the entire workforce.			✓	
Train district/campus leadership on essential functions.			✓	
Train personnel on all reconstitution procedures.			✓	
Allow opportunity for continuity personnel to demonstrate familiarity with continuity plans and procedures and demonstrate district/campus capability to continue essential functions.			✓	
Conduct an exercise that incorporates the movement of continuity personnel to continuity facilities.			✓	
Conduct assessment of district/campus continuity TT&E programs and continuity plans and programs.			✓	
Report findings of all annual assessments to the Superintendent.			✓	
Conduct successor training for all district/campus personnel who assume the authority and responsibility of the district/campus leadership if that leadership is incapacitated or becomes otherwise unavailable during a continuity situation.			✓	
Train on the identification, protection, and ready availability of electronic and hard copy documents, references, records, information systems, and data management software and equipment needed to support essential functions during a continuity situation for all staff involved in the vital records program.			✓	
Test capabilities for protecting classified and unclassified vital records and for providing access to them from the continuity facility.			✓	

Continuity Training & Exercise Requirements	Monthly	Quarterly	Annually	As Required
Train on a campus devolution option for continuity, addressing how the district/campus will identify and conduct its essential functions during a disaster or in the aftermath of a catastrophic emergency.			✓	
Conduct personnel briefings on continuity plans that involve using or relocating to continuity facilities, existing facilities, or virtual offices.				✓
Allow opportunity to demonstrate intra- and interagency continuity communications capability.				✓
Allow opportunity to demonstrate back-up data and records required for supporting essential functions at continuity facilities are sufficient, complete, and current.				✓
Allow opportunity for continuity personnel to demonstrate their familiarity with the reconstitution procedures to transition from a continuity environment to normal activities.				✓
Allow opportunity for continuity personnel to demonstrate their familiarity with agency devolution procedures.				✓

The District formally documents all conducted continuity TT&E, including the event date, type, and participants. Documentation should include test results, feedback forms, participant questionnaires, and other documents resulting from the event. Continuity TT&E documentation for the district is managed by the business office and is found at the Administration Building. Further, the District conducts a comprehensive debriefing after each exercise, which allows participants to identify systemic weaknesses in plans and procedures and recommend revisions to the district/campus continuity annex.

The District has developed a Corrective Action Plan (CAP) to assist in documenting, prioritizing, and resourcing continuity issues identified during TT&E activities, assessments, and emergency operations. The District CAP incorporates evaluations, After Action Reviews (AARs), and lessons learned from a cycle of events into the development and implementation of its CAP. The District CAP is maintained by the Superintendent and documentation is found at the Administration Building.

HUMAN RESOURCES

It is important that all staff, especially individuals not identified as continuity personnel, stay informed and accounted for during a continuity event. The District has established procedures for contacting and accounting for employees, including their operating status, in the event of an emergency.

District employees are expected to remain in contact with their direct supervisor during any facility closure or relocation situation.

The District will provide staff with guidance in order to continue essential functions during an emergency. The District may use any of the following methods to communicate with staff during a continuity event:

- Website or social media.
- Live employee briefings.
- Telephonic contact (voice, text).
- Local television, radio or print media.
- Other forms of communication as necessary.

Accounting for all personnel during a continuity event is of utmost importance. To account for all staff, the District will access the checklist of all continuity personnel in the Go Kit and attempt to contact personnel that are unaccounted for. Accountability information is reported to the Superintendent at (2) hour increments. The Superintendent's Office has the responsibility of attempting contact with those individuals who are unaccounted for.

An event that requires the activation of the COOP may personally affect district staff. Therefore, the Business Office has the responsibility to create provisions and procedures to assist all staff, especially those who are disaster victims, with special human resource concerns following a catastrophic disaster.

HUMAN RESOURCE CONSIDERATIONS

The district continuity program, annexes, and procedures incorporate existing district/campus-specific guidance and direction for human resource management, including guidance on pay, leave/time off, work scheduling, benefits, telework, hiring and termination, authorities, and flexibilities. The Human Resources Director has the responsibility for district human resource related issues.

The District Continuity Coordinator and Continuity Manager work closely with the Human Resources Office to resolve human resource issues related to continuity activities. The Human Resources Director serves as the district liaison to work with the Continuity Coordinator or Continuity Manager when developing or updating the district's Emergency Operations Plan.

CONCEPT OF OPERATIONS

The Concept of Operations section explains how the district will implement its continuity plan, and specifically, how it will address each continuity element. The district's continuity implementation process should include the following **four phases: readiness and preparedness, activation, continuity operations, and reconstitution.**

A. Readiness and Preparedness Phase

Lipan Independent School District will participate in the full spectrum of readiness and preparedness activities to ensure personnel can continue essential district functions in a multi-hazard environment. Lipan Independent School District readiness activities are divided into two key areas:

-
- District readiness and preparedness
 - Campus readiness and preparedness

1. District Readiness and Preparedness

The Lipan Independent School District Superintendent's Office is the lead entity for developing and maintaining overarching district disaster readiness and preparedness plans and training including (but not limited to):

- Hazard Identification and Risk Assessment (HIRA)
- District Emergency Operations Plan (EOP)
- Assisting district departments and campuses to develop and maintain their site-specific emergency operations plans and procedures
- Coordinating emergency management training for personnel

2. Campus Readiness and Preparedness

Lipan Independent School District personnel will prepare for a continuity event and plan in advance for what to do in an emergency. Lipan Independent School District personnel will also be encouraged to develop a Family Emergency Plan to increase personal and family preparedness.

B. Activation Phase

To ensure the ability to attain operational capability at alternate facilities and with minimal disruption to operations, Lipan Independent School District will execute activation plans as described in the following sections.

1. Decision Process Matrix

The Lipan Independent School District COOP will be activated by the Superintendent, or designee, based on a hazard or an emergency directed at the district.

If an incident only affects a single district campus, the principal of that campus has the authority to activate their campus continuity procedures, but they must communicate the activation to the Lipan Independent School District (through the chain of organizational structure) as soon as it is possible to do so.

The activation of the COOP is a situation-driven process that allows flexible and scalable responses to multi-hazard incidents that could disrupt operations with or without warning and during work or non-work hours. Activation of the COOP will not be required for all emergencies or disruptions, since other actions may be more appropriate.

The decision to activate the Lipan Independent School District's COOP and related actions will be tailored for the situation and based on projected or actual impact. There may or may not be advanced warning, depending on the disaster. To support the decision-making process regarding plan activation, key organization personnel will use the decision matrix below.

Decision Matrix for Continuity Plan Implementation		
	Business Hours	Non-Business Hours
Event <u>with</u> Warning	<ul style="list-style-type: none"> • Is the hazard aimed at the facility or campus area? • Is the hazard aimed at campus personnel? • Are employees unsafe remaining in the facility and/or campus area? 	<ul style="list-style-type: none"> • Is the hazard aimed at the facility or campus area? • Is the hazard aimed at campus personnel? • Who should be notified of the hazard? • Is it safe for employees to come to work the next day?
Event <u>without</u> Warning	<ul style="list-style-type: none"> • Is the facility/campus affected? • Are personnel affected? Have personnel safely evacuated or are they sheltering-in-place? • What are instructions from first responders? • How soon must the district be operational? 	<ul style="list-style-type: none"> • Is the facility/campus affected? • What are instructions from first responders? • How soon must the district be operational?

As the decision authority, the Lipan Independent School District Superintendent (or their designee) will be kept informed of the situation and will evaluate all available information relating to:

- Direction and guidance from local/state/federal emergency authorities.
- Incident status of on-campus institutions.
- The health and safety of personnel.
- The ability to execute essential functions.
- Changes in hazard advisories.
- Intelligence reports.
- The potential or actual effects on campus power infrastructure, communications/information systems, office facilities, and other vital equipment.
- The expected duration of the emergency situation.

2. Alert and Notification Procedures

Lipan Independent School District maintains plans and procedures for communicating and coordinating activities with personnel before, during, and after a continuity event.

Before an event, personnel in Lipan Independent School District will monitor potential hazard information, including (but not limited to):

-
- Relevant social media and news outlets.
 - NOAA/NWS.
 - Intelligence provided by local/state/federal public safety agencies.
 - On-campus emergency alarms and notification systems.

In the event normal operations are interrupted or an incident appears to be imminent, Lipan Independent School District will communicate the campus' operating status with all stakeholders per the provisions of the Lipan Independent School District Communications Plan.

Upon the decision to activate the COOP, Lipan Independent School District will notify all affected and interdependent campus entities with information regarding continuity activation status, operational and communications status, and the anticipated duration of relocation(s).

3. Relocation Process

Once the COOP is activated and personnel are notified, Lipan Independent School District will relocate critical personnel and essential operational functions to an alternate facility(s) if necessary. Lipan Independent School District critical personnel will deploy/relocate to a pre-determined alternate facility(s) to perform the campus' essential functions and other continuity/reconstitution-related tasks.

C. Continuity Operations Phase

Upon activation of the COOP, all Lipan Independent School District departments will continue to operate at their home operating facilities (if safely possible) until ordered to cease operations by the Superintendent's Office through the heads of each department. At that time, affected departments' essential functions will transfer to their alternate facility. Lipan Independent School District should ensure that the COOP can be operational within 12 hours of plan activation.

First arriving department critical personnel at the alternate facility will prepare the site for essential function operations. Upon arrival at the alternate facility, critical personnel will:

- Ensure infrastructure systems, such as lighting, power, water, sanitation (bathrooms), and climate control (if applicable) are functional.
- Ensure communications and network connections are in place and functional.
- Verify all department critical personnel are on-duty, or en-route, and are aware of the move to the alternate facility.
 - The current supervisor on site at the alternate facility will be responsible for verifying department personnel accountability (critical and support), and ensuring they are updated on current communications (department radio channels and phone numbers), and department leadership (who is in charge of the department operations at that time).
- Notify the Superintendent's Office (through the department head) when said department has resumed essential functions at the alternate facility.
 - If resumption of department essential functions will be delayed at the alternate facility, notify the Superintendent's Office immediately to give a

status report and request additional resources as needed to restore department essential functionality.

A requirement of each department head is to account for all personnel under their authority. Each district department will outline a process of personnel accountability in their department continuity procedures. This process may include using call-down telephone trees, email, or text verification. The accountability process should also include what to do about department personnel who are unaccounted for.

During continuity operations, Lipan Independent School District may need to acquire necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis and/or to sustain operations for up to 30 days or until normal operations can be resumed. The Superintendent's Office maintains the authority for emergency procurement.

D. Reconstitution Operations Phase

Within 48 business hours after receiving approval from the appropriate emergency services, and health and safety authorities that the incident has ended and is unlikely to immediately reoccur, reconstitution will begin. Lipan Independent School District will initiate a reconstitution plan, and begin to coordinate operations to salvage, restore, and recover the district's primary operating functions and department home facilities.

A district **Reconstitution Manager** will be designated for all phases of the district/campus reconstitution process, and each district/campus department will designate a reconstitution point-of-contact (POC) to work with the Reconstitution Manager and to coordinate and communicate developments regarding department reconstitution statuses.

During continuity operations, the Reconstitution Manager should determine the status of the department/facility(s) affected by the event as soon as practical (once all essential district functions have been restored). Upon obtaining the status of the facility(s), the Reconstitution Manager will determine how much time is needed to repair departments' home operating facility and/or acquire a new facility. Should Lipan Independent School District decide to repair the facility, the Reconstitution Manager has the responsibility of supervising the repair process and should notify the district superintendent of the status of repairs, including estimates of when the repairs will be completed.

These reconstitution plans are viable regardless of the level of disruption that originally prompted implementation of the COOP. Once the appropriate district authority has made this determination, one or a combination of the following options may be implemented, depending on the situation:

- The affected department(s) continues to operate from its alternate facility(s).
- Reconstitute the affected department(s) home operating facility(s) and begin an orderly return to said facility(s).
- Begin to establish a reconstituted affected department(s) in another facility or at another designated location.

1. Reconstitution Planning Levels

Reconstitution planning levels have been created to focus and support the reconstitution planning process. A description of the levels is provided in the table below:

Reconstitution Level	Description
<p>Level 1: Operational Planning</p>	<p>The primary operating facility has suffered no damage or has been minimally damaged.</p> <p>Planning for this level of disruption focuses on returning operations to the primary operating facilities, which includes restoring normal operations with personnel, records, and equipment at the primary operating facility once the incident or disruption has ended. This level generally would last less than 30 days.</p>
<p>Level 2: Short-Term Planning</p>	<p>The primary operating facility has been moderately damaged.</p> <p>Planning for this level of disruption focuses on moving operations to a temporary operating facility, which includes restoring normal operations with personnel, records, and equipment at a temporary operating facility. This level generally would last from one-to-six months.</p>
<p>Level 3: Long-Term Planning</p>	<p>The primary operating facility has been severely damaged or damaged beyond repair.</p> <p>Planning for this level of disruption focuses on moving operations to a new or temporary primary operating facility, which includes restoring normal operations with personnel, records, and equipment at a new or rebuilt operating facility. This level generally will last six months or longer.</p>

2. Returning to Full Operations

Before relocating back to the primary operating facility or another facility, the local or district law enforcement agency, environmental and safety, and facility services will conduct appropriate security, safety, and health assessments to determine building and/or workspace suitability. In addition, district IT/Telecom will verify that all systems, communications, and other required capabilities are available and operational and that the affected district department(s) is fully capable of accomplishing its normal functions and operations at the new or restored home operating facility.

Upon a decision by the Superintendent's Office or designee that the home operating facility of the affected department(s) can be reoccupied or that the department(s) will be re-established in a different facility:

- The Reconstitution Manager and the head(s) of the affected department(s) will develop space allocation and facility requirements for their affected department(s).
- The head(s) of the affected department(s) will notify their personnel that the emergency has passed, and will develop procedures, as necessary, for restructuring/reassigning their staff in support of the reconstitution process.

Upon verification that the required capabilities are available and operational and that the affected department(s) is fully capable of accomplishing all normal functions and operations at the new or restored facility, the head(s) of the affected department(s) will begin supervising a return of personnel, equipment, and documents to the department's permanent operating facility.

Lipan Independent School District Human Resources will develop processes for receiving and processing employee claims during the continuity event, including personnel claims (such as workers' compensation, compensation for injuries, overtime pay, etc.) and replacing lost or broken equipment.

Lipan Independent School District will conduct an After-Action Review (AAR) once back in full operating functionality. The Superintendent's Office is responsible for initiating and completing the AAR, and all affected departments within Lipan Independent School District will have the opportunity to provide input to the report. The AAR will address the effectiveness of the continuity plans and procedures, identify areas for improvement, and then develop an Lipan Independent School District Continuity of Operations Improvement Plan as soon as possible after the reconstitution.

BUDGETING AND ACQUISITION OF RESOURCES

The District budgets for and acquires those resources and capabilities essential to continuity operations. The continuity budget is maintained by the Business Office. Within this budget, the District allocates funds for continuity resources and capabilities in accordance with district policy and other applicable directives and provides for the acquisition of those resources necessary for continuity operations on an emergency basis for up to 30 days or until normal operations can be resumed.

As part of the budget process, the District utilizes a risk management methodology to identify, prioritize, and justify the allocation of budgetary resources. The District integrates

the continuity budget with its long-term strategic plan and links the budget directly to objectives and metrics set forth in that plan.

For those contracts vital to the support of district/campus essential functions, the District has ensured contractor statements of work include the provision to provide staffing, services and resources during emergency conditions. A list of vital contracts is found at the Administration Building and maintained by the Business Office. During an emergency situation, the Business Manager is responsible for oversight of emergency work by contractors.

The District will keep thorough documentation of all expenses. The District must consider documentation of expenses that are in excess of normal operations. Specific documentation on forms provided by the State of Texas and/or FEMA may be required to be eligible for reimbursement in a declared disaster.

CONTINUITY COMMUNICATION & KEY EXTERNAL CONTACTS

The District recognizes communication as a critical component of successful management of an emergency and continuity of operations. The District has identified primary and alternate modes of communication in the district Multi-Hazard Emergency Operations Plan (EOP) and will use those capabilities in support of internal and external communication for continuity or operations.

Listed below are the key external contacts that must be notified if continuity activation is declared.

Notification Level:

Level 1 = Provide immediate notification of service interruption and coordinate for immediate continuity resource support.

Level 2 = Provide notification of service interruption as time permits.

Level 3 = Provide courtesy notification of service interruption.

Notification Priority* (1, 2, 3)	List Supplier/Vendor/ Stakeholder/Customer Name	Type of Service Provided/ Received	Email Address	24 Hour Contact #
1	City of Lipan	Provides water, fire and police support	rviducic@lipan.net	254-646-3345
1	Oncor	Electricity provider		469-404-1004
1	Stellar	System backups, etc.	brndon@stellartechservices.com	940-682-8582
2	Hood County Sheriff's	Emergency Mgmt.		817-579-3316

	Dept.			
2	Hood County	Emergency Mgmt.	jwebster@co.hood.tx.us	682-279-4371
2	Lipan Telephone Company	Phone/Internet	jmhoward@lipan.net	254-646-2211
3	Hood County News	Communication	sam@hcnews.com	817-573-7066

COMMUNICATIONS

The District has identified available and redundant critical communications systems that are located at the primary operating facility and continuity facility. Further, the District maintains fully capable continuity communications that support district/campus needs during all hazards.

All necessary and required district communications and IT capabilities should be operational within 12 hours of continuity activation.

Additional detailed information on the district communications systems and requirements is located in the Go-Kits.

EMERGENCY ORDER OF SUCCESSION

One of the fundamental principles of continuity planning is to maintain leadership in the event of an emergency by establishing an order of succession in the event the district, department or campus leaders are not available during an emergency. Orders of Succession run from three to five deep utilizing position titles rather than individual names.

Continuity succession is critical in the event leadership is debilitated or incapable of performing their legally authorized duties, roles and responsibilities. The following predetermined Orders of Succession is designed to allow for an orderly, and predefined, transition of leadership within the district. Successors to the Superintendent, will serve only until the Board of Trustees designates a replacement.

Superintendent Order of Successors	
Superintendent	
Secondary Principal	
Business Manager	
Elementary Principal	
Director Order of Successors	
Director of Transportation	
Dean of Students	
Principal Order of Successors	
Principal	
Dean of Students	
Counselor	

EMERGENCY DELEGATION OF AUTHORITY

The Delegation of Authority outlines explicitly in a statement the authority of an official so designated to exercise the district's direction. The District at all levels must coordinate the development and revision of Delegations of Authority with their General or Chief Counsel to ensure legal sufficiency.

Initial COOP delegation of authority will follow department specific guidelines utilizing the described orders of succession. In some circumstances, the District may choose to delegate specific authorities in a manner other than through the order of succession to ensure the requirements for competency related to essential functions are met. Additionally, specific limitations may be implemented during continuity or emergency situations. The authorities, responsibilities and exceptions for orders of succession are clearly noted in the district, department or campus delegations of authority. (*See Appendix 1.*)

GO-KITS

Each department and campus is responsible for having available items such as checklists, contact lists, files important to department or campus continued operation, and any other specialized items essential to coordinate an effective response during an emergency and provide for the rapid resumption of essential functions.

Example for a Department or Campus Go-Kit

Department/Campus Go-Kit	
<ul style="list-style-type: none">• District identification badge• Communication equipment<ul style="list-style-type: none">– Organization cell phone– Personal cell phone• Hard copies of student records• Reunification material• COOP• Directions to continuity facility• Master contact lists	<ul style="list-style-type: none">• District and emergency contact numbers• Nurses medical kit• Chargers/extra batteries for phones, GPS, and laptop• AED, first aid kit• Maps of surrounding area• Flashlight• Emergency Operations Plan• Educational materials/ supplies• Pens, pencils and paper

Individual office staff members and teachers should build similar go-kits to include essential work or teaching materials.

VITAL DATA, INFORMATION SYSTEMS & ESSENTIAL RECORDS MANAGEMENT

Planning for resumption of vital information technology (IT) applications, data, hardware, communications (such as networking) and other IT infrastructure is an important part of the district's comprehensive planning process. This component of the district's plan is located in the District IT Disaster Recovery Guidelines and supporting documentation. The IT Disaster Recovery Guidelines, maintained under separate cover, include Recovery Time Objectives, Recovery Point Objectives, and Technical Recovery Guidance for each IT system that supports district essential functions. It is the responsibility of IT to support the operational needs of the district departments, campuses and essential functions. As such, IT Disaster Recovery Guidelines and processes focus on supporting these needs rather than identifying limitations.

Essential records refer to information systems and applications, electronic and hard copy documents, references and records, including sensitive data, needed to support essential functions during a continuity incident. These records include information needed to protect the legal and financial rights of the District and its staff. The District has incorporated its essential records program into the overall continuity program, plans and procedures. The District Records Management Program is responsible for coordinating support of records management into the COOP.

The back-up and off-site storage of vital data and essential records listed in the IT Disaster Recovery Plan and Records Management Retention Schedule are coordinated between the IT department and records management staff in conjunction with input by each district operation or support department. When needed, vital data and essential records can be retrieved from off-site storage for duplication and distribution. The District IT Disaster Recovery Plan and Record Management Retention Schedule can be found in the IT department.

CONTINUITY FACILITIES

When a district facility is lost due to an incident, continuity facilities will be needed to support district essential functions. Potential continuity facility locations should be pre-identified to include: Use of noneducational sites; consolidating within other district educational facilities or via agreement with external partners such as local community centers or other partner school districts, and/or facilities owned or operated by private or nongovernmental sectors.

Continuity operations could include alternate uses of existing facilities or virtual options for the relocation of campus-level educational activities or key district leaders and support staff.

The District has assessed the organization's essential functions to identify which functions the district must conduct onsite and which functions, if any, district staff can conduct via telework, including evaluating the use of telework for supporting extended continuity operations.

Essential Function	Current Telework Capabilities
Emergency and Continuity Incident Management Coordination	Laptop & air-card are available; function requires a physical location for coordinating activities
Business Office functions	Laptops and hotspots. Move to alternative physical location
Asynchronous Learning plan	Laptops and hotspots; devices for students

The District must identify locations that may serve as continuity facilities. Locations should be evaluated where the potential disruption of the organization's ability to initiate and sustain operations is minimized. This section should identify alternate facilities, and the infrastructure or resources needed to conduct essential functions at these facilities.

Continuity Facility	Physical Address	Point of Contact Information	Site Capabilities (Network, Phone, Wi-Fi etc.)	District Owned (Y/N)	Agreement in Place (Y/N)	Length of Availability
ABC Athletic Complex ¹	1111 West 6 th Street	John Doe 555-555-1234	Limited Wi-Fi and 4 phone drops	Yes	N/A	No time limit, may limit athletic events
Library	106 Osage Lipan, Texas 76462	Business Office Trina Wartes	Wireless and phone drops	Yes	N/A	No time limit
Lipan Gym	211 N Kickapoo Lipan, Texas 76462	Tony Phillips 817-613-6177	Wireless and phone drops	Yes	N/A	No Time limit
Church of Christ	119 Caddo St. Lipan, Texas 76462	Ralph Carter 817-243-0835	Wireless and phone drops	No	N/A	No Time limit
ESC 11	1451 Cherry St. White Settlement, TX	Clyde Steelman 817-740-3630	Full capability	No	N/A	No Time limit

DEVOLUTION OF CONTROL AND DIRECTION

The District is prepared to transfer all its essential functions and responsibilities to personnel at a different location should emergency events render leadership or staff unavailable to support the execution of the district's essential functions. If deployment of continuity personnel is not feasible due to the unavailability of personnel, temporary leadership of the District will devolve to the Local School Board President.

Appendix 1

DELEGATION OF AUTHORITY and SUCCESSION for SUPERINTENDENT of SCHOOLS

PURPOSE

This is a delegation of authority for the continuity of essential functions through the orderly succession of administrators at Lipan ISD to the Office of the Superintendent in case of the Superintendent's absence, a vacancy in that office or the inability of the Superintendent to act during a disaster or national security emergency.

DELEGATION

I hereby delegate authority to the following administrators, in the order listed below, to exercise the powers and perform the duties of the Superintendent, in case of my absence, inability to perform or vacancy of the office and until that condition ceases.

- 1) Superintendent
- 2) Secondary Principal
- 3) Business Manager
- 4) Elementary Principal

If this position is vacant, the next designated official in the order of succession may exercise all the powers, duties, authorities, rights and functions of the Office of the Superintendent but may not perform any function or duty required to be performed exclusively by the office holder.

Eligibility for succession to the Office of the Superintendent shall be limited to officially assigned incumbents of the positions listed in the order of succession, above. Only officials specifically designated in the approved order of succession are eligible. Persons appointed on an acting basis, or on some other temporary basis, are ineligible to serve as a successor; therefore, the order of succession would fall to the next designated administrator in the approved order of succession.

**Superintendent
Ralph Carter
Lipan ISD**

September 28, 2020

References

Continuity Guidance Circular 1 (CGC 1), *Continuity Plan Template and Instructions for Non-Federal Governments* dated September 2013, FEMA.

Hazardous Materials Annex

Functional Annex: Shelter Hazmat

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SHELTER PROCEDURE FOR HAZMAT

PURPOSE

The purpose of the Shelter procedure is to keep students, staff and public safe and inside the school building when hazardous materials are released.

SCOPE

The Shelter Procedure outlines steps to be taken to protect students and staff from injury or death during an incident and ensure the safety of all occupants when necessary. Designated Campus and District Safety Committee members required to participate in the development, implementation, and evaluation of the safety plan. The plan outlines procedures for students/staff if an incident occurs:

- Outside the school building
- Inside the school building

RESPONSIBILITIES

To implement the Shelter Procedure:

- All staff and students will undergo training and participate in training and drills.
- Staff assigned to work with students with access and functional needs will undergo in depth training.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

If a hazardous materials spill is detected and the school has not received a warning quickly move students away from danger. Report the incident to office and call 911. Incident command will be established and "Shelter-Hazmat" will be announced.

If a warning has been issued by police or fire departments, incident command will be established and "Shelter-Hazmat" will be announced.

Incident Command Responsibilities

- Receive instructions from LEPC emergency call down system of chemical emergency.
- Order a Reverse Evacuation and Shelter-Hazmat.
- Ensure that maintenance or custodial staff shut off air conditioning/heating system.
- Notify 911 and Command Center.
- Ensure that shelter signs are posted at the building entrances. Do not permit outsiders into the building once Shelter is underway, unless authorized by safety officials.
- In a severe situation, order that teacher and staff seal doors and windows with duct tape, towels, jackets, etc.
- Announce over the PA status updates in frequent intervals until "all clear" is given.

Procedure for HAZMAT released outside the school for Staff/Students

- Listen for "Shelter-Hazmat"
- Bring all students in from the hallway.
- Close all doors/windows.
- Turn off any heating/AC that you can control. (move thermostat in direction that would stop any moving air)
- Prepare materials to seal doors/windows, if order is given.
- Prepare students to cover noses and mouths with wet towel, rag, garment if order is given.
- Follow any additional instructions provided over the PA by incident command.
- Remain in shelter location until an all clear message is issued by incident command.

Procedure for HAZMAT released inside the school building for Staff/Students

- Immediately report any Hazardous Material spilled to the school office.
- Report the identity of the material and the nature of the hazard. (explosion, fire, reactivity, or toxicity)
- Evacuate the immediate area.
- Incident command will announce an "Evacuation" of the building if needed.

Severe Weather Annex

Functional Annex: Shelter Tornado/Severe Weather

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SHELTER PROCEDURE FOR TORNADO/SEVERE WEATHER

PURPOSE

The purpose of the Shelter procedure is to keep students, staff and public safe and inside the school building during a tornado or other severe weather event.

SCOPE

The Shelter Procedure outlines steps to be taken to protect students and staff from injury or death during an incident and ensure the safety of all occupants when necessary. Designated Campus and District Safety Committee members required to participate in the development, implementation, and evaluation of the safety plan. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

RESPONSIBILITIES

To implement the Shelter Procedure:

- All staff and students will undergo training and participate in training and drills.
- Campus specific needs (including designated Shelter Areas) must be addressed. Portable buildings are to be taken into consideration.
- Staff assigned to work with students with access and functional needs will undergo in depth training.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

Severe thunderstorms have the potential to produce damaging winds in the form of tornadoes in the Lipan Area. When severe thunderstorms *move* into the area, school personnel should monitor the NOAA weather radio, internet weather and/or local news for storm warnings and watches.

When the National Weather Service issues a Tornado WATCH, a PA announcement should be made instructing staff to review the shelter procedures. Any classes should be brought inside.

When the National Weather Service issues a Tornado WARNING, classes should be moved from temporary buildings into the permanent school building. The office will issue a warning *over* the PA system using the phrase "Shelter-Tornado" "Move to your shelter area". Incident command should be established.

Indoor Procedure

When indoors, staff and students should:

- Listen for "Shelter-Tornado-Move to your shelter area"
- Know your shelter area. A map of tornado shelter areas and routes should be posted near the doorway of the classroom/office. If in a building with multiple floors, your shelter area should be on the lowest floor. If there is no map, notify your campus principal.
- Ensure students with access and functional needs are properly assisted.
- Shelter students next to an interior wall away from windows, skylights or long span roof sections. (ideally not in large rooms such as gyms, cafeteria, or library)
- Students should be instructed to crouch on elbows and knees facing the wall.
- Account for all students.
- Remain in shelter location until an all clear message is issued by incident command.

Outdoor Procedure

If Tornado/Severe Weather occurs unexpectedly and there is no opportunity move indoors, staff and students should:

- Lie flat in the nearest low spot, such as a ditch with their hands over their heads.
- Attempt to find a location away from trees or power lines.

If damage occurs due to high winds

- Move students to an undamaged part of the school and continue to shelter.
- Incident command ensure that electrical and gas are turned off.
- Use portable fire extinguishers to put out small fires.
- Do not extinguish fires from gas leaks.
- Call for fire and EMS as needed.
- Account for students and report missing or injured students to incident command.
- Do not re-enter damaged building until fire or maintenance personnel declare it safe to do so.

Functional Annex: Severe Weather-Gyms

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Procedures for Severe Weather during events held in Gyms or Auditoriums

PURPOSE

The purpose of the procedure is to provide direction to staff in situations where it may be necessary shelter during events held at district gyms and auditoriums.

SCOPE

The Shelter Procedure outlines steps to be taken to protect participants and spectators from injury or death during an incident and ensure the safety of all occupants when necessary.

Responsibilities

To implement the Shelter Procedure:

- Campus specific needs must be addressed.
- Staff assigned to work with students with access and functional needs will undergo in depth training.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

Severe thunderstorms have the potential to produce damaging winds in the form of tornadoes in the Lipan Area. When severe thunderstorms move into the area, school personnel should monitor the NOAA weather radio, local TV stations, internet weather and/or local news for storm warnings and watches.

Administrator on Duty Actions

- If the threat of severe weather exists, monitor weather using above listed resources. Weather radio is best resource.
- When the National Weather Service issues a Tornado WATCH, an announcement should be made instructing staff to review the shelter procedures. Direct custodians to unlock specific areas that will be used to shelter.
- When the National Weather Service issues a Tornado WARNING, stop all games/performances and evacuate all participants and spectators to designated shelter areas.
- Ensure that gym or auditorium is cleared.
- Instruct all to move against walls and assume the *Tornado Safe Position*.
- Seek shelter with weather radio, monitoring until the threat passes.
- Provide all clear when warning has been lifted.
- Notify superintendent of actions.

Maintenance/Custodial staff Actions

- Ensure that doors to the necessary shelter areas are open.

Coach/Sponsor Actions

- Assume command should an administrator not be present at the time sheltering is required.
- Follow directives of administrator on duty.
- Facilitate the movement to assigned shelter areas.
- Help demonstrate the *Tornado Safe Position*.
- Have everyone stay in position until administrator states that it is safe.
- Facilitate getting venue back in working order when safe.

Biological Annex

Hazard Annex: Domestic Terrorism- Chemical/Biochemical/Radiological/ Nuclear Attacks

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DOMESTIC TERRORISM PROCEDURE

PURPOSE

The purpose of this procedure is to ensure that there are procedures in place to guide staff actions in the event of an act of an attack.

CORE FUNCTIONS

Crisis Team Actions

- DO NOT PANIC
- Follow SHELTER-HAZMAT procedures.
- The Fire Department will be following very specific procedures in order to ensure that everyone is decontaminated properly.
- Authorities may direct that power be shut *off* to decrease the likelihood of the agent spreading.
- Determine the possible need for evacuation.
- Disseminate information about the incident and follow-up actions such as where students/school have relocated and institute REUNIFICATION procedures, if needed.

Staff Actions

- Have students cover nose and mouth with garment or other material.
- Move students away from immediate vicinity of danger, by foot, unless otherwise directed.
- Implement REVERSE EVACUATION if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute SHELTER-HAZMAT when instructed by the Crisis team.
- Remain with students throughout the incident.
- Report any missing or symptomatic students to the Crisis Team.

Active Shooter Threat Annex

Hazard Annex: Active Shooter

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ACTIVE SHOOTER RESPONSE PROCEDURE

PURPOSE

The purpose of this procedure is to provide direction to staff in situations involving an Active Shooter.

SCOPE

This procedure will be used when an active shooter is suspected on campus.

RESPONSIBILITIES

To implement the Active Shooter Response Procedure:

- All staff and students will undergo training and participate in training and drills.
- Staff assigned to work with students with access and functional needs will undergo in depth training.
- Emergency management and response personnel will review and provide input into the plan.

Functional Annexes That May Be Activated during the incident

- Evacuation
- Reverse Evacuation
- Lockdown
- Reunification

SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Activating the Response Plan

- The first individual(s) to hear or witness shots fired will activate the safety response plan immediately taking the necessary response actions to keep everyone safe and notifying the office and (when possible) calling 911.
- Appropriate staff will make announcement/alert and an Crisis Team will be designated to implement the procedures specified in this response.

Staff Actions

- Find cover for students and use it to provide protection from weapons fired by the active shooter. Prepare to defend yourself, if needed.
- Notify the Crisis Team or designee and provide description and location of the active shooter if known.
- Be situationally aware and use extreme caution in all actions taken.
- Continue the appropriate response action (Lockdown or Evacuation) until an all clear is issued.
- Ensure that when law enforcement arrives, everyone complies with their commands.
- Direct everyone to put items down, raises their hands and spreads their fingers, keep their hands visible at all times, avoids making quick movements toward officers, and avoids pointing, screaming or yelling.

Crisis Team Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g., lockdown, reverse evacuation, or evacuation depending on the situation.
- Get behind a locked door and take cover.
- Monitor the situation and coordinate response with local law enforcement and emergency management agencies.
- Notify law enforcement and provide a description and location of the active shooter.
- Notify Central Office
- *Once evacuated by Law Enforcement*
 - Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
 - Be available to deal with bystanders and keep site clear of visitors.
 - Implement procedures for reunification and account for all persons.
 - Ensure that staff and students do not enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the "all clear" signal after the threat has passed.
- Discuss with superintendent to determine whether school will be closed or remain open.
- Document all actions taken

Functional Annex: Gym Event Lockdown/ Active Shooter

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GYM EVENT LOCKDOWN/ACTIVE SHOOTER

PURPOSE

The purpose of the Gym event procedure is to provide direction to staff in situations including Lockdown and Active Shooter.

SCOPE

This procedure will be used when events occurring at/near the stadium require precautions to be taken to protect participants, staff and spectators.

RESPONSIBILITIES

To implement the Procedure:

- All staff working gym/track events will be trained.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the administrator on duty/Crisis Team at a stadium event.

Administrator on Duty Actions

- Assess situation and determine course of action. Obtain law enforcement input if available. Remember that panicked evacuation could be more dangerous than the existing hazard.

-
- Provide PA announcer with instructions.
 - Communicate with event staff if access to other buildings is necessary.

Announcer Actions

The announcer shall repeat instructions provided by administrator on duty.

- If direction is not provided the following announcements provide basic needed information.
 - "Attention spectators, we have been advised of a potentially dangerous situation outside the Gym/Track. Please remain calm and in your seats. We will be clearing the field and will provide more information when appropriate"
 - Attention spectators, there is a possible active shooter in ___location. If you are in immediate danger take steps to take cover and protect yourself. If you are approached by law enforcement, keep your hands visible. We will provide evacuation instructions as soon as possible.

Maintenance/Custodial staff Actions

- Ensure that doors are open/closed/locked dependent upon situation.
- Take steps to protect yourself from danger.

Head Coach Actions

- Determine direction of hazard and direct team to gather in opposite direction.
- Provide initial instructions to protect participants. If direction of hazard is unknown, instruct players to "GET DOWN"
- Default locations include inside high school or Gym.
- If using either Gym, ensure that a member of the coaching staff goes ahead to gym and pull the bleachers out.
- Ensure that a member of the coaching staff leads athletes to the gym or high school.
- Ensure that a member of the coaching staff leads opposing teams to the Lipan Gym.
- If additional space is needed in Gym, it may become necessary to move teams into locker rooms.

Functional Annex: Lockdown/Active Shooter- Gyms/Track/Fields

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TRACK OR GYM EVENT LOCKDOWN/ACTIVE SHOOTER

PURPOSE

The purpose of the procedure is to provide direction to staff in situations including Lockdown and Active Shooter.

SCOPE

This procedure will be used when events occurring at/near the gym or track require precautions to be taken to protect participants, staff and spectators.

RESPONSIBILITIES

To implement the Procedure:

- All staff working stadium events will be trained.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the administrator on duty/Crisis Team at a stadium event.

Administrator on Duty Actions

- Assess situation and determine course of action. Obtain law enforcement input if available. Remember that panicked evacuation could be more dangerous than the existing hazard.
- Provide announcer with instructions (if announcer is present).
- Communicate with event staff if access to other areas are needed.

Announcer/Sponsor Actions

- The announcer shall repeat instructions provided by administrator on duty/law enforcement.
- If direction is not provided the following announcements provide basic needed information.
 - "Attention spectators, we have been advised of a potentially dangerous situation. Please remain calm and in your seats. We will be clearing the court/stage and will provide more information when appropriate"
 - "Attention spectators, we have been advised of a potentially dangerous situation. We will be evacuating to _location for lockdown. Please remain calm. When you reach the lockdown area- remember "Locks, Lights, and Out of Sight".
 - There is an Active Shooter-TAKE COVER. If you are approached by law enforcement, keep your hands visible. We will provide evacuation instructions as soon as possible.

Maintenance/Custodial staff Actions

- Ensure that exits are open/closed/locked dependent upon situation.
- Take steps to protect yourself from danger.

Sponsor/Head Coach Actions

- Determine direction of hazard and direct team/group to gather in secure location.
- Provide initial instructions to protect participants. **If** direction of hazard is unknown, instruct players to "GET DOWN"
- Default locations include locker rooms and adjacent classrooms.
- Ensure that a member of the coaching staff leads Lipan participants to secure area.
- Ensure that a member of the coaching staff leads opposing teams/groups to secure area.

If additional space is needed, it may become necessary to combine spectators with students

Cyber Attack Annex

Hazard Annex: Cybersecurity

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PURPOSE

The purpose of this procedure is to provide direction to staff in situations involving use of technology.

The Director of Technology recommends that the following measures be enacted throughout the district to prevent network security breaches.

Passwords

- Keep your password private. The majority of security breaches occur when the user provides a password to another user. Similarly-you should not log on as another user.
- Complex Passwords. Passwords should be eight characters or more with an assortment of upper case, lower case letters, symbols and numbers.

Virus Prevention

- The Technology Dept. will work on keeping anti-virus software up to date.
- Try not to open any email that looks suspicious or is not familiar.
- Be alert of suspicious attachments from people you know. Such attachments can be affected by a virus.
- Web filters and fire walls are kept up to date and include protection from ransomware.

Required Training

-
- Cyber security training through approved trainer Canyon ISD.
 - Local training is held annually to emphasize cyber security and the use of district devices.

Civil Unrest Annex

HAZARD ANNEX: STUDENT WALKOUT

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PURPOSE

The purpose of this procedure is to provide direction to staff leading up to, during and after a potential student walk-out.

First Indication of Walkout

- Staff will alert administration if there is indication of a walkout.
- Principal will attempt to meet with students involved in an attempt to resolve their issues and/or concerns without disrupting education process.
- The campus principal will remain in contact with the superintendent regarding the progress of meeting.
-

Prior to Walkout

- Determine if there **will** be discipline for those involved. Announce those measures.
- Notify law enforcement if there is an indication that crowd control could be an issue.
- Prioritize student safety by offering alternate locations that keep students out of line of sight of anyone who may wish to harm them, as well as the dangers of traffic. Ex. Cafeteria's, gyms, etc.
- Ensure that staff members have a clear message from administration.

During Walkout

- Monitor and address any safety issues.
- Direct all media requests to Communication Officer/Superintendent.

Hazard Annex: Unidentified Person on School Grounds/Trespassing/Intruder

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UNIDENTIFIED PERSON ON SCHOOL GROUNDS PROCEDURE

PURPOSE

The purpose of this procedure is to provide direction to staff in situations involving an unidentified person on campus.

CORE FUNCTIONS

Lipan Independent School District will thoroughly address all unidentified individuals on campus.

Functional Annexes That May Be Activated during the incident

- Lockdown
- Reunification

In the event that an unauthorized presence is _detected on school grounds, staff have the following responsibilities:

Staff Actions

- Assess whether it is safe to approach the subject. If unsure, notify Administration/LAW ENFORCEMENT immediately.
- Approach the subject cautiously and determine the nature of their business.
- Request that the subject report to the office.
- Keep students/classroom secure. If necessary, move to a safer area.
- If possible, accompany the person to the office. If not, confirm their arrival by other method.

Administrator Actions

- Assess whether it is safe to approach the subject. If unsure, notify LAW ENFORCEMENT/Police immediately.

-
- Approach the subject cautiously and determine the nature of their business.
 - Request that the subject report to the office. If the suspect is looking for a specific student, ensure that all custody documentation is in order.
 - If there is no acceptable reason to be in the building, ask the subject to accompany you to the office or leave the building and notify LAW ENFORCEMENT.
 - If asked to leave and they refuse, notify LAW ENFORCEMENT, or call 911, if appropriate. You may also inform them that *you are d building administrator, and failure to leave campus is considered trespassing.*
 - If appropriate, place building in lockdown/lockout.
 - Await Police response.

Bomb Threat Annex

Hazard Annex: Bomb Threat

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BOMB THREAT RESPONSE PROCEDURE

PURPOSE

The purpose of this procedure is to provide direction to staff in situations involving a bomb threat.

SCOPE

This procedure will be used when a bomb threat is made/suspected on campus.

CORE FUNCTIONS

Lipan Independent School District will conduct monthly fire drills for students and staff to practice the Evacuation Procedures.

Functional Annexes That May Be Activated during the incident

- Evacuation
- Reverse Evacuation
- Reunification

Activating the Responses for a Bomb Threat

In the event a bomb threat found in writing, any staff discovering or receiving the report will alert Building Principal or designee. If the threat is made by phone the following directions will be followed.

Personnel/Call Taker Actions

Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist.
- Signal someone to alert Principal or designee.
- Listen closely to caller's voice and speech patterns and to noises in background.
- If caller hangs up, immediately dial *57
- DO NOT DELETE EMAIL THREATS.
- Limit how much a threatening note is handled to preserve possible evidence.
- Secure the room in which threatening graffiti is found. Photograph evidence if you must leave the room.

Crisis Team Actions

- Crisis Team or designee notifies police department and Command Center. The Crisis Team and law enforcement agency may make a decision to:
- Evacuate Immediately; **Turn off all cell phones and radios** (do not turn back on until all clear is given)
- Search the building and Evacuate if warranted.
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief search team members. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an evacuation if not already done so selecting routes and assembly areas away from the suspicious item. Do not activate the fire alarm.
- Direct students and staff, "DO NOT take personal belongings, coats or backpacks."
- Students and staff must be evacuated to a safe distance outside of school building(s) minimum 500 feet is the general rule. Consult with fire and police officials
- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Superintendent may relocate to alternate location if weather is inclement or building is damaged.
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and Staff Actions

- Teachers and staff may be directed to check their classrooms, offices and work area for suspicious items and report any findings to the Crisis Team or search team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes.
- Teachers take roll after being evacuated. Be prepared to report the names of any missing persons to school administration.

-
- Keep your class together at the assembly area until given further instructions. Be prepared to for off-site if ordered.
 - If given the all clear signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

In Case of a Bomb Threat-Answer these questions:

What time is the bomb set to go off? Why was the bomb placed at school? Where is the bomb? Who is the caller? What kind of bomb is it? What does the bomb look like?

Actions to take immediately after the bomb threat is made:

Remain calm. Gather all the facts. Notify the principal who will call the proper authorities including the superintendent. Do not discuss the threat with anyone else. Immediately recall the conversation.

Check the following that relate to the caller's voice:

_____ Calm _____ Soft. _____ Angry _____ Deep _____ Intoxicated _____ Slow
_____ Loud. _____ Excited _____ High-pitched

Determine, as much as possible, the gender and age of the caller:

_____ Male _____ Female _____ Adult _____ Student (Child) _____ Age _____ Accent
_____ Local _____ Regional _____ Foreign

Describe the background noises:

_____ Quiet _____ Music _____ Machines or Machinery _____ Voices _____ Office
Equipment _____ Street Noises _____ Other

How to Protect Yourself from a Package Bomb -

Package bombs and letter bombs often have clues to alert recipients to possible trouble. Check for the danger signs:

Excessive weight for the size. Too much postage. No return address. Mailed from a foreign country or via airmail or special delivery.

Utilities Loss Annex (Power/Water/Gas/Sewer)

Hazard Annex: Utility Loss or Failure, Including Gas Leak

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UTILITY PROCEDURE

PURPOSE

The purpose of this response is to ensure that there are procedures in place to protect staff/students and school property in case of a utility failure.

SCOPE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

CORE FUNCTIONS

Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of utility loss or failure may include:

- Shelter-Hazmat
- Evacuation
- Reunification

Activating the Safety Responses for a Utility Loss or Failure

Crisis Team Actions

Upon notice of loss of utilities, the Crisis Team will initiate appropriate immediate response actions, which may include shelter or evacuation. The Crisis Team may direct staff to shut off utilities, as deemed necessary.

- Contact the director of operations and determine the anticipated duration of the outage.
- Confer with the Superintendent and determine whether school should be closed and classes temporarily suspended.
 - If so, activate parent and media notification protocols.
 - In the event of a gas leak, direct staff to call 9-1-1 give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is evacuated and provide the location of the school command post outside.
 - For gas leaks, order an evacuation and direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow Evacuation Procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Do not allow anyone to reenter the building until the facility has been deemed safe.

Hazard Annex: Pipeline Emergency

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PIPELINE EMERGENCY PROCEDURE

PURPOSE

The purpose of this procedure is to ensure that there are procedures in place to guide staff actions in the event of a pipeline emergency.

CORE FUNCTIONS

Crisis Teams actions

- Call 911 and your local pipeline company emergency numbers and notify local law enforcement and emergency responders. 811 can be called if the pipeline company is unknown.
- Determine what procedures should be activated, such as a REVERSE EVACUATION, SHELTER, and EVACUATION BY FOOT OR EVACUATION BY VEHICLE. **Vehicle evacuations may require incident -specific directives.**
- Notify maintenance/ building, custodial, and grounds staff to shut off mechanical ventilating systems, only if sheltering-in-place.
- Take appropriate action to safeguard school property.
- Notify appropriate school personnel (Superintendent/Public Information staff) of the status and actions taken and keep them updated of any significant changes.
- If it is determined that conditions warrant an EVACUATION, issue instructions for relocating to a safer location by means of walking or, if deemed appropriate by emergency officials, by vehicle. Notify relocation centers that are outside of the impact zone of the pipeline and determine an alternate relocation center if necessary.
- Disseminate information about the incident and follow-up actions such as where students/school have relocated and institute REUNIFICATION procedures, if needed.

- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or Emergency Crisis Team.
- Document all actions taken.

Teacher Actions

- Move students away from immediate vicinity of danger, by foot, unless otherwise directed.
- Implement REVERSE EVACUATION if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute SHELTER-HAZMAT if instructed by the Crisis Team.
- Remain with students throughout the incident.
- Report any missing or injured students to the Crisis Team.
- Remain in safe area until the "All Clear" signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an "All Clear" signal is issued.

IT Failure Annex:

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PURPOSE:

The purpose of this procedure is to ensure that there are procedures in place to guide staff actions in the event of an IT failure.

CORE FUNCTIONS:

- If there is an IT failure our technology director will be informed immediately and will in turn alert Stellar who handles our off-site backups.
- The Failure of the network is handled through redundancy of backups of the critical systems.
- Programming for switches is backed up so that if a switch fails, a replacement can be reprogrammed and installed quickly.
- Critical desktops in the district are backed up off-site nightly.
- Critical servers are continuously backed up using a separate server and also backed up off-site nightly.

Infectious Communicable Disease Annex:

Infectious/Communicable Disease Annex

I. Purpose and Scope

A. Purpose

The purpose of the Infectious/Communicable Disease Annex is to provide standardized guidance in the response to the onset and spread of an infectious/communicable disease within the Lipan ISD and/or in the surrounding area.

This Plan is to promote the safety and well-being of Lipan ISD students, faculty, staff, and visitors by:

1. Preventing the spread of disease
2. Protecting School District workers who will need to keep the operations and educational programs functional
3. Providing support for the essential services that must be maintained

There are several aspects of an infectious/communicable disease emergency that differentiate it from other emergencies and that require variation in widespread planning, response, and recovery. The intention of this document is to provide guidance throughout an outbreak situation, but nothing in this document precludes the primary parties (Lipan ISD stakeholders) from modifying their actions to meet the unique conditions presented. These unique actions and responses may be based on one or more of the following:

- The current threat of disease in the world, region, state, and local area
- The unique nature of the disease including the incidence, morbidity, and mortality of the disease
- The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person
- Mandates and/or orders by federal, state, or local public health or public safety authorities

B. Scope

Lipan ISD has formed a task force consisting of administration, from all campus levels as well as the school health nurse. If the need arises, administration will consult with the Hood County Medical Advisor and Emergency Management to respond as necessary.

This Infectious/Communicable Disease Annex applies to all Lipan ISD Campuses. While the general concepts and considerations remain constant for all district campuses, each campus will assign critical tasks and responsibilities differently based on their respective structure and governance. Each campus is responsible for developing response plans that are more targeted and appropriate for their locations while ensuring alignment and with this overall plan (such as off-campus leased locations, field stations, and faculty, staff, and students travelling outside of the district under campus auspices). Staff, students, and faculty who have been in travel status internationally and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

II. General Information on Pandemic Communicable Disease Events

A pandemic is a “geographically widespread outbreak” of communicable disease. An emergency can result when there is enough morbidity and mortality to disrupt the essential operations of a community and when the communicable disease:

- a. is highly virulent (harmful),
- b. is readily transmissible from person-to-person, and
- c. has high clinical severity (causing sudden, serious, illness and death in a large number of people).

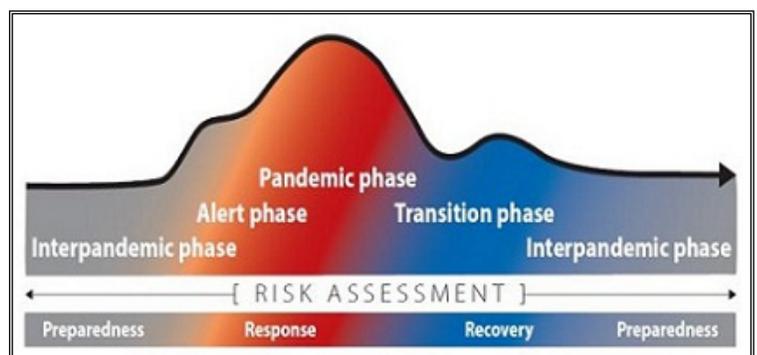
The communicable diseases with the highest risk for a pandemic event are those that are new to the population, either a mutated strain of a known pathogen or a newly emerging pathogen to which the general population has little or no immunity (resistance). Therefore, it spreads easily and is sufficiently virulent enough to cause social disruption. In the remainder of this document, “novel pathogen” will be used to refer to the latter agents. Animal viruses infecting humans are considered novel pathogens, thus the avian influenza concern in 2006 and the H1N1 influenza (aka “swine” influenza) in 2009 both had the pandemic potential to significantly interrupt usual operations.

The pandemic flu will be used as a primary example for the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the Lipan ISD recognizes as most likely to occur on campuses include norovirus, measles, mumps, and meningitis.

A. Phased Pandemic Framework

To assist communities in planning for a potential pandemic, the World Health Organization (WHO) developed a phased pandemic alert system framework:

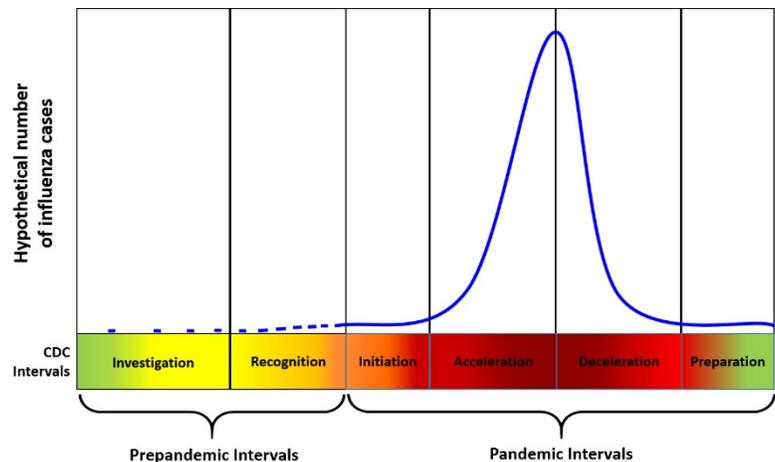
1. Inter-Pandemic Phase (the period between pandemics)
 - i. A new virus appears in animals but there is no or low risk of human cases
2. Pandemic Alert Phase (influenza caused by a new subtype has been identified in humans)
 - i. New virus in animals with higher risk of human cases
 - ii. Increased H2H



- transmission
 - iii. Significant H2H transmission
 - iv. Efficient and sustained H2H transmission
3. Pandemic Phase
 - i. Global spread of communicable disease caused by new subtype
 4. Transition Phase
 - i. Reduction in global risk
 - ii. Reduction in response activities
 - iii. Progression towards recovery actions

Further, the Centers for Disease Control and Prevention (CDC) has developed an interval system framework which can be applied to federal, state, or local indicators:

1. Investigation (of a novel pathogen in humans or animals)
2. Recognition (of increased potential for ongoing transmission of the novel pathogen)
3. Initiation (of a pandemic wave)
4. Acceleration (of a pandemic wave)
5. Deceleration (of a pandemic wave)
6. Preparation (for future pandemic waves)



The WHO and CDC frameworks complement one another, giving governments, institutions, and individuals information and timeframes to plan their response to a communicable disease outbreak. Relying on both frameworks, this Communicable Disease Outbreak Management Plan has developed a five-level action plan to follow throughout the course of a communicable disease outbreak:

1. **Plan**
2. **Prepare**
3. **Mobilize**

4. **Sustain**

5. **Recovery**

Additionally, the CDC has released the Influenza Risk Assessment Tool (IRAT) which evaluates potential pandemic risk based on emergence and public health impact and the Pandemic Severity Assessment Framework (PSAF) which predicts the severity of a pandemic by considering clinical severity and transmissibility during an initial assessment and then again during the refined assessment provided that more information becomes available. Clinical severity asks about the strength of the illnesses' association with the infection and transmissibility considers the ability of the pandemic virus to spread person-to-person.

Federal, state, and local public health agencies such as the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (TDSHS), and the local health department also provide communicable disease planning and response guidance and support. The School District planning and response levels described in this document are informed by the WHO pandemic alert system and are consistent with the TDSHS planning levels wherever appropriate. Lipan ISD and campus actions may deviate from WHO and/or CDC recommendations when necessary in order to follow guidance or directives from local public health authorities that more closely reflect the current situation in the surrounding communities in Texas.

III. Concept of Operations

This section contains general information about the tasks that will most likely need to be completed to ensure an effective **Infectious/Communicable Disease** response. The following tasks represent a logical flow of response from the time an impending or actual Infectious/Communicable Disease Incident is perceived through recovery.

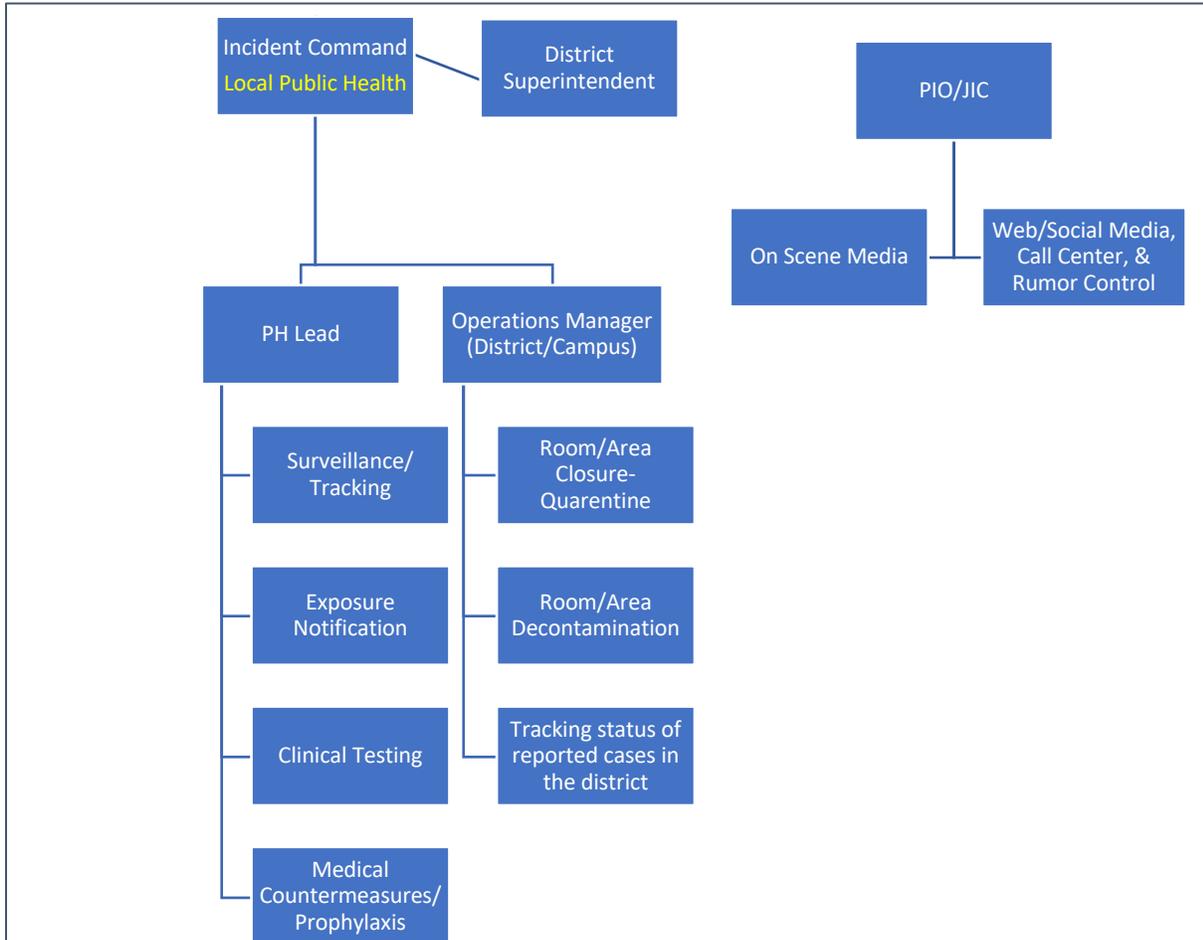
The Infectious/Communicable Disease Annex is based upon the concept that the incident management functions that must be performed by the School District and its partners generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. General

1. Lipan ISD public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to a Infectious/Communicable Disease Incident affecting the Lipan ISD.
2. When a potential Infectious/Communicable Disease Incident in the Lipan ISD is reported, the person receiving the initial report will immediately notify the districts superintendent's office.
 - a. The districts superintendent's office should work with the local health department to confirm the report.
3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with Texas Department of State Health Services (TDSHS). In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.
4. If appropriate, the district superintendent shall assign a position to manage and track operational duties on campus(s) related to the possible infectious/communicable disease exposure. This operations manager will:
 - a. coordinate with environmental services for any decontamination services needed in the School District.
 - b. coordinate with the School District support services for any classroom closure or area quarantine needed on School District
 - c. provide district-wide communications notification support as necessary to the incident requirements
5. The Infectious/Communicable Disease Annex assumes mutual aid agreements, memorandum of understandings, and inter-governmental agreements between

school district authorities, local/state/federal public health agencies,
hospital/healthcare facilities, and other public health stakeholder agencies.

6. The Incident Command System (ICS) will be used to manage all incidents and major planned events on the Lipan ISD.



Sample ICS Organization Chart for a Public Health Incident on Lipan ISD

B. Public Health Incident Operations

Confirming a Public Health Incident

Determining if there is an outbreak hinges on if the number of cases is unusually high for the given population for that time of year. Factors included in determining if an outbreak exists are:

- Etiologic agent
- Size and composition of the population
- Previous occurrence of the specific disease in the community

- Season

If a disease is common, such as seasonal influenza, the number of cases before an outbreak is declared likely need to be incredibly high; however, if the disease is rare, like smallpox, a single case may be considered an outbreak.

During Fall and Spring Semesters, the School District population composition is approximately 430 students and 75 employees.

Disease tracking in the School District is based on incidental reporting from the student population. The local health department may identify one case of a rare or uncommon disease, or notice an increase in cases of a common disease during a given period. When this occurs, the local health department shall commence with notification procedures to the school district.

Should the Lipan ISD be made aware of a potential outbreak (or a confirmed case of a rare disease) by the local health department, the TDSHS, or any other health agency, the district superintendent's office shall alert the Principal(s) of the affected campus(s), and subsequently, the district board of trustees. Following actions and notifications should be at the direction of the local, county, health district, and/or TDSHS.

General Procedures

Procedures for responding to an infectious/communicable disease follow the same general pattern including monitoring, detection, implementation of pharmaceutical and non-pharmaceutical interventions, and coordinating with local and state health authorities. Specific application of interventions depends on the specific disease.

This plan may be activated for situations including but not limited to:

- Unusual cluster of disease in the School District population
- Disease with unusual geographic or seasonal distribution
- Single case of an unusual disease
- Endemic disease with unexplained increase in incidence
- Significant media inquiries or public calls concerning a health-related issue
- Local public health emergency in one or more of the surrounding jurisdictions
- Statewide disease outbreak such as COVID-19 or the Flu

Lipan ISD will ensure all staff, resources and supplies are prepared for a communicable disease situation, including but not limited to assigning sufficient staff to carry out protocols, ensuring proper training and stocking inventory of necessary supplies, such as personal protective equipment (PPE).

The CDC provides guidance, recommendations and resources to assist with plans and protocols for health and safety. Lipan ISD has health and safety plans that include:

- Ensuring adequate supply inventory (e.g., PPE, cleaning supplies, hand sanitizer, etc.)
- Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency
- Ensuring compliance with CDC, Health and Human Services, the Texas Education Agency and other jurisdictional policies
- Providing communication of procedures and expectations upon entering facilities and throughout buildings

C. Infectious/Communicable Disease Response Protocol

When faced with an actual outbreak, Lipan ISD will follow local authorities, CDC, and TDSHS guidelines. Lipan ISD may be required to use absolute limits to determine when to institute isolation, quarantine, vaccination, and other methods of infection control to protect the public health and safety. A balance must be struck between the implementation of such limits with an awareness of the public's rights to liberty.

This protocol recommends employing the most conservative authoritative medical and epidemiological evidence when faced with a range of possible actions. This statement is based upon the principle that lack of scientific certainty or consensus must not be used to postpone preventive action in the face of a threat to public health or safety. Preventative actions may include vaccination, medical prophylaxis, or social distancing.

The protocols outlined below shall serve as a guide in the event of an infectious disease outbreak in the Lipan ISD. Depending on the disease and the spread of the disease, some or all of these steps may be expanded, modified, or eliminated. The district superintendent, or their delegated representative, will work directly with the local health department and TDSHS to implement appropriate actions based on the public health hazard.

Social Distancing

Social distancing measures that reduce opportunities for person-to-person virus transmission can help delay the spread and slow the exponential growth of a pandemic. Social distancing measures can reduce virus transmission by decreasing the frequency and duration of social contact among persons of all ages. These measures are common-sense approaches to limiting face-to-face contact, which reduces person-to-person transmission.

During outbreaks of highly infectious diseases or rare viral strains with high rates of mortality, the following social distancing procedures will be considered in the Lipan ISD:

- Postponement or cancelation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.

- Postponement or cancelation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Multiple social distancing measures can be implemented simultaneously.

Screening/Isolation Protocols

Screening Protocols

Staff will be required to complete a self-screening process prior to entering a Lipan ISD building, and the district may require further screening of employees at any time based on current state and federal guidelines.

A parent or guardian will be required to screen their children for specified symptoms each day prior to sending them to school. Parents will need to take their child's temperature daily. Additional screening may be conducted during the school day. Parents must ensure they do not send a child to school on campus if the child has specific symptoms. Staff and students should not enter campuses or district buildings if symptoms are evident. Teachers will monitor students and refer them to the nurse if symptoms arise during the day

Isolation Protocols

If isolation/quarantine is recommended for exposed/infected persons, in most cases voluntary isolation is encouraged based on guidance and directed education from the local health department, CDC, and TDSHS. In cases of highly infectious diseases or rare viral strains with high rates of mortality, the local health department has the authority to "...order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state."²

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.
2. Students/staff exhibiting symptoms while at school will be assessed by the school nurse. Students who are ill will be separated from their peers and be picked up by parent/guardian.
3. The affected patient(s) should remain isolated for the duration of time specified by the local health department

² HS Sec. 81.083(b). - APPLICATION OF CONTROL MEASURES TO INDIVIDUAL

Cleaning Protocols

These procedures are for cleaning, disinfecting, and/or sanitizing for communicable diseases in non-healthcare settings. Increased cleaning, as listed below, shall be activated by the Lipan ISD and its campus stakeholders upon recommendation from the local health department.

Daily Campus Cleaning

- Each classroom and restroom will be cleaned and disinfected.
- All high-touch areas will be disinfected throughout the day.
- Custodians will be expected to wear PPE (masks and gloves) during work hours.
- Cafeterias will be disinfected between lunch periods.
- Staff and students will have access to disinfecting items to sanitize working surfaces, shared objects, and high-touch areas after use and during breaks in instruction.

Restrooms

- Staff should supervise and limit the number of students that enter the bathroom at one time to comply with health agency recommendations and social distancing.
 - The scheduling of whole class restroom breaks is recommended to eliminate comingling of students across various classes and to ensure teacher monitoring of social distancing guidelines.
 - Increased disinfecting will occur throughout the school day. Staff and students must wash hands with soap and water prior to exiting the bathroom. Proper handwashing techniques will be taught to all students and consistently reinforced.
1. The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate Lipan ISD campuses and campus housekeeping staff (based on areas to be sanitized).
 - a. These locations may be based on where confirmed ill students and/or employees were on campus.
 - b. Viruses generally survive on surfaces for about 48 hours.
 2. If necessary, the local health department shall supply guidance to the district's housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.
 3. Housekeeping and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants

IV. Direction, Control, and Coordination

In order to overcome concerns faced with possible infectious/communicable disease all staff and administrators will help to provide coverage for classroom instruction. There are some aides that are required for special populations that cannot be utilized by federal requirements. If the need arises, administration will consult with the Hood County Medical Advisor and the Emergency Management and respond as necessary. Any decisions that are made will be relayed to the LISD Board before released to the public. Daily scenarios will be reviewed as needed by the LISD task force.

▪ **Responders Standard Operating Procedures/Guidelines (SOP/SOGs)**

Responders' department policy manuals provide said departments' members with best practice guidelines and procedures to conduct emergency operations. The policies provide department members with guidance that is both legal and practical. The department SOP/SOGs establish consistent procedures and provide members with a common understanding and focus. This common understanding and focus should translate into more effective operations during emergency incidents.

a. Emergency Operations Plan

Lipan ISD maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents. The EOP has been developed to fit into the larger City/County and State EOPs in the case of a large-scale incident. The Lipan ISD maintains the plan, and conducts regular training and exercises to validate operational efficiency and readiness of the EOP. The EOP and other Lipan ISD emergency plans may also make critical School District personnel available beyond their regular job description in an incident or crisis event taking place on the Lipan ISD.

b. Coordination with Responders

An important component of emergency operations is interagency agreements with various neighboring agencies to aid timely response to, and recovery from, emergencies on campus. Agreements with these agencies and services (including such local governmental agencies as law enforcement, EMS, and public health) help coordinate services between the agencies and the Lipan ISD. The agreements specify the type of communication and services provided by one agency to another.

If the campuses or City/County resources are insufficient or inappropriate to respond to the emergency situation, a request may be made for assistance from other jurisdictions, the state, or federal government. All response agencies are expected to fulfill mission assignments directed by the Incident Commander/Unified Command.

V. Communications

D. General Communication

In coordination with the local health department, the Lipan ISD shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

- General communications to the School District –
 - information about the disease in general
 - information about the disease impacts on School District
 - what the School District is doing
 - what the School District should/should not do
- Targeted communications to affected or vulnerable populations in the School District, as needed
- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities via email, social media, text blasts, or written communication.

VI. Disease Descriptions

Name	Vaccine Preventable	Description of Symptoms
Measles (Rubeola)	Yes	<p><u>Symptoms</u>: high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash</p> <p><u>Transmission</u>: coughing and sneezing; virus can live up to two hours in contaminated air or on a surface</p>
Meningitis	Yes	<p><i>Bacterial</i></p> <p><u>Symptoms</u>: fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion</p> <p><u>Transmission</u>: germs spread person-to-person (depends on type of bacteria)</p> <p><i>Viral</i></p> <p><u>Symptoms</u>: fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy</p> <p><u>Transmission</u>: caused by other viruses like mumps, measles, influenza, etc.</p>
Mumps	Yes	<p><u>Symptoms</u>: fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection</p> <p><u>Transmission</u>: coughing, sneezing, or talking; sharing items; touching contaminated objects</p>
Norovirus	No	<p><u>Symptoms</u>: diarrhea; vomiting; nausea; stomach pain</p> <p><u>Transmission</u>: contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected</p>

Name	Vaccine Preventable	Description of Symptoms
Hepatitis A	Yes	<p><u>Symptoms:</u> Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay-colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain</p> <p><u>Transmission:</u> fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person</p>
Influenza	Yes	<p><u>Symptoms:</u> fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea</p> <p><u>Transmission:</u> person-to-person via droplets</p>
Tuberculosis		<p><u>Symptoms:</u> A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs)</p> <p><u>Transmission:</u> person-to-person via droplets</p>
Varicella (chicken pox)	Yes	<p><u>Symptoms:</u> fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters</p> <p><u>Transmission:</u> touching or breathing in the virus particles that come from the blisters</p>

VII. Definitions

Case – Describes the disease under investigation. Also describes a person in a population who is identified as having the disease.

Confirmed Case – Typical clinical features of the illness and either a lab test confirming the presence or an epidemiological link to a lab-confirmed case.

Coronavirus (COVID-19) – A novel virus of the family Coronaviridae that is composed of single-stranded RNA viruses that have a lipid envelope studded with club-shaped projections, infect birds and many mammals including humans, and was first identified during an investigation into an outbreak in Wuhan, China in 2019.

Direct Transmission – Infectious disease is transferred from a reservoir to a susceptible host by direct contact or droplet spread (kissing, skin-to-skin contact, sneezing). Droplet spread is the primary mode of transmission for influenza.

Endemic – Constant presence and/or usual prevalence of a disease or infectious agent in a population within a geographic area.

Epidemic – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area for a given period of time and may result from:

- Recent increase in amount of virulence of the agent
- Recent introduction of the agent into a setting where it has not been before
- Enhanced mode of transmission so that more susceptible persons are exposed
- Change in the susceptibility of the host response to the agent
- Factors that increase host exposure or involve introduction through new portals of entry

Incubation Period – The time from the moment of exposure to an infectious agent until signs and symptoms appear (varies by each disease). To determine the most likely period of exposure for an outbreak knowing the average incubation period for the disease and the range of incubation periods is important (E. coli average incubation is 3-4 days with a range of 2-10 days).

Indirect Transmission – Suspended air particles, vectors, or vehicles carry the infectious disease from a reservoir to a susceptible host through airborne transmission (Legionnaires' disease, TB, measles).

Infectious Period – The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to people, or from an infected person to animals. Also called "period of communicability."

Isolation – The physical separation of a person suffering from an infectious or contagious disease from others in a community.

Mode of Transmission – Method by which the disease transfers from the reservoir (originating source) to the host (susceptible person). Classified as direct or indirect.

Outbreak – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a limited geographic area for a given period of time (such as a university). Localized epidemic.

Pandemic – The global outbreak of a highly infectious disease in humans in numbers clearly in excess of normal caused by a new pathogen or emergence of an altered old pathogen capable of sustaining widespread disease in a region of the world or worldwide.

Pandemic Flu – A virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person-to-person.

Quarantine – The physical separation of healthy people who have been exposed to an infectious disease-for a period of time-from those who have not been exposed.

Social Distancing – A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings, and closure or limited mass transportation.

Transmissibility – Ability to easily spread from human-to-human.

Travel Advisory – When there is a recommendation against non-essential travel to a geographic area where an outbreak of a disease is occurring.

Travel Alert – Where an outbreak of a disease is occurring in a geographic area and there is no recommendation against non-essential travel to the area, although recommendations regarding personal health protection in such settings are available.

Virulence – The capacity of a microorganism to cause disease.

VIII. Legal Authority

In order to institute and enforce non-pharmaceutical interventions, the public health agency must have legal authority. Legal authority within Texas is primarily wielded by the local public health agency. The State of Texas also has authority, but typically defers to the locals. Additionally, federal agencies have legal authority derived from a variety of statutes, regulations and executive orders.

State

HS § 81 Communicable Diseases.

Sec. 81.002 The state has a duty to protect the public health. Each person shall act responsibly to prevent and control communicable disease.

Sec. 81.083 APPLICATION OF CONTROL MEASURES TO INDIVIDUAL. (a) Any person, including a physician, who examines or treats an individual who has a communicable disease shall instruct the individual about:

- (1) measures for preventing reinfection and spread of the disease; and
- (2) the necessity for treatment until the individual is cured or free from the infection.

(b) If the department or a health authority has reasonable cause to believe that an individual is ill with, has been exposed to, or is the carrier of a communicable disease, the department or health authority may order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state.

Federal

42 CFR § 71.20 Public health prevention measures to detect communicable disease.

(a) The Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may conduct public health prevention measures, at U.S. ports of entry or other locations, through non-invasive procedures as defined in section 71.1 to detect the potential presence of communicable diseases.

(b) As part of the public health prevention measures, the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may require individuals to provide contact information such as U.S. and foreign addresses, telephone numbers, email addresses, and other contact information, as well as information concerning their intended destination, health status, known or possible exposure history, and travel history.

42 CFR 71.21 Report of death or illness.

(b) The commander of an aircraft destined for a U.S. airport shall report immediately to the quarantine station at or nearest the airport at which the aircraft will arrive, the occurrence, on board, of any death or ill person among passengers or crew.

42 CFR § 70.11 Report of death or illness onboard aircraft operated by an airline.

(a) The pilot in command of an aircraft operated by an airline who is conducting a commercial passenger flight in interstate traffic under a regular schedule shall report as soon as practicable to the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] the occurrence onboard of any deaths or the presence of ill persons among passengers or crew and take such measures as the Director may direct to prevent the potential spread of the communicable disease, provided that such measures do not affect the airworthiness of the aircraft or the safety of flight operations.

21 CFR § 1240.45 Report of disease.

The master of any vessel or person in charge of any conveyance engaged in interstate traffic, on which a case or suspected case of a communicable disease develops shall, as soon as practicable, notify the local health authority at the next port of call, station, or stop, and shall take such measures to prevent the spread of the disease as the local health authority directs.