



International Leadership of Texas, Inc.

April 19, 2024 Safety and Security Committee Meeting

Date and Time

Friday April 19, 2024 at 1:30 PM CDT

Meeting Notice & Mission Statement

In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects the Safety and Security Committee of International Leadership of Texas (the "Committee"), and the Committee will convene an Open Meeting of the Safety and Security Committee of International Leadership of Texas on the date and time and location set forth herein.

It is the intent of the Board to have a quorum physically present at the above address. **Committee members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act via the link <https://zoom.us/j/801651349>** . If a quorum of the Committee cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address.

The Committee hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 2021 Lakeside Boulevard, Richardson, TX 75082, as well as online at www.ILTexas.org. The items on this Agenda may be taken in any order. The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

/s/ Catherine Barrera, For ILTexas' Board

Agenda

	Purpose	Presenter	Time
I. Opening Items			1:30 PM
A. Record Attendance			
B. Call the Meeting to Order			
II. Safety and Security Committee			1:30 PM
A. TEA Door Audits	Discuss	Frank Crabill	5 m
1. TEA Door Audit			
B. Revision and Submission of Emergency Operations Procedures (EOP) TxSSC	Discuss	Frank Crabill	5 m
01. Current Updated EOP			
02. 2023 EOP Review Complete Report - Severe Weather Annex			
03. Hazardous Materials Annex			
04. Train Derailment Final Submission			
III. Other Business			1:40 PM
A. QUESTION AND ANSWER TIME	Discuss	Frank Crabill	
Time period for questions and answers.			
IV. Closing Items			
A. Adjourn Meeting	Vote		

Coversheet

Revision and Submission of Emergency Operations Procedures (EOP) TxSSC

Section: II. Safety and Security Committee
Item: B. Revision and Submission of Emergency Operations Procedures (EOP)
TxSSC
Purpose: Discuss
Submitted by:
Related Material: 01. Current Updated EOP Febuary 29,2024.pdf
02. 2023_EOP_Review_Complete_Report.pdf
03. HAZ- Materials Final.pdf
04. Haz-Mat Train Derailment Final submission.pdf

INTERNATIONAL LEADERSHIP OF TEXAS CHARTER EMERGENCY OPERATIONS PLAN (EOP) EFFECTIVE DATE: SEPTEMBER 21, 2023 REVIEW DATE: SEPTEMBER 21, 2023 ACADEMIC YEAR 2023/2024

Effective date: September 21, 2023
Review date: September 21, 2023

1

Basic Plan



SECURITY STATEMENT

This document is designated **FOR OFFICIAL USE ONLY (FOUO)**. It contains sensitive but unclassified information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with International Leadership of Texas, hereafter referred to as "District," State of Texas, and/or Department of Homeland Security policy related to FOUO information, and will not be released to the public or personnel who do not have a valid need without prior written approval from the Superintendent or his designee. Copying, dissemination, or distribution of these documents, attachments and/or graphics to unauthorized users is prohibited.

PROMULGATION STATEMENT

The International Leadership of Texas (Charter) and its stakeholders expect schools to be safe havens for education. However, ILTexas cannot predict exactly when and where an emergency or critical incident is going to happen. This unpredictability means that every campus, each facility, and all staff must be prepared to respond to an emergency or critical incident efficiently and effectively. Through its emergency management and response program, ILTexas endeavors to ensure that ILTexas continues to provide a

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

2

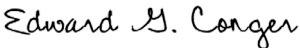
safe, orderly environment for students, staff, visitors, and support the community. ILTexas emergency management and response programs are comprehensive, all-hazard in nature and embrace state and federal standards as well as proven contemporary practices.

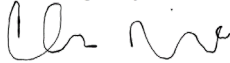
This plan is known as ILTexas Emergency Operations Plan (EOP). **The plan and its support documents provide a framework that outlines ILTexas' intended approach to managing emergencies, disasters, and critical incidents of all types and should be regarded as guidelines rather than performance guarantees.** ILTexas' planning process is supported by collaboration and regular training and exercise. This EOP is designed to allow for integration with local, regional, state, and federal emergency management, response, and continuity of operations plans. The EOP and related documents are reviewed at least annually by the Director of Safety and Security and by the School Safety and Security Committee, as set forth in Chapter 37.109 of the Texas Education Code as amended by Senate Bill 11 passed by the Texas Legislature in 2019. The EOP shall be updated at least every three years as required by Chapter 37 of the Texas Education, the ILTexas audit process, or as ILTexas policies, procedures, and/or contemporary emergency management and response standard changes dictate. As such, the EOP should be viewed as a living document designed to accommodate and adjust to changes in the emergency management and response environment. It is not a plan that should be left on a shelf or in a bookcase to gather dust. It is a plan that should be regularly reviewed by all staff to develop universal understanding of, confidence in, and familiarity with its contents.

The EOP and its supporting documents cannot reasonably be expected to address every possible emergency or critical incident. The EOP and its supporting documents should be viewed as guidelines for managing the most reasonably probable emergencies and critical incidents that can and should be modified as reasonably necessary and appropriate to respond to the specific nature of an emergency, or critical incident

The ILTexas Superintendent is responsible for approving and ensuring promulgation of this EOP, which supersedes and rescinds all previous EOPs. If any portion of this EOP or supporting documents is held invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of the EOP. The Superintendent may designate, in writing, an individual to assume the role of Emergency Management Coordinator who is authorized to develop, review, revise, and distribute any EOP changes and updates. However, comprehensive or major revisions of the EOP must be approved by the Superintendent before distribution. The Director of Safety and Security should normally be designated as the Emergency Management Coordinator.

ILTexas Emergency Operations Plan (EOP)
Effective date: September 21, 2023
Review date: September 21, 2023

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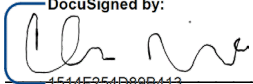
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Edward G. Conger
Superintendent ILTexas
Date Signed: 9/21/2023

Charles Miller
Executive Director of Safety
and Security ILTexas
Date Signed: 9/21/2023

APPROVAL FOR IMPLEMENTATION

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

Approved: 
1514F254D89B413...
Charles Miller

Date: 9/21/2023

Name of Emergency Management Coordinator or Designee

Title of Individual

Executive Director of Safety and Security

Concurred: 
BA2203186CA2480...
Frank Crabill

Date: 9/21/2023

Name of School Safety and Security Committee Chair or Designee

Title of Individual

Senior Executive Director of Operations

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

RECORD OF CHANGES

1.	05/29/2020	Hough	Added TEA policy re: door numbers, visitor mgmt., security cameras, & exterior door access control	Section VII B 3-9
2.	06.04.2020	Hough	Changed "shelter-in-place" to "shelter"	Section VI D 2
3.	06.23.2020	Hough	Added reference to TEC Section 37.108	Section VIII B
4.	08.17.2020	Hough	Changed "District" to "Charter"	Throughout document
5.	09.07.2020	Hough	Added text re: Safety and Security Committee	Section VII B 10-11
6.	09.07.2020	Hough	Added text re: compliance with polling places	Section VII B 12
7.	09.07.2020	Hough	Added text re: fire extinguisher and fire sprinkler inspections	Section VII B 13
8.	09.07.2020	Hough	Added text re: campus drills	Section XXX B
9.	09.08.2020	Hough	Added text re: compliance with the Public Playground Safety Manual	Section VII B 14
10.	09.22.2020	Hough	Changed Deputy Superintendent to Chief of Staff	Section XVI K 1
11.	09.22.2020	Hough	Changed Chief of Staff to Chief Operations Officer	Section XVI K 4
12.	09.22.2020	Hough	Changed "District Administrators" to "Area Superintendents"	Section XVII B
13.	09.23.2020	Hough	Added text re: secure drills for hazmat and severe weather	Section XXX B 9-12

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

RECORDOFCHANGES

14.	09.07.2021	Hough	Added Hazard Analysis	Section VII
15.	09.08.2021	Hough	Changed position titles in EOC as appropriate	Section XVII K 1-20
16.	09.08.2021	Hough	Added reference to Raptor 6 drill management documentation	Section XXXI B 15
17.	02/08/2023	White	Changes made basic on TXSSC EOP review report.	Section All
18.	09/21/2023	Miller	Added Train Derailment & First Responders Walkthrough	Pages 14-17 & 101
19.	09/21/2023	Miller	Updated safety meeting, record of distribution, and name changes on Approval for Implementation.	Pages 5,6,8 & 75
20.	09/21/2023	Miller	Annual review of EOP	Entire plan
21.	02/27/2024	Miller	Server Weather Annex added	Page
22.	02/27/2024	Miller	Train Derailment added	Pages 14-18
23.	02/27/2024	Miller	Formal Agreements added	Page 8
24.	02/29/2024	Miller	Update Safety and Security Committee meeting log	Page 75
25.	02/29/2024	Miller	Update Statement certification statement for giving LE site maps and offering a walk thru.	Page 101
26.	02/29/2024	Miller	Revise the Weather Annex	Entire Annex Section rewritten

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

RECORD OF DISTRIBUTION

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

Title and Name of Person Receiving the Plan	Name of Agency Receiving the Plan	Date of Delivery	Number of Copies
AP Erin Behunin	ILT Garland K-8	September 2022	1
AP Claudia Vera	ILT Garland HS	September 2022	1
AP Anna Paine	ILT Lancaster K-8	September 2022	1
AP Robin Hundley - Solomon	ILT Lancaster - Desoto HS	September 2022	1
AP Annabell Villarreal	ILT Grand Prairie K-8	September 2022	1
AP Patrick McCrew	ILT Arlington-Grand Prairie HS	September 2022	1
AP Shawna Farrar	ILT Keller K-8	September 2022	1
AP Ricky Huggett	ILT Saginaw K-8	September 2022	1

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

7

AP Darryl Jordan	ILT Keller-Saginaw HS	September 2022	1
AP Marcos Apodaca	ILT North Richland Hills K-8	September 2022	1

AP Noel Boggs	ILT Woodhaven K-8	September 2022	1
AP Narisha Pears	ILT Katy K-8	September 2022	1
AP Cheryl Clansy	ILT Westpark K-8	September 2022	1
AP Xavier Nieves	ILT Katy-Westpark HS	September 2022	1
AP Dion Holley	ILT Orem K-8	September 2022	1
AP Lonnie Burgett	ILT Windmill Lakes K-8	September 2022	1
AP Awilda Fernandez	ILT Windmill Lakes-Orem HS	September 2022	1
AP Amanda Krueger	ILT College Station K-8	September 2022	1
AP Sheila Smith	ILT Aggieland HS	September 2022	1
AP Jason Clark	ILT B.G. Ramirez K-8	September 2022	1
AP Joenae Horhn	ILT MSG Ramirez	September 2023	1

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

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

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

RESOURCES NEEDED BY THE DISTRICT PROVIDED THROUGH FORMAL AGREEMENTS WITH AGENCIES AND COMMUNITY ORGANIZATIONS		
Agency	Type of Agreement	Resource(s)
The City of Oak-Ride PD	Contract	Police Services
Cleveland ISD	Interlocal Agreement	Reunification site

A. Resources Needed by Agencies and Community Organizations from the District

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

RESOURCES NEEDED BY AGENCIES AND COMMUNITY ORGANIZATIONS PROVIDED THROUGH FORMAL AGREEMENTS WITH THE DISTRICT		
Agency	Type of Agreement	Resource(s)
Cleveland ISD	Mutual Aid Agreement	Use of Campus for Reunification site
Cleveland ISD	Mutual Aid Agreement	Buses for evacuation

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

9

PREFACE

- A. The EOP was developed in collaboration with Charter and community stakeholders as part of an ongoing process designed to ensure that ILTexas can reasonably manage any emergency or critical incident efficiently and effectively. This EOP is designed to align with local, regional, state, and federal plans, including but not limited to guidance from the Texas Safe Schools Center. It is based on guidance from resources including but not limited to Gubernatorial Executive Orders; Homeland Security and Presidential Directives; local, state, and/or federal public health departments; the Standard Response Protocol (SRP); and any other governmental agency that is relevant to a specific emergency or critical incident response. Research into local and regional emergency response management plans provided additional guidance related to integrating the deployment of local and regional emergency management resources and coordinating and managing mutual aid resources and responses using the Incident Command System (ICS) into the EOP.
- B. The EOP summarizes the intended reasonable response for emergencies, critical incidents, and special event planning. It provides resource summaries and guidance for requesting local, regional, state, and/or federal emergency management resource assistance through appropriate channels.
- C. As used hereafter in this document, the term “critical incident” shall mean a situation that is limited in scope and its potential effects. A “critical incident” may include but is not limited to a situation that involves a limited area or population at a single facility; a request for resource support that is normally handled through campus or facility channels; limited external assistance from local response agencies or contractors; or a full range of occurrences that require an emergency response to protect life or property.
- D. As used hereafter in this document, the term “emergency” shall mean a situation larger in scope and more severe in terms of actual or potential effects than a “critical incident.” An “emergency” may include, but is not limited to a situation that involves a large area, significant population, or important facility that may involve one or more than one facility within ILTexas; may require implementation of campus- or facility-wide evacuation

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

10

or in-place sheltering and implementation of temporary mass care or sheltering operation; may require community-wide warning and public instructions; requires external assistance from local agencies or contractors; or for which the Emergency Operations Center (EOC) may be activated.

PURPOSE

- A. The EOP organizes and coordinates school-based emergency management and response strategic and operational processes before, during and after an emergency or critical incident. It defines and delegates the roles and responsibilities of ILTexas and its employees before, during, and after an emergency or critical incident. Developing, maintaining, exercising, and regular training to the EOP empowers employees to act swiftly, reasonably, and with appropriate knowledge.
- B. The EOP provides parents and other members of the community with assurances that ILTexas has established guidelines and guidance to respond to emergencies and critical incidents in a reasonable, effective, and efficient way.
- C. Guidelines for dealing with existing and potential emergencies and critical incidents are identified in the EOP. The EOP addresses the process for developing and maintaining capabilities for a whole-community approach both before and after an emergency or critical incident. As a strategic plan, the EOP addresses capabilities and resources needed for prevention, protection, response, recovery, and mitigation activities and addresses processes for identifying and meeting training needs based upon expectations created by the EOP. The process and schedule for developing, conducting, and evaluating drills and exercises, and for correcting identified deficiencies are addressed. The EOP also addresses operational considerations and infrastructure activities designed to mitigate the impacts of emergencies and critical incidents ILTexas may face.
- D. ILTexas will review and update the EOP in a manner that is timely and consistent with the Texas School Safety and Security Standards. Revisions will enhance ILTexas' ability to support all phases of emergency management and responses.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

11

GOAL

- A. The goal of the EOP is to identify school-based emergency management and response practices, relationships, responsibilities, and general strategic considerations for ILTexas and to integrate emergency management and response plans into individual department and campus EOPs.

AUDIENCE

- A. The EOP is intended for the “District community,” which refers to the students, faculty, staff, emergency responders, community members and other stakeholders who regularly interact with ILTexas.

SCOPE

- A. Providing a safe and secure learning environment as much as reasonably possible is a priority for ILTexas and its stakeholders. The EOP outlines the expectations of staff/faculty; individual roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, state, and Federal government mandates; common and specialized guidelines and procedures; and specific critical incident vulnerabilities and responses/recovery.
- B. The EOP operates within the framework of ILTexas’ Board of Trustees policy. The EOP is applicable to all Charter sites -- campuses, administration, and support facilities. It ensures that the specific concerns of population segments, including but not limited to individuals with learning and disability challenges related to access and functional needs, are addressed.
- C. The EOP addresses general functions that may reasonably need to be performed during any emergency or critical incident and is not a collection of plans for specific types of emergencies or critical incidents. Specific types of emergencies or critical incidents, e.g., active shooter incidents,

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

12

lockdowns and lockouts, severe weather, and hazardous material spill incidents, are addressed in separate annex EOPs for specific types of emergencies or critical incidents and for specific individual campuses and facilities. The EOP provides a standardized format consistent with local and state standards and with the requirements of Chapters 37 and 38 of the Texas Education Code and Chapter 418 of the Texas Government Code, among others.

I. SUPPORTING DOCUMENTS

- A. As noted above, the EOP is aligned with separate annex EOPs that serve as support documents that may contain private or secure information essential for safe and secure individual campus or facility environments. These separate annex EOPs include operational and tactical guidance for specific emergencies or critical incidents and specific campuses/facilities as well as processes to test, review and sustain operations.
- B. These separate annex EOPs are maintained by the campuses and departments that are responsible for understanding and regular training to their operations and requirements. These separate annex EOPs provide a greater degree of detail than are contained in this primary EOP. They may contain private or secure information and will be used as a part of regular drills, exercises and review coordinated by the campus principal or his designee and the department heads or their designees.
- C. Supporting document annex EOPs include Functional Annexes and Threat or Hazard-Specific Annexes. D. Functional Annexes:
 - 1. Focus on critical operational functions and the courses of action developed to carry them out. While these functions should be described separately, many functions will occur consecutively. For example, a shelter during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

13

2. Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students and staff function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.
3. While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Annex.

E. Threat or Hazard-Specific Annexes:

1. Describe the courses of action unique to particular threats and hazards.
2. Courses of action already outlined in a functional annex need not be repeated in a threat or hazard-specific annex.
3. ILTexas will develop these annexes based on the prioritized list of reasonably possible threats or hazards determined in the assessment process.
4. Consider the federal, state, and local regulations or mandates that often apply to specific threats or hazards.

- F. If there is a functional annex that applies to one of the threat or hazard-specific annexes, the latter will include it by reference. For example, if a hazardous material incident involves evacuation, and there is an Evacuation Annex, the Hazardous Material Annex would include a reference to the "Evacuation Annex" rather than repeat the evacuation courses of action in the Hazardous Materials Annex.

I. Train Derailment Appendix to the Hazardous Materials Annex

Purpose and Scope

Purpose

A school district’s Multi-Hazard Emergency Operations Plan (EOP) should include a policy for responding to a train derailment near a district facility if appropriate. Per Texas Education Code 37.108(d), a school district is only required to adopt the policy if a district facility is located within 1,000 yards of a railroad track, as measured from any point on the school’s real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.

This Train Derailment Appendix identifies specific district tasks necessary before, during, and after a train derailment incident.

Scope

This document applies to the whole district and the surrounding community, including first responder agencies. All district staff, including substitutes, who are assigned emergency management roles and responsibilities should receive training in and have access to all district emergency plans in addition to the plan, which will be activated and all stakeholders notified by using **Raptor**. External stakeholders likely to respond to an incident should review this appendix for compatibility with their operations and resources.

Before a Train Derailment Incident	
Task	Responsible Role
Use Google Earth to determine the distance to the railroad tracks for all district campuses and facilities.	Director of Safety & Security
Identify which railroad companies operate the tracks near your school and locate their emergency contact information.	BNSF Railway Co. 1-800-832-5452
Reach out to the local fire department (FD) for assistance and pre-planning guidance. The FD can help identify common hazardous materials, minimum safe evacuation distance standards, and other response protocols to help develop plans to fit your district.	Operation/Safety & Security
Reach out to your local or county Emergency Manager (EM) for assistance. They may be able to answer questions that the FD	Operation/Safety & Security

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

cannot and may have additional suggestions on how to prepare for an incident.	
Best practice: Ask your FD, EM, or Local Emergency Planning Committee (LEPC) to request a Commodity Flow Report from the railroad company. This will identify the most common hazardous materials that are transported through the area.	Operation/Safety & Security
Best practice: Identify the most common hazardous materials transported in your area, look up the response procedures in the Emergency Response Guidebook (ERG), and list them in the appendix.	Operation/Safety & Security
Contact the railroad company and ask about any applicable training provided in your area. Generally, there are signs located at railroad crossings that identify the owner of the railroad and contact information.	Operation/Safety & Security
Preplan your evacuation routes making sure to have alternate routes in place as a backup in the case that one is inaccessible. Assume that the train derailment will block traffic along with any crossings for up to one mile.	Operation/Safety & Security
Ensure your team knows how to turn off Heating, Ventilation, and Air-Conditioning (HVAC) systems if a shelter-in-place for Hazmat is ordered.	Operation

During a Train Derailment Incident	
Task	Responsible Role
Call 911.	Incident Commander
Turn off HVAC systems.	IC / Operation
Determine if there is a Hazmat release or potential for a release.	Incident Commander
Make the decision to reverse evacuate, shelter-in-place for Hazmat, or evacuate based on the situation. Refer to the Evacuation and Shelter-in-Place Annex. If more information about reverse evacuation is needed, please refer to the back of this document.	Incident Commander
Do not turn on or off lights, fans, or any other electronic switches.	IC / Operation
Activate your Continuity of Operations Plan (COOP) if needed.	Incident Commander

[Text Wrapping Break]

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

16

After a Train Derailment Incident	
Task	Responsible Role
Contact the Incident Commander (IC), EM, or other authorities for confirmation that it is safe to resume normal operations.	School Principal Operation
Conduct an after-action review (AAR). <ul style="list-style-type: none"> • Contact the local emergency management agency and LEPC representative and ask them to be part of the AAR or incident debriefing. • Create an Improvement Plan (IP) as part of the after-action report following the AAR. • If more information about an AAR is needed, please refer to the back of this document. 	Safety Committee Team
Make any improvements needed to EOPs, annexes, or appendices based on the IP or incident debriefing.	Operation/Safety & Security

REUNIFICATION

In the event of an emergency such as a train derailment, reunification and safety of students and staff with their parents and family are ILTexas’s primary responsibilities. This will be achieved by identifying an appropriate and sizable reunification site, such as a nearby school, church, or community building, and arranging for transportation. In such situations, retrieving emergency contact information, notifying families about the incident and location of their wards, maintaining accurate registers of students and staff present, and ensuring that security, school counselors, and reunification go-kits are accessible at the site is of high importance. After that, the release of children to their caregivers is just a matter of verifying their guardians’ identification and custody rights.

BEFORE FAMILY REUNIFICATION IS NECESSARY

GOAL

Equip the school community to carry out an orderly family reunification under potentially high-stress conditions.

OBJECTIVES

- Review reunification logistics; check emergency supplies; and inform and train staff members, students, families, and other stakeholders in advance to

Identify all roles and responsibilities in reunification;

Facilitate communication between the family check-in, family waiting, student assembly, and reunification areas; and

Reduce confusion during the reunification process

- Collect student and staff emergency information from families and staff for accountable

COURSES OF ACTION

Principal

At Least 2 Weeks Before the New School Year

- With the Assistant Principal, School Resource Officer (SRO), and members of the school Safety Team, review reunification logistics

Reunification locations may be on campus (interior), on campus (exterior), off campus (interior), or off campus (exterior).

Reunification locations are divided into four distinct and separate areas to maintain separation between students and families: (1) Student Assembly Area, (2) Family Check-In Gate, (3) Family Waiting Area, and (4) Reunification Area.

An Individual Assistance Area will also be identified at each location, where family members can be escorted by a trained emotional health staff member to receive difficult information, such as a missing or injured child, a child detained by police, etc.

School buses will be used to transport students to off-campus locations.

- Ensure signs are pre-made for use to identify these areas if the reunification process is needed
- In consultation with the Superintendent and general counsel, review and update the memoranda of understanding that are in place with off-campus reunification partners During All-Faculty Meeting Before School Opening
- Review designated locations and areas with all staff members and any community partners, including the afterschool program liaison and any organizations that will regularly use the building for activities out of regular school hours during the school year
- Discuss different emergency scenarios and corresponding adjustments that could be made to the four designated areas

DURING THE FAMILY REUNIFICATION PROCESS

GOAL

Safely and efficiently reunify students and staff with verified and authorized families.

OBJECTIVE

- Initiate a systematic release of students and staff to families once verified by student records

COURSES OF ACTION

Incident Commander [Principal or designee]¹, Command, and General Staff

- Establish Incident Command Post and assign incident management personnel, as needed, according to ICS structure.
- Activate Communications and Warning Annex — Public Information Officer (PIO) [debate coach teacher] — to notify families and other stakeholders and to remind families to bring government-issued identification to the reunification site. The PIO will also address any media requests
- Communicate with the District Superintendent and local law enforcement to determine whether to stage the reunification on or off campus. Notify the city Community Reunification Team, if applicable.
- Activate the Reunification Team and instruct them to prepare the reunification areas.
- Give clear instructions to school staff about the reunification location, how to move students, and release procedures (alphabetically and/or as individual family members arrive) 1 Positions listed in square brackets are the titles of individuals who would likely fill that role under the ICS.
- Arrange for supervision and extended care of students with disabilities or those with access and functional needs and any students not reunified in a timely manner (First Aid/Medical Team; see Overnight Sheltering Annex).
- Arrange for the logistics of caring for injured students and staff members, including evacuation to a hospital as needed (Logistics Section Chief [member of administration]; see Public Health, Medical, and Mental Health Annex and Evacuation Annex).

AFTER THE FAMILY REUNIFICATION PROCESS HAS BEEN COMPLETED

GOAL

Comprehensively close reunification location and ensure continued care for students and staff who are not yet reunified (e.g., students at hospital, delayed arrival of family).

OBJECTIVES

- Initiate comprehensive closing of reunification location (return equipment and unused supplies, take down signs, clean up reunification location)
 - Ensure continued care of all students who are not reunified with their families
 - Evaluate and refine plans; maintain records and documentation

COURSES OF ACTION

Incident Commander/Principal Within 4 hours

- Transfer operational control back from ICS positions to those used on a daily basis
- In conjunction with the Superintendent's Office, follow emergency communications protocols to reassure stakeholders and provide information about the status, instructions for families in special circumstances, and

notification of the availability of additional resources.

Guidance Director and Lead Teacher Within 4 hours

- Update the Principal and Superintendent's Office on the status of family reunification
 - Oversee support to the:

Few remaining students whose families have been delayed are providing continued care, and students and staff members are at the hospital (as applicable).

Assistant Principal and SRO Within 4 hours

- Cross-reference other annexes to determine potential disruptions to the regular school setting as a result of the precipitating factors that led to the activation of the Family Reunification Annex **Head Custodian Within 4 hours**

- Oversee the Clean-up Team as they
 - Remove all school equipment;
 - Gather all unused supplies; and
 - Clean up reunification location.

School Secretary Within 4 hours

- Gather all forms, complete notes, summarize paperwork, and submit to Principal

Guidance Director and Guidance Staff Within 24 hours

- With community mental health partners, implement plan to support mental health needs of students and staff, following Critical Incident Team response protocols (see Recovery Annex) Principal, Assistant Principal, and Guidance Director Within 48 hours
 - Debrief in small groups with staff and community partners, including providers of off-campus reunification locations At least one member of the guidance staff should co-facilitate each debriefing group and transcribe notes from any key finds Debriefing should include information about follow-up support resources Mental health staff members trained in Post-Traumatic Stress Management will facilitate Coping Groups for students

Head Custodian Within 48 hours

- Oversee the restocking of reunification supplies as listed

Assistant Principal, Head Nurse, and School Secretary Within 48 hours

- Review and maintain records indicating that all students have been released to their lawful family members; and
- Assess and document any financial obligations related to the reunification process (e g , transportation or custodial overtime) Principal As soon as possible, but within 2 weeks of the event
- Convene the school Safety Team to review the event and adjust protocols within the Family Reunification Annex and communicate with and retrain staff and stakeholders as needed

ACCOUNTING FOR ALL PERSON

Students:

- Staff will use the Classroom Red Emergency Folder with the current printed rosters and **red** (Missing Students/Need Assistance)/**green** (All Students Accounted For) check forms.
- Staff will check their classroom before leaving and follow the route assigned on their evacuation map.
- Staff team will inspect all classrooms, hallways, gym, bathroom, etc., before announcing the "All Clear."
- The Classroom Door Posts Emergency drill folders with all drill procedures and a class roster inside.

Staff:

- Campus Emergency Response Team List
- Campus Incident Command Team List
- Teacher Buddy List, with teacher name and room number
- Special Staff Skills List that identifies staff that may be used in an emergency

Damage Assessments

- A task force will be formed with staff, operation, insurance, finance, security, and F&MS to assess damages.

Resources

Acronyms

- AAR After-Action Report
- IP Improvement Plan

Definitions

After-Action Report: Documentation of the after-action review process.

After-Action Review (AAR): A structured review or debrief process that analyzes actions during an incident or emergency. It is designed to provide feedback on what went right and what went wrong and to gather data and perspectives from responders to help improve plans and response.

Improvement Plan (IP): A document that includes a consolidated list of corrective actions, responsible parties, and a timeline for completion.

Reverse Evacuation: Rapidly and safely moving people inside a facility when it would be dangerous to remain outside. Reverse evacuation may be appropriate when:

- People are located outside, such as on playgrounds, on sports fields, or at an outdoor event.
- The danger, such as an armed aggressor, is outside.

International Leadership of Texas

Hazardous Materials Annex



2/27/2024

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

20

UN Numbers: Located on the back or sides of trailers or other containers, UN numbers (or UN IDs) are four-digit numbers ranging from 0004–3534 that identify dangerous goods or hazardous substances (e.g., explosives, flammable liquids, toxic substances) in the framework of international transport. These numbers are assigned by the United Nations (UN) Committee of Experts on the Transport of Dangerous Goods and must be listed on the Safety Data Sheet (SDS) of each shipment. Goods that are not classified or regulated by the UN are given four-digit North American (NA) numbers ranging from 8000–9279. These numbers are designated by the United States Department of Transportation (DOT).

II. Hazard Analysis for ILTexas system

A. The need for an EOP exists because there is risk of a hazard impacting the Charter and the community. Locale, industrial development, climate, and many more characteristics of a community determine the hazards faced. To effectively plan for emergencies, the EOP must address the hazards faced by the Charter and surrounding community. A high-quality multi-hazard EOP addresses the commonalities and unique considerations among the various hazards faced by campuses, facilities, and the community.

B. Types of hazards

Hazards are categorized as natural, technological, or human-caused. Natural hazards are events such as tornadoes and floods. Technological hazards involve accidents or failures of structures or systems. Technological hazard examples include dam failure, train derailment, and vehicle accident. Human-caused hazards are adversarial actions conducted intentionally to cause harm to life, information, operations, the environment, or property. Human-caused hazard examples include active threat/shooter incidents and explosive device detonation. Examples of

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

types of hazards are described below.

Natural Hazards	Technological Hazards	Human-Caused Hazards
Pandemic or Disease Outbreak	Hazardous Material Release	Civil Disturbance
Hurricane	Vehicle Accident	Cyber Attack
Severe Storm	Dam/Levee Failure	Active Shooter
Earthquake	Power Failure	Bomb Threat/Use of Device
Tornado	Train Derailment	Sabotage
Flood		Mass Violence
Wildfire		Terrorism
Winter Storm		

C. Identifying hazards

Assessing risk begins with the identification of hazards that can affect the Charter. The EOP should establish a list of hazards that are known to exist within the communities surrounding the campuses and facilities. This list can be expanded upon by local and county emergency managers, law enforcement agencies, fire departments, public health departments, and

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

22

emergency medical services. Local community groups may also assist in expanding the list of potential hazards.

D. Evaluating risks

Once hazards have been identified, each hazard must be evaluated for risk. Risk is a multi-faceted perception of a hazard that guides the prioritization of planning activities and capability development throughout the Charter.

1. The probability that a specific hazard will occur.
2. The effects that a specific hazard will have when it does occur, including severity of impact.
3. The amount of time the Charter will have to warn students, staff, and its community about the hazard.
4. The duration of the hazard.

Knowledge of the risk each hazard poses allows the EOP to address those hazards that are unique to the Charter or a specific campus or facility and identify the vulnerabilities of each facility and its occupants. Vulnerability is defined as the characteristics of the Charter that could make it more susceptible to an identified hazard. Vulnerabilities within a Charter may be related to structures, equipment, systems, e.g., information technology, communications or electrical), grounds, or surrounding areas.

E. Assessments

1. Assessments provide context to the hazards faced by the Charter, its campuses, facilities, and the community. Assessments, such as those identified below, demonstrate the likelihood of impact, the vulnerability of facilities or populations, and the abilities of the Charter when responding to the impact of a hazard. Support staff, first responders, students, parents, and individuals with access and functional needs should be included in assessments when possible and appropriate.
2. Assessments are strategic in nature, therefore, they must consider locality and isolation, as well as response time, based on the campus or

asset rather than Charter-wide. The most common types of assessments used when assessing risk and vulnerability are demonstrated in the following table:

<p style="text-align: center;">Type of Assessments</p>	<p style="text-align: center;">Purpose and Results</p>
<p>Site Assessment</p>	<ul style="list-style-type: none"> - Increased understanding of the potential impact of hazards on school facilities, grounds, and assets. - Increased understanding of risk and vulnerabilities of facilities, grounds, and assets. - Knowledge of which facilities are physically accessible to different groups of individuals (faculty, staff, parents, students, individuals with access and functional needs, first responders, etc.). - Can assist with ensuring legal compliance.
<p>Culture and Climate Assessment</p>	<ul style="list-style-type: none"> - Knowledge of students', staffs', parents/guardians', and local response agencies' perception of their safety. - Identification of problematic behaviors that need to be addressed to improve the school climate and improve staff and student perception of their safety.

<p>School Threat Assessment</p>	<ul style="list-style-type: none"> - Development of school threat assessment teams. - Individuals exhibiting threatening behavior are identified before the threat develops into an incident.
<p>Type of Assessments</p>	<p>Purpose and Results</p>
	<ul style="list-style-type: none"> - Students, staff, or other persons exhibiting threatening behavior are referred to assistive services when appropriate.
<p>Capacity Assessment</p>	<ul style="list-style-type: none"> - Increased understanding of available resources. - Information about staff capabilities is obtained. - Assists the planning team with assigning roles and responsibilities more appropriately.

3. Information obtained from the various assessments allows the EOP to identify unique issues that must be addressed at specific locations or times and ensures that hazards are prioritized appropriately. The hazard analysis worksheet below will assist the EOP in prioritizing hazards by determining which hazards have the highest probability of occurrence, greatest impact to life and property, least amount of warning time, and longest duration of impact.

4. The duration of the impact is defined in the hazard analysis worksheet as the **long-term effect** of the hazard on the ability of the Charter to deliver service to the student population, not just the duration of the actual hazardous incident. For example, although a tornado may only physically impact a campus for minutes, the duration of the impact of the tornado should be defined as long-term because the campus may not be able to deliver service to the student population for an extended time due to the damage caused by the tornado.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

- Upon completion of the hazard analysis worksheet, the EOP can identify which hazards require immediate attention. A completed hazard analysis helps the EOP address whether the established goals are practical and reasonable.

Hazard Analysis Worksheet

Hazard	Probability	Severity of Impact	Warning Time	Duration of Incident	Risk Priority
Active threat/Active shooter	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input checked="" type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Bomb threat	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input checked="" type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Earthquake	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input checked="" type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

Severe weather (Tornado)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Severe weather (Flood)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
			<input checked="" type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (1) <3 hours	

Hazard Analysis Worksheet

Hazard	Probability	Severity of Impact	Warning Time	Duration of Incident	Risk Priority
Severe weather (Hurricane)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input checked="" type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Severe weather (Winter storm)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input checked="" type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

Wildfire	<input checked="" type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input checked="" type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Communicable disease	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input checked="" type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Hazardous material spill (Pipeline rupture/tanker truck accident)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input checked="" type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

Hazard Analysis Worksheet

Hazard	Probability	Severity of Impact	Warning Time	Duration of Incident	Risk Priority
Hazardous material spill (Train derailment)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

Mass civil disturbance	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input checked="" type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input checked="" type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input checked="" type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Severe weather (Severe thunderstorm)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input checked="" type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Severe weather (Extreme heat)	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input checked="" type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

SITUATIONS AND ASSUMPTIONS

A. Situation

1. The EOP is a strategic framework that includes guidance and structures to support ILTexas’ educational mission within a safe and secure environment. It is supported by a series of operational and tactical planning tools and documents codified in separate annex EOPs

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

29

2. addressing specific campuses or facilities and specific types of emergencies or critical incidents. The objective of the EOP is to coordinate the mitigation of the effects of natural, accidental, technological, or malicious incidents affecting the infrastructure and the safety, security and health of all campuses, support facilities, students, staff, and visitors.
3. ILTexas is a diverse Charter that covers the Dallas/Fort Worth metropolitan area, College Station, and the Houston metropolitan area. ILTexas includes individuals with disabilities, others with access and functional needs, and individuals with limited English language proficiency. It also is recognized that schools serve as en loco parentis, the legal doctrine under which an individual assumes parental obligations and responsibilities including those related to safeguarding children.
4. ILTexas may be exposed and subjected to a plethora of emergencies and critical incidents inherent to school settings that may endanger the health and safety of students, staff, and visitors. With each emergency or critical incident, ILTexas bears unique responsibilities for student safety accountability, whether or not school is in session. Emergency and critical incident risk levels may vary from site to site and differ to some degree within the Charter. This is to be expected because of the variations in geography and demographics from one end of ILTexas to the other. ILTexas, like most school systems, is part of the whole community and therefore may be called upon, or need to call upon, partner jurisdictions, entities, and organizations in support of emergency, critical incident, or disaster response. As such, ILTexas is prepared to work with local jurisdictions and volunteer, state and federal organizations to both access and share resources during an emergency or critical incident. This may include, but is not limited to, facilities, personnel, vehicles, equipment, financial support, food, and supplies.

B. Planning Assumptions

1. The EOP assumes:

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

30

- a. As every incident is different, no single document can outline a specific chronology or plan for response and recovery.
- b. ILTexas is not an emergency response organization and therefore depends on local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health personnel.
- c. An emergency or critical 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 emergencies or critical incidents occur with little or no warning.
- d. Action is required immediately to save lives and protect school property. The employees of ILTexas campus or facility impacted cannot and should not wait for direction from Charter administration or local response agencies.
- e. Outside assistance from local fire, law enforcement and emergency managers will be available in most incidents. But because it takes time to request and dispatch external assistance, it is essential for all Charter staff to be prepared to carry out the initial emergency or critical incident response until responders arrive at the emergency or critical incident scene.
- f. In some cases, external resources covered by mutual aid agreement will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic emergency or critical incident, ILTexas 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.
- g. There may be injuries to faculty, staff, students, and/or visitors. Rapid and reasonably appropriate response will reduce the number and severity of injuries.
- h. Students, staff and visitors with disabilities and others with access and functional needs, e.g., learning or physical disabilities or impairments, shall be included in all phases of the EOP and the separate annex EOPs and supported in the response and recovery operations.
- i. Proper prevention and mitigation actions, such as creating a positive school environment, maintaining fire and health protocols, conducting inspections, and regular and consistent training will

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

- prevent or mitigate injuries or losses related to emergencies or critical incidents.
- j. 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 or critical incidents.
 - k. Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the response to an emergency or critical incident may be suspended and/or redirected to accomplish emergency tasks. Personnel with special assignments, training or capabilities may be asked to perform tasks other than their normal daily duties.
 - l. Whenever possible, ILTexas will provide public information and instructions prior to and during emergencies and critical incidents and will coordinate response and recovery with local emergency managers and first responders.
 - m. Faculty and staff are empowered to immediately assess the seriousness of critical incidents and respond as reasonably appropriate. ILTexas shall regularly schedule training for faculty and staff.
 - n. Non-District personnel who support ILTexas, through written agreement or as identified in plans or guidelines, are vetted through ILTexas and authorized to work on its behalf. They may include representatives of local community, volunteer, or faith-based organizations.
 - o. The EOP is intended to provide guidance but does not imply performance guarantees. ILTexas may deviate from the plan based upon specific situational circumstances if certain assumptions prove not to be true during operations involving emergencies and/or critical incidents.
2. It is the policy of ILTexas that no guarantee is implied by the EOP for an exact or specific incident management. As personnel and resources may be overwhelmed, ILTexas will endeavor to make every reasonable effort to manage the situation, with the resources, capabilities, and information available at the time.
 3. ILTexas shall comply with Texas Education Agency (TEA) 2020 administrative rules regarding school facilities and safety standards required by Senate Bill 11, passed in 2019, and any subsequent relevant legislation.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

29

4. ILTexas will ensure that communications technology and infrastructure are adequate to allow for communication during an emergency or critical incident.
5. All school campus buildings, including portable buildings, will include graphically represented numerical characters on both the interior and exterior of doors with the exterior numbering in compliance with the requirements of International Fire Code Section 505.
6. ILTexas shall ensure that all primary entrances to school campus buildings provide for observation of a person prior to the person's entrance into the building; prevent immediate access to students by merely entering a building; and maintain a visitor check-in and check-out process.
7. ILTexas shall ensure that all school campus buildings include a security camera at all primary and secondary entrances.
8. ILTexas shall ensure that all exterior doors on school campus buildings are locked from the outside during school hours.
9. Contingent upon available funding, ILTexas will make a reasonable attempt to enhance exterior door security by installing electronic door access control systems at school campus buildings that require the use of access cards issued to staff members.
10. ILTexas shall facilitate a safety and security audit conducted by a vendor included in the Texas School Safety Center Registry of Persons Providing School Safety or Security Consulting Services, as per Section 37.2091 of the Texas Education Code (TEC) at least every three (3) years. The audit process shall follow safety and security audit procedures developed by the Texas School Safety Center.
11. At the beginning of each academic year, the Superintendent shall appoint members to the Safety and Security Committee in accordance with the requirements for membership established by Section 37.109 of the TEC.
 - a. The list of members of the Safety and Security Committee and the date of each Committee meeting during the preceding year shall be available for review in a written document.
 - b. The members of the Safety and Security Committee shall complete appropriate training recommended by the Texas School Safety Center in compliance with Section 37.109 of the TEC.
 - c. The members of the Safety and Security Committee shall participate in the development and implementation of the EOP.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

- d. The members of the Safety and Security Committee shall provide recommendations to the Board of Trustees and the Charter's administration regarding the EOP.
12. ILTexas shall comply with the requirements of Section 43.031 of the Texas Election Code regarding "Polling Places in Public Buildings," i.e., making a building available for use as a polling place.
- a. If a section of a campus building is to be used as a polling place, the campus principal shall advise the Superintendent or his designee as soon as reasonably possible.
 - b. If a section of a campus building is to be used as a polling place, the campus principal or his designee shall coordinate with the Director of Safety and Security and the campus security staff to implement reasonably appropriate security measures to reasonably ensure the safety of students and staff.
 - c. Security measures may include but are not limited to appropriate directions to students and staff, physical barriers, or staffing to separate students and staff from individuals using the polling place.
 - d. Campus administration shall work with local election officials to locate a site in the campus building for the polling place that best provides separation from students and staff, but still provides reasonable access for voters, including individuals with physical limitations.
 - e. Campus administration may need to reasonably adjust the movement of students and/or the location of classrooms or activities to facilitate allowing voting.
 - f. All exterior doors of the campus building, except the main front entrance, shall always remain locked.
 - g. Signage shall be erected directing voters to the main front entrance of the campus building.
 - h. It may be necessary to allow the main front entrance to the campus building to remain unlocked to allow voters to enter. However, if the main front entrance remains unlocked, the entrance shall be constantly monitored by the security staff and/or additional campus staff.
 - i. ILTexas will ensure that any security measures implemented shall not impede or obstruct voter access to the polling place.
13. ILTexas shall comply with Texas State Fire Marshal, federal Occupational Safety and Health Administration (OSHA) and National

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

31

Fire Protection Association (NFPA) requirements and standards regarding inspections of fixed fire sprinkler systems, portable fire extinguishers, and fire alarms.

- a. Only OSHA-approved portable fire extinguishers shall be deployed on Charter property.
- b. Portable fire extinguishers shall be mounted, located, and identified so they are readily accessible to staff members without subjecting them to possible injury.
- c. A staff member designated by the campus principal or department head, normally a Facility Maintenance staff member, shall ensure that portable fire extinguishers are maintained in a fully charged and operable condition by conducting monthly visual inspections and facilitating an annual maintenance check by a vendor licensed by the Texas Department of Insurance and the Texas State Fire Marshal.
- d. The designated staff member shall record the annual maintenance check date and retain the record for one (1) year.
- e. A staff member designated by the campus principal or department head, normally a Facility Maintenance staff member, shall ensure that fixed fire sprinkler systems are inspected annually before the beginning of the academic year.
- f. A staff member designated by the campus principal or department head, normally a Facility Maintenance staff member, shall ensure that the fire alarm system is tested before the beginning of each semester in the academic year.

14. In the construction and maintenance of playground facilities on campuses, ILTexas shall comply with the standards established by the Public Playground Safety Manual published by the federal Consumer Product Safety Commission.

CONCEPT OF OPERATIONS

- A. The EOP neither replaces the responsibility of each campus and department within ILTexas to train to and test emergency and critical incident response 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,

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

32

- B. auditing, training, drilling, and exercising; operational sustainability and continuity of operations. The Superintendent is responsible for overall emergency management and response planning for ILTexas and may designate an individual to serve as ILTexas Emergency Management Coordinator to develop and coordinate an emergency management and response program for ILTexas. The Emergency Management Coordinator is normally the Director of Safety and Security. The Superintendent also may identify individuals whose responsibility it is to support emergency management and response programs.
- C. ILTexas will endeavor to review and update its EOP and supporting documents through activities that enhance ILTexas' ability to prepare for, respond to and recover from emergency or critical incidents of all kinds. Section 37.108 of the Texas Education Code mandates that all five of the below activities or Mission Areas shall be included in the EOP. Such activities, or Mission Areas, include:
1. **Prevention:** Includes activities to avoid a critical incident or to intervene to stop a critical incident from occurring. Prevention involves activities to protect lives and protect property. Examples include but are not limited to cyberbullying prevention, pandemic infectious/communicable disease sanitation measures, building access control procedures, security systems and cameras, and behavioral threat assessment teams.
 - a. Lock doors
 - b. Surveillance cameras
 - c. School Security Officers
 - d. Vestibules with single-entry points
 - e. Screening of incoming persons through the Raptor System
 2. **Mitigation:** Includes activities to reduce the loss of life and property from emergencies or critical incidents by avoiding or lessening the impact of an emergency or critical incident and by creating safer communities. Mitigation seeks to effectively address the cycle of emergency or critical incident damage, reconstruction, and repeated damage. These activities will have long-term sustained effects. Examples include but are not limited to structural changes to

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

33

3. buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, and ceiling systems.
 - a. All ILTexas campus buildings has bleeding control stations stored in easily accessible areas of campuses where automated external defibrillators are stored.
 - b. Monitored surveillance systems used to detect and record suspicious activity, test placement and functionally regularly.
 - c. Inspect all facilities regularly to ensure staff are following district physical security policies to detect, delay and deny access to suspicious persons.
 - e. Annually reviews options for armed defense Police Officers and adjust as necessary.
3. **Preparedness:** A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during a response to an emergency or critical incident. Examples include but are not limited to conducting regular drills, preparing homework packages to allow continuity of learning if school closures are necessary, developing alternative online learning processes, and arranging for the distribution of meals to eligible students.
 - a. As an integral aspect of **preparedness**, department heads and campus principals shall be responsible for developing a prioritized list of critical supplies or resources they reasonably believe should be necessary to be prepared for and/or mitigate a reasonably possible future emergency or critical incident. Items on the list may include but are not limited to personal protective equipment, cleaning products, bottled water, security system installations or enhancements, additional training, or online teaching resources. The list shall be sent to the Superintendent or his designee no later than the beginning of each academic year. The Superintendent or his designee should review the lists and consider appropriate prioritized responses which may include but are not limited to stockpiling supplies in a central location, installing or enhancing equipment, or additional training.
 - b.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

34

- c. All staff and Substitute Teachers are regularly Trained in The Standard Response Protocol (SRP) Drill requirements, expectations, and reunification.
 - d. Agreement with all Local Regions ESC for psychological support and Trauma and Grief informant care.
 - e. Drills and Exercises
 - Secure Drill: 1 per school year
 - Lockdown Drill: 2 per school year (one per semester)
 - Evacuation Drill: 1 per school year
 - Shelter-in-Place for Hazmat Drill: 1 per school year
 - Shelter for Severe Weather Drill: 1 per school year
 - Fire Evacuation Drill: School districts and open-enrollment charter schools should consult with their local fire marshal and comply with their local fire marshal's requirements and recommendations.
 - f. ILTexas conducts all required SRP Drill inviting local first responders to participate in the drill to become familiar with facility and procedures.
 - g. ILTexas regularly test the working order and assess the effectiveness of surveillance cameras.
 - h. ILTexas regularly test physical security features, including hardware working condition and staff locking practices.
 - i. Responders are invited to walk the halls regularly to gain familiar with our campuses. They will gain entry into our facilities and cameras from the Administration member who will provide them with sets of master keys, maps and radios.
4. **Response:** Activities that address the short-term, direct effects of an emergency or critical incident. Responses are immediate actions to save lives, protect property, and meet basic human needs. Responses include but are not limited to the execution of appropriate EOP(s) and activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes, e.g., lockdown, secure, sheltering, evacuation, search and rescue operations, and fire suppression.
- a. All district staff and substitute teachers have the ability to, can, and are empowered to notify law enforcement and armed defenders of an active threat incident via landline, cell phone, and/or radio communications.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

35

- b. Pre-established district active threat response protocols will be initiated and communicated to students and staff of the affected campus via the overhead and radio system.
 - c. Pre-established district active threat reunification method will be initiated and communicated to students, staff, parents, and community of the affected campus via call out from the Raptor System.
 - d. During an active threat event, district staff will be assigned to directly assist persons with access and functional needs in order to direct them to the best available refuge area until more assistance can be acquired.
 - e. Ensure the safety of staff and students in portable buildings during an active threat hazard.
 - f. District Admin/Finance Staff are trained and understand, they are responsible for tracking hazard-related expenses including (but not limited to): staff overtime, activation of emergency contracts and expenditures, property damage/loss, injury and workman's comp claims.
5. **Recovery:** Encompasses both short-term and long-term efforts for rebuilding and revitalization of affected communities and individuals. District will initiate psychological, Trauma and/or grief informed care through their local Regions ESC.
1. Recovery activities include but are not limited to:
 - a. Psychological and emotional crisis and mental health counseling.
 - b. Continuation of instruction delivery and completion of coursework.
 - c. Grade evaluation.
 - d. Rapid execution of necessary vendor contracts.
 - e. Student registration.
 - f. Relocation of resident students.
 - g. Delivery of meals.
 - h. Identification of emergency funding resources.
 - i. Managing redundant records.
 - j. Resumption of special events, student activities, and commencement.
 - k. Restoration of utilities.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

36

- I. Re-stocking necessary supplies.
 - m. Repairing or rebuilding facilities.
2. The EOP is based upon a risk assessment that addresses the level of vulnerability to emergencies and critical incidents for each campus and facility in ILTexas and what Charter assets will likely be affected by an emergency or critical incident. The risk assessment increases Charter and stakeholder awareness of those vulnerabilities.
3. The risk assessment process guides administrative decisions about funding allocations, resource procurement, and resource deployment and enables the EOP to reasonably assign the amount and type of resources to meet the emergency or critical incident.
4. As part of the resumption of district operations following an Active Threat incident, the district will plan for challenges that address (but are not limited to) community social and emotional distress from trauma, the use of alternate facilities, the increased presence of law enforcement in the district, relaxed or alternate school schedule, increased Media presence on and around campuses.
5. The district business office will evaluate costs associated with recovery of the incident and develop and implement a plan for long-term repair/remodeling/rebuilding recovery.
6. The district facilities management office will evaluate repair/remodeling/rebuilding needs associated with the recovery of the incident and develop and implement a plan for long-term repair/remodeling/ rebuilding recovery.
7. The district will detail an improvement plan to address how the district will ensure their action during a hazard will be effective.

STAKEHOLDERS

- A. While there may be no reason to believe that any campus or facility is in imminent danger from an emergency or a critical incident, all stakeholders must be aware of what to do and how to protect themselves and students in an emergency or during a critical incident. It is important for parents, caregivers, and the community at large to understand ILTexas' expectations

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

37

- B. of the safety and well-being of students and the community. Managing these expectations is vital to overall community resilience.
- C. It is imperative to involve the whole Charter and campus community in emergency or critical incident management and response planning, and to integrate the resources necessary to allow for individuals with learning or physical disabilities and others with access and functional needs or with limited English language proficiency to maintain their safety, independence, and dignity during an emergency or critical incident. ILTexas' intent is to ensure that people with learning or physical disabilities and others with access and functional needs are considered in the EOP and in the separate annex EOPs. ILTexas recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

INTEROPERABILITY

- A. ILTexas uses the Incident Command System (ICS) and the Standard Response Protocol (SRP) from the I love you guys foundation as models 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 critical incident. Neither ILTexas, nor any of its campuses or facilities, will use code words as part of emergency operations. During an emergency or critical incident, communication shall be in plain English without the use of jargon or Charter-specific acronyms.
- B. SRP provides ILTexas with a set of principles that provides a systematic, consistent, proactive approach to work seamlessly and effectively with all stakeholders to prevent, protect against, respond to, recover from, and mitigate the effects of emergencies or critical incidents, regardless of cause, size, location, or complexity.
- C. The objectives of ICS and SRP are based on the following priorities:
 - 1. Life safety.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

38

2. Incident stabilization.
3. Property preservation.

D. ILTexas is responsible for organizing, training, and equipping its campuses and staff, including substitute teachers, for responses to emergencies or critical incidents. Cities and counties are responsible for emergency management and response programs in their communities; and it is incumbent upon both local officials and schools to build a collaborative process to support these missions.

E. ILTexas will make a reasonable attempt to ensure that all Principals and Assistant Principals successfully complete the FEMA ICS 100 in order to familiarize themselves with basic ICS concepts and organization.

READINESS LEVELS

A. Many emergencies follow a recognizable build-up period during which actions can be taken to gradually increase readiness. ILTexas will use a readiness system that mirrors the readiness levels of emergency management agencies in the impacted area of the campus or facility to ensure a consistent and efficient emergency response.

Level IV – Normal Conditions

1. Establish, equip, and maintain an Emergency Operations Center (EOC).
2. Identify required EOC staffing.
3. Prepare maps, displays, databases, reference materials, and other information needed to support Incident Command Post (ICP) and EOC operations.
4. Identify and stock supplies needed for ICP and EOC operations.
5. Develop and maintain procedures for activating, operating, and deactivating the EOC.
6. Identify department, agency, and volunteer group representatives who will serve on the EOC staff and are qualified to serve in various ICP positions.
7. Conduct SRP training for departments, substitute teachers, agencies, and volunteer group representatives who will staff the EOC and ICP.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

39

8. Maintain maps, displays, databases, reference materials, and other information needed to support ICP and EOC operations.
9. Test and maintain EOC equipment to ensure operational readiness.
10. Exercise the EOC at least once a year; and,
11. Maintain a resource management program that includes identifying, acquiring, allocating, and tracking resources during incidents and events.

Level III – Increased Readiness

1. Check the status of EOC equipment and repair or replace as needed.
2. Check the status of EOC supplies and restock as needed.
3. Update EOC resource data.
4. Alert staff, determine personnel availability, and update EOC staff call lists.
5. Consider limited activation of the EOC to monitor situation; and,
6. Consider situation briefings for senior staff.

Level II – High Readiness

1. Update EOC staffing requirements based on threat.
2. Determine specific EOC staff assignments and alert staff.
3. Monitor potential emergencies and determine possible impact areas.
4. Update maps, charts, displays, and resource data.
5. Consider situation briefings for EOC staff; and
6. Consider partial activation of EOC if it is not already activated.

Level I – Maximum Readiness

1. Summon EOC staff and activate the EOC.
2. Monitor the situation.
3. Update maps, charts, displays, and resource lists.
4. Arrange for food service as needed.
5. Determine possible hazard impact areas and potential hazard effects.
6. Conduct briefings for senior staff and EOC staff.
7. Formulate and implement precautionary measures to protect faculty, staff, and students; and,

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

40

8. Coordinate with the city, county, and adjacent schools that may be affected.

EMERGENCY AUTHORITIES

- A. Both Texas statutes and Executive Orders of the Governor provide schools and local government with certain emergency powers. Those emergency authorities include:

Emergency Declaration: In the event of an emergency that overwhelms local and mutual aid resources or should an imminent threat of such an event exist, the chief elected official (Mayor /County Judge) may ask the Governor to issue an emergency declaration for the entire jurisdiction, including ILTexas, and take action to control the situation.

Disaster Declaration: When an emergency has caused severe damage, injury or loss of life or appears likely to do so, the Mayor/County Judge may, by Executive Order or proclamation, declare a local disaster, which could include all or part of ILTexas.

School Emergency Declaration: When an emergency poses an undue threat or causes severe damage, injury, or loss of life, or appears reasonably capable of doing so, the Superintendent, in collaboration with ILTexas Board of Trustees, may declare a Charter emergency and implement appropriate emergency procedures, up to and including curtailment or suspension of educational and school-based activities.

Authority for Evacuations: State law, under specific conditions, authorizes the Governor or local officials to issue mandatory evacuation orders. Charter officials have evacuation authority only as it relates to school property and student safety accountability.

RESOURCE MANAGEMENT

- A. Various private and public-sector entities and volunteer organizations may respond routinely and/or provide critical services to ILTexas. A list of service

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

41

- B. providers and contact/contract information should be maintained by the ILTexas Director of Safety and Security and the Chief Financial Officer or his designee. Additionally, ILTexas relies upon Mutual Aid Agreements, Memoranda of Understanding (MOU) or similar agreements to supplement emergency management programs and support activities. Agreements and contracts involving ILTexas are authorized by the officially designated administrator of each involved entity or organization and shall identify ILTexas officials authorized to request assistance pursuant to those documents and include appropriate cost accounting details. Agreements involving ILTexas may involve private and public entities, other jurisdictions including other schools, and non-profit organizations.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- A. ILTexas recognizes its role in and dependence upon the whole community to ensure that schools are safe, secure learning environments for students and staff and therefore takes a whole community approach in addressing risks that might impact ILTexas. Therefore, ILTexas endeavors to integrate and synchronize within its planning strategies preparedness, response, and recovery efforts among stakeholders, inclusive of the multiple jurisdictions, governmental entities and special Characters that are part of ILTexas as well as with neighboring schools.
- B. ILTexas models the EOP based upon the Standard Response Protocol (SRP) and the Incident Command System (ICS) to ensure that those involved in emergency or critical incident response/recovery understand their roles and have the tools they need to be effective. In all emergency or critical incidents, ILTexas retains responsibility for student care and safety.
- C. When an emergency or critical incident expands to the extent that other responding agencies and organizations become involved, ILTexas will be part of the resulting Unified Command structure and if large or multiple emergencies or critical incidents are occurring where all or part of ILTexas is affected, ILTexas will be part of Area Command as well.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

42

- D. An Incident Commander (IC), using response resources from within the campus or facility and/or local first responder resources, will normally handle emergent situations classified as critical incidents. The Emergency Operations Center (EOC) will generally not be activated. However, during major emergencies or catastrophic critical incidents, the EOC should be activated as the nucleus of all coordination of information and resources. The IC will manage and direct the on-scene response from the Incident Command Post (ICP). The EOC will mobilize and deploy resources for use by the IC, coordinate external resources and technical support, research problems, provide information to senior management, disseminate emergency public information, and perform other tasks to support on-scene operations.
- E. For some types of emergency situations, the EOC may be activated without activating an incident command operation. Such situations may include:
1. When a threat of hazardous conditions exists but those conditions have not yet impacted the local area. The EOC may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warnings to faculty, staff, and/or students. When the hazard impacts, an ICP may be established and direction and control of the response transferred to the IC.
 2. When the emergency does not have a specific impact site, but rather affects a wide portion of ILTexas, such as a weather or public health issue.
- F. For operational flexibility, both ICS and EOC operations may be sized according to the anticipated needs of the situation. The structure of ICS is specifically intended to provide a capability to expand and contract with the

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

43

magnitude of the emergent situation and the resources committed to it. The EOC may also be activated on a graduated basis.

ORGANIZATION

- A. For most emergency or critical incident functions, successful operations require a coordinated effort among several departments, campuses, services, facilities, and groups as well as a good working relationship with first responder and local emergency management officials.
- B. To facilitate a coordinated effort, essential employees within ILTexas are assigned primary responsibility for planning and coordinating specific emergency or critical incident functions. The principal of each campus and the department head for each area in a facility has primary responsibility for preparedness, response, and recovery functions for their respective locations. These individuals may also be part of ILTexas Safety and Security Committee.

ASSIGNMENT OF SPECIFIC RESPONSIBILITIES IN THE ICS/EOC

- A. Primary responsibility for an emergency or critical incident function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. (When more than one person holds a specific title, assignments are based upon areas of authority and/or expertise). The individual having primary responsibility for an emergency or critical incident function also is responsible for contributing to the preparation, review, and maintenance of the portions of the EOP that address their roles.
- B. The Superintendent may designate an individual whose responsibility it is to oversee ILTexas' emergency management and response program as ILTexas Emergency Management Coordinator. Normally, that individual is the Director of Safety and Security. If the Superintendent does not designate, then the emergency management and response responsibilities remain with him. Likewise, each department and campus may designate an emergency management point of contact, whose responsibility it is to

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

44

oversee the campus' emergency management and response program. If the department head or principal of a campus does not make such a designation, then the emergency management and response responsibilities for the department or campus remain with them.

C. If designated as the Emergency Management Coordinator, the Director of Safety and Security is responsible for:

1. Ensuring that campuses, departments, and relevant allied agencies participate in emergency planning, training, and drills/exercises.
2. Ensuring the EOP and the separate annex EOPs defining individual campus and facility emergency and critical incident response programs include appropriate and contemporary strategic, operational, and tactical components.
3. Coordinating an emergency and critical incident management and response program including audit reporting; EOP and separate annex EOP research, review, and/or revision as reasonably appropriate; maintenance, personnel, equipment, facility, and resource needs; and assigning the EOP and separate annex EOP tasks to campuses, departments, and agencies, as reasonably appropriate.

D. In most cases, within the ICS structure, ILTexas should establish primary responsibility for its emergency or critical incident functions to the individual or department that has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. Based upon the nature, specific circumstances, and/or potential longevity of an emergency or critical incident and at the discretion of the Superintendent, all or some of the below described positions may be integrated into the ICS or the Emergency Operations Center (EOC). **The positions in an EOC activation of specific individuals are indicated below in highlighted text.**

E. The specific responsibilities in an EOC activation of the positions in the below highlighted text are more fully described in a separate Functional Annex EOP entitled "EOC Delegated Position Responsibilities."

F. The positions in an EOC activation indicated below in highlighted text form the basic components or sections in an EOC or during any emergency or

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

45

critical incident that generates initiation of the ICS structure. Those positions below not indicated in highlighted text may still be integrated into an EOC activation as ancillary resources or branches providing assistance to the basic components/sections of the EOC. An EOC is designed to expand as reasonably appropriate to respond to an emergency or critical incident. The EOC is not a part of the on-scene ICS structure; rather, it is activated to support the on-scene response during an escalating incident by relieving the on-scene Incident Commander of the burden of external coordination and securing additional resources. G. Superintendent:

1. Delegates, authorizes, implements, and promotes the emergency and critical incident management and response program through the EOP and separate annex EOPs.
 2. Communicates to the School Safety and Security Committee the objectives and priorities for ILTexas emergency and critical incident management and response program and the EOP as reasonably appropriate.
 3. Advises the Board of Trustees about emergencies or critical incidents and provides periodic reports as reasonably appropriate.
 4. Upon activation of the Emergency Operations Center, serves as the EOC lead or assigns a representative to do so, **functioning in the role of the EOC Manager**. At his discretion, the Superintendent may elect to assume the role of the Incident Commander. If the Superintendent elects to assume the role of the on-scene Incident Commander, he/she shall delegate the role of EOC Manager to another Charter-level administrator, which may in turn require changes in the pre-designated roles in the EOC.
- H. In ICS, and especially in larger incidents, the EOC Manager manages the organization, not the on-scene incident.
- I. The Executive Group provides strategic guidance and assistance to the Superintendent for emergency or critical incident management and response, recovery, and continuity of operations; serves as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements; ensures adherence to current Charter policy; and establishes emergency Charter policies as reasonably necessary.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

46

- J. The Executive Group are individuals who are potential resources during an emergency or critical incident based upon their specific area of knowledge or expertise. Those individuals do not necessarily have to be physically located at an EOC or assigned specific positions in the ICS. However, based upon the nature and specific circumstances of an emergency or critical incident, they can and should be contacted for input during the Superintendent's decision-making process.
- K. Based upon the nature, specific circumstances, and/or potential longevity of an emergency or critical incident and at the discretion of the Superintendent, the Executive Group may include, but is not limited to:
1. The Chief of Staff, responsible for providing decision-making assistance to the Superintendent/EOC Manager, **functioning in the role of the Liaison Officer in an EOC activation**. The Liaison Officer is a member of the **Command staff**.
 2. The Executive Director of Communications, Marketing, and Public Relations, responsible for the development and dissemination of media releases and functioning as the sole point of contact for the media to ensure consistency of messaging, **functioning in the role of the Public Information Officer in an EOC activation**. The Public Information Officer is a member of the **Command staff**.
 3. The Emergency Management Coordinator (Director of Safety and Security), **functioning in the role of Safety Officer in an EOC activation**. The Safety Officer is a member of the **Command staff**.
 4. The Deputy Superintendent of School Leadership, responsible for providing decision-making assistance for the Superintendent/Incident Commander, **functioning in the role of the Chief of the Operations Section in an EOC activation**. The Deputy Superintendent of School Leadership is a member of the **General staff** and is responsible for managing all tactical operations at an incident, with necessary guidance provided by IAPs.
 5. The Chief Administrative Officer, responsible for providing decision-making assistance for the Superintendent/Incident Commander, **functioning in the role of the Chief of the Planning Section in an EOC activation**. The Chief of the Planning Section is a member of the **General staff**.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

47

6. The Chief Financial Officer, responsible for coordinating documentation of expenditures for possible future reimbursement, **functioning in the role of the Chief of the Finance Section in an EOC activation**. The Chief of the Finance Section is a member of the **General staff**.
7. The Executive Director of Operations, responsible for the operation and continuity of the maintenance process for Charter facilities and the student transportation process, **functioning in the role of the Logistics Officer in an EOC activation**. The Logistics Officer is a member of the **General staff**.
8. The Director of Federal Programs, responsible for coordinating record-keeping and documentation requirements for possible Federal Emergency Management Agency (FEMA) reimbursement, including but not limited to emergency or critical incident costs, pre-incident inventories, and timesheets for federal grant management duties.
9. The Deputy Superintendent of Academics and Student Services, responsible for the operation and continuity of the learning process for students.
10. The Area Superintendents, responsible for providing decision-making assistance to the Superintendent regarding their respective areas.
11. The Executive Director of Special Populations, responsible for the operation and continuity of the learning process for students with learning or physical disabilities/impairments.
12. The Executive Director of the Public Education Information Management System (PEIMS), responsible for student contact, demographic, and attendance information and personnel, financial, and organizational information.
13. The Executive Director of Development and International Relations, responsible for issues related to the involvement or potential involvement of resident foreign students.
14. The Executive Director of Counseling, responsible for the health and psychological counseling services, debriefing, and crisis/stress management for students and staff.
15. The Executive Director of Child Nutrition, responsible for the operation and continuity of the food service process for students.
16. The Athletics Director, responsible for student athletic events impacted by an emergency or critical incident.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

48

17. The Payroll Manager, responsible in conjunction with the Chief Financial Officer, for coordinating documentation of expenditures for possible future reimbursement and disbursement of appropriate salaries/wages.
 18. The ILTexas Accountant Lead, responsible in conjunction with the Chief Financial Officer and the Payroll Manager, for coordinating documentation of expenditures for possible future reimbursement and disbursement of appropriate salaries/wages.
 19. The Executive Director of Human Resources, responsible for human resources information including but not limited to benefits, salaries/wages, and compliance with all applicable state and federal requirements.
 20. The Chief Information Officer, responsible for operation, maintenance, and security of IL Texas' information technology system.
- L. Campus principals/department heads **function in the role of the on-scene Incident Commander (IC)**. However, the first faculty or staff member to arrive at the scene of an emergency or critical incident shall initially serve as the IC until relieved by a more senior or more qualified individual, normally the campus principal or the department head.
- M. At his discretion, the Superintendent may elect to assume the role of the IC. If the Superintendent elects to assume the role of the on-scene IC, he/she shall delegate the role of EOC Manager to another Charter-level administrator, which may in turn require changes in the pre-designated roles in the EOC.
- N. The IC will establish an initial Incident Command Post (ICP), provide an assessment of the situation to the Superintendent or his designee, identify immediate response resources required, and direct the on-scene response from the ICP.
- O. The IC is normally responsible for making initial operational decisions to manage the emergency or critical incident unless or until relieved of that responsibility by the Superintendent or his designee. Those operational decisions made by the IC should be identified in an Incident Action Plan (IAP). For some types of emergencies or critical incidents, the EOC may be activated without activating an incident command operation at an ICP. In

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

49

- P. those situations, the EOC Manager or his designee is responsible for identifying operational decisions
- Q. in an IAP.
- R. If the EOC has been activated, the IC shall provide timely situation updates to the EOC as reasonably appropriate.
- S. In emergency situations where other jurisdictions, state, or federal agencies are providing significant response resources or technical assistance, it is generally desirable to transition to a Unified Area Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency or critical incident.
- T. Every emergency or critical incident needs a plan of action or an Incident Action Plan (IAP). In large emergencies or critical incidents, when numerous resources are used, several campuses or departments are involved, or when a shift change is required, the plan should be in writing. In a simple response and at the beginning of a response, the IAP might be verbal, not written.
- U. **EMERGENCY PURCHASING POLICY** Two types of emergency purchases are made in districts. One type of result from an eminent threat to the health, safety, or welfare of students. Such purchases must comply with state law and may be made only after a formal board action declaring an emergency and authorizing the purchase. An example of an emergency purchase of this type is the authorization to repair a school after a fire or a natural disaster. Emergency purchases exceeding the dollar amount triggering competitive procurement requirements shall be made in conformance with subsection (h) Section 44.031 Texas Education Code. The second type of emergency purchase usually is defined by local policy to provide for the acquisition of goods or services to meet an immediate need such as purchases to repair damage to a facility which may imperil students or the security of the facility. For example, if windows are broken at a school by vandals, an immediate need exists to not only secure the building, but also to protect the contents from damage by the elements. This type of emergency purchase is normally utilized after regular business hours or on weekends and holidays. After purchases of this type are made, a purchase order should be issued after the fact on the next business day.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

50

V. Care should be taken that emergency purchases do not result from improper planning rather than from a true emergency. It is important that the district attempts to eliminate emergency purchases for non-emergency situations as much as possible and requires that all emergency purchases be fully justified.

1. The incident action planning process and IAPs are central to managing incidents. The incident action planning process helps synchronize operations and ensure that they support incident objectives.
2. Incident action planning provides a consistent rhythm and structure to incident management. Personnel managing the incident develop an IAP for each operational period.
3. A concise IAP is essential to guide the initial incident management decision process and the continuing collective planning activities.
4. The IAP is the vehicle by which leaders on an incident communicate their expectations and provide clear guidance to those managing the incident.
5. The IAP informs incident personnel of the incident objectives for the operational period, the specific resources that will be applied, actions taken during the operational period to achieve the objectives, and other operational information, e.g., weather, constraints, or limitations.
6. The IAP identifies work assignments and provides a roadmap of operations during the operational period to help individuals understand how their efforts affect the success of the operation.
7. The IAP shows how specific supervisory personnel and various operational elements fit into the organization.
8. The IAP often provides a schedule of the key meetings and briefings during the operational period.
9. The IAP provides clear direction and includes a comprehensive listing of the tactics, resources, and support needed to accomplish the objectives.
10. The development of IAPs is a cyclical process, and personnel repeat the planning steps every operational period. Personnel should not delay planning meetings in anticipation of future information.
- 11.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

51

12. At the simplest level, all IAPs for an emergency or critical incident in ILTexas should have three elements: What do we want to do? Who is responsible for doing it? How do we communicate with each other?

W. Steps in the IAP development process are:

1. Assess the situation.
2. Set a realistic operational period.
3. Determine relevant safety priorities.
4. Determine operational period objectives/goals.
5. Determine strategies and tactics.
6. Determine needed resources.
7. Issue assignments
8. Implement actions: direct, monitor, and evaluate response efforts.
9. Reassess and adjust plans.

GENERAL STAFF RESPONSIBILITIES

A. Campus principals/department heads:

1. Responsible for the emergency and critical incident management and response program on their respective campus or in their department.
2. Ensure the campus or department emergency and critical incident management and response plan for their campus or department as defined in the annex EOP contain operational and tactical guidance consistent with the EOP and are consistent with current conditions on their campus or in their department.
3. Ensure regular scheduled completion of drills and exercises needed to ensure appropriate understanding and maintenance of their campus or department annex EOP.
4. Provide a projected academic year schedule of drills and exercises to the Director of Safety and Security as soon as reasonably possible at the beginning of each school semester.
- 5.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

52

6. Notify the Director of Safety and Security of any change(s) in the projected schedule of drills and exercises as soon as reasonably possible.
7. Complete and submit to the Director of Safety and Security as soon as reasonably possible a detailed after-action review of each drill and exercise identifying positive and negative outcomes of the drill or exercise and comments or suggestions on how the annex EOP or the drill or exercises could be modified to improve understanding or implementation of the annex EOP.
8. Ensure that campuses or facilities where summer school, extracurricular, or contract activities are conducted have emergency and critical incident management and response guidelines in place that have been reviewed and understood by the activity participants and tested through training, drills, and exercises.
9. Identify a chain of command for emergency and/or critical incidents and an order of succession to ensure operational continuity and redundancy for an effective response and to maintain primary functions.
10. Establish a redundant notification system to alert employees regarding emergency and/or critical incidents and expectations that includes emergency tasking and details of operational closings or delays.
10. Remain current on the EOP and separate annex EOP planning, training, and exercise drill requirements.
11. Facilitate regular EOP and separate annex EOP training and ensure that appropriate drills designed to strengthen understanding of and confidence in the EOP and separate annex EOPs are conducted on a reasonably appropriate schedule.

B. Area Superintendents:

1. Identify a chain of command for emergency and/or critical incidents and an order of succession to ensure operational continuity and redundancy for an effective response and to maintain primary functions.
2. Establish a redundant notification system to alert employees regarding emergency and/or critical incidents and expectations that includes emergency tasking and details of operational closings or delays.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

53

3. Remain current on planning, training, and exercise requirements.
4. Coordinate and support the development and regular review of the EOP and separate annex EOP training and ensure that appropriate drills designed to strengthen understanding of and confidence in the EOP and separate annex EOPs are conducted on a reasonably appropriate schedule. C. Campus/Facility staff:

1. Be empowered to take protective action for the safety of students, staff, and visitors.
2. Take on reasonably appropriate support roles as qualified and authorized.
3. Help ensure student and staff accountability and safety.
4. Relay emergency information and report concerns within a reasonably appropriate time.
5. Support emergency shelter and mass care operations.
6. Support Charter outreach efforts to educate themselves, students, and the community about ongoing Charter preparedness efforts, the EOP, and separate annex EOPs.
7. Participate in planning, training, and exercising to become familiar with the EOP and separate annex EOPs.
8. Help ensure that facilities are maintained, clean, safe, and orderly.
9. Support damage assessment and emergency protective measures.

D. District personnel not assigned a specific function in the EOP or separate annex EOPs may be called upon to support emergency operations at either the campus, facility, or Charter levels. E. Common Responsibilities:

1. Maintain reasonably appropriate situational awareness to pro-actively work to maintain a safe and secure environment for students, staff, and visitors.
2. Notify the Superintendent or his designee as soon as reasonably possible when a department, facility or campus cannot carry out its role

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

54

3. as described in the EOP or the separate annex EOPs and/or when changing circumstances or drill results necessitate re-evaluation of the EOP or the separate annex EOPs.
 4. Provide regular status reports on department, facility or campus available resources, activities, and emergency conditions about which Charter administration, the Director of Safety and Security, and/or law enforcement should be aware.
 5. Maintain accurate records of the costs associated with responding to emergency or critical incidents, including but not limited to personnel (regular and overtime), equipment, supplies, and services, to support recovery reimbursement.
 6. Support individuals with learning or physical disabilities and others with access and functional needs in preparedness activities and during an emergency or critical incident response.
- F. Law Enforcement/Security:

1. Support for Charter strategic, operational, and tactical planning before, during and after incidents including but not limited to coordination and interfacing with ILTexas or annex EOP planning and providing security and/or traffic control at the ICP or EOC and/or campus evacuation, reunification and/or distribution sites.

DIRECTION AND CONTROL

- A. During emergency operations, ILTexas administration retains administrative and policy control over 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.

To provide for the effective direction and control of an incident impacting the health and safety of the district, this Multi-hazard Emergency Operations Plan (EOP) will be activated. The Superintendent *or* President or designee will provide guidance for the direction and control of an incident according to the Standard Response Protocol (SRP) and the emergency management program. The district will implement the Incident Command System (ICS) to manage the incident.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

55

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

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

A. Chain of Command

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

1. First individual responsible for making decisions

Superintendent

2. Individual responsible if the first person is not available

Deputy Superintendent

3. Additional individual if the prior two are not available

Chief of Staff

B. Coordination with Response Agencies.

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

1. Department of State Health Services

[Texas Department of State Health Services \(DSHS\)](#)

[Health Department | Richardson, TX](#)

[Health Department | Garland, TX](#)

2. Local emergency management agencies

[Richardson Office of Emergency Management](#)

[Emergency Management | Garland, TX](#)

3. Law enforcement

[MOU ORPD](#)

[MOU'S](#)

ILTexas Emergency Operations Plan (EOP)
Effective date: September 21, 2023
Review date: September 21, 2023

57

4. Health departments

[Health Department | Richardson, TX](#)

[Health Department | Garland, TX](#)

5. Fire departments

[Fire Department | Richardson, TX](#)

[Garland Fire Department](#) **EMERGENCY**

OPERATIONS

A. ILTexas uses the ICS in managing emergencies and critical incidents throughout the lifecycle of the emergency or critical incident, from threat to recovery. Many responsibilities are inherent in an individual's primary job. During emergencies or critical incidents, normal organizational arrangements may be modified to facilitate emergency operations. B. District level responsibilities:

1. Command and control of Charter operations.
2. Student and staff accountability and reunification.
3. Parent notification and emergency public information.
4. Resource management.

C. City/County level responsibilities in support of ILTexas:

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

58

1. Conduit to support Charter requests for assistance as well as requests from other entities for Charter resources.
2. Support emergency warning and notification, including public information.
3. Provide emergency response for life safety and protection.
4. Support resource and information sharing
5. Support shelter and other emergency protective measures
6. Provide disaster recovery coordination.

D. If additional or unique resources are needed and available through existing local agreements and partnerships, ILTexas will seek the additional support as outlined through the respective agreements.

E. If additional or special resources are needed, ILTexas will work through the appropriate city/county EOC to request or provide assistance.

EMERGENCY COMMUNICATIONS

A. ILTexas uses portable radios, cellular telephones, telephone trees, and electronic mechanisms including but not limited to School Messenger to ensure emergency communications with students, staff, and parents. During emergency or critical incidents, all non-emergency communication will be restricted on these devices. In addition, ILTexas may use email, text messages, runners carrying hard-copy messages and/or any other reasonably appropriate form of communication to ensure emergency communications. ILTexas will coordinate emergency communication with local police, fire and emergency medical services, and public health departments as reasonably appropriate.

B. Emergency or Critical Incident Alert and Warning

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

59

1. ILTexas uses Internet websites and/or other appropriate emergency communication systems to inform the public.
2. During emergencies or critical incidents, ILTexas will work closely with local news media and use social and electronic media to provide clear and direct emergency information and updates.
3. Emergency information will only be disseminated by the Superintendent, or his designee, as the sole point of contact using ICS principles and will include updates about the incident; areas affected; immediate impact/potential impact upon ILTexas; measures ILTexas is taking and/or will take to ensure the safety and well-being of students, staff, and visitors; and where/when to find more information.
4. Television, radio, and Charter and local websites will support warning and emergency information and ILTexas will coordinate its response with local emergency management and response services and public health departments.
5. ILTexas will work with its local jurisdictional and governmental entity partners to incorporate other public warning and alert systems, including emergency notifications systems, to provide additional emergency information to its constituents.

DISTRICT EMERGENCY OPERATIONS CENTER (DISTRICT EOC)

- A. The Superintendent may request that the EOC be activated. A decision to activate the EOC is typically made based on staff recommendations. Any campus administrator or department head dealing with a significant emergency or critical incident that requires interagency coordination or significant resources, internal and/or external, may request that the Superintendent activate the EOC to provide a suitable facility to address the complexities of the issue.
- B. For some types of emergency situations, the EOC may be activated without activating an incident command operation or an Incident Command Post (ICP). Such situations may include:
 1. When a threat of hazardous conditions exists but those conditions have not yet impacted the local area. The EOC may accomplish initial

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

60

2. response actions, such as mobilizing personnel and equipment and issuing precautionary warnings to faculty, staff, and/or students. When the hazard impacts, an ICP may be established and direction and control of the response transferred to the IC.
 3. When the emergency does not have a specific impact site, but rather affects a wide portion of ILTexas, such as severe weather or a potentially infectious/contagious disease pandemic.
- C. For operational flexibility, both ICS and EOC operations may be sized according to the anticipated needs of the situation. The structure of ICS is specifically intended to provide a capability to expand and contract with the magnitude of the emergent situation and the resources committed to it. The EOC may also be activated on a graduated basis.
- D. The EOC is a pre-designated location where key decision makers gather to support emergency or critical incident management and response. This includes support of campus operations and the management of state and local resource requests. The EOC does not command the on-scene level of the emergency or critical incident response.
- E. The purpose of the EOC is to coordinate command decisions, resources, and public information on a strategic level and to serve as an area command post when ILTexas is faced with multiple critical incidents.
- F. The EOC is not a part of the on-scene ICS structure; rather, it is activated to support the on-scene response during an escalating emergency or critical incident by relieving the Incident Commander of the burden of external coordination and securing additional resources.
- G. The EOC may be a physical location or a virtual EOC, staffed with personnel trained for and authorized to represent their discipline or department; equipped with mechanisms for communicating with the incident site and obtaining immediate and potential resources; and managed through Charter policies and procedures.
- H. The EOC may be activated for any emergency or critical incident or event that is occurring or when the imminent threat exists that such an emergency or critical incident may reasonably occur. This includes emergencies or critical incidents where different emergency objectives are conducted at

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

61

I. geographically separate locations within ILTexas or where there is no single impact site, e.g., severe weather or an incident that is or may impact a large geographic region.

J. EOC activation considerations include, but are not limited to:

1. Resources are required beyond one or multiple campus or Charter capabilities and the capabilities of the immediate first responder network.
2. The emergency or critical incident is or may reasonably be of extended duration.
3. Major policy decisions and/or other executive group support input are anticipated.
4. The emergency or critical incident has reasonable indications of expanding or intensifying.
5. The Superintendent or his designee anticipates a request from local, regional, state, or federal officials for Charter resources to support an emergency or critical incident.
6. The threat created by an emergency or critical incident becomes more likely and all or part of ILTexas is or could reasonably be affected and additional readiness is required.
7. The emergency or critical incident becomes more localized so that the specific impact site(s) are identified that directly or indirectly affect Charter properties, resources, or operational integrity, including bus routes, nutrition resources, and the conduct of normal learning processes.

K. EOC functions include, but are not limited to:

1. Information collection and evaluation from multiple sources.
2. Setting Charter priorities by deciding which requests have priority based upon resource availability, current objectives, and Charter policies and procedures.
3. Establishing interoperable communications among all partners.
4. Coordinating information flow and resources for complex emergencies or critical incidents or multiple emergencies and critical incidents occurring simultaneously.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

62

5. Facilitating continuity, cooperation, and collaboration among internal and external stakeholders and resources to achieve a common goal.

L. Considerations in setting up an EOC include but are not limited to:

1. Required staff.
2. Communications equipment including sufficient telephones (cellular and landline with at least one speakerphone).
3. Computers and printers with access to network resources, email, and the Internet.
4. Information gathering and display tools including access to broadcast radio and television, preferably with recording capability) or Internet news sources; white boards, television monitors; projection units or flipcharts with easels and markers to compile and display information.
5. Adequate space for personnel and equipment and access to personnel needs, e.g., bathrooms.
6. Immediate access to specific campus or facility information, e.g., schematics, maps, utility diagrams, student information, and telephone trees for the impacted campuses or facilities.
7. Immediate access to Charter policies, procedures, plans, and checklists, both hardcopy and electronic, including the EOP and the impacted campus/facility annex EOP.
8. Immediate access to vendor, contractor, and volunteer group resource lists.

M. Access to the EOC will be limited during activation. All staff members will sign in upon entry and wear their identification badges in a clearly visible location on their person. Individuals who are not members of the EOC staff will be identified and their reason for entering the EOC determined. EOC administrative staff will issue a visitor badge to those visitors with a valid need to enter the EOC. The visitor badge will be surrendered upon the individual's departure from the EOC.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

63

COMMAND POST(S)

- A. The Incident Command Post may be established at or near a critical incident or emergency scene. The Incident Commander is responsible for directing the emergency response and managing the resources at the incident scene. The location of the Incident Command Post should be determined by the nature, specific circumstances, longevity, or geographic span of the emergency or critical incident.

UNIFIED COMMAND

- A. ILTexas recognizes that some emergencies or critical incidents may reach a level where command and control should transfer to other responding organizations. When this happens, ILTexas will continue its support of the emergency or critical incident and retain its operational responsibilities toward students, staff, and Charter resources. ILTexas 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.
- B. In incidents where someone other than a Charter employee assumes command, ILTexas 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

- A. ILTexas may elect to continue operation of the local EOC to ensure unity of effort and to respond if Charter resources are requested for emergency support outside ILTexas. When this occurs, the EOC usually will remain operational as well, but assume an ancillary role.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

64

REQUESTING ASSISTANCE

- A. If Charter resources are insufficient or inappropriate to deal with an emergency or a critical incident, ILTexas may request additional assistance, through appropriate channels.
- B. ILTexas will use the provisions of Chapter 418.102 of the Texas Government Code to seek additional support. The County Office of Emergency Management will be the first channel through which requests for assistance are filtered. If additional resources are required, ILTexas will:
 - 1. Summon resources pursuant to inter-local mutual aid agreements and/or from other schools or regional, state, or federal resources.
 - 2. Summon contracted emergency service resources as identified through Charter purchasing practices.
 - 3. Request assistance from recognized and vetted volunteer and community groups.
 - 4. Request assistance from organizations or individuals that have resources needed to deal with the emergency but are not in a pre-existing contractual relationship with ILTexas.
- C. All resource requests must be coordinated through the Superintendent or his designee either through direct communication or through the EOC, if activated. External agencies and organizations providing assistance are expected to coordinate with Charter leadership.

ADMINISTRATION AND SUPPORT

- A. An emergency or critical incident of any kind requires documentation such as reports, logs, safety accountability, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, and any other forms generated as part of the emergency or critical incident. The extent of documentation is contingent upon the size and scope of the emergency or critical incident.
- B. Documentation

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

65

1. During an activation, the EOC will maintain an incident log and be responsible for oversight documentation of any major emergency or critical incident.
 2. It is the responsibility of each campus, facility, or Charter department to compile, maintain and submit documentation and reports in a timely fashion to the Superintendent or his designee and to assist with the preparation of documentation needed to ensure compliance with records management and open records. All original notes and records are legal documents that should be preserved.
 3. ILTexas will maintain an incident log and collect documentation for any emergency or critical incident. Individual departments, facilities and campuses will maintain logs of decisions, timelines, logistical deployment, and other actions related to their areas of responsibility and accountability and will submit those logs to the EOC for compilation into a master log, if the EOC is activated. ILTexas may make the master log available to the local Office of Emergency Management upon formal request in support of incident coordination and/or emergency or critical incident recovery.

 4. After each emergency or critical incident, disaster response, drill or exercise, ILTexas will ensure that After Action Reviews (AAR) are conducted and the results captured in a written format that may include a Corrective Action Plan (CAP) designed to ensure that plans, guidance, and procedures are current and contemporary and accurately reflect the requirements of ILTexas to ensure a safe and secure learning environment.
- C. ILTexas may use any or all the following reports that may be subject to open record requests as part of the documentation process of its emergency operations.
1. Activity Logs to document protective actions; student and staff accountability and reunification; significant changes in the emergency or critical incident; resource requests or commitment of resources; activation or deactivation of emergency facilities; containment or
 - 2.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

66

3. termination of the incident; or administrative releases and parent notification.
4. In protracted emergencies or critical incidents, ILTexas may provide situational updates for parents, the public and the news media that include a brief event summary, protective measures and guidance related to educational and business continuity, such as school cancellations, delays, or schedule changes.
5. Damage assessments including assistance or resource requirements and the immediacy of the need; and identification of damage or loss to structures or facilities, e.g., playgrounds, gymnasiums, or portable buildings, that are rendered unsafe to use. Damage assessment reports should not contain any sensitive or restricted information, unless such information is designated as such.
6. Situation Reports may be prepared and distributed during emergencies or developing situations. This report is a public record document that provides an overview for Charter officials, emergency managers and responders, as well as for the news media, support organizations and the public.
7. As part of a post incident or exercise critique, an After-Action Review (AAR) should help document what occurred and provide direction for system improvements. The AAR may include both written and verbal input from participants. The Superintendent or his designee is responsible for ensuring an AAR occurs at the conclusion of an emergency or critical incident. Charter AARs may include input from both internal and external stakeholders. The AAR should be submitted for review and comment among participants before formal distribution.
8. Where deficiencies in a response to an emergency or critical incident are identified, ILTexas will create a Corrective Action Plan (CAP) to guide improvements including identification of the individual or department responsible for corrective actions and the deadlines for achieving that action. The CAP should normally be prepared by the Director of Safety and Security at the direction of the Superintendent or his designee and should include input from both internal and external stakeholders.
9. Other reports and/or forms covering specific functions may be completed as required by law or at the direction of the Superintendent.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

67

VITAL RECORD PRESERVATION

- A. To continue normal Charter operations following an emergency or critical incident, vital records must be protected. These include:
1. Legal documents including plans and contracts.
 2. Financial accountability.
 3. Student accountability.
 4. Other documents deemed vital to Charter operations.
- B. If records are damaged during an emergency, ILTexas may seek professional assistance to preserve and restore them.

AGREEMENTS

- A. ILTexas recognizes that during an emergency or critical incident, additional resources not reflected within existing contractual agreements may be needed by ILTexas and/or requested by ILTexas. In these cases, ILTexas may enter into agreements that initially may be verbal. Execution of agreements will be managed by individuals identified within the Executive Group. It is understood that verbal emergency agreements enabled by the EOP will be reduced to writing by ILTexas as soon as reasonably possible and always within 30-days of the request. Implementation of agreements, either to access school resources or to supplement ILTexas' emergency response, shall be coordinated through the Executive Group or the EOC, if activated.
- B. External agencies and organizations working with ILTexas in the management of resources and support are expected to work through the ILTexas Superintendent, or the EOC if activated, and appropriate state channels for requesting assistance as well.
- C. Each agreement shall be executed by individuals empowered to do so on behalf of their organization and reviewed annually, with renewals executed as applicable and approved by the Superintendent or his designee and in accordance with Board of Trustees policy. If an agreement was executed in response to an emergency or critical

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

68

- D. incident, a decision regarding expiration or renewal of the agreement should be based upon a reasonable evaluation of the need to terminate or continue the agreement at the conclusion of the emergency or critical incident.

MAINTENANCE, DISTRIBUTION, AND EOP CHANGES

- A. The Superintendent or his designee is responsible for approving and ensuring promulgation of the EOP and the separate annex EOPs.

- B. Distribution

1. The Superintendent or his designee shall determine the distribution of the EOP and the separate annex EOPs.
2. Charter EOP and separate annex EOP copies, in both electronic and hard copy, shall be distributed to individuals, departments, campuses, facilities and organizations tasked in this document based upon their responsibilities described in the EOP and separate annex EOPs.
3. Copies of the EOP and the separate annex EOPs are available for the ILTexas EOC and other key partners, as appropriate.
4. Some individuals may receive only portions of the EOP or the separate annex EOPs as determined by their respective positions and responsibilities within ILTexas.

- C. Review

1. The Superintendent or his designee is responsible for ensuring the development, implementation, review, and revision of the EOP and the separate annex EOPs in conjunction with internal stakeholders as well as with local, state, regional and federal emergency management partner guidance.
2. Prior to the start of each school year, ILTexas will complete a review of the EOP and the separate annex EOPs. This includes updates to

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

69

3. organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as procedure reviews and applicable updates consistent with contemporary standards. The Director of Safety and Security, at the direction of the Superintendent, is responsible for conducting the review. The entire Charter emergency and critical incident management and response program shall undergo an audit once every three years as prescribed by Chapter 37 of the Texas Education Code and reported to the Texas School Safety Center.

DRILLS AND EXERCISES

- A. As required by state law (Texas Education Code Section 37.1081), as well as by state and national best contemporary practices, every campus and key facility within ILTexas shall schedule appropriate drills and exercises each academic year and evaluate the effectiveness of each, including reports and after-action reports supported by Corrective Action Plans as needed.
- B. ILTexas shall comply with Section 37.114 of the TEC regarding the number of campus mandatory drills to be conducted each semester of the academic school year, not to exceed eight (8) mandatory drills/semester. ILTexas, at its discretion, may exercise the TEC-authorized option to increase the number per drills/semester.
 1. Fire evacuation drills shall be conducted monthly on random days and times not in conflict with academic testing dates and times if possible. Fire evacuation drills meet the criteria for the state mandated evacuation drill requirement.
 2. Notify the local fire department on the morning of the fire evacuation drill to prevent an unwarranted emergency vehicle response.
 3. Ask the local fire department if a representative would like to view and critique the fire evacuation drill. A response to the campus by the local fire department is not required for a fire evacuation drill.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

70

4. Initiate the fire evacuation drill by activating the fire alarm at a pull station. If possible, utilize a different pull station for each fire evacuation drill to help ensure that each pull station is functioning properly.
5. Complete the Fire Evacuation Drill After-Action Report after each fire evacuation drill and maintain the report for possible review by local fire inspectors.
6. Remember to reset the pull station after the fire evacuation drill is complete.
7. Complete a “lockdown”/active shooter drill, preferably within the first two (2) weeks of each semester. Instructions on implementing a “lockdown”/active shooter drill are included in the Active Threat/Standard Response Protocol (SRP) EOP Annex.
8. Notify the local law enforcement agency on the morning of the scheduled “lockdown”/active shooter drill to prevent an unwarranted emergency vehicle response.
9. Complete a “secure” drill, preferably within the first two (2) weeks of each semester. Instructions on implementing a “secure” drill are included in the Active Threat/Standard Response Protocol (SRP) EOP Annex.
10. Notify the local law enforcement agency on the morning of the scheduled “secure” drill to prevent an unwarranted emergency vehicle response.
11. Complete a “shelter” drill for a hazardous materials incident once/year. Instructions on implementing a “shelter” drill for a hazardous materials incident are included in the Hazardous Materials Response EOP Annex.
12. Notify the local law enforcement agency on the morning of the scheduled “shelter” drill for a hazardous materials incident to prevent an unwarranted emergency vehicle response.
13. Complete a “shelter” drill for a severe weather event during the first two (2) weeks of the spring semester. Instructions on implementing a “shelter” drill for a severe weather event are included in the Severe Weather Response EOP Annex.
14. Notify the local law enforcement agency on the morning of the scheduled “shelter” drill for a severe weather event to prevent an unwarranted emergency vehicle response.
15. Campus staff will utilize the computerized drill management and documentation system, e.g., Raptor 6, to document drills and exercises.

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

A. Resources Needed by the District

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

Resources Needed by the District		
Provided Through Formal Agreements with Agencies and Community Organizations		
Agency	Type of Agreement	Resource(s)
NONE	NONE	NONE
NONE	NONE	NONE
NONE	NONE	NONE

B. Resources Needed by Agencies and Community Organizations from the District

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

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

Resources Needed by Agencies and Community Organizations		
Provided Through Formal Agreements with the District		
Agency	Type of Agreement	Resource(s)
NONE	NONE	NONE
NONE	NONE	NONE
NONE	NONE	NONE

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

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

73

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

Agency	Name	Title
City or County's Office of Emergency Management	Richardson Emergency Management Garland Emergency Management	Varies
Local Police Department or Sheriff's Office	Garland Police Department Detective John Capers	Police Officer
Local Police Department or Sheriff's Office	Travis Lacoix	Police Officer
District Police Department	Oak Ridge Police Department Captain Marcus Markulec	Police Officer
President of the Board of Trustees	Peter Gudmundsson	Board President
A member of the Board of Trustees	Brian Beaudreault	Board Member
ILTexas Superintendent	Eddie Conger	Superintendent
Designee(s) of the Superintendent	Dr. Thomas Seaberry	Deputy Superintendent

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

A member of the Open-Enrollment Charter School's Governing Body	Karen Marx	Principal
Parents or Guardians of Enrolled Students	Jeffery Bass	Parent
Designee(s) of the Superintendent	Frank Crabill	Executive Director of Facilities
Designee(s) of the Superintendent	Aaron Thorson	Parent and Deputy Superintendent of Operations
Designee(s) of the Superintendent	Marcus White	Director of Safety and Security
Designee(s) of the Superintendent	Angela Marcelus	Chief Development Officer
Security Consultant	Robert Shelton	Security Consultant
Designee(s) of the Superintendent	Mary Albritton	Director of Counseling
Designee(s) of the Superintendent	Tim Brightman	Chief Legal Officer
Designee(s) of the Superintendent	Finn Simmenssen	Legal Services Coordinator
Designee(s) of the Superintendent	Regina Jones	Chief Equity Officer

In accordance with Texas Education Code 37.109, except as otherwise provided in the Code, the School Safety and Security Committee shall meet at least once during each academic semester and at least once during the summer. The committee is subject to

ILTexas Emergency Operations Plan (EOP)
 Effective date: September 21, 2023
 Review date: September 21, 2023

Chapter 551, Government Code, has the freedom to meet in executive session as provided by that chapter, and posts notice of their committee meetings in the same manner as notice of a meeting of the board of trustees. The table below includes data concerning the previous year’s meetings.

In accordance with Texas Education Code 37.109, except as otherwise provided in this Code, the School Safety and Security Committee shall meet at least three times during each calendar year, with an interval of at least two months between each meeting. The table below includes data concerning the previous year’s meetings.

School Safety and Security Committee Meetings	
Held During the 2022-2023 Academic Year	
Meeting Date	Meeting Time
06/15/ 2023	1 PM
01/ 27/ 2023	1 PM
11/ 04/ 2023	12 PM
07/ 29/ 2022	12 PM

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

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

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

Safe and Security Audit Certification Document		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
Enter Date	Enter Name	Enter Date
Fall 2021	Jimmy Trotter	Spring of 2022

ILTEXAS CHARTER

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

79

77

**EMERGENCY OPERATIONS PLAN (EOP)
ACTIVE THREAT RESPONSE/STANDARD
RESPONSE PROTOCOL (SRP) ANNEX
EFFECTIVE DATE: JANUARY 05, 2022
REVIEW DATE: JANUARY 05, 2023**

SECURITY STATEMENT

This document is designated **FOR OFFICIAL USE ONLY (FOUO)**. It contains sensitive but unclassified information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with International Leadership of Texas, hereafter referred to as "ILTexas," State of Texas, and/or Department of Homeland Security policy related to FOUO information, and will not be released to the public or personnel who do not have a valid need without prior written approval from the Superintendent or his designee. Copying, dissemination, or distribution of these documents, attachments and/or graphics to unauthorized users is prohibited.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

78

RECORDOFCHANGES

1	06.04.2020	Hough	Added IC information	Section III C
2	06.04.2020	Hough	Expanded scope of procedures beyond active shooter	Section I C
3	06.04.2020	Hough	Information to be provided to 9-1-1	Section III I
4	09.16.2020	Hough	Changed "Lockout" to "Secure"	Section III B 2 a
5	09.16.2020	Hough	Changed "Lockout" to "Secure"	Section III D 1
6	09.16.2020	Hough	Added text re: response during "lockdown"	Section III E 10, 11, 12, 13, 15, 16, and 18
7	09.16.2020	Hough	Added text re: response during "evacuation"	Section III F 3 and 7
8	09.16.2020	Hough	Modified "Shelter" drill schedule	Section III G 6
9	09.16.2020	Hough	Text added re: not allowing students to walk home after	Section III D 1 a vii

			"secure" until all-clear from first responders	
10	09.17.2020	Hough	Text added re: when "secure" can be lifted on the campus	Section III D 1 a vi
11	01.13.2021	Hough	Changed "lockout" to "secure"	Throughout the document
12	07.27.2021	Hough	Updated policy in response to TxSSC review	Throughout the entire document
13	07.27.2021	Hough	Expanded policy to include other threats, e.g., vehicle assault, blunt object, knife attack	Throughout the entire document

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

14	07.27.2021	Hough	Added the 5 phases of emergency management	Section III A 1-5
15	07.27.2021	Hough	Added language related to SB 168 passed in 2021	Section IV A 1-8
16	10.21.2021	Hough	Added language that Senate Bill 168 (2021) requirements re: "active shooter" drills do not apply to "lockdown" drills	Section IV A
17	11.16.22	Crabill	Added Language to how lockdowns are initiated.	Section F 1
18	02/08/2023	White	New updates according to TXSSC	Section All

**ILTexas Emergency Operations Plan
(EOP)**

Effective date: September 21, 2023

Review date: September 21, 2023

Purpose

- A. To establish procedures for a reasonable, appropriate, and effective response to an active threat incident occurring on an International Leadership of Texas (ILTexas) school campus or in an ILTexas facility that mitigates the danger to the safety of students, staff, and visitors.
- B. The procedures in this Annex are based on the Standard Response Protocol (SRP) developed by the “I Love U Guys” Foundation and additional information from the Texas School Safety Center (TxSSC), the Federal Bureau of Investigation, and the United States Secret Service.
- C. Although the procedures in this Annex are normally associated with a response to an active shooter incident, the procedures are applicable for any active threat including but not limited to an assault by a vehicle, an assault by a blunt instrument, or an assault by an edged weapon such as a knife.

Scope

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

General Information

Hazard Overview

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

District Specific Hazard Risk

ILTexas identifies the following active threats as high priority.

Shooting

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

Stabbing and Blunt Force Trauma

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

Bomb Threat

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

Vehicular Assault

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

Hazard Preparedness and Warning

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

Threat Assessment Team

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

ILTexas threat assessment team acts as a buffer to violence and provides support to district community members in crisis before persons pose a threat to themselves or others. The threat assessment team reviews observed and reported concerning and prohibited behaviors objectively to assess the risk to the school community. The team maintains a record of these reviews within its case management system. ILTexas acknowledges that a key goal of threat assessment is to distinguish between *making* a threat and *posing* a threat.

ILTexas district policy for [BEHAVIORAL THREAT ASSESSMENT ANNEX](#) contains more specific information regarding threat assessment, including parent notification and records retention.

Detecting Suspicious Activity

ILTexas uses the following methods to detect suspicious activity on campuses:

- Campus officer regular patrol around the building
- Monitored surveillance systems used to detect and record suspicious activity, test placement and functionally regularly.
- All campus staff

Safety in Portable Buildings

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

84

In compliance with Texas Education Code 37.108, ILTexas utilizes the following measures to ensure the safety and security of individuals in portable buildings during an active threat incident:

- Lock Down
- Secure
- Portables placed inside fenced areas when possible and peep holes installed on doors.
 - Phones Installed
 - Locked doors
 - Skirting to prevent crawling underneath
 - Fencing

Access and Functional Needs

In compliance with Texas Education Code 37.108, ILTexas utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident:

- Drills
- Two staff members assigned to each individual
- Inspect all facilities regularly to ensure staff are following district physical security policies to detect, delay and deny access to suspicious persons.

Situations and assumptions

A. Situations

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

85

1. An active threat incident is an incident in which an individual is actively engaged in killing or attempting to kill people in a confined and populated area, normally by using a firearm, but other means of killing or attempting to kill others may be employed, e.g., a vehicle, a blunt instrument, or an edged weapon such as a knife.
2. While the primary focus of the procedures in this Annex is the protection of students, staff, and visitors on an ILTexas school campus, these procedures may also be employed, with appropriate adjustments, in an ILTexas facility that is not a school campus.
3. The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

B. Assumptions

1. Generally, active threat incidents are not motivated by other criminal-related concerns, such as monetary gain or gang affiliation.
2. [BEHAVIORAL THREAT ASSESSMENT ANNEX](#)
3. Active threat incidents may often be prevented by identifying, assessing, and managing potential threats.
4. Because recognizing pre-attack warning signs and indicators may help disrupt a potential active threat incident, pro-active Behavioral Threat Assessment Teams have been implemented throughout the Charter, as described in detail in the Behavioral Threat Assessment Emergency Operations Plan (EOP) Annex.
5. Law enforcement officers or armed security officers may not be present on a school campus or at an ILTexas facility when an active threat incident begins. The first law enforcement officer(s) on the scene may arrive after the active threat has ended.
6. No single response fits all active threat incidents; however, making sure each individual knows options for response and can react decisively will likely save valuable time. Depicting scenarios and considering response options in advance will assist individuals in quickly selecting their best course of action.
7. A survival mindset can increase the odds of surviving an active threat incident.
8. The natural human reaction in an active threat incident, even if one is highly trained, is to be startled, feel fear and anxiety, and even experience initial
- 9.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

86

10. disbelief and denial. One may hear noise from alarms, gunfire and explosions, and people shouting and screaming.
11. Continual training provides the means to regain one's composure, recall at least some of prior training, and commit to a course of action.
10. There are several different response procedures for active threat incidents suggested by organizations. None of those response procedures are "wrong;" however, ILTexas has elected to utilize the SRP developed by the "I Love U Guys" Foundation as the standard for ILTexas, in large part because of the association between the "I Love U Guys" Foundation and the Texas School Safety Center.

Concept of operations

A. ILTexas active threat response procedures will comply with the five (5) phases of emergency management.

1. **Prevention:** Includes activities to avoid a critical incident or to intervene to stop a critical incident from occurring. Prevention involves activities to protect lives and protect property. Examples include but are not limited to cyberbullying prevention, building access control procedures, security systems and cameras, and behavioral threat assessment tea
2. **Mitigation:** Includes activities to reduce the loss of life and property from emergencies or active threats by avoiding or lessening the impact of an emergency or active threat. Mitigation seeks to effectively address the emergency or active threat damage. These activities will have long-term sustained effects. Examples include but are not limited to structural changes to buildings and improved security through door access control systems.
3. **Preparedness:** A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during a response to an emergency or an active threat. Examples include but are not limited to conducting regular drills, evaluating the results of drills, making appropriate revisions to the drill procedures, and providing appropriate and regular training to staff on how to respond to an emergency or an active threat.
 - a. As an integral aspect of **preparedness**, department heads and campus principals shall be responsible for documenting the results of active threat drills in the Raptor 6 drill management system,

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

87

- b. conducting after-action reviews of active threat drills with all involved stakeholders including students and staff, communicating the results of the after-action reviews to the Director of Safety and Security, and collaborating with the Director of Safety and Security to develop appropriate revisions to the active threat drill procedures.
4. **Response:** Activities that address the short-term, direct effects of an emergency or active threat. Responses are immediate actions to save lives. Responses include but are not limited to the execution of appropriate EOP(s) and activities designed to limit the loss of life, personal injury, and other unfavorable outcomes, e.g., lockdown, secure, and hold as defined in the SRP.
5. **Recovery:** Encompasses both short-term and long-term efforts for rebuilding and revitalization of affected communities and individuals. Recovery activities include but are not limited to:
 - a. Psychological and emotional crisis and mental health counseling.
 - b. Resumption of special events and student activities.
 - c. Repairing or rebuilding facilities damaged or destroyed during an active threat.
 - d. Comprehensive review of the active threat response involving all internal and external stakeholders to identify positive and negative issues for revision.

B. Time barriers

1. Time barriers or actions taken beforehand to “harden the structure” can be an invaluable asset to safety not only of staff and students, but also visitors to a campus who expect a friendly and secure environment. Time Barriers are best described as a physical barrier that slows down the entry into or movement through a facility. This delay may allow trained persons to take further protective action and gives first responders more time to arrive.
2. A simple example of a Time Barrier would be making the exterior doors of a building automatically lock, delaying an intruder’s attempt to break into the premises.
3. Staff members should regularly ensure that the exterior doors of a building are locked and not propped open.
- 4.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

88

5. The most powerful time barrier in an active threat incident is a locked classroom door. As an alternative, a classroom door can be barricaded by any available method, e.g., desks, chairs, and/or any heavy objects.
 6. ILTexas is expanding the card-activated access control system throughout ILTexas as funds permit.
 7. ILTexas is exploring possible funding for the installation of safety and security ballistic film on all glass exterior doors on all campuses and the windows on all campus classrooms.
 8. All campus visitors will be processed through Raptor for all indoor campus activities (i.e., sporting events, parent events, parent meetings, etc.)
 9. Campuses will offer pre-registration for events that exceed 100 guests.
 10. Principals are afforded discretion to the locked door policy for the following offices: a Principal b Assistant Principal
 10. Counselors are afforded situational discretion. The norm will be that Counselors' doors will remain open unless the counselor requires privacy/confidentiality in which the door will be closed and locked.
 11. The Library/Media Center door is to be closed and unlocked. If the room is being used for instruction, then the door must be closed and locked.
 12. Each campus must have at least 10 classroom keys available for substitutes to check out, and 3 sets of master keys. These keys will be kept with the Assistant Principal over Security.
 13. The Nurses office door is to be closed and unlocked.
- C. SRP is action-based
1. The SRP is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), the SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are five specific actions that can be performed during an incident. The fifth action was incorporated into an extended SRP in 2017 after numerous requests were received from schools utilizing the SRP.
 2. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a “Directive.”
 - a. The most current version of the SRP has phased out the term “Lockout” and replaced it with “Secure.” The conversion is intended to mitigate confusion between “Lockdown” and the previous term “Lockout.” “Secure” is followed by the Directive: “Get Inside. Lock

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

89

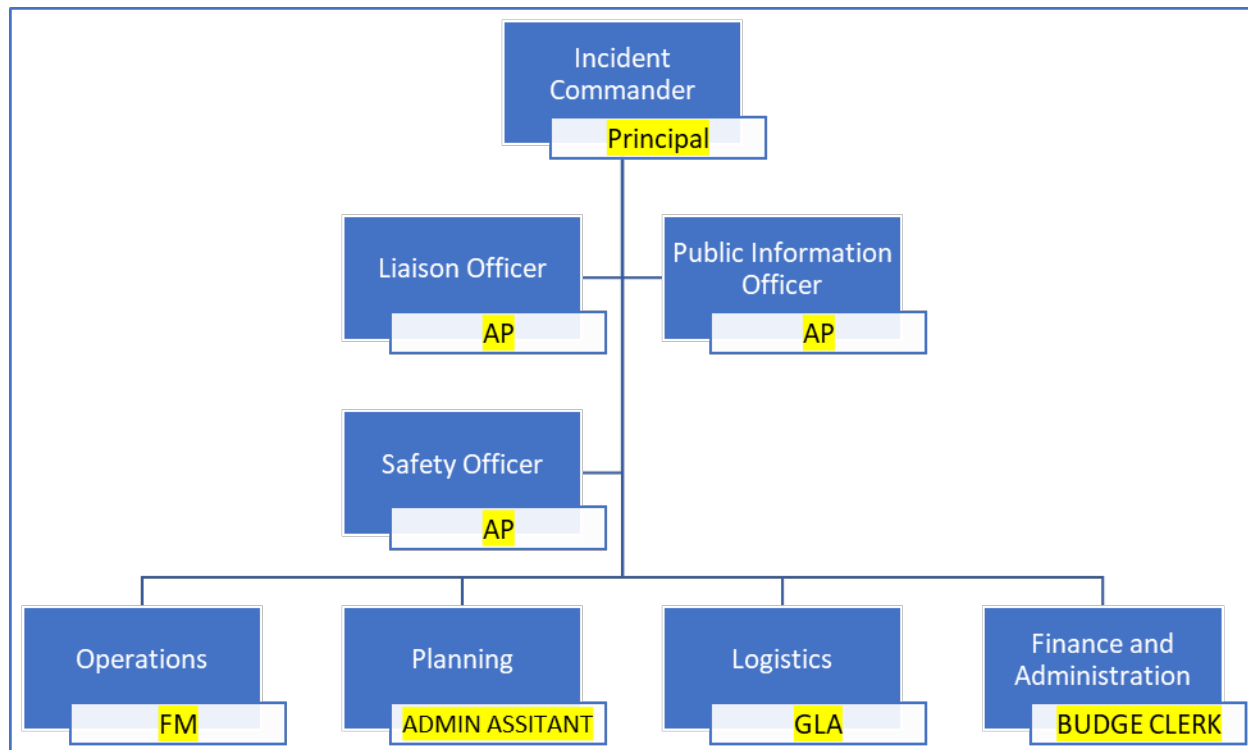
Outside Doors” and is the protocol used to safeguard students and staff within the building and portables from an external threat.

- b. “Lockdown” is followed by the Directive: “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place during an internal threat inside the building and in all portable buildings.
 - c. “Evacuate” is always followed by a Directive specifying a location and is used to move students and staff from one location to a different location in or out of the building and all portable.
 - d. “Shelter” is always followed by a Directive regarding the specific hazard and a safety strategy and is the protocol for group and self-protection.
 - e. “Hold” is always followed by a Directive to hold in the classroom and is used if there is a disturbance in a hallway or common area in a building and portable that poses a threat level less than an active shooter, e.g., a fight in a hallway.
3. As an example, if the action is “Lockdown,” it would be announced on public address as “Lockdown! Locks, Lights, Out of Sight.” Communication to the local police agency would be, “We are under Lockdown.”
 4. The “Evacuate” response is always followed by a location: “Evacuate to the Bus Zone.” Responses can also be chained together. For instance, “Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold.”
 5. All five of these SRP actions are described on posters in each classroom for easy and rapid reference.

D. Incident Command System (ICS)

1. During a critical incident including but not limited to an active threat, severe weather event, or fire that develops on a school campus or ILTexas facility, the campus principal or department head or their designee will assume the immediate role of Incident Commander (IC) in the ICS.
2. The IC will delegate appropriate roles and responsibilities to staff members based on the nature of the critical incident.
3. Based upon the specific nature and scope of the critical incident, the role of IC may rapidly transfer to first responder staff, e.g., a law enforcement officer in an active threat/shooter incident or a fire department officer in a fire incident.

4. With the transfer of the IC role and responsibilities to a first responder staff member, the campus principal or department head or their designee will remain a member of the Unified Command staff.
- 5.



E. Secure

1. The differentiation between “Secure” and “Lockdown” is a critical element in the SRP.
 - a. A “Secure” recovers all students and staff from outside the main campus building, including students and staff in portable buildings; secures the main building perimeter; and locks all outside doors. Students and staff remain in their classrooms. This would be implemented when there is a threat or hazard **outside** the main campus building that reasonably poses a threat to the safety of students and staff. Examples that would initiate a “Secure” response include but are not limited to criminal activity, dangerous events in the community, or even a vicious dog on the playground. While the “Secure” response encourages greater staff

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

91

- b. situational awareness, it allows for educational practices to continue with business as usual with little classroom interruption or distraction. Teachers should take their role, notify the campus administration of any students who are unaccounted for, and note the time.
 - i. If students and staff cannot safely recover from portable buildings due to the specific circumstances surrounding the threat or hazard outside the campus, the portable building doors should be locked. It may be best for students or staff in a portable building to evacuate to the main campus rather than going to “secure” in the portable building. The student should be trained to return to the inside of the main campus building unless they cannot reasonably return to the main campus building from a portable building.
 - ii. Any staff member who becomes aware of a threat or hazard outside the main campus that may reasonably endanger the safety of students and/or staff is empowered to initiate the “Secure” procedure.
 - iii. Teachers should be trained to recover students and staff from outside the main campus building, take roll, and account for all students. A “secure” response shall not be lifted by campus administration until the appropriate first responder agency, e.g., law enforcement, has advised the campus administration that the incident is “all clear.”
 - iv. Students shall not be allowed to walk home in the aftermath of an incident that generates a “secure” directive until the appropriate first responder agency, e.g., law enforcement, has advised the campus administration that the incident is “all clear.”
 - v. The term “secure” has replaced the previous term of “modified lockdown” as “secure” is a more appropriate description of the action taken.
- c. Currently, ILTexas policy requires that we lock doors and windows of campus buildings at all times. Staff members assigned “Primary Responsibility” for a “Secure Zone” should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having “Secure Duty.” There should also be assigned a person with “Secondary Responsibility” for Secure Duty in the event
- d.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

92

- e. the person with Primary Responsibility is absent or unable to perform the protocol.
 - i. Individual Secure Duty Checklists should be created for each person assigned either Primary or Secondary Secure Duty.
 - ii. "Secure" drills should be performed once/semester, preferably within the first two (2) weeks of each semester. At least one of these drills should be performed while outdoor activities are in progress.

F. Lockdown

1. If time allows, only a Principal or an Administrator in charge of the campus should call a lockdown.

However, "Lockdown" can be called by anyone when there is an imminent active threat or a life-threatening hazard inside or within close proximity to the school building that may include but is not limited to parental custody disputes, intruders, or an active shooter. Principals and Administrators, when safe, should communicate by any means available as soon as possible to make plans for communication to students, Staff, HQ, and Parents. Reference the Communication EOP Annex for further communication instructions.
2. "Lockdown" protocol is as follows: locking all doors; blocking entry to all doors with heavy objects, if possible; turning off the lights; and placing students out of sight of any corridor windows. Student action during lockdown is to remain quiet. Cellphones and any other electronic device must be silenced.
3. "Lockdown" Currently, ILTexas policy states that all exterior doors are to be locked. There are several reasons for not locking perimeter doors during a "Lockdown." Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.
4. Students should be trained to move away from anything that has windows on in the classroom and remain silent. It is best to hide up against the wall out and out of sight of doors and windows.
5. Teachers should take time with students during a drill to identify and occupy a "Safe Zone" in the classroom where they cannot be seen through any Interior or exterior windows. In other words, students should locate themselves at a point in the classroom where they can no longer see out the corridor window. If visibility in a classroom is problematic, alternative locations should be identified.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

93

6. Teachers should be trained to ensure their classroom doors are locked and/or block the classroom door, turn lights off, move away from sight, maintain silence, not open the classroom door, take the class attendance sheet to account for all students, and note the time.
7. Silent or whispered attendance should be taken to determine if attendance has changed since the beginning of class.
8. Teachers and student training reinforce the practice of not opening the classroom door once in lockdown. Rather, no indication of occupancy should be revealed until first responders or campus administrators open the door.
9. Leave classroom shades in whatever position they were before the “lockdown” was initiated.
10. Classroom doors shall not be opened in response to any request from outside the classroom, including requests from any individual claiming to be law enforcement or a campus administrator. Police personnel or a campus administrator will open each classroom door with a key. Disregard any school bells signaling classroom changes.
11. Red and green cards shall not be passed under classroom doors to indicate the status in each classroom. Such cards only provide an active shooter with information about the possible location of potential targets/victims.
12. If a fire alarm sounds during a “lockdown, whether a drill or an actual event, there shall be no evacuation initiated unless there is definite proof of a fire.
13. Students or staff who are outside classrooms, e.g., in a hallway, a restroom, the cafeteria, or the gymnasium, during a “lockdown” should immediately get to any classroom as quickly as possible and lockdown. If the classroom is already locked and lights out, then find a place to hide or even evacuate away from the building.
14. If a “lockdown” is ordered due to an actual incident, students should be instructed not to use their cellphones. Silence cell phones, including the vibrate mode. Text messages should not be transmitted for at least the first five (5) minutes of an incident to avoid overloading cellular data band space and jamming the electronic communication devices of first responders. Students should be instructed to turn off access to WIFI on their cellular telephones for the same reason.
15. If students can safely send text messages without creating sounds or exposing themselves to view from outside the classroom door, they may send text message updates every five (5) minutes.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

94

.A Lockdown can only be lifted by the Principal or Administrator in charge of the campus.

17. "Lockdown" drills should be performed once a semester, preferably within the first two (2) weeks of each semester. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with the SRP, law enforcement participation in the drill should occur no less than once every two (2) years.

18. During a "lockdown" drill, a campus administrator should check each classroom to ensure students or staff are not visible from outside the classroom, to verify that the classroom door is locked, and to ensure that neither students nor staff react to a request from the exterior of the classroom from an individual claiming to be law enforcement or a campus administrator to open the classroom door.

G. Evacuate

1. Students should be trained that if they are separated from their class during an evacuation, then joining any evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the evacuation site.

2. An evacuation may be initiated for an incident, including a bomb threat or an internal natural gas leak.

3. Students should be trained to leave their personal belongings behind, bring their cellular telephones with them, and form a single line during the evacuation (maintaining appropriate social distance if reasonable) while following designated posted evacuation routes to an assigned assembly area.

4. Students in portable buildings should respond to an evacuation order in the same manner as students in the main campus building.

5. Teachers should be trained to take the class attendance sheet with them during the evacuation, lead the students to the assigned assembly area by following designated posted evacuation routes, take attendance, and note the time.

6. Teachers should report any missing students to the Incident Commander or his designee, who will, in turn, report any missing student(s) to the appropriate first responder(s).

7. In a law enforcement-initiated evacuation, students may be instructed to form a single file line and hold hands front and back. Or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be given during an evacuation. Students and staff should be prepared to follow specific instructions from campus administrators or first responders.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

95

8. Fire evacuation drills are considered valid evacuation drills. Fire evacuation drills should be performed monthly.
9. An evacuation drill to the designated off-campus evacuation site is not required; however, the campus administrative staff should be aware of the designated off-campus evacuation site and the safest and quickest route to that site.

H. Shelter

1. Hazards that would initiate a command to “shelter” might include but are not limited to a tornado, a hazardous materials incident, an earthquake, or a severe weather event.
2. Strategies after a command to “shelter” might include but are not limited to evacuation to a designated shelter area; sealing a room; or drop, cover, and hold.
3. Students should be trained in appropriate hazards and safety strategies.
4. Teachers should be trained in appropriate hazards and safety strategies, taking classroom attendance sheets with them; leading students to the designated shelter area; taking attendance upon arrival at the designated shelter area; noting the time, reporting any missing students, injuries, or problems to the Incident Commander or his designee who will in turn report those issues to the appropriate first responder(s).
5. The SRP has abandoned the term “Shelter-in-Place.” With the Federal Emergency Management Administration’s (FEMA) recommendation to use plain, natural language, the shorter “Shelter” directive was suggested rather than saying “Shelter In Place.” Identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.
6. A “shelter” drill in response to a hazardous materials incident should be performed once a year. Instructions regarding a “shelter” in response to a hazardous materials incident are provided in the Hazardous Materials Incident Response Annex.
7. A “shelter” drill in response to a severe weather event should be performed once during the spring semester, preferably within the first two (2) weeks of the semester. Instructions regarding a “shelter” in response to a severe weather event are provided in the Severe Weather Event Response Annex.

I. Hold in classroom

1. “Hold” in the classroom is called when the hallways need to be kept clear, even during scheduled class changes.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

96

2. A “hold” in a classroom may be called when there exists a specific problem or disturbance in a hallway or common area that does not rise to the level of an active threat or shooter or a severe weather event, e.g., a disruptive student or visitor.
 3. Students should be trained to remain in their classroom conducting normal activities.
 4. Teachers should be trained to recover students and staff from the hallways, close and lock the classroom door, take attendance, note the time, and account for all students, reporting any missing students to the campus principal or his designee as the IC.
- J. Last resort defensive responses to an active shooter
1. Confronting an active shooter shall never be a requirement of any staff member; instead, it is an individual decision.
 2. Self-evacuation or running from an active shooter incident can be an effective tactic if other standard procedures are not reasonably available.
 3. Although this option is not detailed in the SRP, as the last resort and only if one’s life is in imminent danger, e.g., an active shooter has breached a classroom door and entered the classroom with a firearm, attempt to incapacitate the shooter by acting with physical aggression as an active defense mechanism. Fully commit to one’s actions.
 4. If in a location with others, consider quickly forming a team to respond aggressively with designated responsibilities, e.g., legs, arms, or head.
 5. Improvised weapons or throw items, e.g., books, chairs, or desks.
- K. Information that should be provided to 9-1-1 in an active threat incident, if known
1. The last known location of the individual(s) who created the active threat or the active shooting and the last direction of the individual(s)’ movement.
 2. The number of individuals involved in the active threat or active shooting.
 3. A physical description of the individual(s) involved in the active threat or active shooting.
 4. A description and location of any vehicle(s) that might be associated with the individual(s) involved in the active threat or active shooting.
 5. The number and type of weapons being used by the individual(s) involved in the active threat or active shooting.
 6. The number of potential victims at the school or facility.
 7. If the school or facility is in a lockdown condition.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

97

L. What to do when law enforcement arrives

1. Understand and expect that law enforcement's priority must be to locate and stop the person(s) believed to be causing the active threat or shooting; all other actions, including stopping to assist injured persons, are secondary. Rescue teams following the initial responding officers will treat and remove injured persons.
2. Remain calm and follow directions.
3. Put down any items that are being carried in one's hands, e.g., bags, jackets, books.
4. If so ordered, raise one's hands and spread fingers.
5. Keep hands visible at all times.
6. Avoid quick movements, particularly toward officers such as attempting to hold them for safety as those movements may be perceived as possible threats.
7. Avoid pointing, screaming, or yelling.
8. Do not stop to ask officers for help or directions/information when being evacuated. Simply follow directions.
9. When a safe location is reached, students and staff may be held in that area until the situation is under control and all potential witnesses, including students and staff, have been identified and/or interviewed. Do not leave the secure area until instructed by law enforcement personnel.

M. Special needs students and/or staff

1. During all drills or an actual active threat incident, staff members designated by the campus principal will ensure as much as reasonably possible that accommodations are made for the safety of students and/or staff with special needs, e.g., physical, or mental disabilities.

N. After-Action Reviews of drills

1. After **every** drill, not limited to active threat drills, the campus principal or his designee shall ensure that a debriefing is conducted during which input is solicited from all involved stakeholders, including but not limited to staff members and students, regarding suggestions on how improvements could be made in the drill.
- 2.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

98

3. The Raptor 6 drill management system should be used to facilitate the debriefing process and reporting/documentation process for **every** drill.
4. The campus principal or his designee shall communicate to the Director of Safety and Security the results of the debriefing and any positive or negative issues that arose during drills as soon as reasonably possible.
5. The Director of Safety and Security, after consultation with the campus principal or his designee, shall provide guidance on recommended improvement(s) in the drill procedure.

O. Support services during and after an active threat incident

1. During an ongoing and/or evolving active threat incident, where immediate reunification of students with parents or guardians is not reasonably possible, ILTexas through the Executive Director of Communications, Marketing, and Public Relations or his designee shall provide timely, accurate, and relevant information to parents or guardians that does not compromise any law enforcement activity to mitigate stress and frustration as much as reasonably possible.
2. ILTexas, through the Executive Director of Communications, Marketing, and Public Relations or his designee, shall schedule periodic updates even if no additional information is available.
3. ILTexas, through the Principals and the help of the Executive Director of Communications, Marketing, and Public Relations or his designee, shall be prepared to speak with parents or guardians about what to expect when reunited with their child(ren).
4. ILTexas through the Executive Director of Communications, Marketing, and Public Relations or his designee and the Executive Director of Special Populations or his designee shall ensure effective communication with those who have a language barrier or need other accommodations, e.g., sign language interpreters for deaf persons.
5. ILTexas will implement its reunification process as described in the Reunification Annex to the Emergency Operations Plan.
6. If reunification is not possible because a child is missing, injured, or killed, ILTexas, through the Principals and the help of the Executive Director of Communications, Marketing, and Public Relations or his designee, will ensure that such information is delivered in an accurate, timely, and compassionate

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

99

7. way by the appropriate source, e.g., law enforcement, the medical examiner, and/or trained counselors.
8. ILTexas through the Executive Director of Counseling or his designee will provide trained staff members to assist victims and their families including but not limited to emergency intervention services and victim assistance beginning immediately after the conclusion of the incident and throughout any recovery efforts.

Legislative mandates regarding active shooter drills

- A. Senate Bill 168, passed by the Texas Legislature during the 2021 legislative session, establishes active shooter drill requirements. ***These requirements do not apply to “lockdown” drills.***
 1. ILTexas will prohibit active shooter drills from simulating actual shootings.
 2. ILTexas will provide adequate notice to parents including the date and the content of the active shooter drill.
 3. ILTexas will require an announcement to staff and students that an active shooter drill is about to commence.
 4. ILTexas will establish age-appropriate standards for active shooter drill content that are developed by a team including teachers, mental health professionals, law enforcement officers, and others and that incorporate trauma-informed practices to address the well-being of students participating in the active shooter drill.
 5. ILTexas will track data regarding the efficacy and impact of active shooter drills, including any symptoms of indicators of trauma among student participants.
 6. ILTexas will comply with the requirements of SB 168 by refraining from using the term “active shooter” drill. Instead, ILTexas will conduct “lockdown” drills. ***“Lockdown” drills are not subject to the requirements of SB 168.***
 7. Any decision to conduct a drill identified as an active shooter drill rather than a “lockdown” drill shall be approved in advance by the Director of Safety and Security and the Superintendent or his designee.
 8. Any drill identified as an active shooter drill conducted by ILTexas shall comply with all the requirements in Senate Bill 168.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

100

Resources

Acronyms

ICS

Incident Command System

Definitions

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

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

Providing Maps and Walkthroughs to First Responders

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

EMERGENCY RESPONSE MAP CERTIFICATION STATEMENT		
Date Map Provided	Agency Receiving Map	Agency Staff Receiving Map
Enter Date	Enter Name	Enter Name/Badge Number
06/2023	Oak Ridge Police Dept.	Captain Marcus Markulec #119
02/29/2024	Texas Department of Public Safety	Trooper Delina Brown

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

WALKTHROUGH CERTIFICATION STATEMENT			
Date Walkthrough Offered	Agency Contacted	Agency Supervisor Accepting or Declining Walkthrough	Date Walkthrough Completed
Enter Date	Enter Name	Enter Name/Badge Number	Enter Date
06/2023	Oak Ridge Police Dept.	Captain Marcus Markulec #119	06/2023
02/29/2024	Texas Department of Public Safety	Lt. Oscar Villareal	

ILTexas Emergency Operations Plan (EOP)
Effective date: September 21, 2023
Review date: September 21, 2023

102

**ILTEXAS CHARTER
EMERGENCY OPERATIONS PLAN (EOP)
ACTIVE SHOOTER APPENDIX TO THE
ACTIVE THREAT ANNEX.
EFFECTIVE DATE: JANUARY 05, 2022
REVIEW DATE: JANUARY 05, 2023**

PURPOSE AND SCOPE

PURPOSE

THIS ACTIVE SHOOTER APPENDIX IS WRITTEN TO DIRECT THE SPECIFIC DISTRICT TASKS NECESSARY BEFORE, DURING, AND AFTER AN ACTIVE SHOOTER INCIDENT. FOR THE PURPOSES OF THIS APPENDIX, THE TERM ACTIVE SHOOTER IS DEFINED AS ANY ATTEMPT TO KILL OR SERIOUSLY INJURE

ILTexas Emergency Operations Plan (EOP)
Effective date: September 21, 2023
Review date: September 21, 2023

103

PEOPLE IN A POPULATED AREA. **THIS APPENDIX MAY SERVE AS THE DISTRICT'S ACTIVE SHOOTER POLICY, IN ACCORDANCE WITH TEXAS EDUCATION CODE 37.108.**

SCOPE

THIS DOCUMENT APPLIES TO THE WHOLE DISTRICT COMMUNITY, INCLUDING FIRST RESPONDER AGENCIES. ALL DISTRICT STAFF, INCLUDING SUBSTITUTE TEACHERS, WHO ARE ASSIGNED EMERGENCY MANAGEMENT ROLES AND RESPONSIBILITIES SHOULD RECEIVE TRAINING IN AND HAVE ACCESS TO ALL DISTRICT EMERGENCY PLANS. EXTERNAL STAKEHOLDERS LIKELY TO RESPOND TO AN ACTIVE SHOOTER INCIDENT SHOULD ALSO REVIEW THIS APPENDIX FOR COMPATIBILITY WITH THEIR OPERATIONS AND RESOURCES. DURING AN ACTIVE THREAT EVENT, DISTRICT STAFF WILL BE

ILTexas Emergency Operations Plan (EOP)
 Effective date: September 21, 2023
 Review date: September 21, 2023

ASSIGNED TO DIRECTLY ASSIST PERSONS WITH ACCESS AND FUNCTIONAL NEEDS IN ORDER TO DIRECT THEM TO THE BEST AVAILABLE REFUGE AREA UNTIL MORE ASSISTANCE CAN BE ACQUIRED.

SPECIFIC TASKS TAKEN BEFORE, DURING, AND AFTER AN INCIDENT

BEFORE AN ACTIVE SHOOTER INCIDENT

TASKS	RESPONSIBLE ROLE
OBTAIN LIFESAVING RESOURCES SUCH AS BLEEDING CONTROL KITS. INSTALL THESE RESOURCES IN COMMON SPACES AND REGULARLY INFORM THE COMMUNITY OF THEIR PRESENCE. FLOORPLANS SHOULD CLEARLY IDENTIFY THE LOCATIONS OF LIFESAVING RESOURCES.	DIRECTORY OF OPERATIONS AND SAFETY AND SECURITY

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>TRAIN STAFF AND SUBSTITUTES IN LIFESAVING TECHNIQUES, INCLUDING THE USE OF BLEEDING CONTROL KITS.</p>	<p>DIRECTOR OF SAFETY AND SECURITY</p> <p>HEALTH & SERVICE</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>TRAIN STAFF AND SUBSTITUTES ON HOW TO ADMINISTER ALL ACTIONS FOR THE STANDARD RESPONSE PROTOCOL (SRP).</p> <ul style="list-style-type: none"> · DURING SRP TRAINING, ENCOURAGE STAFF MEMBERS SUPERVISING ANY STUDENT ACTIVITIES OUTSIDE THE BUILDING TO MAKE THE BEST DECISION FOR STUDENTS UNDER THEIR SUPERVISION. · TRAIN STAFF, SUBSTITUTES AND STUDENTS TO USE PROGRAMS SUCH AS CIVILIAN RESPONSE TO ACTIVE SHOOTER EVENTS (CRASE) TO HELP THEM MAKE INDIVIDUAL DECISIONS DURING AN ATTACKER INCIDENT. CONSIDER ADAPTATIONS FOR NON INSTRUCTIONAL FACILITIES, SUCH AS STADIUMS, ADMINISTRATION BUILDINGS, ETC. 	<p>DIRECTOR OF OPERATIONS AND SAFETY & SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>TRAIN DISTRICT AND CAMPUS ADMINISTRATION ON THE INCIDENT COMMAND SYSTEM (ICS), INCLUDING THE CONCEPT OF UNIFIED COMMAND.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY & SECURITY</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>TRAIN STAFF AND SUBSTITUTES ON HOW TO FIND AND USE CRITICAL CAMPUS RESPONSE RESOURCES SUCH AS BLEEDING CONTROL KITS AND TWO-WAY RADIOS.</p>	<p>DIRECTOR OF OPERATIONS, SAFETY AND SECURITY</p> <p>HEALTH SERVICES</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>TRAIN STAFF AND SUBSTITUTES TO NOTIFY FIRST RESPONDERS OF AN ATTACKER BY USING MULTIPLE COMMUNICATION OPTIONS.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>REQUEST THAT LOCAL EMERGENCY RESPONSE AGENCIES HELP DEVELOP TRAINING PROGRAMS DESIGNED TO EDUCATE STAFF MEMBERS TO SAFELY OBSERVE AND REPORT INFORMATION THAT WOULD BE USEFUL TO RESPONDERS DURING AN ATTACK.</p>	<p>DIRECTOR OF SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND</p>
	<p>DEPARTMENT HEAD</p> <p>TEXAS CRIME STOPPERS</p>
<p>DESIGN AND CONDUCT DRILLS AND EXERCISES THAT IMPART NECESSARY SKILLS WITHOUT UNDULY CREATING TRAUMA FOR STAFF AND STUDENTS.</p> <p>USE A PROGRESSIVE SCHEDULE, BEGINNING WITH APPLICABLE SRP DRILLS AND CULMINATING IN FULL-SCALE EXERCISES (WITHOUT LIVE FIRE). REFER TO TEXAS EDUCATION CODE 37.1141 FOR SPECIFIC MANDATES TO FOLLOW DURING THESE EXERCISES.</p> <p>CONSIDER DESIGNING DRILLS AND EXERCISES FOR AFTER-HOUR AND EXTRACURRICULAR ACTIVITIES.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>CONDUCT AFTER-ACTION REVIEWS (AARs) AND DEVELOP IMPROVEMENT PLANS AFTER EACH DRILL AND EXERCISE.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>EMPOWER ALL STAFF MEMBERS AND SUBSTITUTES TO INITIATE SRP ACTIONS. INCLUDE THIS CONCEPT IN DRILLS AND EXERCISES.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
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BEFORE AN ACTIVE SHOOTER INCIDENT

TASKS	RESPONSIBLE ROLE
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<p>ASSIGN TWO-WAY COMMUNICATION DEVICES (E.G., RADIOS, CELL PHONES, ETC.) TO ADMINISTRATORS AND ENSURE THAT EACH MAJOR INTERIOR AND EXTERIOR AREA HAS THESE DEVICES.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
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<p>ENSURE THAT ATTENDANCE RECORDS, STAFF ROSTERS, AND VISITOR LISTS CAN BE ACCESSED OFFSITE BY DISTRICT STAFF AND FIRST RESPONDERS.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
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<p>ESTABLISH PRIMARY AND SECONDARY EVACUATION SITES. INCORPORATE THESE INTO DRILLS AND EXERCISES.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
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ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>INSTALL AND TEST PANIC BUTTON(S) AT REGULAR INTERVALS. INCLUDE ANY STAFF MEMBERS WHO WOULD BE IN PROXIMITY TO THE PANIC ALARM DURING AN ATTACK.</p> <ul style="list-style-type: none"> · PLACE PANIC BUTTONS IN A SPACE THAT ENCOURAGES LEGITIMATE USE AND DISCOURAGES FALSE ALARMS. CONSIDER WEARABLE PANIC BUTTONS. · NOTIFY FIRST RESPONDER AGENCIES BEFORE TESTING PANIC BUTTONS. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
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<ul style="list-style-type: none"> · ENSURE THAT BOTH FIRST RESPONDERS AND DISTRICT ADMINISTRATORS RECEIVE ALERTS FROM PANIC BUTTONS. 	
<p>ENSURE THAT PERSONS WITH ACCESS AND FUNCTIONAL NEEDS HAVE EQUAL ACCESS TO SAFETY.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>MEET WITH LAW ENFORCEMENT TO IDENTIFY ADDITIONAL OR UNIQUE RESOURCES THAT MIGHT BE NEEDED DURING AND AFTER AN ATTACK.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>PROVIDE OPPORTUNITIES FOR POLICE, FIRE, AND EMS TO BECOME FAMILIAR WITH DISTRICT FACILITIES.</p> <ul style="list-style-type: none"> · HOST FIRST RESPONDER TOURS ON A REGULAR BASIS. · ENCOURAGE LAW ENFORCEMENT TRAINING ON SCHOOL CAMPUSES. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>PROVIDE FIRST RESPONDERS WITH ACCESS AND NAVIGATION AIDS SUCH AS THE FOLLOWING:</p> <ul style="list-style-type: none"> · OFFSITE ACCESS TO YOUR VIDEO SURVEILLANCE CAMERA SYSTEM. · DIGITAL FLOOR PLANS. · SECURE ACCESS BOXES (KNOX BOXES) WITH MULTIPLE SETS OF MASTER KEYS AND ACCESS CARDS. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>ENCOURAGE, CELEBRATE, AND ADVERTISE POSITIVE POLICE RELATIONSHIPS WITH STAFF AND STUDENTS. CONSIDER THE FOLLOWING:</p> <ul style="list-style-type: none"> · LUNCH VISITS WITH STUDENTS. · USING POLICE OFFICERS AS MENTORS AND READING BUDDIES. · USING POLICE OFFICERS FOR CLASS CHATS ABOUT SAFETY. · ESTABLISH REPORT WRITING SPACES FOR POLICE OFFICER USE WHILE ON PATROL. · INVITE LAW ENFORCEMENT TO ATTEND AND CONDUCT INFORMATIVE SESSIONS DURING PARENT–TEACHER ASSOCIATION MEETINGS AND ACTIVITIES TO DEVELOP AND FOSTER RELATIONSHIPS WITH PARENTS. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>PREPARE MASS NOTIFICATION SCRIPTS FOR ATTACKER INCIDENTS TO INCLUDE WITHIN YOUR COMMUNICATIONS ANNEX. CONSIDER DIFFERENT AUDIENCES AND SITUATIONS, SUCH AS A COMMON SCHOOL DAY VERSUS AFTER-HOURS ACTIVITIES.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>DESIGNATE AND TRAIN MULTIPLE USERS ON HOW TO ACCESS MASS NOTIFICATION SYSTEMS AND SCRIPTS. EMPOWER USERS TO SEND APPROPRIATE MESSAGING USING A PROTOCOL IF NECESSARY.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>DEVELOP AND IMPLEMENT A WRITTEN SCHEDULE FOR REGULAR SAFETY AND SECURITY INSPECTIONS. PERFORM A MONTHLY INSPECTION AND TEST OF SAFETY AND SECURITY COMPONENTS SUCH AS THE FOLLOWING:</p> <ul style="list-style-type: none"> · LOCKING HARDWARE: ENSURE THAT HARDWARE ALLOWS FOR LEGITIMATE ACCESS AND DENIES ENTRY TO UNAUTHORIZED PERSONS. CONSIDER TESTING AUTOMATION TECHNOLOGY. · SURVEILLANCE CAMERAS: ENSURE THAT VIDEO SURVEILLANCE SYSTEMS ARE INSTALLED IN APPROPRIATE LOCATIONS AND PROVIDE VIDEO RESOLUTION THAT AIDS IN IDENTIFICATION. CONTINUALLY EVALUATE THE NEED TO UPGRADE OR EXPAND THE SURVEILLANCE SYSTEM. WHEN POSSIBLE, INSTALL SYSTEMS THAT ENABLE OFFSITE MONITORING BY DISTRICT ADMINISTRATORS AND EMERGENCY RESPONSE AGENCIES. · LIGHTING: CONDUCT FACILITY INSPECTIONS AFTER DARK TO EVALUATE THE EFFECTIVENESS OF EXISTING LIGHTING AND IDENTIFY AREAS WHERE FACILITIES MAY BENEFIT FROM ADDITIONAL LIGHTING. REPAIR OR UPGRADE LIGHTING AS NEEDED. · EMERGENCY COMMUNICATIONS SYSTEMS: ENSURE THAT EMERGENCY 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>COMMUNICATIONS SYSTEMS EFFECTIVELY NOTIFY THE INTENDED AUDIENCE AND APPROPRIATE RESPONSE AGENCIES.</p>	
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<p>ENFORCE AND CELEBRATE DISTRICT SAFETY AND SECURITY POLICIES. ENSURE THAT ADMINISTRATORS SUPPORT PRACTICES THAT CREATE A SECURITY-MINDED CULTURE.</p> <ul style="list-style-type: none">· CONDUCT A STAFF AND STUDENT ORIENTATION SESSION ON DISTRICT SAFETY AND SECURITY MEASURES AND STRESS THE IMPORTANCE OF MAINTAINING SECURITY.· SUPPORT AN ENVIRONMENT THAT CELEBRATES THE REPORTING OF SUSPICIOUS ACTIVITY BY POLICY AND PRACTICE.	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
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ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>IDENTIFY AND MARK SAFE ROOMS FOR VISITORS, STAFF, AND STUDENTS WHO MAY BE AWAY FROM THEIR NORMAL SPACE.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>DETERMINE WHICH ARMED DEFENDERS (ISD POLICE, SCHOOL RESOURCE OFFICER, SCHOOL MARSHAL, SCHOOL GUARDIAN) WILL BE YOUR FIRST LINE OF DEFENSE AGAINST AN ATTACKER.</p> <ul style="list-style-type: none"> · ENSURE THAT ARMED DEFENDERS MEET REGULARLY WITH LOCAL LAW ENFORCEMENT OFFICERS WHO WOULD BE RESPONDING TO AN ATTACKER. <ul style="list-style-type: none"> · ENSURE THAT ARMED DEFENDERS TRAIN WITH LOCAL POLICE OFFICERS AT INTERVALS THAT ARE DECIDED BETWEEN DISTRICT AND LOCAL LAW ENFORCEMENT. · ENSURE THAT ARMED DEFENDERS CAN BE READILY IDENTIFIED BY STAFF MEMBERS AND EMERGENCY RESPONDERS DURING AN ATTACKER INCIDENT. · BEFORE THE END OF THE SPRING SEMESTER, CONSULT WITH LOCAL LAW ENFORCEMENT TO EVALUATE THE FEASIBILITY OF HAVING ARMED DEFENDERS 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p>
<p>ON CAMPUS. DEVELOP AND IMPLEMENT POLICIES AND PROCEDURES THAT HELP ESTABLISH AND MAINTAIN A VIABLE ARMED DEFENDER PROGRAM.</p>	

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>SECURE AND REVIEW WRITTEN AGREEMENTS FOR THE USE OF NON-DISTRICT RESOURCES THAT MAY BE NEEDED FOR AN ATTACKER INCIDENT, SUCH AS, BUT NOT LIMITED TO, THE FOLLOWING:</p> <ul style="list-style-type: none"> · ASSISTANCE WITH OFF SITE EVACUATION AND TRANSPORTATION NEEDS · SUPPORT FOR FOOD SERVICES · CLASSROOM SPACE NEEDED AFTER AN INCIDENT · ADDITIONAL LAW ENFORCEMENT SUPPORT FOLLOWING RESUMPTION OF CAMPUS ACTIVITIES · ADDITIONAL PSYCHOLOGICAL SUPPORT SERVICES 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>ENSURE THAT THE SCHOOL BEHAVIORAL THREAT ASSESSMENT TEAM CONVENES IN A TIMELY MANNER TO DISCUSS CONCERNING AND PROHIBITED BEHAVIOR.</p> <ul style="list-style-type: none"> · ENSURE THAT THE SCHOOL BEHAVIORAL THREAT ASSESSMENT TEAM ERRS ON THE SIDE OF EARLY INTERVENTION AND TIMELY SUPPORT TO INDIVIDUALS EXHIBITING CONCERNING BEHAVIORS. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>AT A MINIMUM, PROVIDE SUICIDE PREVENTION AND TRAUMA-INFORMED CARE TRAINING TO REQUIRED STAFF MEMBERS.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>ADD MORE TASKS SPECIFIC TO YOUR DISTRICT</p>	
<p>DURING AN ACTIVE SHOOTER INCIDENT</p>	
<p>TASKS</p>	<p>RESPONSIBLE ROLE</p>
<p>CALL FOR HELP USING REDUNDANT COMMUNICATIONS SYSTEMS.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p style="text-align: center;">DECIDE ON SRP ACTION.</p> <ul style="list-style-type: none"> · LOCKDOWN IS FOLLOWED BY “LOCKS, LIGHTS, OUT OF SIGHT” AND IS THE PROTOCOL USED TO SECURE INDIVIDUAL ROOMS AND KEEP OCCUPANTS QUIET AND IN PLACE. · EVACUATION MAY BE FOLLOWED BY A LOCATION AND IS USED TO MOVE PEOPLE FROM ONE LOCATION TO A DIFFERENT LOCATION IN OR OUT OF THE BUILDING. · SECURE (LOCKOUT) IS FOLLOWED BY THE DIRECTIVE: “GET INSIDE, LOCK OUTSIDE DOORS” AND IS THE PROTOCOL USED TO SAFEGUARD PEOPLE WITHIN THE BUILDING. · ENCOURAGE STAFF MEMBERS WHO ARE SUPERVISING STUDENT ACTIVITIES OUTSIDE THE BUILDING TO MAKE THE BEST DECISIONS FOR THEIR STUDENTS. 	<p style="text-align: center;">CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p style="text-align: center;">INITIATE SRP ACTION USING BRIEF, CLEAR LANGUAGE OFFERED BY SRP OVER THE CAMPUS ANNOUNCEMENT SYSTEM.</p> <ul style="list-style-type: none"> · LOCKDOWN: “LOCKS, LIGHTS, OUT OF SIGHT” · EVACUATE: “EVACUATE TO _____.” · SECURE (LOCKOUT): “GET INSIDE. LOCK OUTSIDE DOORS.” 	<p style="text-align: center;">CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p style="text-align: center;">FOLLOW DIRECTIONS FROM LAW ENFORCEMENT. WAIT FOR LAW ENFORCEMENT DIRECTION BEFORE LEAVING SECURED AREAS.</p>	<p style="text-align: center;">CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>USE A SIMPLE RESPONSE PROTOCOL, SUCH AS CRASE, WHEN NECESSARY. AVOID, DENY, DEFEND AGAINST ATTACKERS.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>BEGIN TO ACCOUNT FOR ALL STAFF, STUDENTS, AND VISITORS.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>INFORM YOUR COMMUNITY OF THE CURRENT THREAT AND STATUS OF THE INCIDENT.</p> <ul style="list-style-type: none"> · COORDINATE PUBLIC INFORMATION ACTIVITIES WITH LOCAL RESPONSE AGENCIES. CONDUCT JOINT BRIEFINGS WHEN POSSIBLE. · SEND A TIMELY MESSAGE TO THE COMMUNITY USING PREPARED SCRIPTS FROM YOUR COMMUNICATIONS ANNEX. 	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<ul style="list-style-type: none"> · DEVELOP AND PUBLISH A SCHEDULE FOR WHEN AND WHERE AUTHORIZED OFFICIALS WILL PROVIDE INCIDENT UPDATES. 	
<p>IF NECESSARY, IMPLEMENT YOUR CONTINUITY OF OPERATIONS PLAN (COOP) TO ENSURE THAT THE DISTRICT CONTINUES TO PERFORM ESSENTIAL FUNCTIONS.</p>	<p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>ADD MORE TASKS SPECIFIC TO YOUR DISTRICT</p>	

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

AFTER AN ACTIVE SHOOTER INCIDENT	
TASKS	RESPONSIBLE ROLE
PERFORM AN INCIDENT DEBRIEFING (HOTWASH) WHILE STAFF AND RESPONDERS ARE STILL ON SCENE.	CAMPUS PRINCIPAL AND DEPARTMENT HEAD
ACCOUNT FOR ALL PERSONNEL.	CAMPUS PRINCIPAL AND DEPARTMENT HEAD
REUNITE CHILDREN WITH PARENTS USING YOUR REUNIFICATION ANNEX.	CAMPUS PRINCIPAL AND DEPARTMENT HEAD
CONDUCT AN AAR SESSION FOR STAFF AND RESPONDERS TO DISCUSS WHAT WENT WELL AND WHAT NEEDS TO IMPROVE.	CAMPUS PRINCIPAL AND
	DEPARTMENT HEAD

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<p>DEVELOP AND IMPLEMENT AN IMPROVEMENT PLAN THAT INCLUDES RECOMMENDED CHANGES FROM THE INCIDENT DEBRIEFING AND AAR.</p> <ul style="list-style-type: none"> · ASSIGN SPECIFIC TASKS TO ENSURE ACCOUNTABILITY. · INCORPORATE CHANGES INTO FUTURE DRILLS AND EXERCISES. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>ACTIVATE YOUR DAMAGE ASSESSMENT TEAM TO IDENTIFY REPLACEMENT AND REPAIR NEEDS.</p> <ul style="list-style-type: none"> · CONSULT AND INVOLVE YOUR CITY OR COUNTY EMERGENCY MANAGEMENT COORDINATOR. · ENSURE THAT PROPER DOCUMENTATION OF DAMAGES AND EXPENSES IS MAINTAINED FOR POTENTIAL INSURANCE OR REIMBURSEMENT CLAIMS. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>INITIATE REPAIRS AND CLEANUP OF AFFECTED AREAS AFTER THEY ARE CLEARED AND RELEASED BY INVESTIGATORS.</p>	
<p>ASSESS THE TRAUMA-INFORMED AND GRIEF-INFORMED CARE NEEDS OF THE DISTRICT COMMUNITY AFTER AN ATTACKER INCIDENT AND PROVIDE APPROPRIATE MENTAL HEALTH RESOURCES.</p> <ul style="list-style-type: none"> · CALL ON NEIGHBORING DISTRICTS AND THIRD-PARTY PROVIDERS TO ASSIST WITH RESOURCES NEEDED FOR THE INITIAL RETURN TO SCHOOL. 	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND</p>

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

<ul style="list-style-type: none"> · ANTICIPATE RETURNING TO INSTRUCTION WHILE PROVIDING FOR THE ONGOING AND PROLONGED MENTAL HEALTH NEEDS OF THE DISTRICT COMMUNITY. · REINTRODUCE STAFF AND STUDENTS TO SCHOOL CAREFULLY AFTER REPAIRS HAVE BEEN MADE. 	<p>DEPARTMENT HEAD</p>
<p>PROVIDE A VISIBLE SECURITY PRESENCE AS STAFF AND STUDENTS TRANSITION BACK TO SCHOOL.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>ENSURE THAT PERSONNEL ARE MADE AVAILABLE TO PROVIDE STATEMENTS TO LAW ENFORCEMENT AND OTHER INVESTIGATING AUTHORITIES.</p>	<p>DIRECTOR OF OPERATIONS AND SAFETY AND SECURITY</p> <p>CAMPUS PRINCIPAL AND DEPARTMENT HEAD</p>
<p>ADD MORE TASKS SPECIFIC TO YOUR DISTRICT</p>	

RESOURCES

ACRONYMS

ILTexas Emergency Operations Plan (EOP)
Effective date: September 21, 2023
Review date: September 21, 2023

122

AAR	AFTER-ACTION REVIEW
CRASE	CIVILIAN RESPONSE TO ACTIVE SHOOTER EVENTS
SRP	STANDARD RESPONSE PROTOCOL
TCOLE	TEXAS COMMISSION ON LAW ENFORCEMENT

DEFINITIONS

1. **AFTER-ACTION REVIEW:** AN AAR WILL BE CONDUCTED BY THE DISTRICT FOLLOWING EVERY DRILL, EXERCISE, PLANNED EVENT, AND INCIDENT. AN AAR CAPTURES FEEDBACK ON WHAT WENT RIGHT, AND WHAT WENT WRONG; GATHERS INFORMATION AND PERSPECTIVES TO CREATE LESSONS LEARNED; GENERATES RECOMMENDATIONS FOR THE NEXT DRILL, EXERCISE, PLANNED EVENT, OR INCIDENT; AND BECOMES A CATALYST FOR UPDATING THE CURRENT EOP.

2. **CIVILIAN RESPONSE TO ACTIVE SHOOTER EVENTS:** CRASE WAS DEVELOPED IN 2004 TO PROVIDE CIVILIANS WITH KNOWLEDGE AND TRAINING ON THE AVOID, DENY, DEFEND STRATEGY FOR RESPONDING TO ACTIVE SHOOTER EVENTS.

3. **IMPROVEMENT PLAN:** A DOCUMENT THAT INCLUDES A CONSOLIDATED LIST OF CORRECTIVE ACTIONS AND RESPONSIBLE PARTIES AND A TIMELINE FOR COMPLETION.

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

123

4. **INCIDENT DEBRIEFING OR HOTWASH:** A GUIDED DISCUSSION USUALLY HELD IMMEDIATELY AFTER AN EXERCISE OR EVENT WHILE ELEMENTS OF THE EXERCISE ARE FRESH ON PARTICIPANTS' MINDS.

5. **SCHOOL BEHAVIORAL THREAT ASSESSMENT TEAM:** A MULTIDISCIPLINARY BEHAVIORAL THREAT ASSESSMENT TEAM OF SCHOOL PERSONNEL, INCLUDING FACULTY, STAFF, ADMINISTRATORS, COACHES, AND AVAILABLE SCHOOL RESOURCE OFFICERS, WHO WILL DIRECT, MANAGE, AND DOCUMENT THE THREAT ASSESSMENT PROCESS.

6. **SCHOOL GUARDIAN:** A SCHOOL BOARD MAY ADOPT A LOCAL POLICY THAT AUTHORIZES THE DESIGNATION OF SPECIFIED EMPLOYEES WHO ARE AUTHORIZED TO CARRY FIREARMS ON SCHOOL PREMISES.

7. **SCHOOL MARSHAL:** STATE LAW (TEC 37.0811) ALLOWS A SCHOOL DISTRICT OR CHARTER SCHOOL TO APPOINT ONE OR MORE SPECIALLY TRAINED AND LICENSED EMPLOYEES AS SCHOOL

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

124

MARSHALS. THE APPOINTMENT MUST BE MADE BY THE BOARD OF TRUSTEES, AND THE MARSHAL MUST HAVE THE APPROPRIATE LICENSING AND CERTIFICATION BY THE TEXAS COMMISSION ON LAW

ILTexas Emergency Operations Plan (EOP)

Effective date: September 21, 2023

Review date: September 21, 2023

125

ENFORCEMENT. INFORMATION ON THE SCHOOL MARSHAL PROGRAM CAN BE FOUND ON THE TCOLE WEBSITE.

8. STANDARD RESPONSE PROTOCOL: PROVIDES CLEAR, CONSISTENT LANGUAGE AND ACTIONS TO BE USED BY ALL

STUDENTS, STAFF, AND FIRST RESPONDERS IN AN EMERGENCY. THESE INCLUDE SRP ACTIONS [SECURE (LOCKOUT), LOCKDOWN, EVACUATE, SHELTER, AND HOLD] IN A SCHOOL SETTING.

9. TRAUMA-INFORMED CARE: AN APPROACH TO PROVIDING CARING AND SUPPORTIVE PHYSICAL AND PSYCHOLOGICAL ASSISTANCE, WITH TRAINING CONCENTRATIONS ON RECOGNIZING VARIOUS SIGNS AND SYMPTOMS INDICATING THAT TRAUMA HAS OCCURRED AND UNDERSTANDING THE PATHS FOR RECOVERY WITHOUT FURTHER TRAUMATIZATION.

TxSSC Fall 2023 Emergency Operations Plan Review Complete

Report Generated: 03/06/2024

INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS) EOP Review Complete Report

Basic Plan

Annual Maintenance

BP 1) Promulgation Statement: Signed by the Superintendent or the President of the Junior College, and (if applicable) the Emergency Management Coordinator.

Yes

BP 2) Approval and Implementation Page: Signed by the Emergency Management Coordinator of the district or Superintendent/President designee.

Yes

BP 3) Record of Changes: Record of changes made to the plan and verify it has been reviewed annually.

Yes

BP 4) Line of Succession: Summarize the Line of Succession for key personnel (primary, secondary, and tertiary) for making final decisions for the entire district during an incident. This is the "Chain of Command" that designates the individual and realistic alternates responsible for making final decisions during a disaster or emergency situation. This is not your ICS organization chart.

Yes

BP 5) Hazard Analysis Table: There is a hazard analysis included in the plan which outlines hazards that have the potential to disrupt district operations resulting in loss of life and damage to property and justification for hazard priority.

Yes

BP 6) Formal Agreements: The plan lists formal agreements for resources and services both needed and supplied by the district during an emergency (i.e., mutual aid agreements for emergency response services, interlocal agreements for reunification sites, contracts for potable water).

**Non-deficiency, feedback-only item*

Yes

BP 7) Attachment: School Safety and Security Committee - The current district Safety and Security Committee members are listed in the plan.

Yes

BP 8) Attachment: Record of Meetings - A list of the previous school year's district Safety and Security Committee meetings are documented in the plan.

Yes

BP 9) Attachment: Emergency Response Map and Walk-Through - The plan provides a certification statement informing which first responder agencies have received campus site maps and have been offered campus walkthroughs.

**Non-deficiency, feedback-only item*

Yes

Severe Weather Annex

General Information

SW 1) District-Specific Hazard Risks: The district identifies specific incidents within the hazard likely to impact the district. (e.g. Tornado, Hurricane, Flooding, etc...)

Yes

SW 2) Portable Building Safety: The district describes their plan to provide for the safety of persons in portable buildings, specific to the Severe Weather hazard. If your district does not have portable buildings, please state so in section 2.4 of the annex.

Yes

SW 3) Access and Functional Needs: The district describes their plan to provide for the safety of persons with access and functional needs, specific to the Severe Weather hazard. This includes physical, to include short-term or temporary conditions, as well as psychological and emotional needs.

Yes

Severe Weather Annex

ICS Organization

SW 4) ICS Org Chart: The ICS org chart is completed with the position titles of the individuals who are tasked with fulfilling ICS roles, with a minimum of Command Staff and Section Chiefs.

**This is different than the Line of Succession in the Basic Plan.*

Yes

Severe Weather Annex

Actions and Responsibilities

SW 5) Broad district-level activities: The district actions are written as comprehensive, implementable statements that cover the entire district.

Yes

SW 6) One title for each district action (overall responsibility): Focus on the title of the primary individual who is assigned overall responsibility of the specific action across all campuses. Refrain from using groups or departments.

Yes

Severe Weather Annex

Mitigation

SW 7) Weather Warning System: Actions describe how the district will be notified by external agencies of potential severe weather hazards.

Yes

SW 8) Regularly evaluate measures to reduce the impact of severe weather: Describe measures taken to reduce the impact of severe weather on people and district property and facilities.

**This item will not result in a deficiency.*

Yes

Severe Weather Annex

Preparedness

SW 9) Severe Weather Mass Communication: Actions address the testing of mass communication systems, both internal and external.

Yes

SW 10) Drills and Exercises for students, staff, and substitutes: Actions address completion of required drills and district consideration of Severe Weather exercises.

Yes

SW 11) First Responder Familiarity with Campus: Actions address attempts to make first responders (police, fire, EMS) familiar with the layout of school campuses, and regularly invite first responder presence on campus to ensure awareness of which areas of a campus maybe identified as or constructed to serve as safe areas.

Yes

Severe Weather Annex

Response

SW 12) Determine Appropriate Response Protocol: Actions address activating an appropriate response protocol for the severe weather hazard, and how the response protocol will be communicated to the affected campuses and facilities. Consider the Standard Response Protocol.

Yes

SW 13) Initiate Reunification Method: Actions address activating a reunification method for the severe weather hazard, and communicating the method to the affected campuses and facilities. Consider the Standard Reunification Method.

Yes

SW 14) Begin to account for all persons on campus: Actions address the method used by the district to account for the entire campus population for affected campuses.

Yes

SW 15) Activate Continuity of Operations Plan: Actions address the consideration of activating the Continuity of Operations Plan.

Yes

SW 16) Track hazard-related expenses: Actions address tracking all hazard-related expenses for state and federal reimbursement auditing.

Yes

Severe Weather Annex

Recovery

SW 17) Initiate psychological support services: Actions address the district initiating psychological support services, including trauma- and grief-informed care, for the entire population of affected campuses.

Yes

SW 18) Initiate damage assessment: Actions address damage assessment.

Yes

SW 19) Initiate cost recovery activities: Actions address cost recovery activities.

Yes

SW 20) Repair facilities: Actions address the repair of facilities.

Yes

SW 21) After-Action Review: Actions address an After-Action Review with representation present for all roles involved in and affected by the hazard.

Yes

SW 22) Improvement Plan: Actions address completing an improvement plan based on findings from the After-Action Review.

Yes

Hazardous Materials Annex

General Information

HM 1) District-Specific Hazard Risks: The district identifies specific incidents within the hazard likely to impact the district. (e.g. Train Derailment, Pipeline, Radiological, etc..)

Yes

HM 2) Portable Building Safety: The district describes their plan to provide for the safety of people in portable buildings, specific to hazardous materials hazards. If your district does not have portable buildings, please state so in section 2.4 of the annex.

Yes

HM 3) Access and Functional Needs: The district describes their plan to provide for the safety of persons with access and functional needs, specific to hazardous materials hazards. This includes physical, to include short-term or temporary conditions, as well as psychological and emotional needs.

Yes

Hazardous Materials Annex

ICS Organization

HM 4) ICS Org Chart: The ICS org chart is completed with the position titles of the individuals who are tasked with fulfilling ICS roles, with a minimum of Command Staff and Section Chiefs.

**This is different than the Line of Succession in the Basic Plan.*

Yes

Hazardous Materials Annex

Actions and Responsibilities

HM 5) Broad District-Level Activities: The district actions are written as comprehensive, implementable statements that cover the entire district.

Yes

HM 6) One title for each district action (overall responsibility): Focus on the title of the primary individual who is assigned overall responsibility of the specific action across all campuses. Refrain from using groups or departments.

Yes

Hazardous Materials Annex

Prevention

HM 7) Administer the chemical safety program for all campuses: Actions address coordinating with the local fire department and emergency management agency, maintaining safety data sheets (SDS), and ensuring all campuses follow applicable laws and regulations relating to the handling, transportation, and storage of hazardous materials. Chemical Management Resource Guide for School Administrators (EPA)

Yes

HM 8) Coordinate with Local Jurisdictions: Actions address coordination with local jurisdictions to learn of hazardous material transportation routes near vulnerable areas, such as school facilities.

Yes

Hazardous Materials Annex

Mitigation

HM 9) Testing of Eyewash Stations and Emergency Showers: Actions address the testing of all eye wash stations and emergency showers, as applicable to district.

Yes

HM 10) Obtaining and Maintaining Spill Kits: Ensure that chemical spill kits are readily available at all locations where chemicals are used.

Yes

Hazardous Materials Annex

Preparedness

HM 11) Hazardous Materials Mass Communication: Actions address the testing of mass communication systems, both internal and external.

Yes

HM 12) Staff Training (Including Substitute Teachers): Actions address training staff members (including substitute teachers) on safe handling procedures for chemicals used within the district.

Yes

HM 13) Chemical Inventory: Actions address that SDS are available for all chemicals used on site.

Yes

HM 14) Community Planning: Actions address attempting to coordinate with the LEPC (or local fire department) to identify regulated facilities, to raise awareness of the hazardous materials present within the community. Local Emergency Planning Committee (TCEQ)

Yes

HM 15) Drills and Exercises for students, staff and substitutes: Actions address completion of required drills and district consideration of hazardous materials exercises. Actions also address designating staff members to be trained on the operation of the HVAC system.

Yes

HM 16) Personal Protective Equipment: Actions address ensuring that proper personal protective equipment is available for staff and students.

Yes

HM17) Hazardous Materials Shelter-In-Place Kit: Actions address preparing hazardous material go-kits for each school building that contain items such as duct tape, plastic sheeting, eye wash, disposable masks, and first aid kits.

Yes

HM 18) First Responder Familiarity with Campus: Actions address attempts to make first responders (police, fire, EMS) familiar with the layout of school campuses, and regularly invite first responder presence on campus to ensure awareness of which areas of a campus may be identified as or constructed to serve as hazardous materials safe areas.

Yes

Hazardous Materials Annex

Response

HM 19) Determine Appropriate Response Protocol: Actions address activating an appropriate response protocol for a hazardous materials hazard, and how the response protocol will be communicated to the affected campuses and facilities. Consider the Standard Response Protocol. SRP (I Love U Guys Foundation)

Yes

HM 20) Initiate Reunification Method: Actions address activating a reunification method for a hazardous materials hazard, and communicating the method to the affected campuses and facilities. Consider the Standard Reunification Method.

Yes

HM 21) Begin to account for all persons on campus: Actions address the method used by the district to account for the entire campus population for affected campuses.

Yes

HM 22) Activate Continuity of Operations Plan: Actions address the consideration of activating the Continuity of Operations Plan.

Yes

HM 23) Track hazard-related expenses: Actions address tracking all hazard-related expenses for state and federal reimbursement auditing.

Yes

Hazardous Materials Annex

Recovery

HM 24) Initiate psychological support services: Actions address the district initiating psychological support services, including trauma- and grief-informed care, for the entire population of affected campuses.

Yes

HM 25) Initiate damage assessment: Actions address damage assessment.

Yes

HM 26) Initiate cost recovery activities: Actions address cost recovery activities.

Yes

HM 27) Repair facilities: Actions address the repair of facilities

Yes

HM 28) After Action Review: Actions address an After-Action Review with representation present for all roles involved in and affected by the hazard.

Yes

HM 29) Improvement Plan: Actions address completing an improvement plan based on findings from the After-Action Review.

Yes

Hazardous Materials Annex

Train Derailment: Before an Incident

TD 1) Identify District Property Within 1,000 yards of a Railroad Track: Identify whether school district is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line.

Yes

TD 2) Training on HVAC Operations: Ensure designated staff members know how to turn off Heating, Ventilation, and Air-Conditioning (HVAC) systems if a shelter-in-place for Hazmat is ordered.

Yes

TD 3) Local LEPC or Fire Department Coordination: District actions address reaching out to their LEPC or local fire department for assistance and pre-planning guidance.

Yes

Hazardous Materials Annex

Train Derailment: During an Incident

TD 4) Notify First Responders: District addresses tasks to notify first responders of the train derailment.

Yes

TD 5) Determine Appropriate Response Protocol: Make the decision to secure, shelter-in-place for Hazmat, evacuate, or reunification based on the situation.

Yes

TD 6) HVAC Systems: Turn off or recirculate HVAC systems. Shelter-in-Place for Chemical Hazard (FEMA)

Yes

TD 7) Activate Emergency Mass Communication: District addresses tasks to activate emergency mass communication, including the persons responsible for triggering these systems.

Yes

TD 8) Account for all persons: District addresses tasks that account for entire community of affected campuses.

Yes

Hazardous Materials Annex

Train Derailment: After an Incident

TD 9) Psychological Resilience: District addresses tasks supporting the trauma-informed care and grief-informed care needs of the district community.

Yes

TD 10) Damage Assessment: District addresses tasks supporting damage assessment.

Yes

TD 11) After Action Review (AAR): Actions address how the district will conduct a comprehensive After-Action Review.

Yes

TD 12) Improvement Plans (IP): Actions address how the district will complete an improvement plan after the After-Action Review and how the district will follow up with items listed on the improvement plan.

Yes

International Leadership of Texas Hazardous Materials Annex



2/27/2024

International Leadership of Texas Hazardous Materials Annex

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will operate in the event of an incident involving hazardous materials (Hazmat) by addressing planning and operational actions for all five phases of emergency management: Prevention, Mitigation, Preparedness, Response, and Recovery.

1.2 Scope

This annex is meant to address district planning for Hazmat and applies to the whole district and the surrounding community and all district property.

Section 2 – General Information

2.1 Hazard Overview

A hazardous material is any substance in a quantity or form that could pose a reasonable risk to health, environment, or property. Hazardous materials are commonly used within the district as they are often used, transported, and produced in the surrounding community. Due to the widespread presence of hazardous materials, many facilities are potentially at risk of a hazardous material release. An effective response to a hazardous material incident may require response assistance from the responsible party. In some situations, assistance may be needed from local, state, and federal agencies with jurisdictional responsibilities for incidents involving hazardous materials.

2.2 District-Specific Hazard Risk

International Leadership of Texas identifies the following hazards as a high priority. Where noted, these hazards are addressed in a separate appendix to this annex.

On-Campus Chemical Release

Chemicals can be found throughout a school: in classrooms, laboratories, storerooms, maintenance sheds, and numerous other areas as they are used both for maintenance and in the classroom. While useful, chemicals can be dangerous to students and staff if managed improperly.

Fixed-Facility Incident

Hazardous materials are produced or stored in many different types of fixed facilities such as petroleum refineries, chemical plants, grain elevators, distribution warehouses, automotive repair shops, propane distribution companies, pool supply companies, and drinking water and wastewater plants. School districts should identify facilities that store hazardous materials in the proximity of their campuses.

Highway Hazmat Incidents

Transportation of hazardous materials near schools and other district facilities is common. Smaller communities are more likely to have Hazmat shipments travel

International Leadership of Texas Hazardous Materials Annex

through town because they often lack highway bypasses to divert these shipments.

Pipeline Incidents

When pipelines are damaged or ruptured, the release of their contents may result in a variety of hazards ranging from health hazards to fires and explosions. Because of this, it is important for any school district with a campus or facility that could be affected by a pipeline rupture to have a plan in place for such an event.

Train Derailment

A train derailment incident involves one or more railway cars exiting the track. This could result in a material release, explosion, or physical damage along the railway car's path.

Radiological Emergencies

A radiological emergency involves the release of radiation from a nuclear power plant, waste facility, or another source.

2.3 Hazard Preparedness and Warning

International Leadership of Texas is committed to being prepared for high-priority hazards as identified in the Hazard Analysis and efficiently notifying the district community in the event of their occurrence.

International Leadership of Texas acknowledges that the following campuses have been identified as at-risk of being exposed to an incident involving Hazmat based on the Hazard Analysis (e.g., railroad tracks within 1000 yards of a railroad track as measured from any point on the school's real property boundary line, nuclear power plants, natural gas pipelines, large grain silos, anhydrous ammonia storage tanks, oil fields, etc.):

Facility	Address	Hazard
Keller Saginaw High School	10537 Highway 287 Fort Worth, Texas 76131	Within 1000 yards of a railroad track

ILTexas coordinates with Tarrant County Emergency Management planning for incidents involving Hazmat that affect the school district. A staff member designated as the District Chemical Safety Officer attends Local Emergency Planning Committee (LEPC) meetings to assist in planning for hazardous material incidents in the region.

Warning the Affected Campus Community

The district has comprehensive plans for alerting the campus community and collaborating with emergency responders during an incident involving Hazmat. ILTexas uses the following methods to disseminate emergency information about Hazmat events to the campus community:

International Leadership of Texas Hazardous Materials Annex

- Raptor 6, text and phone tree

For informative event notifications to district stakeholders, see the guidance provided in the Communications Annex of the District Emergency Operations Plan (EOP).

2.4 Safety in Portable Buildings

In compliance with Texas Education Code 37.108, ILTexas employs the following measures to ensure the safety and security of those in portable buildings during an incident involving Hazmat:

1. Establish a designated safe area for all portable building occupants in the event of a hazardous material incident. The safe area shall be located away from the hazard and on the opposite side of the hazard from the wind direction.
2. Develop a communication plan that will keep all portable building occupants up-to-date on hazardous material incidents and evacuation procedures. This plan will include audible alarms, written or electronic messages, and evacuation instructions.
3. Conduct regular training and exercises to ensure that all school staff and students are familiar with hazardous material inc

2.5 Access and Functional Needs

In compliance with Texas Education Code 37.108, ILTexas employs the following measures to ensure the safety and security of those with access and functional needs during an incident involving Hazmat:

Certainly! Here are three specific measures that the school district can implement to ensure the safety and security of those with access and functional needs during an incident involving hazardous materials:

1. Develop and implement an emergency response plan that includes protocols for addressing the needs of individuals with access and functional needs during a hazardous material incident. The plan should define roles and responsibilities of staff, provide clear guidance on communication methods, and identify evacuation routes and procedures specifically, for those with physical, cognitive, or sensory disabilities.
2. Consult with expert institutions, organizations, and authorities to identify and prioritize individuals with access and functional needs, including involving individuals and families in decision making for evacuation, sheltering, and medical care during hazardous incidents. This can include reviewing and updating student health records and Individualized Education Plans (IEPs) to ensure that the needs of these individuals are documented and addressed.
3. Provide assistive technology and other necessary equipment to individuals with access and functional needs to support their mobility, communication, and other necessary daily tasks during a hazardous materials incident. Procure and establish an inventory of evacuation devices and adequate personnel to provide assistance with transportation, etc.

These measures aim to ensure that all individuals with access and

International Leadership of Texas Hazardous Materials Annex

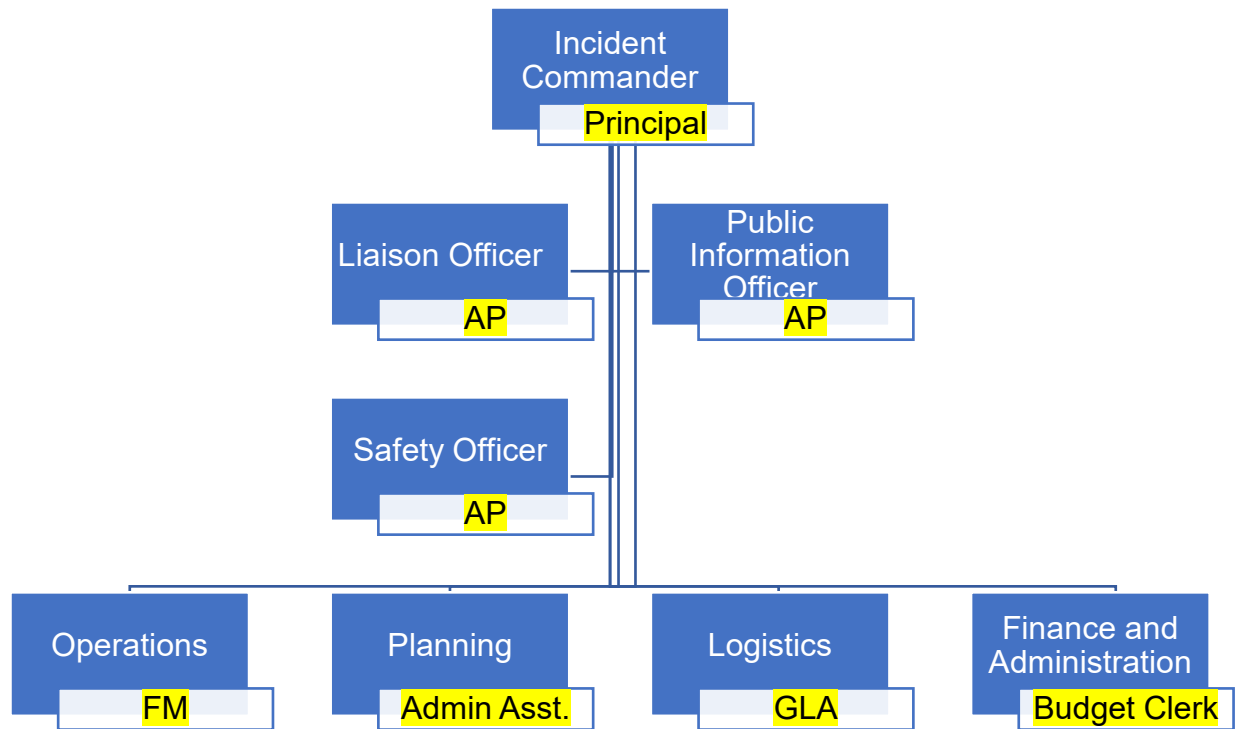
functional needs are provided the necessary assistance and accommodations to ensure their safety and security during a hazardous materials incident. The policy should regularly be reviewed and revised to ensure compliance with Texas Education Code 37.108 and other relevant regulations

International Leadership of Texas Hazardous Materials Annex

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

3.1 Annex-Specific ICS Organizational Chart

ILTexas will designate an Incident Commander for an incident involving Hazmat. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.



International Leadership of Texas Hazardous Materials Annex

Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase	
Safeguard against consequences unique to specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Form a planning Team	Planning
Identify Potential Threats	Safety Officer
Estimate Capabilities Identify Gaps	Planning
Plan to deliver capabilities	Operations

Mitigation Phase	
Reduce the impact of specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Include engineering controls that mitigate hazardous materials risk in all new school construction.	operations
Install warning systems in especially vulnerable facilities and those within 1,000 yards of active rails	operations
Discuss increased commercial vehicle enforcement and inspection activities near high risk schools with local first responders.	Logistics
Discuss fire station siting capabilities with Fire departments, especially in the vicinity of high-risk schools.	Finance

Preparedness Phase	
Regularly review district readiness for specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Develop a district-level training plan for Hazmat related emergencies	Planning

International Leadership of Texas Hazardous Materials Annex

Preparedness Phase	
Regularly review district readiness for specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Create and distribute incident spill response kits	Operations
Create and distribute shelter in place kits	Operations
Create and emergency decontamination kits and fixed decontamination facilities where needed	Operations

Response Phase	
District actions during specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Localize incident: Isolate, deny entry & contain	IC
Stay (Shelter in Place)	IC
Evacuate	IC

Recovery Phase	
Return to normal district operations following specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Designate the responsible individuals for recovery planning in the event of a haz-mat incident	IC
Evaluate hazards, especially from rail lines, and determine the cost recovery procedures in an incident involving a known hazard that affects the district	Planning
Designate cost-tracking mechanisms for all disasters and discuss the means and procedures for the cost recovery in a haz-mat incident with district and community legal representatives.	Finance

International Leadership of Texas Hazardous Materials Annex

Section 5 – Resources

5.1 Acronyms

LEPC Local Emergency Planning Committee

5.2 Definitions

Local Emergency Planning Committee (LEPC)

An LEPC is a voluntary organization that is established in an Emergency Planning District designated by the State Emergency Response Commission (SERC). Most Texas counties have a single LEPC, although some counties have multiple LEPCs that serve individual cities or communities in that county.

International Leadership of Texas Hazardous Materials Annex



2/27/2024

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will operate in the event of an incident involving hazardous materials (Hazmat) by addressing planning and operational actions for all five phases of emergency management: Prevention, Mitigation, Preparedness, Response, and Recovery.

1.2 Scope

This annex is meant to address district planning for Hazmat and applies to the whole district and the surrounding community and all district property.

Section 2 – General Information

2.1 Hazard Overview

A hazardous material is any substance in a quantity or form that could pose a reasonable risk to health, environment, or property. Hazardous materials are commonly used within the district as they are often used, transported, and produced in the surrounding community. Due to the widespread presence of hazardous materials, many facilities are potentially at risk of a hazardous material release. An effective response to a hazardous material incident may require response assistance from the responsible party. In some situations, assistance may be needed from local, state, and federal agencies with jurisdictional responsibilities for incidents involving hazardous materials.

2.2 District-Specific Hazard Risk

International Leadership of Texas identifies the following hazards as a high priority. Where noted, these hazards are addressed in a separate appendix to this annex.

On-Campus Chemical Release

Chemicals can be found throughout a school: in classrooms, laboratories, storerooms, maintenance sheds, and numerous other areas as they are used both for maintenance and in the classroom. While useful, chemicals can be dangerous to students and staff if managed improperly.

Fixed-Facility Incident

Hazardous materials are produced or stored in many different types of fixed facilities such as petroleum refineries, chemical plants, grain elevators, distribution warehouses, automotive repair shops, propane distribution companies, pool supply companies, and drinking water and wastewater plants. School districts should identify facilities that store hazardous materials in the proximity of their campuses.

Highway Hazmat Incidents

Transportation of hazardous materials near schools and other district facilities is common. Smaller communities are more likely to have Hazmat shipments travel through town because they often lack highway bypasses to divert these shipments.

Pipeline Incidents

When pipelines are damaged or ruptured, the release of their contents may result in a variety of hazards ranging from health hazards to fires and explosions. Because of this, it is important for any school district with a campus or facility that could be affected by a pipeline rupture to have a plan in place for such an event.

Train Derailment

A train derailment incident involves one or more railway cars exiting the track. This could result in a material release, explosion, or physical damage along the railway car's path.

Radiological Emergencies

A radiological emergency involves the release of radiation from a nuclear power plant, waste facility, or another source.

2.3 Hazard Preparedness and Warning

International Leadership of Texas is committed to being prepared for high-priority hazards as identified in the Hazard Analysis and efficiently notifying the district community in the event of their occurrence.

International Leadership of Texas acknowledges that the following campuses have been identified as at-risk of being exposed to an incident involving Hazmat based on the Hazard Analysis (e.g., railroad tracks within 1000 yards of a railroad track as measured from any point on the school’s real property boundary line, nuclear power plants, natural gas pipelines, large grain silos, anhydrous ammonia storage tanks, oil fields, etc.):

Facility	Address	Hazard
Keller Saginaw High School	10537 Highway 287 Fort Worth, Texas 76131	Within 1000 yards of a railroad track

ILTexas coordinates with Tarrant County Emergency Management planning for incidents involving Hazmat that affect the school district. A staff member designated as the District Chemical Safety Officer attends Local Emergency Planning Committee (LEPC) meetings to assist in planning for hazardous material incidents in the region.

Warning the Affected Campus Community

The district has comprehensive plans for alerting the campus community and collaborating with emergency responders during an incident involving Hazmat.

ILTexas uses the following methods to disseminate emergency information about Hazmat events to the campus community:

- Raptor 6, text and phone tree

For informative event notifications to district stakeholders, see the guidance provided in the Communications Annex of the District Emergency Operations Plan (EOP).

2.4 Safety in Portable Buildings

In compliance with Texas Education Code 37.108, ILTexas employs the following measures to ensure the safety and security of those in portable buildings during an incident involving Hazmat:

1. Establish a designated safe area for all portable building occupants in the event of a hazardous material incident. The safe area shall be located away from the hazard and on the opposite side of the hazard from the wind direction.
2. Develop a communication plan that will keep all portable building occupants up-to-date on hazardous material incidents and evacuation procedures. This plan will include audible alarms, written or electronic messages, and evacuation instructions.
3. Conduct regular training and exercises to ensure that all school staff and students are familiar with hazardous material which will also include testing.
4. During a hazardous materials event if **people in portable buildings** are asked to shelter in place designated staff members who have been trained. Will shut off the HVAC system. These same members will use the shelter in place kit to seal up the door, windows and vents: If evacuation is necessary all people in the

portable buildings will be notified via raptor, phone trees and text trees to evacuate to a new location. That location will be determined based on the event and its specific challenges.

2.5 Access and Functional Needs

In compliance with Texas Education Code 37.108, ILTexas employs the following measures to ensure the safety and security of those with access and functional needs during an incident involving Hazmat: Certainly! Here are three specific measures that the school district can implement to ensure the safety and security of those with access and functional needs during an incident involving hazardous materials: 1. Develop and implement an emergency response plan that includes protocols for addressing the needs of individuals with access and functional needs during a hazardous material incident. The plan should define roles and responsibilities of staff, provide clear guidance on communication methods, and identify evacuation routes and procedures specifically, for those with physical, cognitive, or sensory disabilities.

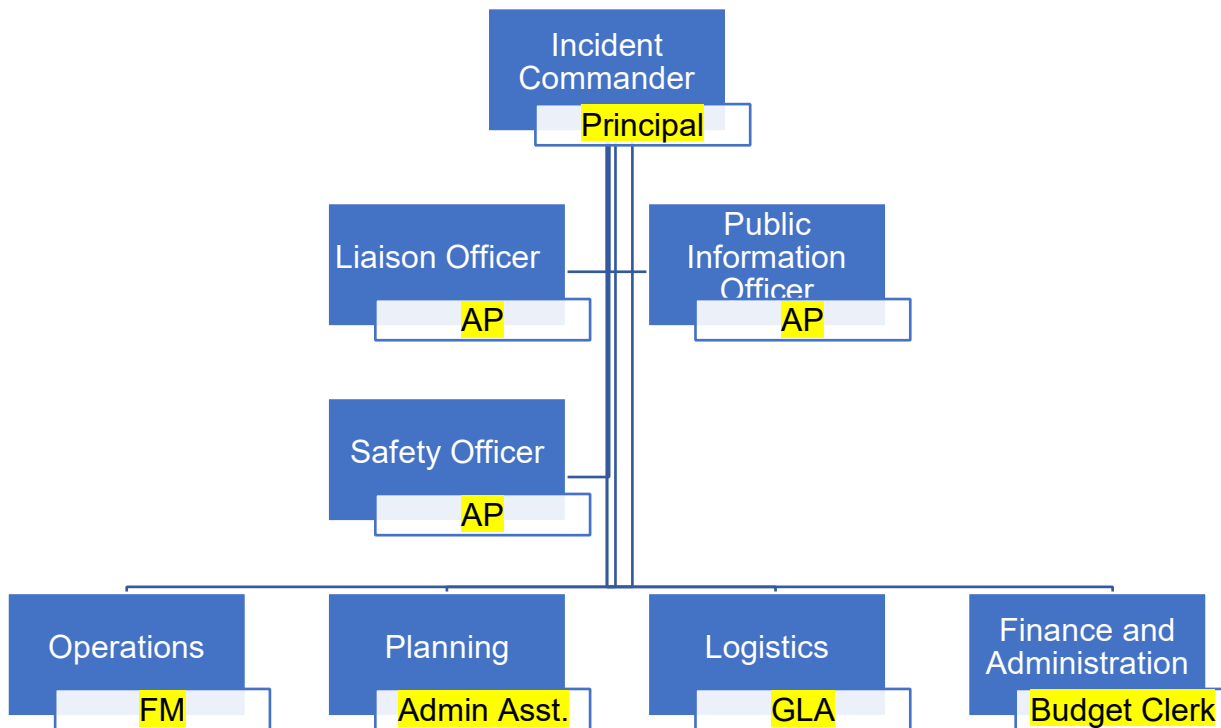
2. Consult with expert institutions, organizations, and authorities to identify and prioritize individuals with access and functional needs, including involving individuals and families in decision making for evacuation, sheltering, and medical care during hazardous incidents. This can include reviewing and updating student health records and Individualized Education Plans (IEPs) to ensure that the needs of these individuals are documented and addressed.

3. Provide assistive technology and other necessary equipment to individuals with access and functional needs to support their mobility, communication, and other necessary daily tasks during a hazardous materials incident. Procure and establish an inventory of evacuation devices and adequate personnel to aid with transportation, etc. These measures aim to ensure that all individuals with access and functional needs are provided the necessary assistance and accommodations to ensure their safety and security during a hazardous materials incident. The policy should regularly be reviewed and revised to ensure compliance with Texas Education Code 37.108 and other relevant regulations

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

3.1 Annex-Specific ICS Organizational Chart

ILTexas will designate an Incident Commander for an incident involving Hazmat. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase	
Safeguard against consequences unique to specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Administer the safety program for all campuses	Director of Safety and Security
Coordinate with local fire department and Emergency Management agencies	Director of Safety and Security

Maintain safety data Sheets (SDS)	Facilities and Maintenance Manager
Ensure all campuses follow applicable laws and regulations relating to the handling, transportation and storage of hazardous materials. Chemical Resource Guide for School Administrators (EPA)	Executive Director of Facilities and Maintenance
Coordinate with Fire Department, Emergency Management to learn all Hazardous Materials routes around campuses and Facilities	Director of Operations

Mitigation Phase	
Reduce the impact of specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Regularly testing of all eye wash stations and emergency showers as applicable. Tc 37.108 (f) School Chemistry Labor Safety Guide (NIOSH)	Area Facilities Manager
Obtaining and maintaining spill kits. Also ensuring spill kits are readily available at all locations where chemicals are used. Spill kits are readily available at all locations where chemicals are used. Assigned personnel will be trained how to seal doors using the spill kits during a shelter in place. TEC 37.108 (a) (3)	Director of Facilities and Maintenance
Discuss fire station sitting capabilities with Fire departments, especially in the vicinity of high-risk schools.	Director of safety and Security
Coordinating with local jurisdictions to learn of hazardous materials transportation routes near vulnerable areas i.e. school facilities.	Director of safety and Security
Coordinating with Local Jurisdictions , Fire and EMS to find what Hazardous materials are located within the community around campuses and facilities.	Director of Security

Preparedness Phase	
Regularly review district readiness for specific incidents involving hazardous materials	
District Action	Responsible Role (Individual or position responsible for this action)
Testing of mass communicating systems. Both Externally and internally. Internally for students and staff including substitutes. Externally for parents and the community using the Raptor 6 system. This test will be conducted and evaluated quarterly.	Director of Communications
Training for Staff including substitute teachers on safe handling procedures for chemicals used within the district.	Director of Safety and Security
Chemical Inventory will routinely be performed to ensure the availability of SDS for all chemicals used on site. TEC37.108 (f) (2), TAC 25 Pt 1 Sub A	Director of Facilities
Coordinated efforts with local LEPC (or Local Fire Department) to identify regulated facilities, to raise awareness of hazardous materials present within the community.	Executive Director of Security and Safety

Drills and exercises shall be performed at least once per each semester for students, staff including substitute teachers regarding hazardous materials. Facilities and Maintenance staff are designated and trained in the operation of the HVAC system.	Facilities and Maintenance Director
Personal Protective Equipment shall be available for staff and students for hazardous materials incidents. TEC 37.108 (f) (2), School Chemistry laboratory Safety Guide (NIOSH)	Facilities and Maintenance Manager
First Responders are Familiar with campuses. The district has hosted meet and greet sessions. Providing Lunch for meetings. First responders have been given maps and are constantly encouraged to do walk thru to ensure awareness as to which areas could be considered safe areas.	Director of Safety and Security

Response Phase

District actions during specific incidents involving hazardous materials

District Action	Responsible Role (Individual or position responsible for this action)
The appropriate Response shall be determined regarding the response protocol for a hazard materials hazard. Raptor 6, the text and phone trees will be utilized to communicate to the affected campuses and the entire community for affected schools. Shelter in Place and Evacuation for hazard materials events will be evaluated for the appropriate response. SRP (Love U Guys Foundation)	Superintendent
The initiation of the Reunification Method regarding a hazardous materials incident and communication for the affected campuses and communities shall be activated by utilizing Raptor 6, phone tree and text trees. Standard Response Protocols will be used per Source. (I Love U Guys Foundation). TxSSC Best Practices	Director of Communication
Accounting for all campus personnel shall done by utilizing Raptor 6 as well as the campus. The Red and green binder system . This process will account for all persons including staff, students, substitute teachers and visitors for affected campuses and facilities.	Principal
Continuity of Operations Plan (COOP) shall be activated using the Raptor 6, text tree and phone tree.	Principal
Tracking Hazard-Related expenses for Hazardous Materials shall be done utilizing the Skyward Financial System for both State and Federal reimbursement auditing.	Director of Finance.

Recovery Phase

Return to normal district operations following specific incidents involving hazardous materials

District Action	Responsible Role (Individual or position responsible for this action)
Initiating Psychological Support Services for Trauma and grief informed care for the entire population of effected campuses during Hazardous	Superintendent

materials incidents. Raptor 6, text tree and phones trees will used to communicates the initiation of this phase. TEC 37.108(f)(6)(d)	
Initiating of the damage assessment phase for a hazardous materials incident will be communicated by using Raptor 6. TEC 48.261	Director of Facilities and Maintenance.
Repairing of Facilities after a hazardous materials incident shall be prioritized with the continuity of operation plan considered. For the affected campuses and or facilities after a hazardous materials incident. TEC 48.261 TGC 418.073	Executive Director Operations
After Action Review shall include all parties involved in Recovery phase of the Hazardous Materials incident. HSEEP	Superintendent
Improvement plans are based on the findings from the After-Action review. HSEEP`	Executive Director of Operations.

Section 5 – Resources

5.1 Acronyms

LEPC Local Emergency Planning Committee

5.2 Definitions

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I. Train Derailment Appendix to the Hazardous Materials Annex

14

Purpose and Scope

Purpose

A school district's Multi-Hazard Emergency Operations Plan (EOP) should include a policy for responding to a train derailment near a district facility if appropriate. Per Texas Education Code 37.108(d), a school district is only required to adopt the policy if a district facility is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.

This Train Derailment Appendix identifies specific district tasks necessary before, during, and after a train derailment incident.

Scope

This document applies to the whole district and the surrounding community, including first responder agencies. All district staff, including substitutes, who are assigned emergency management roles and responsibilities should receive training in and have access to all district emergency plans in addition to the plan, which will be activated and all stakeholders notified by using **Raptor**. External

stakeholders likely to respond to an incident should review this appendix for compatibility with their operations and resources.

Before a Train Derailment Incident	
Task	Responsible Role
Use Google Earth to determine the distance to the railroad tracks for all district campuses and facilities.	Director of Safety & Security
Identify which railroad companies operate the tracks near your school and locate their emergency contact information.	BNSF Railway Co. 1-800-832-5452
Reach out to the local fire department (FD) for assistance and preplanning guidance. The FD can help identify common hazardous materials, minimum safe evacuation distance standards, and other response protocols to help develop plans to fit your district.	Operation/Safety & Security
Reach out to your local or county Emergency Manager (EM) for assistance. They may be able to answer questions that the FD	Operation/Safety & Security

ILTexas Emergency Operations Plan (EOP)
Effective date: September 21, 2023
Review date: September 21, 2023

Best practice: Ask your FD, EM, or Local Emergency Planning Committee (LEPC) to request a Commodity Flow Report from the railroad company. This will identify the most common hazardous materials that are transported through the area.	Operation/Safety & Security
Best practice: Identify the most common hazardous materials transported in your area, look up the response procedures in the Emergency Response Guidebook (ERG), and list them in the appendix.	Operation/Safety & Security
Contact the railroad company and ask about any applicable training provided in your area. Generally, there are signs located at railroad crossings that identify the owner of the railroad and contact information.	Operation/Safety & Security
Preplan your evacuation routes making sure to have alternate routes in place as a backup in the case that one is inaccessible Assume that the train derailment will block traffic along with any crossings for up to one mile.	Operation/Safety & Security
Ensure your team knows how to turn off Heating, Ventilation, and Air-Conditioning (HVAC) systems if a shelter-in-place for Hazmat is ordered.	Director of Operations

Assigned personnel will be trained to use spill kits to seal doors during a shelter in place.	
Maintain Safety Data Sheets SDS.	

During a Train Derailment Incident	
Task	Responsible Role
Determine the Appropriate Response using the standard protocols for a train derailment as to Secure, Shelter in Place for Hazardous materials, evacuate or reunification based on the situation. TEC 37.108(a)(1) SRP (1) I Love U Guys Foundation. TEC 37.108(a)(3);37.108(f) (51)	Superintendent
Activate Emergency Mass Communication for Train Derailment using Raptor 6, text tree and phone tree. TEC 37.108(a)(3);37.108(f) (51)	Director of Communication

16

After a Train Derailment Incident	
Task	Responsible Role
Accounting for all persons including the entire community which includes staff, students, substitute teachers and visitors the of affected campuses and facilities shall be done by utilizing Raptor 6 and the red and green binder system. I Love U Guys Foundation TxSSC	Director of Communication
Psychological Resilience task shall support the trauma -informed care and grief-informed care for entire population of the affected campuses and facilities	Director of Mental Health Superintendent
The Damage Assessment will then lead to the remediation process.	

REUNIFICATION

In the event of an emergency such as a train derailment, reunification and safety of students and staff with their parents and family are IL Texas’s primary responsibilities. This will be achieved by identifying an appropriate and sizable reunification site, such as a nearby school, church, or community building, and arranging for transportation. In such situations, retrieving emergency contact information, notifying families about the incident and location of their wards, maintaining accurate registers of students and staff present, and ensuring that security, school counselors, and reunification go-kits are accessible at the site is of high importance. After that, the release of children to their caregivers is just a matter of verifying their guardians’ identification and custody rights.

BEFORE FAMILY REUNIFICATION IS NECESSARY

GOAL

Equip the school community to carry out an orderly family reunification under potentially high stress conditions. **OBJECTIVES**

- Review reunification logistics; check emergency supplies; and inform and train staff members, students, families, and other stakeholders in advance to

Identify all roles and responsibilities in reunification;

Facilitate communication between the family check-in, family waiting, student assembly, and reunification areas; and

Reduce confusion during the reunification process

- Collect student and staff emergency information from families and staff for accountable

COURSES OF ACTION

TxSSC, 2022

International Leadership of Texas Hazardous Materials Annex

17

Principal

At Least 2 Weeks Before the New School Year

- With the Assistant Principal, School Resource Officer (SRO), and members of the school Safety Team, review reunification logistics

Reunification locations may be on campus (interior), on campus (exterior), off campus (interior), or off campus (exterior).

Reunification locations are divided into four distinct and separate areas to maintain separation between students and families: (1) Student Assembly Area, (2) Family Check-In Gate, (3) Family Waiting Area, and (4) Reunification Area.

An Individual Assistance Area will also be identified at each location, where family members can be escorted by a trained emotional health staff member to receive difficult information, such as a missing or injured child, a child detained by police, etc.

School buses will be used to transport students to off-campus locations.

- Ensure signs are pre-made for use to identify these areas if the reunification process is needed
- In consultation with the Superintendent and general counsel, review and update the memoranda of understanding that are in place with off-campus reunification partners
- During All Faculty Meeting Before School Opening
- Review designated locations and areas with all staff members and any community partners, including the afterschool program liaison and any organizations that will regularly use the building for activities out of regular school hours during the school year
- Discuss different emergency scenarios and corresponding adjustments that could be made to the four designated areas

DURING THE FAMILY REUNIFICATION PROCESS GOAL

Safely and efficiently reunify students and staff with verified and authorized families.

OBJECTIVE

- Initiate a systematic release of students and staff to families once verified by student records

COURSES OF ACTION

Incident Commander [Principal or designee]¹, Command, and General Staff

- Establish Incident Command Post and assign incident management personnel, as needed, according to ICS structure.
- Activate Communications and Warning Annex — Public Information Officer (PIO) [debate coach teacher] — to notify families and other stakeholders and to remind families to bring government-issued identification to the reunification site. The PIO will also address any media requests
- Communicate with the District Superintendent and local law enforcement to determine whether to stage the reunification on or off campus. Notify the city Community Reunification Team, if applicable.
- Activate the Reunification Team and instruct them to prepare the reunification areas.
- Give clear instructions to school staff about the reunification location, how to move students, and release procedures (alphabetically and/or as individual family members arrive) 1 Positions listed in square brackets are the titles of individuals who would likely fill that role under the ICS.
- Arrange for supervision and extended care of students with disabilities or those with access and functional needs and any students not reunified in a timely manner (First Aid/Medical Team; see Overnight Sheltering Annex).
- Arrange for the logistics of caring for injured students and staff members, including evacuation to a hospital as needed (Logistics Section Chief [member of administration]; see Public Health, Medical, and Mental Health Annex and Evacuation Annex).

International Leadership of Texas Hazardous Materials Annex

18

AFTER THE FAMILY REUNIFICATION PROCESS HAS BEEN COMPLETED GOAL

Comprehensively close reunification location and ensure continued care for students and staff who are not yet reunified (e.g., students at hospital, delayed arrival of family).

OBJECTIVES

- Initiate comprehensive closing of reunification location (return equipment and unused supplies, take down signs, clean up reunification location)
 - Ensure continued care of all students who are not reunified with their families
 - Evaluate and refine plans; maintain records and documentation

COURSES OF ACTION Incident Commander/Principal Within 4 hours

- Transfer operational control back from ICS positions to those used on a daily basis • In conjunction with the Superintendent's Office, follow emergency communications protocols to reassure stakeholders and provide information about the status, instructions for families in special circumstances, and notification of the availability of additional resources. **Guidance**

Director and Lead Teacher Within 4 hours

- Update the Principal and Superintendent's Office on the status of family reunification
 - Oversee support to the:

Few remaining students whose families have been delayed are providing continued care, and students and staff members are at the hospital (as applicable). **Assistant Principal and**

SRO Within 4 hours

- Cross-reference other annexes to determine potential disruptions to the regular school setting as a result of the precipitating factors that led to the activation of the Family Reunification Annex **Head Custodian Within 4 hours**
 - Oversee the Clean-up Team as they Remove all school equipment; Gather all unused supplies; and Clean up reunification location.

School Secretary Within 4 hours

- Gather all forms, complete notes, summarize paperwork, and submit to Principal **Guidance Director and Guidance Staff Within 24 hours**
 - With community mental health partners, implement plan to support mental health needs of students and staff, following Critical Incident Team response protocols (see Recovery Annex) **Principal, Assistant Principal, and Guidance Director Within 48 hours**

- Debrief in small groups with staff and community partners, including providers of off-campus reunification locations At least one member of the guidance staff should co-facilitate each debriefing group and transcribe notes from any key finds Debriefing should include information about follow-up support resources Mental health staff members trained in Post-Traumatic Stress

Management will facilitate Coping Groups for students

Head Custodian Within 48 hours

- Oversee the restocking of reunification supplies as listed

Assistant Principal, Head Nurse, and School Secretary Within 48 hours

- Review and maintain records indicating that all students have been released to their lawful family members; and • Assess and document any financial obligations related to the reunification process (e.g., transportation or custodial overtime) **Principal As soon as possible, but within 2 weeks of the event**
- Convene the school Safety Team to review the event and adjust protocols within the Family

International Leadership of Texas Hazardous Materials Annex

Reunification Annex and communicate with and retrain staff and stakeholders as needed

19

ACCOUNTING FOR ALL PERSON

Students:

- Staff will use the Classroom Red Emergency Folder with the current printed rosters and **red** (Missing Students/Need Assistance)/**green** (All Students Accounted For) check forms.
- Staff will check their class
 - room
 - before
 - leaving and follow the route assigned on their evacuation map.
- Staff team will inspect all classrooms, hallways, gym, bathroom, etc., before announcing the "All Clear."
- The Classroom Door Posts Emergency drill folders with all drill procedures and a class roster inside.

Staff:

- Campus Emergency Response Team List
- Campus Incident Command Team List
- Teacher Buddy List, with teacher name and room number
- Special Staff Skills List that identifies staff that may be used in an emergency

Damage Assessments

- A task force will be formed with staff, operation, insurance, finance, security, and F&MS to assess damages.