

Multi-Hazards Emergency Plan Summary

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The following SOGs contain private or secure information (including emergency contact numbers and personnel information) vital to safe and secure emergency operations and are not provided to the public:

- Emergency Planning
- Communications & Releasing Information During a Crisis
- Reporting Emergencies & Emergency Call Tree
- District Emergency Response Teams & District Safety Committee
- Texas Standard Response Protocols:
 - Lockout
 - Lockdown
 - Evacuate / reverse evacuation
 - Shelter (weather or hazardous release)
 - Hold in Classroom
- Student Accountability
- Student Reunification Process and Flowchart
- Emergency Response Team / ICS Emergency Management Team
- Campus Emergency Kits
- Bomb Threat and Checklist
- Fire
- Tornado
- Utility
- Bats and Animal Bites
- Hazardous Materials Incident
- Death on or off Campus
- Cyber Security & Data Privacy
- Campus Specific Information
- Drill Guidelines
- Polling Places
- Frequently Asked Questions

Multi-Hazards Emergency Plan Summary

I. Purpose

Emergencies and disasters can happen at any moment and they usually occur without warning. Through emergency planning the district helps to ensure that LISD continues to provide a safe learning environment for every child and every school. When an emergency strikes, our immediate response and prompt recovery will depend on the existing levels of preparedness among faculty, staff, and students.

While there is no reason to believe that any LISD campuses or facilities are in immediate danger from natural or technological hazards or are likely targets of criminal or terrorist activities, it is vital for district employees to be aware of what to do and how to protect themselves and students in the event of an emergency. It is also important for parents and the community to be aware of the LISD plans and to understand the vital role they play in the process.

Materials in this summary plan provide guidance for any emergency level. The guidelines will:

- Identify key emergency roles and responsibilities
- Plan for safe building evacuations and lockdowns
- Establish effective emergency communications
- Develop strategies for resuming normal functions after emergency conditions subside

The district's Multi-hazards Emergency Plan is designed to mirror the strong emergency management program in place in Travis and Williamson Counties and the State of Texas.

II. Four Phases of Emergency Planning

Using the four phases of emergency planning is a comprehensive approach to all-hazard emergency planning. Emergency planning is a continuous process in which all phases of the plan are being reviewed and revised regularly and in various stages. Emergency plans are never finished. They can always be updated based on experience, research and changing vulnerabilities.

Prevention/Mitigation

LISD will continuously identify potential hazards and take steps to reduce the potential impact they can cause.

Prevention and mitigation include such activities as fire and safety inspections, security assessments and strategies such as access control procedures and IDs, violence prevention programs and other risk management programs.

Preparedness

Preparing for emergencies includes both training of key faculty, staff, volunteers, parents and students and conducting regular drills and exercises to improve readiness to deal with emergency situations such as monthly fire drills. It is also vital that the district involves faculty, staff and students in the planning process and communicates these plans and procedures to local and state officials.

Preparedness also includes participating in appropriate training with local emergency responders, emergency management personnel and other local groups who assist during emergencies.

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Response

LISD will operate within the parameters of the Incident Management System (IMS) (see Section XIII for further information on IMS). In addition, LISD will work closely with colleagues in other school districts as well as in law enforcement, emergency management and the health fields to design protocols that outline responses that will be taken when an emergency or disaster strikes in or around the district and the community.

Recovery

Once a disaster occurs, LISD will work with other stakeholders to bring the school or school system back to a sense of normalcy as quickly as possible.

Short-term operations will endeavor to return the district to educational activities as quickly and safely as possible, while providing appropriate counseling and curriculum resources that address emergency or disaster related issues.

Long-term recovery focuses on restoring the school system to normal, acknowledging the special needs of the student population and the importance of anniversaries and other trigger events that require long-term support.

III. Functions and Responsibilities

Superintendent and Board of Trustees

- Ensure the district's plan is reviewed, updated, communicated and trained.
- Oversee decisions that impact the learning environment of the district.

District Emergency Response Team

- Maintain the plan.
- Ensure training and drills are conducted to test and practice the plan.

Principal/Administrator/Designee

- Coordinate, train and drill the school emergency response plan.
- As the typical initial responder, activate the emergency call tree and begin emergency response activities.
- Designate in advance those individuals who will serve in an interim emergency capacity during the principal's absence and those who will serve in the incident command positions as support. (This team of individuals is considered the campus emergency response team.)

Campus Emergency Response Team

- Should be trained on their assigned roles and how to disseminate emergency instructions.
- Assist evacuations and security efforts.

Teachers

- Responsible for student accountability and the safety of students assigned to their care and control.

Support Departments

- Each Department is responsible for providing resources as needed for emergency response. Resources include, but are not limited to, supplies, equipment, and personnel to meet specific needs.

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School Resource Officer or First Officer on the Scene

- In a criminal situation, control the scene.
- In a non-criminal situation, report to incident site to support operational components as safety officer within the incident management system, as appropriate.
- Support campus and district facility efforts to develop and maintain appropriate operational preparedness, response, recovery and prevention-mitigation according to the district's emergency operations plan.

Police

- In a criminal situation, assume the role of Incident Commander along with the campus administrator.
- In a non-criminal situation, will support the campus administrator who will be the Incident Commander.

Fire Department

- In case of a fire or threat to property, the fire department will assume the role of Incident Commander along with the campus administrator.
- In a criminal situation, the fire department will support the acting Incident Commander.
- In a non-criminal situation, will support the campus administrator who will be the Incident Commander.

City/County Emergency Management

- Responsible for organizing, training and equipping local emergency responders and emergency management personnel.
- Providing appropriate emergency facilities
- Providing suitable warning and communications systems and supporting school district emergency management activities. State and federal programs may provide some assistance with these responsibilities.

IV. Emergency Response

There are three common emergency responses: **evacuation, lockdown or shelter-in-place**. Most emergencies will require one of these responses. Depending on the emergency, one or a combination of these responses may be activated. Each of these responses should be trained and drilled to prepare for emergencies such as fire, tornado or intruder.

V. District Notifications

LISD maintains radio, telephone and cell phone rosters for emergency notification of district administrators. Parents are notified utilizing Leander Insider or other methods, as necessary.

When feasible, plain English should be used for all communication and warning during notification. The use of code words is discouraged due to visitors and guests that may be in the building and not understanding meaning of such codes.

VI. Incident Management Systems (IMS) Activation

Until local emergency responders arrive on the scene of an emergency and accept command, the district will operate under an Incident Management System (IMS), which may be modified in scope depending upon the nature of the incident.

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To facilitate student and staff accountability, assigned staff within the affected area will use Emergency Status Cards to reflect the immediate status of students, staff or other individuals for whom they have responsibility.

When first responders arrive on the scene, they normally will take charge and remain in command of the incident until it is resolved or someone with legal authority assumes responsibility. These responders will seek guidance and direction from district officials and, as necessary, work under the scope of a Unified Command structure.

VII. Incident Command Systems (ICS) Activation

Pending arrival of local emergency responders, the senior staff member at a campus or district facility, or their designee, will serve as the incident commander until relieved by a more qualified individual.

The incident commander will:

- Establish an incident command post (ICP)
- Ensure student and staff accountability
- Provide an assessment of the situation to district and local officials
- Identify and request resources for emergency response
- Represent the district at the Incident Command Post and/or Unified Command Post when emergency responders assume command.

VIII. Emergency Operations Center (EOC) Activation

In certain emergencies it may be necessary for the superintendent or designee to oversee emergency operations from the district Emergency Operations Center (EOC).

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 the district is faced with multiple incidents. The district EOC does not relieve or replace campuses or facilities of their responsibilities within the Incident Management System until or unless that operational phase has reached a logical and complete conclusion.

General criteria for district EOC activation include, but are not limited to:

- Resources are required beyond district capabilities and those of the immediate first responder network
- The emergency is of long duration, typically more than 24 hours
- Major policy decisions will or may be needed.

EOC activation depends upon several factors and usually occurs when a need exists or is expected to exist for coordination of district resources to an event or crisis. The size of the activation can vary as can the resource requirement. EOC operations should be prepared to expand or contract as appropriate.

Limited – Requiring district officials to monitor a situation or developing situation that could expand with time, and which needs limited and/or specialized resources and support.

Moderate – Requiring limited district response of key departments and decision-makers (situations that continue to develop, off-campus/vicinity incidents or multi-campus or facility events) that need more resources. This may involve the use of district resources for a community need (such as providing shelter, transport or personnel support).

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Major – Requiring involvement from most or all district departments and staff (may have a direct or indirect impact on the district) and where the district could require internal and external resources for a response. This may involve the use of district resources for a community need, possibly at the same time as the district is dealing with its own situation(s).

IX. Emergency Authorities

Both Texas statutes and executive orders of the Governor relating to education and to emergency management provide school districts and local government with several powers to control emergency situations and ensure safety within the community. As necessary, local and state officials will use these powers, as follows, during emergency situations:

Emergency Declaration - in the event of riot or civil disorder, the chief elected official (mayor for incorporated areas/county judge for unincorporated areas of the county) may ask the Governor to issue an emergency declaration for the entire jurisdiction, including the district, and act to control the situation.

Disaster Declaration - when an emergency has caused severe damage, injury or loss of life, or it appears likely to do so, the County Judge/Mayor may, by executive order or proclamation, declare a local state of disaster.

The County Judge/Mayor may subsequently issue orders or proclamations referencing that declaration to invoke certain emergency powers, as outlined below, that were initially granted to the Governor in the Texas Disaster Act on an appropriate local scale to cope with the disaster:

- Suspending procedural laws and rules to facilitate a timely response
- Using all available resources of government and commandeering private property, subject to compensation, to cope with the disaster
- Restricting the movement of people and occupancy of premises
- Prohibiting the sale or transportation of certain substances
- Implementing price controls

A local disaster declaration activates the recovery and rehabilitation aspects of this plan. A local disaster declaration is required to obtain most state and federal disaster recovery assistance.

School District Emergency Declaration - when an emergency poses an undue threat or has caused severe damage, injury or loss of life or it appears capable of doing so, the district superintendent may, by special order, declare a district emergency and implement all appropriate emergency procedures.

Authority for Evacuations - State law does not authorize the Governor or local officials to issue mandatory evacuation orders. State and local officials may recommend evacuation of threatened or stricken areas. LISD officials have evacuation authority only as it relates to school safety accountability.

X. Resources

The district will use its resources for initial emergency response and request additional assistance through mutual aid and inter-local agreements or community resources as needed. Sources for such support can include:

- Neighboring school districts
- City and county
- First responders

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- Neighbors and community
- Volunteers and volunteer or service organizations
- Business and industry
- State and federal programs
- Parents and caregivers

When external agencies and organizations respond to an emergency within the district, they must conform to the guidance and direction provided by the district's incident commander/manager and the superintendent or his or her designee.

XI. Acronyms and Definitions

- DEM (Texas) Division of Emergency Management
- EAS Emergency Alert System
- EMC Emergency Management Coordinator
- EOC Emergency Operations or Operating Center
- EPI Emergency Public information
- FEMA Federal Emergency Management Agency
- Hazmat Hazardous Material
- ICS Incident Command System
- IMS Incident Management System
- ISD Independent School District
- NIMS National Incident Management System
- OEM Office of Emergency Management
- SOGs Standard Operating Guidelines
- SRO School Resource Officer

Emergency - An emergency is a sudden, generally unexpected occurrence demanding immediate action.

Crisis - A crisis is a crucial turning point during an event. It is an unstable condition in which an abrupt or decisive change is impending. It usually is a major, unpredictable event that has potentially negative results. The event and its aftermath may significantly damage a district or any of its components, students, employees, services, financial condition and/or reputation.

Disaster - A disaster involves the occurrence or threat of significant casualties and/or widespread property damage beyond the capability of the district or local government to handle with its resources.

MOU / Inter-local Agreement – An arrangement between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations and where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. MOU is a memorandum of understanding or it can be referred to as a mutual aid agreement.

Parent / Student Reunification – Process to return students to their parents or guardian while maintaining order and accountability after an incident.

Standard Operating Guidelines - Approved methods for accomplishing a task or set of tasks.

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XIII. Incident Management System and Incident Command System - 101

The district will employ the Incident Management System (IMS) in managing emergencies. IMS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies and/or entities into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

The incident commander/manager at the campus level will be the school principal and in his or her absence the principal's designee. At other district facilities, the building administrator or manager or designee is responsible for carrying out the functions of incident management/command.

The four other major management activities that form the basis of IMS are:

- Operations
- Planning
- Logistics
- Finance/Administration

For small-scale incidents, the incident commander/manager and one or two individuals may perform all these functions. For larger incidents, several individuals from different departments or areas may be assigned to those functions. All functions will be assigned by title only and include three-deep redundancies of assignees. The principal or facility administrator/manager, by the assigned role as incident commander/manager, is responsible for identifying, by title, the individuals responsible for the other IMS support functions including emergency public information, safety and liaison. An incident commander/manager using campus or facility resources, supported by limited district and/or local emergency response, can handle most emergency situations.

In emergency situations requiring extensive local emergency response and/or support from other jurisdictions, including but not limited to local, state and federal resources, it is desirable to transition from the normal IMS structure to a Unified Command structure. This arrangement helps to ensure that all participating entities are involved in developing objectives and strategies to deal with the emergency and are mindful of the unique needs of a school district setting. In such cases, it is vital that the district's incident commander/manager or designee remain at the command post until the incident is resolved or the Unified Commander determines that those services are not immediately needed. The incident commander/manager shall maintain constant communication with the EOC if activated and after the incident, ensure that emergency responders have necessary emergency contact information.

XIV. Standard Operating Guidelines

The LISD Emergency Operations Plan is not a single, stand-alone document. It is made up of many components and tools that are, by the very nature of emergency management, fluid and thus in need of regular review, updates and testing throughout each school year.

Every incident is different. It is not possible to develop a document outlining a single chronology or sequence of actions of every possible hazard that the district may encounter. The order of operations depicted in district planning documents may have to be altered to meet the situation. In some cases, various issues may have to be addressed simultaneously.

At all times, safety and accountability of students remains the foremost concern for district staff.

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Related Texas Education Codes:

TEC 37.108 (a) mandates a Multi-hazard Emergency Operations Plan that addresses: mitigation/prevention, preparedness, response, and recovery.

TEC 37.108 (a)(1) mandates key personnel are identified for specific emergency functions and responsibilities and that every campus and key facility within a district shall schedule appropriate drills and exercises each school year.

TEC 37.108 (a)(3) mandates the plan must provide measures to ensure coordination with the Department of Health Services and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency.

TEC 37.108 (b) (c) mandates that a school district conducts a security audit of the district's facilities at least once every three years and the audit results reported to the Board of Trustees.

TEC 37.108 (c-2) mandates the disclosure of a document relating to a school district's multi-hazard emergency operation plan for verification of key areas. This summary meets the requirement.

TEC 37.109 mandates a safety and security committee that meets regularly.

TEC 38.022 mandates visitor policies and procedures for school visitors and access.

XIV. Annexes – additional response and recovery plans

- *Threat Assessment & Response (TRT)*
- *Crisis Management & Response (CRT - Counselors)*
- *ITS Disaster Recovery (Data Systems Recovery)*
- *School Continuity of Operations and Recovery*
- *Shelter or Pandemic Plans (Community coordination with Williamson and Travis Counties)*

The remainder of the Standard Operations Guidelines and Annexes contains private or secure information on specific emergency response guidelines (including emergency contact numbers and personnel information) vital to secure emergency operations.