



**Dr M. L. Garza- Gonzalez Charter School
Emergency Operations Plan
2022-2023**

**Board Approved
September 19, 2022**

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No student will be refused admission to Dr. M.L. Garza Gonzalez Charter School based on sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability as per TEC.§12.111(6), nor a student with a history of criminal offense, juvenile court adjudication, or discipline problems as defined until TEC Chapter 37, Subchapter A.

SECURITY STATEMENT

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PROMULGATION STATEMENT

Dr. M. L. Garza-Gonzalez Charter School (DMLGG) and its stakeholders expect our school to be a safe haven for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means every campus, each facility, and all staff, including substitute teachers, must be prepared to respond to an incident efficiently and effectively.

Through its emergency management program, the district strives to ensure DMLGG continues to provide a safe, orderly environment for students, staff, and visitors also supporting the community. The district Emergency Management Program is comprehensive, multi-hazard, and embraces local, state, and federal standards, as well as proven practices including all phases of emergency management.

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

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

Dr. Michael J. Sandroussi
Superintendent
Dr. M L. Garza-Gonzalez Charter School
September 1, 2022

APPROVAL & IMPLEMENTATION OF THE BASIC PLAN

The DMLGG School Board met on September 19, 2022 and unanimously approved the DMLGG Emergency Operations Plan.

A. School Safety and Security Committee

DMLGG School Safety & Security Committee

Mr. Billy Delgado City of Corpus Christi Emergency Management Coordinator

Mr. Massey Rodriguez CCPD Senior Officer

Mr. Robert Garza Retired Texas Ranger

Ms. Rosemarie Rojas DMLGG Campus Principal

Ms. Isabel Diaz DMLGG Counselor

Ms. Guadalupe Ganceres DMLGG Reading Interventionist

Mr. Juan Salazar DMLGG Instructor

Ms. Stephanie Salazar DMLGG Parent

Ms. Annette Sierra DMLGG Parent

Mrs. Anna Flores DMLGG School Board Chair

Mr. Ernest Garza DMLGG School Board Member

Mr. David Riggs DMLGG Finance Director

Dr. Michael J. Sandroussi DMLGG Superintendent of Schools-Chairman SSSC

**DMLGG School Safety & Security Committee was approved by the DMLGG Board of Trustees on July 18, 2022.*

DMLGG Behavioral Threat Assessment Team

Ms. Rosemarie Rojas, Principal,

Mr. Juan Salazar, Teacher

Ms. Lupe Ganceres, School Librarian

Ms. Isabel Diaz, LPC, School Counselor

Officer from the Crime Reduction Unit (Corpus Christi Police Department)

**DMLGG Behavioral Threat Assessment Committee was approved by the DMLGG Board of Trustees on September 19, 2022.*

DMLGG Campus Incident Command - Emergency Response Team

Dr. Michael J. Sandroussi, Superintendent

Rosemarie Rojas, Principal

Lisa Rojas, Administrative Assistant/Office Manager

Paula Saucedo, Head Custodian

I. Emergency Authorities

Both Texas statutes and executive orders of the Governor provide local government with certain emergency powers.

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 DMLGG geographic boundary, 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 DMLGG geographic boundary.

School Emergency Declaration: When an emergency poses an undue threat or causes severe damage, injury or loss of life, or appears capable of doing so, the Superintendent, in collaboration with the governing body, may declare a school 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. School officials have evacuation authority only as it relates to school property and student safety accountability.

II. INTRODUCTION

Purpose of the Plan

The purpose of the DMLGG Multi-Hazard Emergency Operations Plan (DMLGG MEOP) is to identify and respond to incidents by outlining the responsibilities and duties of DMLGG and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and with knowledge. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that DMLGG has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with the existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. DMLGG has annual in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the school MEOP increases DMLGG's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

Scope of the Plan

The DMLGG Multi-Hazard Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plan; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

School Board Policy Statement

The DMLGG Emergency Operations Plan operates within the framework of the DMLGG Board policy.

Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused– requiring a response to protect life or property. The Director/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

III. Situation Overview/Hazard Analysis Summary

A. School Population - General Population

DMLGG's current enrollment is approximately 180 students located on one site.

These students are supported by a committed 40 staff and faculty consisting of:

- Teachers / Specialists / Campus Support Staff
- Administrators
- Office Support Staff
- Instructional Assistants
- Maintenance and Custodial staff
- Cafeteria Staff

Special Needs Population

DMLGG is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with identified disabilities.

The school's current enrollment of students with special needs is approximately 15; however, this number fluctuates. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. Staff members have been trained and assigned to assist the special needs population during drills, exercises, and incidents.

A master schedule of where classes, grade levels, and staff are located during the day is provided and is available in the main office. The master schedule is also located in Appendix A as a reference.

A. Building Information

DMLGG is located on 1 campus with staff parking area and classes take place in one building. A map of the building annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix D. All staff members are required to know these locations as well as how to operate the utility shut offs.

B. Hazard Analysis Summary

DMLGG is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

School staff members began a thorough hazard analysis to identify any circumstances in the school or near the campus which may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards which may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The table on the following page briefly discusses DMLGG's high-priority hazards including flood, severe storm, fire, chemical, and intruder.

Table 1.. High-Priority Hazards

Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Corpus Christi and its surrounding areas. Flooding predominates throughout the early fall and spring due to rainy weather.</p> <p>Long periods of drought followed by heavy rainfall are normally the cause.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks, or prolonged rainfall causes runoff.</p>
Severe Storm	<p>DMLGG and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities but can vary with the intensity of the storm, the level of preparation by DMLGG, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p>
Fire	<p>Fire hazards are the most prevalent types of hazards.</p>
Infectious/ Communicable Disease	<p>Infectious/communicable diseases are possible and can create a pandemic situation. During an outbreak, students may not be permitted to attend a school or may need to utilize personal protective equipment.</p>
Chemical	<p>Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around DMLGG. Currently, chemicals (list) are used and stored on school grounds.</p>

Intruder	While a hostile intruder incident has never occurred in DMLGG, like any school, is vulnerable to intruders.
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Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. DMLGG fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, and planning and implementing drills and exercises.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. DMLGG is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions undermining the haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, DMLGG requires all visitors to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. DMLGG has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. DMLGG has an alarm system in accordance with building codes, existing requirements, and fire extinguishers. DMLGG ensure when upgrades are made, they are compliant with school standards.

Planning Assumptions and Limitations

A. Planning Assumptions

Stating the planning assumptions allows DMLGG to deviate from the plan if certain assumptions prove not to be true during operations. The school MEOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others which may occur in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination, and a warning to the public with the implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for

direction from local response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be several injuries of varying degrees of seriousness to faculty, staff, and/or students. A rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the school MEOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in aiding and support to incident management efforts.

B. Limitations

It is the policy of DMLGG not to offer an implied guarantee by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, DMLGG can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

IV. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions must be performed by the school generally parallel to some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions not contributing directly to the incident may be suspended. The personnel, equipment, and supplies typically required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, DMLGG may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Commander at DMLGG will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

B. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Superintendent or his designee is responsible for activating the school MEOP, including common and specialized procedures as well as hazard-specific incident plans. The principal will assign an Incident Commander based on who is most qualified for the type of incident.

V. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

Assignment of Responsibilities

In most cases, within the Incident Command System (ICS) structure, the school has established primary responsibility for its emergency functions to the individual or department that has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills.

Executive Group

- Provide strategic guidance for emergency response, recovery, and continuity of operations. Serve as the primary source of information to the public and the news media.
- Serve as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements.
- The Executive Group includes the Superintendent, Principal and key members of the executive or leadership staff, and other individuals designated by the Superintendent.

Support Group

- Assume roles within the incident command structure and assign personnel to both the incident scene and/or to the School Emergency Operations Center (EOC) (described below), staging and/or coordination areas.
- Help sustain emergency response and recovery at the scene or as part of staging and logistical support
- Support accountability and reunification efforts for campuses and other School facilities.

Superintendent:

- Develop, implement, and promote a multi-hazard school-centered emergency management program where the planning process embraces each emergency management phase.
- Communicate to the School Safety and Security Committee the objectives and priorities for a school emergency management program.
- Advise members of the governing body of emergency situations and provide periodic reports as needed.
- Monitor situations: provide direction related to closing the school or a campus; seek mutual aid or other outside assistance; initiate requests for assistance from other jurisdictions at all levels of government; and authorize extraneous expenditures and use of resources using ICS.
- Upon activation of School EOC, serve as the EOC lead or assign a representative to do so.
- Ensure, without compromising the confidentiality of the plan, that the public is informed about School efforts related to all phases of emergency management.
- Authorize actions designed to manage an emergency and mitigate potential liabilities, and losses and execute appropriate mutual aid agreements and similar documents effectively and efficiently.
- Maintain documentation of administrative and legal activities. Assist in the gathering of information for situation or status reports and other recovery documentation.

Incident Commander: The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this MEOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, plus keep the principal informed.

Campus Principals/Facility Managers:

- Bear the responsibility for the emergency management program on their respective campus or facility.
- Ensure the development of campus emergency plans that contain operational and tactical guidance consistent with the school's MEOP.
- Ensure completion of drills and exercises needed to ensure plan maintenance and as identified by best practices and incident or event after-action reviews.
- Ensure that campuses have emergency guidelines in place that have been reviewed and tested through training, drills, and exercises.
- Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
- Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
- Remain current on planning, training, and exercise requirements. Develop training and conduct drills designed to strengthen the emergency management plan.

Law Enforcement/Security:

- Support for school strategic, operational, and tactical planning before, during, and after incidents.

School Counselors:

- Support for school strategic, operational, and tactical planning before, during, and after incidents.

Campus/Facility Staff will:

- Be empowered to take protective action for the safety of students and staff.
- Take on appropriate support roles as qualified and authorized.
- Help ensure student, faculty, and staff accountability and safety.
- Relay emergency information and report concerns.
- Support emergency shelter and mass care operations.
- Support school outreach efforts to educate themselves, students, and the community about ongoing school preparedness efforts.
- Participate in planning, training, and exercising to become familiar with school emergency operations plans.
- Help ensure that facilities are maintained, clean, safe, and orderly.
- Support damage assessment and emergency protective measures.
- Additional Support

School personnel not assigned a specific function in this plan may be called upon to support emergency operations at either the campus or school levels. Volunteer agencies that traditionally coordinate efforts with DMLGG and/or local government may be called upon to assist.

Common Responsibilities:

- Be empowered to take protective action for the safety of students and staff.
- Maintain internal emergency plans including ongoing review, training, and practice.
- Maintain situational awareness to maintain a safe and secure school.
- Support people with disabilities and others with access and functional needs in preparedness activities and during response.
- Notify the Superintendent when a department, facility, or campus cannot carry out roles as described in the planning documents, or when changing circumstances or drill results necessitate plan re-evaluation.
- Provide regular status reports on department, facility or campus resources, activities, and emergency conditions about which school administration and/or law enforcement should be aware.
- Maintain accurate records of the costs associated with responding to emergency situations, including but not limited to personnel (regular and overtime), equipment, supplies, and services, to support disaster recovery reimbursement.

Office Staff

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise the administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep the Incident Commander or designee informed of the condition of the school.

School Secretary/Office Manager

Responsibilities include

- Answer phones; assist in receiving and providing information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- **Students must understand all campus emergency procedures**
- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

VI. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the school MEOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander has delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The DMLGG Board of Trustees is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Incident Management Team

The ICS is organized into the following functional areas:

B. Incident Command: Directs the incident management activities using strategic guidance provided by the Board of Trustees.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
 - Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
 - Coordinate media relations and information dissemination with the Superintendent.
 - Develop a working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
 - Document all activities.
- 1. Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan and implement an Incident Action Plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or is directed by Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide, and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

- 2. Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
 - Document all activities.
- 3. Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:
- Establish and oversee communications centers and activities during an incident.
 - Establish and maintain school and classroom safety kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
 - Document all activities.
- 4. Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:
- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
 - Develop a system to monitor and track expenses and financial losses and secure all records.
 - This section may not be established on-site at the incident. Rather, the school and school district management office may assume responsibility for these functions.

5. Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center located at DMLGG Campus. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.

- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide information, both internally and externally through the Joint Information Center.

The DMLGG Superintendent, Director, and Incident Commander will keep the Policy/Coordination Group informed.

6. Community Emergency Operations Plan (MEOP)

The DMLGG District maintains an Emergency Operations Plan (MEOP) to address hazards and incidents and has been developed to fit into the community plan in the event of a large-scale incident.

7. Coordination with First Responders

If a school incident is within the authorities of the first-responder community, the command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

8. Source and Use of Resources

DMLGG will use resources and equipment to respond to incidents until incident response personnel arrive.

VII. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines DMLGG's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve.

The following practices will be utilized to disseminate information internally when appropriate:

- **DMLGG App:** The BAND app is a simple, widely used system for notifying staff of an incident when they are not at school. The message originates with the principal or her designee.

- **Faculty Meeting:** As appropriate, updated information about an incident will be presented at the faculty meeting. Any new procedures will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also address any misinformation or rumors.
- **Communication will be via emails and/or text messaging.**

Communication with the School District Office

The Incident Commander will notify the Superintendent of the school's status/needs. The Superintendent will notify the DMLGG School Board of the status of the school. The Superintendent will designate staff member(s) to monitor all communications.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from DMLGG about the incident, what is being done about it, and the safety of the children and staff.

Communication with Parents

Before an incident occurs, DMLGG will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- The school's Emergency Operations Plan, its purpose, and its objectives will be included on the school's website.
- In the event of an incident, DMLGG will:
- Disseminate information via text messages and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where the school will resume.

After an incident, DMLGG administrators will schedule and attend an open question-and-answer board meeting for parents as soon as possible.

Communication with the Media

In the event of an incident, the Superintendent will communicate with the media.

All DMLGG employees are to refer all requests for information to the Superintendent. Employees of the DMLGG will not make statements or opinions to the public concerning the incident.

Media contacts at the major television, Internet and radio stations are maintained by the Superintendent's administrative assistant. In the case of an incident, these media contacts will broadcast DMLGG external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, DMLGG will:

- Provide appropriate information to internal groups including teachers, students, custodians, secretaries, instructional assistants, and cafeteria workers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

Designate and brief personnel answering calls to help control misinformation. Conduct briefings for community representatives directly associated with the school.

After the immediate incident response period, DMLGG will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

3. Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. DMLGG frequently exercises the school MEOP with first responders to practice effective coordination and transfer of command.

4. Communication after an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the DMLGG Board of Trustees of recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that DMLGG may use include the following:

- **Standard Telephone:** DMLGG has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

- **Parent Band:** All parents are part of this band notification system. The goal is to keep parents informed and also notify them of the logistics of when they may be reunited with their child.
- **Mobile telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff in route to or from a site.
- **Intercom systems:** The classroom phone system includes a PA feature.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member will post information such as school evacuation, closure, or relocation on the home page of the school website.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound to signal building evacuation.
- **Whistles:** Whistles should be included in crisis kits to signal a need for immediate attention or assistance.

VIII. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.

- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

B. Incident Costs

1. Annual Incident Management Costs

The DMLGG Finance and Administration department is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The DMLGG Finance and Administration Director will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

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

3. Preservation of Records

To continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the COOP Procedures, a functional annex of this plan.

IX. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Core School Emergency Operations Planning (COOP) Team is responsible for the overall maintenance and revision of the DMLGG MEOP. The Exercise Planning Team is responsible for coordinating training and exercising the school MEOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The School Board together with the superintendent will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board)
- Distribute the Plan
-

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Core School Emergency Operations Planning Team.

2. Record of Distribution

Copies of plans and annexes will be distributed to those tasked with this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Core School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

3. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Core School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by the school administration. The principal will establish a schedule for the annual review of planning documents. The school MEOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources, and capabilities, or school structure occur.

4. Training and Exercising the Plan

DMLGG understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service week of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School MEOP training will include

- Hazard and incident awareness training for all staff.
- Threat Assessment Team and training
- Orientation to the School MEOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- 2-Way radio usage

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. Records of the training provided including date(s), type of training, and participant roster will be maintained.

All DMLGG staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

X. AUTHORITIES AND REFERENCES

The following regulations are the state authorizations and mandates upon which this School MEOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- **Texas Education Code 37.108** mandates that school districts adopt and implement a multi-hazard emergency operations plan.
- **Texas Education Code 37.109** specifies that each school shall have a safety and security committee.

FUNCTIONAL ANNEXES

CONTINUITY OF OPERATIONS PROCEDURES (COOP)

PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by **Texas Education Code (TEC) 37.108**.

SCOPE

It is the responsibility of DMLGG officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to the campus operated under DMLGG.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. DMLGG relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the Superintendent, will perform the essential functions listed in Table 3.

Table 3. Essential Functions Performed by COOP Personnel

<p>Superintendent Principal</p>	<p>Determine when to close schools, and/or send students/staff to alternate locations. Disseminate information internally to students and staff. Communicate with parents, media, and school community. Identify a line of succession, including who is responsible for restoring business functions for the school/district.</p>
<p>Emergency Command Team</p>	<ul style="list-style-type: none"> • Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students (out of district or into alternative schools). • Train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound

	<p>students, rearranging tests).</p> <ul style="list-style-type: none"> • Reevaluate the curriculum.
<p>Custodians Maintenance Personnel</p>	<ul style="list-style-type: none"> • Work with officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and landscaping).
<p>School Secretary Office Staff</p>	<ul style="list-style-type: none"> • Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. • Retrieve, collect, and maintain personnel data. • Provide accounts payable and cash management services.
<p>Counselor Specialists</p>	<ul style="list-style-type: none"> • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols.

To implement the COOP procedures:

- All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during the implementation of COOP procedures.
- Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the

information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

PROCEDURES

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the Superintendent and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

The Campus Operations Planning Team member will be part of the communication plan used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

C. Relocation Sites

Relocation sites will be identified as locations to establish management and to implement essential functions if warranted by an incident. The school will have at least one potential relocation site.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be working from home. For a longer-term arrangement, schools in the immediate vicinity of DMLGG would be utilized if possible.

For each alternate facility, the essential resources, equipment, and software that will be necessary for the resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with DMLGG's backup data.

E. Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of the building, students and staff will be home bound.

F. Records and Retention File

Vital records are archived and/or retained on backup data systems stored off-site.

G. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

H. Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including

- Inform staff that the threat of or incident no longer exists and providing instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and the effectiveness of plans and procedures.

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community.

RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts, emergency management agencies, local health departments, and/or any other relevant parties will review and provide input into the plan.

SPECIALIZED PROCEDURES

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

1. Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is going to be handled and what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Designate a Team Leader (i.e., Counselor or School Psychologist.)
- Identify outside mental health professionals to assist with student, staff or family grief needs.
- Set up crisis centers and designated private rooms for private counseling.
- Teachers in conjunction with the counselor/mental health professional will facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident.
- Any students who are excessively distraught should be referred to the Crisis Response Team headed by the counselor.
- The Crisis Response Team will discuss how to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and donation items.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, donations will diminish over time.

Document all actions taken, donations received, etc.

2. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

3. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, it is recommended that students and staff return to their normal routine as soon as possible.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve the appropriateness, type, and duration of memorials with the school board's consent.

- Document all actions taken.

Hazard- and Threat-Specific Annexes

HAZARD ANALYSIS

Overview

DMLGG is an important part of the whole community and plays a unique role in ensuring a safe, secure, and healthy environment for students, faculty and staff as well as for the community. The school maintains resources that not only support its daily educational mission, but also may be viewed as an important resource when disaster strikes. The school, as the community in which it is located, is exposed to many hazards that have the potential for disrupting the school and any or all of its operations.

A summary of potential hazards is outlined in Figure 1. Hazards are divided into three categories: natural, technological and security. The school has researched historical records and utilized subjective estimates to determine criticality, which is a measure of event probability and the school’s ability to mitigate the harmful effects of an incident upon health, safety and property. In addition, the school conducts ongoing self-assessments to ensure that planning assumptions are relevant to the whole community.

Figure 1.

<u>Hazard</u>	LIKELIHOOD OF OCCURRENCE UNLIKELY OCCASIONAL LIKELY HIGHLY LIKELY	ESTIMATED IMPACT ON PUBLIC HEALTH & SAFETY LIMITED MODERATE MAJOR	ESTIMATED IMPACT ON PROPERTY LIMITED MODERATE MAJOR
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Figure 1A: Hazards Summary

HAZARD	Occasional	Limited	Limited
NATURAL			
DROUGHT	Occasional	Limited	Limited

FLOODING	Occasional	Limited	Moderate
HURRICANE	Likely	Major	Major
TORNADO/WINDS	Unlikely	Major	Major
WILDFIRE	Occasional	Limited	Limited
WINTER STORM	Occasional	Moderate	Limited
SEVERE HEAT	Likely	Limited	Limited
BRIDGE NON-ACCESS	Occasional	Limited	Limited
TECHNOLOGICAL			
CHEMICAL	Unlikely	Moderate	Limited
HAZMAT/LAB SPILL	Unlikely	Limited	Limited
HAZMAT/OIL SPILL	Occasional	Limited	Limited
STRUCTURAL FIRE	Unlikely	Major	Major
NUCLEAR INCIDENT	Unlikely	Major	Major
WATER SYSTEM FAILURE	Occasional	Moderate	Limited
PIPELINE LEAK/EXPLOSION	Unlikely	Limited	Limited
POWER OUTAGE	Occasional	Limited	Limited
TRANSPORTATION ACCIDENT	Occasional	Moderate	Limited
HUMAN CAUSED			
CIVIL DISORDER	Unlikely	Moderate	Limited
KIDNAPPING/ABDUCTION	Unlikely	Major	Limited

INTRUDER IN BUILDING	Unlikely	Major	Moderate
SUICIDE	Unlikely	Major	Limited
WEAPONS ON CAMPUS	Unlikely	Moderate	Moderate
SEXUAL ASSAULT	Unlikely	Major	Limited

DRILL GUIDANCE

Overview

- Drills are a first and important step in keeping schools safe and secure, they are filled with teachable moments, and they are as important to schools as reading, writing and arithmetic.
- Drills are a set of tools that campus and facility administrators can use to ensure that plans and procedures are tailored to the unique needs of students and staff and to the hazards to which the campus or facility is exposed. Drills are only as valuable as the willingness of campus administrators to seek feedback from staff and students and to share lessons learned. Lessons learned from drills should be shared, not only with the campus or facility and its stakeholders but also with School administration, facilities, and other campuses.

While drills are an important part of school safety and security, they are not a one-stop solution to preparedness. Lessons learned from drills are used to update plans and procedures. They also are used as the first step in the school's larger preparedness process including tabletop and functional exercises designed to improve coordination, clarify roles and responsibilities, improve individual performance, and manage expectations.

Drill Purposes

A Multi-Hazard Emergency Operations Plan is only as good as the ability of students, faculty, and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to manage an emergency or major incident effectively and efficiently. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

The safety and security of DMLGG students and staff depend upon everyone knowing what to do when an actual incident occurs. Minutes or even seconds often can make a critical difference in saving lives. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff, and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Action plans derived from drills allow schools to translate lessons learned and best practices into specific corrective steps and measures to improve the safety and security of DMLGG’s schools and facilities. In addition to these benefits, drills are mandated by Texas law.

Drills are intended to practice and refine a single emergency response, such as evacuating for fire or locking down from a threat, to strengthen skills and identify areas for improvement in practices, procedures, or plans. This is important in a school setting where considerations need to be made for class schedules, student needs, substitute teachers, and student accountability.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed. A drill is not truly complete until it has been evaluated by School personnel who have documented both lessons learned and best practices.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the EOP need to be practiced in future drills. The Campus Safety and Security Committee ensures that all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Conducting Drills

As set forth in state law (**TEC §37.1081 and SB 1556**), as well as in state and national best practices, every school year campuses shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency	Recommended Guidance
Secure/ Lockout	1 per school year	
Lockdown	1 per semester	Consider announcing each of these as “drills” to reduce anxiety/stress
Hold	1 per semester	
Evacuation	1 per school year	Consider announcing each of these as “drills” to reduce anxiety/stress

Shelter (hazmat)	1 per semester	Consider announcing each of these as “drills” to reduce anxiety/stress
Shelter (severe weather)	1 per semester	Consider announcing each of these as “drills” to reduce anxiety/stress
Fire Evacuation	<p>One for each month with ten or more instructional days, including summer school months</p> <p>One announced drill within first 2 weeks of school</p> <p>One obstruction/blocked primary route drill per semester</p> <p>One drill under special circumstances (scheduled during lunch or class switching)</p>	<p>Vary day and time when scheduling throughout the year</p> <p>Once per year: Consider practicing for an off-site Evacuation</p>

**Per State Fire Marshal’s Office mandate, TEA Gov. Code 61.1036 Section 3, F*

**DR. M.L. GARZA GONZALEZ CHARTER SCHOOL SAFETY DRILLS
2022-2023 CALENDAR**

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

LOCKDOWN - FEBRUARY 2

FIRE DRILL - SEPTEMBER 8

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

LOCKDOWN - SEPTEMBER 20

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FIRE DRILL - MARCH 9

EVACUATE DRILL - OCTOBER 6

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8

FIRE DRILL- APRIL 13

SHELTER IN PLACE FOR HAZMAT - NOVEMBER 3

9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

FIRE DRILL - DECEMBER 8

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SHELTER IN PLACE FOR WEATHER - JANUARY 10

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NATURAL HAZARDS: FIRE

PURPOSE

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

SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a fire.

CORE FUNCTIONS

Fire may originate inside or outside the building. The school alarm system acts as a warning system to notify staff/faculty and students.

The Incident Commander and the Incident Management Team will determine if and when these procedures should be activated.

1. Operational Functions/Procedures That May Be Activated in the event of fire include:

- Evacuation
- Special Needs Population

- Relocation
- Parent-Student Reunification

2. Activating the MEOP for a fire.

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until the fire department arrives at the scene.

a. Incident Commander Actions

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes.
- Conduct an all-school evacuation.
- Notify the local fire department.
- Provide the following information:
 - School name and address, including nearest cross street(s).
 - Location of the fire if known.
 - Injuries, if any.
- Notify local law enforcement of intent to evacuate the campus.
- Notify the Board of Trustees of the status and action taken.
- Activate internal and external communications plan.
- Update the principal/Board of Trustees and Incident Management Team of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.
-

b. Incident Management Team Actions

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in the danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.

- Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

Staff Actions

- Move students away from the immediate vicinity of danger.
- Report location of the fire to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team.
- If evacuation is implemented, direct all students to report to the assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during the evacuation process.
- Upon arrival at the evacuation site, take attendance. Notify the Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in a sheltered area until the “all clear” signal has been issued.
- Do not return to the building until emergency response personnel have determined it safe.
- Render first aid as needed
-

NATURAL HAZARDS: SEVERE WEATHER/FLOOD ON OR NEAR SCHOOL GROUNDS

PURPOSE

Flooding and storm-related weather is a natural feature of the climate, topography, and hydrology of Corpus Christi and its surrounding areas. Some floods develop slowly during an extended period of rain or in hot weather following a heavy downpour. Flash floods can occur quickly, without any visible sign of rain. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

CORE FUNCTIONS

The City of Corpus Christi, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the MEOP and implement the Incident Command System.

The school intercom system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding. If there is a loss of power, a compressed air horn, messaging app, and two-way radios will serve as backup communication devices.

1. Operational Functions/Procedures That May Be Activated in the event of a flood include:

- Shelter
- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

2. Activating the MEOP

The principal/building administrator will determine the need to activate the MEOP and designate an Incident Commander.

a. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal or superintendent, determine if evacuation is required.
- Notify local law enforcement of intent to vacate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.

- Notify the principal/superintendent of the status and action taken.
- Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether the school will be closed or remain open.
- Document all actions taken.

3. Incident Management Team

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

4. Staff Actions

- Execute shelter or evacuation procedures when instructed by the Incident Management Team.

5. Shelter

- Close all windows, exterior doors, and any other openings to the outside.
- Gather essential disaster supplies (emergency backpacks, go-to kits).
- Select interior room(s) with the fewest windows but enough room for everyone to sit.
- Bring everyone into the room(s) and shut the door(s).
- Keep a communication device (phone, two-way radio) close at all times.
- Remain in the area until further instruction is provided by the Incident Commander.

6. Evacuation

- Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.

- Document all actions taken.

NATURAL HAZARDS: HURRICANE (WATCHES & WARNINGS)

PURPOSE

Hurricanes are a natural feature of the climate, topography, and hydrology of Corpus Christi and its surrounding areas. The purpose of this annex is to ensure that there are procedures in place for hurricane preparedness to protect staff/students and school property in the likelihood of this event occurring.

SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to the threat of a potential hurricane near or on school grounds.

CORE FUNCTIONS

The City of Corpus Christi, the National Weather Service, and other Federal cooperative agencies have an extensive weather monitoring system and provide hurricane watch and warning information to the school community via television, Internet, and telephone. In the event of a hurricane watch or warning, the Incident Commander, or principal, will activate the MEOP and implement the Incident Command System.

School staff will be notified of the preparedness plan via staff meeting, email, phone, or messaging app.

1. Operational Functions/Procedures That May Be Activated in the event of a hurricane include the following:

- Evacuation
- Reverse Evacuation
- Continuity of Operations (COOP)
- Recovery: Psychological Healing

2. Activating the MEOP

When a hurricane enters or forms in the Gulf of Mexico, the Superintendent will determine the need to activate the MEOP based on a hurricane watch or warning and designate an Incident Commander.

Essential Functions Performed by Personnel

	Hurricane Watch*	Hurricane Warning**
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Incident Commander	<ul style="list-style-type: none"> • Issue stand-by instructions to staff. • In consultation with the superintendent/ Board of Trustees determines the type of preparedness required. • Determine if additional procedures should be activated. • Notify the principal/Board of Trustees of the status and actions taken. • Determine when a safe reopening of school can take place. • Update the principal and Incident Management Team of any significant changes. • Will determine if it is necessary to stay behind and will appoint or approve volunteers to do so. • Document all actions taken. 	<ul style="list-style-type: none"> • Issue stand-by instructions to staff. • In consultation with the superintendent/ Board of Trustees determines the type of preparedness required. • Determine if additional procedures should be activated. • Notify the principal/Board of Trustees of the status and actions taken. • Update the principal and Incident Management Team of any significant changes. • Determine when a safe reopening of school can take place. • Document all actions taken.
Incident Management Team	<ul style="list-style-type: none"> • Monitor television, radio, and Internet for updated weather information. • Review procedures with staff as needed. • Implement the internal and external communications plan. • Implement additional procedures as instructed by the Incident Commander. • Take appropriate action to safeguard school property. • Relocate or elevate sensitive equipment or information. • Document all actions taken. 	<ul style="list-style-type: none"> • Monitor television, radio, and Internet for updated weather information. • Review procedures with staff as needed. • Implement the internal and external communications plan as instructed by the Incident Commander. • Implement additional procedures as instructed by the Incident Commander. • Take appropriate action to safeguard school property. • Relocate or elevate sensitive equipment or information. • Document all actions taken.

Maintenance Personnel	<ul style="list-style-type: none"> Put away loose items around the outside of the campus not in use (i.e. garbage cans, etc.) Have enough plastic bags, boxes, and sheeting ready for use for each classroom to cover materials and resources. 	<ul style="list-style-type: none"> Put away loose items around the outside of the campus not in use (i.e. garbage cans, etc.) Distribute plastic bags, boxes, and sheeting to each classroom to cover materials and resources Close and secure outside shutters on appropriate buildings
Office Staff/ Administrative	<ul style="list-style-type: none"> Ensure files are backed up to the server Photograph/video contents of each building 	<ul style="list-style-type: none"> Ensure files are backed up to server Copy machine and non-movable technology is covered with plastic tarp/bags Take staff and family contacts along with laptop to use as a means of disseminating information upon evacuation Photograph/video contents of each building
Teachers/ Auxiliary Staff	<ul style="list-style-type: none"> Put away loose items not in use within the classroom 	<ul style="list-style-type: none"> Put important papers in plastic boxes in classroom closets and bathrooms, raised off the floor Take home personal items (diplomas, pictures, etc.) Cover with plastic bags and place all technology (laptops, Chromebooks, document camera, iPad, printers, etc.) in plastic tubs. Make sure electronics are stored away from windows, and doors, and are raised off the floor. Cover Promethean boards with plastic tarps/bags.

*** A hurricane watch is announced if a storm is expected within 24-36 hours.**

****A hurricane warning is announced if a storm is within 24 hours or less from landfall.**

Health Hazards: Infectious/Communicable Disease

Purpose

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

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

- The spread of disease
- Protect School District employees and volunteers who will need to keep the operations and educational program's function.
- Providing support for the essential services that must be maintained

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

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

Scope

This annex incorporates, by reference, a similar emergency planning and response structure of the DMLGG Core Emergency Operations Plan (EOP). However, the special circumstances of an infectious/communicable disease outbreak may require some variance from the EOP.

This Infectious/Communicable Disease Annex applies to DMLGG. The campus is responsible for developing response plans that are more targeted and appropriate for their location while ensuring alignment and with this overall plan (field stations, and faculty, staff, volunteers, and students traveling outside of the district under campus auspices). Staff, students, faculty, and volunteers who have been in travel status internationally and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

This annex provides a general framework for **prevention, preparedness planning, response, and recovery** for a large-scale outbreak of an infectious/communicable disease. It outlines the roles and responsibilities of DMLGG Charter School personnel and the functions that public partners can be expected to provide to the School District.

General Information on Pandemic Communicable Disease Events

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

- is highly virulent (harmful),
- is readily transmissible from person to person, and
- has high clinical severity (causing sudden, serious, illness and death in many people).

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

The pandemic flu or Covid 19 is a primary example of the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the DMLGG recognize as most likely to occur on campus include norovirus, measles, mumps, and meningitis.

2. Pandemic Alert Phase (influenza caused by a new subtype has been identified in humans).

- . New virus in animals with higher risk of human cases
 - a. Increased H2H transmission
 - b. Significant H2H transmission
 - c. Efficient and sustained H2H transmission

3. Pandemic Phase

- . Global spread of communicable disease caused by new subtype

4. Transition Phase

- . Reduction in global risk
 - a. Reduction in response activities
 - b. Progression towards recovery actions

The CDC has released both the COVID-19 Pandemic Preparedness and Response Planning tool and the Influenza Risk Assessment Tool (IRAT) as well.

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/hcp/COVID-19-pandemic-plan-IPC-considerations-050820.pdf>.

<https://www.cdc.gov/flu/pandemic-resources/national-strategy/risk-assessment.htm>.

Concept of Operations

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

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

1. General

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

memorandum of understanding, and intergovernmental agreements between school district authorities, local/state/federal public health agencies, hospital/healthcare facilities, and other public health stakeholder agencies.

The Incident Command System (ICS) will be used to manage all incidents and major planned events in the DMLGG District.

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

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

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

During Fall and Spring Semesters, the School District population composition is approximately 180 students and 40 employees.

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

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

A. General Procedures

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

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

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

- Statewide disease outbreak

1. Infectious/Communicable Disease Response Protocol

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

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

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

2. Social Distancing

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

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

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

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

Multiple social distancing measures can be implemented simultaneously.

3. Isolation Protocols

If isolation/quarantine is recommended for exposed/infected persons, in most cases voluntary isolation is encouraged based on guidance and directed education from the local health department. In cases of highly infectious diseases or rare viral strains with high rates

of mortality, the local health department has the authority to “...order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state.”

- The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.
- The affected patient(s) should remain isolated for the duration of time specified by the local health department.
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4. Cleaning Protocols

These procedures are for cleaning, disinfecting, and/or sanitizing for communicable diseases in non-healthcare settings. Increased cleaning shall be activated upon recommendation from the local health department.

- The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate campus and campus housekeeping staff (based on areas to be sanitized).
- These locations may be based on location of confirmed ill students and/or employees were on campus. Viruses generally survive on surfaces for about 48 hours.
- If necessary, the local health department shall supply guidance to the district's housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.
- Housekeeping and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants.

Direction, Control, and Coordination

A. Responders Standard Operating Procedures/Guidelines (SOP/SOGs)

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

B. Emergency Operations Plan

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

C. Coordination with Responders

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

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

Communications

D. General Communication

In coordination with the Nueces County and City health department, the DMLGG District shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

- general communications to the school
- information about the disease in general
- information about the disease impacts on school
- what the school is doing
- what the school should/should not do

Targeted communications to affected or vulnerable populations on the School District, as needed

- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities

Disease Descriptions

Name	Vaccination	Description of Symptoms
Measles (Rubeola)	Yes	<p><u>Symptoms</u>: high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash</p> <p><u>Transmission</u>: coughing and sneezing; virus can live up to two hours in contaminated air or on a surface</p>

Meningitis	Yes	<p><i>Bacterial</i></p> <p><u>Symptoms</u>: fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion</p> <p><u>Transmission</u>: germs spread person-to-person (depends on type of bacteria)</p>
		<p><i>Viral</i></p> <p><u>Symptoms</u>: fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy</p> <p><u>Transmission</u>: caused by other viruses like mumps, measles, influenza, etc.</p>
Mumps	Yes	<p><u>Symptoms</u>: fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection</p> <p><u>Transmission</u>: coughing, sneezing, or talking; sharing items; touching contaminated objects</p>
Norovirus	No	<p><u>Symptoms</u>: diarrhea; vomiting; nausea; stomach pain</p> <p><u>Transmission</u>: contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected</p>
Hepatitis A	Yes	<p><u>Symptoms</u>: Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain</p> <p><u>Transmission</u>: fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person</p>
Influenza	Yes	<p><u>Symptoms</u>: fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea</p> <p><u>Transmission</u>: person-to-person via droplets</p>
Tuberculosis	Yes	<p><u>Symptoms</u>: A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs)</p> <p><u>Transmission</u>: person-to-person via droplets</p>
Varicella	Yes	<p><u>Symptoms</u>: fever; tiredness; loss of appetite; headache; itchy,</p>

(chicken pox)	fluid-filled blisters <u>Transmission</u> : touching or breathing in the virus particles that come from the blisters
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Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Transmissibility – Ability to easily spread from human to human.

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

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

Virulence – The capacity of a microorganism to cause disease.

Legal Authority

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

A. State

HS § 81 Communicable Diseases.

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

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

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

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

F. Federal

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

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

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

42 CFR 71.21 Report of death or illness.

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

21 CFR § 1240.45 Report of disease.

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

TECHNOLOGICAL HAZARDS: CHEMICAL

PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around DMLGG. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

CORE FUNCTIONS

Chemical accidents may originate inside or outside the building. Examples include toxic leaks or spills caused by tank, truck, or railroad accidents; water treatment/waste treatment plants; and the industry or laboratory spills. The DMLGG maintenance team inspects stored chemicals monthly. The school alarm system acts as a warning system to notify staff/faculty and students. Decontamination equipment and personal protective equipment are located in a storage unit next to the main office.

A. Operational Functions/Procedures That May Be Activated

The Incident Commander and the Principal will determine if and when these procedures should be activated.

1. In the event of an **EXTERNAL** chemical spill, the following operational functions or procedures may be activated:
 - Reverse Evacuation
 - Special Needs Population
 - Shelter-in-Place
 - Evacuation
 - Parent-Student Reunification
 - Continuity of Operations (COOP)
 - Recovery: Psychological Healing
 - Mass Care
2. In the event of an **INTERNAL** chemical spill, the following operational functions or procedures may be activated:
 - Evacuation
 - Special Needs Population
 - Relocation
 - Parent-Student Reunification

A. Activating the MEOP for an External Chemical Spill

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until a qualified Hazmat Incident Commander arrives at the scene.

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.

- Consider a reverse evacuation to bring all persons inside the building.
- Notify the Maintenance Coordinator to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the principal/Board of Trustees of the status and action taken.
- Activate communications plan.
- Update the principal/Board of Trustees and Incident Management Team of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether the school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Move students away from the immediate vicinity of danger.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute shelter-in-place procedures when instructed by the Incident Management Team.
- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.
- Remain in a sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or away from the building.
- If evacuation does occur, do not re-enter the building until an “all clear” signal is issued. Document all actions taken.

A. Activating the MEOP for an Internal Chemical Spill

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until a qualified Hazmat Incident Commander arrives at the scene.

1. Person Discovering the Spill

- Alert others in the immediate area to leave the area.
- Close windows and doors and restrict access to the affected area.
- Notify the principal/teacher/safety officer.
- Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an all-school evacuation.
- Notify the Maintenance Coordinator to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; the name of the substance, if known.
 - Characteristics of the spill (color, smell, visible gases).
 - Injuries, if any.
 - Notify local law enforcement of intent to vacate.
 - Notify the principal/Board of Trustees of the status and action taken.
 - Activate communications plan.
 - Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
 - Update the principal/Board of Trustees and Incident Management Team of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether the school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team Actions

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in the danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.

- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Move students away from the immediate vicinity of danger.
- Report the location and type (if known) of the hazardous material to the Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
- If evacuation is implemented, direct all students to report to the assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during the evacuation process.
- Upon arrival at the evacuation site, take attendance. Notify the Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in a sheltered area until the “all clear” signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed.

HUMAN-CAUSED HAZARDS: INTRUDER

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto school grounds or in the school building.

SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.

CORE FUNCTIONS

DMLGG will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

All visitors entering school grounds on school days must register and sign in at the Main Office. Failure to do so may constitute a misdemeanor.

To prevent intruders on campus, DMLGG administrators & staff are required to keep doors locked and secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, DMLGG will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Evacuation
- Reverse Evacuation
- Secure
- Lockdown
- Parent-Student Reunification
- Recovery: Psychological Healing

B. Activating the EOP

The principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has the authority to manage the incident.

1. Incident Commander Actions

- Issue stand-by instructions.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request the intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement to assist if necessary. Provide a description and location of the intruder.
- Keep the subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- The 'command post' is located where the superintendent/principal for each respective campus is located.
- Notify the principal/Board of Trustees of the status and action taken.
- Be ready to deal with the media & bystanders and keep the site clear of visitors.

- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the principal/Board of Trustees and Incident Management Team of any significant changes.
- Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether the school will be closed or remain open.
- Document all actions taken.

Staff Actions

2. Notify the Incident Commander or designee. Provide a description and location of the intruder. Visually inspect the intruder for indications of a weapon.
 - Keep intruders in view until police or law enforcement arrives. Stay calm. Do not engage or threaten the intruder or notify of any actions being taken.
 - Isolate intruders from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.
 - Remain inside rooms until the “all clear” instruction is announced.

HUMAN-CAUSED HAZARD: ACTIVE SHOOTER

PURPOSE: Section 1 – Purpose and Scope

1.1 Purpose

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

1.2 Scope

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

DMLGG Active Threat Annex

Section 2 – General Information

2.1 Hazard Overview

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

2.2 District Specific Hazard Risk

DMLGG Charter School identifies the following active threats as a high priority.

Shooting

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

Stabbing and Blunt Force Trauma

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

Bomb Threat

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

Vehicular Assault

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

2.3 Hazard Preparedness and Warning

DMLGG Charter School 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

DMLGG Charter School has a threat assessment team(s), consistent with Texas Education Code 37.115.

DMLGG Charter School Active Threat Annex

A 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.

DMLGG Charter Schools' 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. DMLGG Charter School acknowledges that a key goal of threat assessment is to distinguish between making a threat and posing a threat. DMLGG Charter Schools' district policy for Emergency Operations Plan (EOP) contains more specific information regarding threat assessment, including parent notification and records retention.

Detecting Suspicious Activity

DMLGG Charter School uses the following methods to detect suspicious activity on campuses:

- Review/ongoing monitoring of cameras
- Review access control/doorway security
- Ensure that doors and gates are locked during instructional time
- Teacher/staff reporting of intruder
- Report of the unidentified person(s) on campus

2.4 Safety in Portable Instructional Buildings

This section does not apply.

2.5 Access and Functional Needs

In compliance with Texas Education Code 37.108, DMLGG Charter School utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident: **The building is locked down.**

DMLGG Charter School Active Threat Annex Section 3 – Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

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

Incident Commander

Dr. Michael J. Sandroussi, Superintendent

Operations: Rosemarie Rojas, Principal

Planning: EOC Committee

Finance and Administration: David Riggs

Liaison Officer: Dr. Michael J. Sandroussi

Public Information Officer: Dr. Michael J. Sandroussi

Safety Officer: N/A

DMLGG Charter School Active Threat Annex Section 4 – Actions and Responsibilities

District Actions and Responsibilities.

Prevention Phase

- Safeguard against consequences unique to an active threat incident.

District Actions Responsible Role Placement of fences and gates to enclose student access. / DMLGG/GCCLR directors

- Signage preventing visitors access w/o signing in./DMLGG administrator and administrative assistant,
- Posting of signs prohibiting threats/ DMLGG/GCCLR directors.
- All classroom doors are locked at all times/ Teachers/staff
- Creation of an Emergency Operations Plan/ DMLGG/GCCLR Administrators.

Mitigation Phase

- Reduce the impact of an active threat incident.
- District Actions Responsible Role
- Practice lockdown drills Teachers/students
- Practice release of lockdown (after all-clear) Teachers/students
- Periodic checking of interior and exterior doors (locked) DMLGG principal, custodians and superintendent.
- Regular maintenance of doors and door locks DMLGG principal.

Preparedness Phase

Regularly review district readiness for an active threat incident.

District Actions Responsible Role

- Review of Emergency Operations Plan EOP Committee
- Review of points of entry on campus DMLGG principal, superintendent.
- Review of signage limiting campus access DMLGG superintendent.
- Review of posted signage restricting weapons carry DMLGG superintendent.

Response Phase

- District actions during an active threat incident.
- District Actions Responsible Role
- Notification of authorities DMLGG superintendent/principal.

- Notification of superintendent DMLGG principal.
- Notification of parents DMLGG superintendent, principal, counselor, teachers.
- Campus wide lockdown alert-no movement on campus. DMLGG superintendent/
principal

DMLGG Charter School Active Threat Annex

Recovery Phase

- Return to normal district operations following an active threat incident.
- District Actions Responsible Role. Superintendent
- Release of lockdown-no movement between class restrictions DMLGG superintendent
or principal.
- Summarization of event emailed to parents Superintendent or principal.
- Meeting with teachers/staff to review event DMLGG principal.
- Damage assessment DMLGG/GCCLR directors

Section 5 – Resources

5.1 Acronyms

ICS Incident Command System

5.2 Definitions

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

1. Incident Management Team Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine alternate relocation centers if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Document all actions taken.

2. Staff Actions: Remain with students throughout the relocation process.

HUMAN-CAUSED HAZARD: Bomb Threat

Purpose and Scope

Purpose

This Bomb Appendix is being written to direct the specific district tasks necessary before, during, and after a Bomb Threat or incident.

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 DMLGG Charter School Bomb Threat should also review this appendix for compatibility with their operations and resources

Specific Tasks Taken Before, During, and After Incident

Before A Bomb Threat	
Task	Responsible Role
Have Emergency Operations Plan in Place	Safety/EOP Committee
Train Office Staff on Suspicious Packages (how to receive packages).	Safety/EOP Committee
Place a paper copy of Bomb Threat Procedures near Phones in case someone calls in the threat.	Safety/EOP Committee

During A Bomb Threat	
Task	Responsible Role
Remain calm.	Administrative Assistants/secretaries
Notify authorities immediately	Administrative Assistants/secretaries
Keep the caller on the line as long as possible. Be polite and show interest to keep them talking.	Administrative Assistants/secretaries
DO NOT HANG UP , even if the caller does.	Administrative Assistants/secretaries
If possible, signal or pass a note to other staff to listen and help notify authorities.	Administrative Assistants/secretaries
Write down as much information as possible—caller ID number, the exact wording of threat, type of voice or behavior, etc.—that will aid investigators.	Administrative Assistants/secretaries
Record the call, if possible.	Administrative Assistants/secretaries
Watch the Bomb Threat Training Video below and refer to the DHS-DOJ Bomb Threat Guidance for more information.	Teachers and Staff

After A Bomb Threat	
Task	Responsible Role
Evacuate the building of all students, teachers, and staff to a safe location.	Administrator
After the buildings are cleared by law enforcement, the threat assessment committee needs to convene.	Threat assessment committee

Resources

Acronyms—EOP—Emergency Operations Plan Committee
DOJ—Department of Justice

Definitions

RECORD OF CHANGES

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

Change Number	Date of Change	Name	Summary of Change
#1	July 2022	Dr. Sandroussi	EOP Formation
#2	August 2022	MJS	Appendices Active Shooter & Threat Annex

RECORD OF DISTRIBUTION

Updated or revised plans must be distributed district wide.

Title and Name of Person Receiving the Plan	Agency (school office, government agency, or private-sector entity)	Date of Delivery	Number of Copies Delivered
All employees	DMLGG	8/17/22	60
School District Safety & Security Committee	DMLGG	8/31/22	7
School Board Members	DMLGG	9/19/22	7
School District Website	DMLGG	9/20/22	

APPENDICES TO THE BASIC PLAN

Appendix A: Master Schedule DMLGG Grades PreK-2

GCCLR/ DR M. L. GARZA-GONZALEZ CHARTER SCHOOL MASTER SCHEDULE 2022-2023(GRADES PRE-K-2ND)											
	7:45-8:15	8:15-8:30	8:30-9:20	9:20-10:10	10:10-11:00	11:00-11:30	11:50-12:40	12:40-1:10	1:10-2:00	2:00-2:50	2:50-3:40
PRE-K ROOM A-124	BREAKFAST	MOURNING ROUTINE	CIRCLE TIME	LIBRARY	READING CENTERS	LUNCH	READING STORYTIME	NAP	PE	MATH	SCIENCE / SOCIAL STUDIES
KINDER ROOM A-122	BREAKFAST	BATHROOM BREAK	ELA	LIBRARY	ELA	LUNCH	PE	ELA/MATH STATIONS	MATH	MATH	SCIENCE / SOCIAL STUDIES
1ST GRADE ROOM A-118	BREAKFAST	BATHROOM BREAK	PLANNING	MATH	MATH	LUNCH	LIBRARY	ELA	ELA	SCIENCE / SOCIAL STUDIES	ENRICHMENT
2ND GRADE (DAVILA) ROOM C-304	BREAKFAST	BATHROOM BREAK	ELA	PLANNING	ELA	LUNCH	LIBRARY	MATH	MATH	SCIENCE / SOCIAL STUDIES	LEARNING CENTERS
2ND GRADE (CAUDILLO) ROOM C-306	BREAKFAST	BATHROOM BREAK	ELA	PLANNING	ELA	LUNCH	LIBRARY	MATH	MATH	SCIENCE / SOCIAL STUDIES	LEARNING CENTERS
PE			1ST	2ND	3RD	4TH	6TH	LUNCH	PLANNING	5TH	7TH-8TH
LIBRARY			3RD	PRE-K/KINDER M-TH	5TH	7TH	1ST/2ND M-TH	LUNCH	8TH	4TH	6TH

Appendix A: Master Schedule: DMLGG Grades 3-8

GCCLR/ DR M. L. GARZA-GONZALEZ CHARTER SCHOOL MASTER SCHEDULE 2022-2023 (GRADES 3RD-8TH)											
	7:45-8:15	8:15-8:30	8:30-9:20	9:20-10:10	10:10-11:00	11:00-11:50	11:50-12:40	12:40-1:10	1:10-2:00	2:00-2:50	2:50-3:40
ELA ROOM B-214	BREAKFAST	HOMEROOM	6TH	7TH	8TH	6TH STAAR	PLANNING	LUNCH	7TH STAAR	8TH STAAR	TUTORIALS
SS ROOM B-213	BREAKFAST	HOMEROOM	7TH	8TH	6TH	7TH LIBRARY	PLANNING	LUNCH	8TH LIBRARY	8TH STAAR	6TH LIBRARY
MATH ROOM B-206	BREAKFAST	HOMEROOM	8TH	6TH	7TH	PLANNING	8TH STAAR	LUNCH	6TH STAAR	7TH STAAR	PE
SCIENCE LAB ROOM B-203	BREAKFAST		4TH	5TH	PLANNING	8TH	7TH	LUNCH	5TH SCIENCE TUTORIALS	6TH	PLANNING
PE			1ST	2ND	3RD	4TH	6TH	LUNCH	PLANNING	5TH	7TH-8TH
LIBRARY			3RD	PRE-K/KINDER M-TH	5TH	7TH	1ST/2ND M-TH	LUNCH	8TH	4TH	6TH
		8:15-8:30	8:30-9:20	9:20-10:10	10:10-11:00	11:00-11:50	11:50-12:20	12:20-1:10	1:10-2:00	2:00-2:50	2:50-3:40
4TH GRADE ROOM B-207	BREAKFAST	HOMEROOM	PLANNING	4TH ELA	4TH ELA	TUTORIALS	LUNCH	4TH SS	5TH ELA TUTORIALS	4TH LIBRARY	5TH ELA
5TH GRADE ROOM B-216	BREAKFAST	HOMEROOM	5TH MATH	PLANNING	5TH LIBRARY	5TH MATH	LUNCH	5TH SS	4TH MATH	TUTORIALS	4TH MATH
3RD GRADE ROOM B-215	BREAKFAST	HOMEROOM	3RD LIBRARY	ELA	PLANNING	MATH	LUNCH	MATH	ELA	SCIENCE	SS

Appendix B Staff and Students: Dr. M.L. Garza-Gonzalez Charter School

2022-2023

Dr. M.L. Garza-Gonzalez Charter School	
2022-2023	
<i>Central Office Administration & Staff</i>	<i>Position</i>
Dr. Michael J. Sandroussi	Superintendent
Lisa Rojas	Registrar-PEIMS Coordinator-OM
Anita Hinojosa	Federal Programs Director
Goldie Wooten	Special Education Director
David Riggs	Finance Director
Alexandra Sanchez	Accountants Payable
Ryan McGee	IT Coordinator
Mary Lou Riojas	Receptionist

Appendix B Staff and Students: Dr. M.L. Garza-Gonzalez Charter School

2022-2023

<i>Campus Administration & Support Staff</i>	<i>Position</i>
Rosemarie Rojas	Principal
Isabel Diaz	Counselor
Guadalupe Ganceres	Reading Specialist-Librarian
Rachel Salinas	Math Interventionist
Sonia Rodriguez	Parent Involvement
<i>Instructors & Support Staff</i>	<i>Position</i>
Deanna Aleman	Pre K Instructor
Sherry Cookson	Kinder Instructor
Magdalena Schulz	1st grade Instructor
Sandra Caudillo	2nd grade Instructor
Sonia Davila	2nd grade Instructor
Leslie Delgado	3rd grade Instructor
Ramsey Rodriguez	4th grade Instructor
Michael Marx	5th grade Instructor
Naomi Moreno	ELAR 6-8 Instructor
Daniel Sanchez	Social Studies 6-8 Instructor
Juan Salazar	Math 6-8 Instructor
Ariel Saldana	Science 4-8 Instructor
Mariena Gallardo	Physical Education Instructor
Dalia Martinez	Special Education Instructor
Regina Sanchez	Special Education Paraprofessional
Susie Garza	Pre K/Kinder Paraprofessional
Lorina Acosta	Classroom Paraprofessional
Rebecca Marx	Classroom Paraprofessional

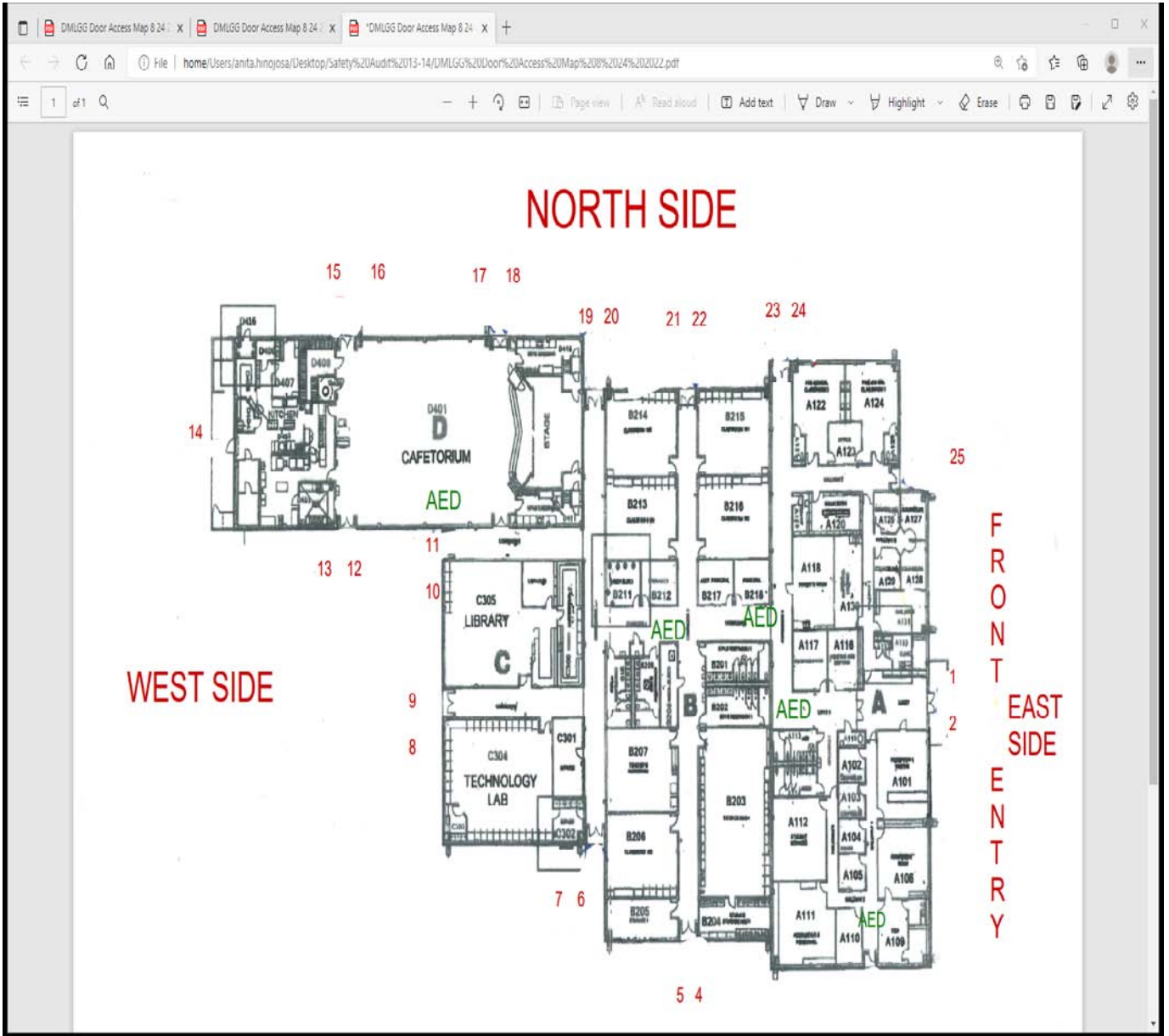
Appendix B Staff and Students: Dr. M.L. Garza-Gonzalez Charter School

2022-2023

<i>Cafeteria Staff</i>	<i>Position</i>
Lillie Provencio	Cafeteria Manager
Dinah Izaguirre	Cafeteria
Clara Rojo	Cafeteria

<i>Custodial Staff</i>	<i>Position</i>
Paula Saucedo	Head Custodian
Chelsea Stakes	Custodian
JoAnn Garcia	Custodian

Appendix C: Map of School



Appendix D.

EVACUATION ROUTES FOR DR. M.L. GARZA GONZALEZ CHARTER SCHOOL CAMPUS MAP

SECTION A -

(A101, A102, A103, A104, A105, A106, A109, A110, A111, A112, A113, A115)

EXIT DOORS 1, 2, OR 3

SECTION A - (A116, A117, A118, A120, A122, A123, A124, A126, A127, A128, A129, A130, A131, A133)

EXIT DOORS 23 AND 24

SECTION B -

(B203, B204, B205, B206, B207)

EXIT DOORS 4 AND 5

SECTION B-

(B212, B213, B214, B215, B216, B217, B218)

EXIT DOORS 21 AND 22

SECTION C-

LIBRARY (C304, C305, C306)

EXIT DOORS 8 AND 9

SECTION C-

(C301, C302)

EXIT DOORS 6 AND 7

SECTION D-

CAFETERIA

EXIT DOORS 12, 13, 14, 15, 16, 17, AND 18

EVACUATE THE BUILDING AND MOVE AT LEAST 50 YARDS FROM CAMPUS

Appendix E: Safety and Security Committee

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

Name	Position	Email
Mr. Billy Delgado	CCEM Coordinator	billyd@cctexas.com
Mr. Massey Rodriguez	CCPD Senior Officer	MacedonioR@cctexas.com
Mr. Robert Garza	Retired Texas Ranger	rdgarza1847@gmail.com
Ms. Rosemarie Rojas	DMLGG Campus Principal	rosemarie.nevares@gcclr.org
Ms. Isabel Diaz	DMLGG Counselor	isabel.diaz@gcclr.org
Ms. Guadalupe Ganceres	DMLGG Reading Interventionist	lupe.ganceres@gcclr.org
Mr. Juan Salazar	DMLGG Instructor	juan.salazar@gcclr.org
Stephanie Salazar	DMLGG Parent	babygurl.0510@gmail.com
Annette Alejandro Sierra	DMLGG Parent	annetteS954@gmail.com
Mrs. Anna Flores	DMLGG School Board Chair	implanners@sbcglobal.net
Mr. Ernest Garza	DMLGG School Board Member	ernest.garza@gcclr.org
Mr. David Riggs	DMLGG Finance Director	david.riggs@gcclr.org
Dr. Michael J. Sandroussi	DMLGG Superintendent	michael.sandroussi@gcclr.org

Appendix F

Appendix G

Delegation of Authority And Succession For Superintendent of DMLGG

Purpose

This is a delegation of authority for the continuity of essential functions through the orderly succession of administrators at DMLGG to the Office of the Superintendent in case of the Superintendent's absence, a vacancy of the office and until that condition ceases.

- 1. Superintendent**
- 2. Principal**
- 3. Finance Director**

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

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

Appendix H. READINESS LEVELS

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

Level 4: Normal Conditions – Regular campus operations are unaffected.

The campus emergency team:

Dr. Michael J. Sandroussi, Superintendent

Rosemarie Rojas, Principal

Lisa Rojas, Administrative Assistant/Office Manager

Paula Saucedo, Head Custodian

One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

- An incident command post may be established. Reverse Evacuation may be implemented but is not required.
- School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

Level 3: Increased Readiness -- Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to School operations, life and/or property. Evolving situations are monitored when protective measures are needed. Reverse Evacuation may be implemented, if conditions warrant or to enhance accountability in advance of other protective measures. Increased readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: A tropical weather system has developed that has the potential to impact the local area or to trigger inland shelter and emergency support operations. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, ensuring that parent notification procedures are in place and assessing resource availability. The Executive Team should consider potential impact upon normal school operations.

Tornado or Severe Weather Watch: The possibility for severe weather or tornado development exists. Readiness actions may include increased situation monitoring, ensuring that weather radios are activated and monitored at each campus, ensuring that parent notification procedures are in place, reminding staff about tornado safety measures, placing selected staff on alert and reminding transportation staff to curtail operations immediately if conditions worsen.

Flash Flood Watch: The possibility of severe or flash flooding is possible due to heavy rains occurring or expected to occur. Readiness actions may include increased situational monitoring, transportation staff reconnaissance of known trouble spots, review of alternate bus routes, adjustment of school schedules to facilitate the safe release of students and preparedness of parent notification messages related to protective measures, school schedules, student release or bus routes change.

Violence Threat: Threats can be directed at the school or personnel therein or involve vicinity events such as a bank robbery or SWAT stand-off. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), ongoing coordination with Executive and Response Teams, preparation of appropriate and timely messages for parents and the community.

Mass Gathering: Mass gatherings events can occur either on or off school property (both planned and unplanned). Readiness actions include review of potential security, traffic, parking and health/safety impact upon school schedules and School facilities. In addition, School staff must work with local and regional partners to ensure that schools are part of the preparedness process. When the event is School sponsored, local and regional partners and first responders should be included in planning meetings.

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

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

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

Level 2: High Readiness -- Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or School. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security, and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff, and parents. Actions could be triggered by either Natural (e.g., weather) or Human Caused (e.g. verified bomb threat) events. High readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: A tropical weather system may impact the local area or to trigger inland shelter and emergency support operations within 72 hours. Readiness actions may include continuous situation monitoring, identifying worst-case decision points and potential resource requests, ensuring staff availability, providing parent notification and Executive Team trigger points for curtailing school operations, and supporting evacuation/sheltering operations, as appropriate.

Tornado Warning: Tornado warnings are issued when a tornado has been sighted in the vicinity or is indicated by radar to be threatening the immediate area. Readiness includes taking immediate severe weather safety actions as outlined in School and Campus emergency plans and notifying transportation staff to curtail operations immediately. The school also will be ready to provide support to students, staff, and the community in the wake of the storm.

Flash Flood Warning: When flash flooding occurs or is reported in the school immediate decisions are required related to school schedules and bus routes. Readiness actions include notifying transportation staff to curtail or adjust routes and to communicate hazardous areas encountered (this information also may be relayed to first responders) and making arrangements to retain at school all students and staff who safely cannot return to their homes.

Winter Storm Warning: When snow, sleet, freezing rain, or other adverse weather conditions make traveling treacherous or disrupt utility service to campuses, the school must take immediate action to adjust or cancel school schedules. Readiness actions may include notifying parents and the community of temporary school closures and/or schedule adjustments, assigning key staff to assess campuses and facilities for damage, downed trees and wires, icy sidewalks and parking lots, and other hazards that affect school infrastructure, coordinating with transportation and city/county public works for reconnaissance along bus routes.

Violence Threat: Threats are considered legitimate, or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), considerations put in place for school schedules such as dismissal and outdoor

activities, ongoing coordination with Executive and Response Teams, and initial release of appropriate and timely messages for parents and the community.

Mass Gathering: Civil disorder with relatively large-scale localized violence or student walkouts are imminent, the school must be prepared to protect its students and infrastructure. Readiness actions may include increasing law enforcement and other first responder presence in and around School property, securing critical School infrastructure related to utilities and technology, and initiating Reverse Evacuation with strict student release policies and practices in place

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

The School Emergency Operations Center may be activated with limited staffing.

Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media, and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of school and local authorities and report unusual activities or safety/ security concerns to their supervisors or command post immediately.

Level 1: Maximum Readiness -- Large-scale disruption of school operations occurs. Large-scale disruption of School operations occurs. An array of outside agencies and School departments are activated. School EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the school may request additional support from outside sources.

Incident Command is in place with coordination between School EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: The impact of a tropical weather system is imminent and will require evacuation, shelter, and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification, and activating the school EOC.

Tornado Warning: A tornado has been sighted within or near School boundaries. Readiness actions include taking immediate shelter, halting all School transportation operations and student dismissals, ensuring student accountability, and preparing for search/rescue and damage assessment processes.

Violence Threat: Threats are verified or ongoing either on campus or in the immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Lockdown, or other precautionary measures. Considerations are in place for release from Lockdown, reunification, and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.

Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence, or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support from first responders, moving students and staff to safe locations and controlling the release of students, and restricting access to campuses.

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

School staff should initiate response activities including full safety accountability. All staff remain alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

Appendix I: Recordkeeping and Reports

Any major incident requires documentation such as reports, logs, student attendance (accountability) reports, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. All original notes and records are legal documents that should be preserved. Reports should be provided in a timely fashion and in compliance with the Texas Public Information Act and in accordance with

School policies and procedures. Each campus, facility, or department in the school must compile, maintain, and submit documentation and reports related to their areas of involvement in the incident. They also should support development situation reports, damage assessment documentation, student accountability information, after-action reports, and other documentation, as applicable.

Records management

Records will be managed according to federal and state law and in compliance with School policies and procedures.

The Director of Finance is responsible for the documentation process during EOC activation and for compiling final reports on behalf of the school following major events. When the EOC is not activated, the Director of Finance or designee will be responsible for records management related to the incident or emergency.

During activation, the school EOC will maintain an incident log and oversee documentation for any major incident.

Individual departments, facilities, and campuses will maintain a log of major decisions, timelines, logistical deployment, and other actions related to their areas of responsibility and accountability.

All logs will be submitted to the school EOC for compilation into a master log, which the school may make available to the local Office of Emergency Management upon formal request in support of incident coordination and/or disaster recovery.

Reports

The school may use any or all of the following reports that may be subject to open record requests as part of the documentation process of its emergency operations.

Activity Logs

Staff shall maintain accurate logs recording key activities, such as:

- Protective actions
- Student and staff accountability and reunification
- Significant changes in the emergency
- Resource requests or commitment of resources
- Activation or deactivation of emergency facilities
- Containment or termination of the incident
- Administrative Releases and Parent Notification

In protracted incidents, the school 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.

Damage Assessments

- Indicate assistance or resource requirements and immediacy of the need
- Identify damage, loss, and structure or facilities (such as playgrounds, gymnasiums, or portable buildings) that are unsafe to use
- Damage reports should not contain any sensitive or restricted information unless is designated as such

Situation Reports

May to be prepared and distributed during emergencies or developing situations. This report is a public record document that provides an overview for School officials, emergency managers, and responders, as well as the news media, support organizations, and the general public.

After Action Review (AAR)

As part of a post-incident or exercise critique, the AAR should help document what occurred and provide a direction for system improvements. The AAR may include both written and verbal input from participants.

The Superintendent or designee is responsible for ensuring an AAR occurs at the conclusion of an emergency or exercise. School AARs may include input from both internal and external stakeholders

The AAR should be submitted for review and comment among participants before formal distribution.

Corrective Action Plan (CAP)

Where deficiencies are identified the school will create a corrective action plan to guide improvements including identification of the individual or department responsible for corrective actions and the deadlines for achieving that action.

Other Reports

Other reports and/or forms covering specific functions may be prescribed as required by law or at the direction of the Superintendent.

Recordkeeping

Documentation is essential to decision making, liability protections, reimbursement eligibility, administrative controls, and safety accountability. DMLGG Charter School provides administrative controls necessary to manage the expenditure of funds to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures. Therefore, all DMLGG Charter School departments

and campuses maintain records summarizing the use of personnel, equipment and supplies during an emergency.

All DMLGG Agreements, Memorandums of Understanding and other documents or contracts related to emergency operations include a cost responsibility clause. For major emergencies or disasters, all departments and agencies supporting the school and its emergency response are expected to maintain detailed of costs for emergency operations to include personnel including overtime; equipment operations; costs for leased or rented equipment; costs for contract services to support emergency operations; costs for emergency protective measures and expenses associated with specialized supplies or temporary facilities. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government. The school maintains similar accounting when it supports resource requests from local, regional and state partners.

Preservation of Records

Vital Records

To continue normal School operations following an emergency or disaster, vital records must be protected. These include

- Legal documents including plans and contracts
- Financial accountability
- Student accountability

Other documents deemed vital to School operations

If records are damaged during an emergency, DMLGG may seek professional assistance to preserve and restore them.

Providing Assistance

The school EOC will work with local emergency management to make requests for assistance. Requests will be coordinated through the County Office of Emergency Management.

The school may provide resources for shelter and mass care, transportation, staging, security, feeding, and counseling. Many communities and/or schools have mutual aid agreements or similar documents in place with these groups to provide such services.

It is the school's responsibility to track all costs associated with such uses for possible reimbursement or restitution. The level of cost recovery may be contingent upon the situation, existing agreements, and the nature of the incident.

The school EOC, working in conjunction with local emergency management offices, will coordinate requests for assistance to avoid confusion, duplication, and delay.

APPENDIX J: DMLGG CHARTER SCHOOL SAFETY AND SECURITY STANDARDS

Overview

This plan addresses emergency actions consistent with those set forth in the Texas Unified School Safety and Security Standards. The Texas Unified School Safety and Security Standards have helped guide the development of State, District, and Campus level safety programs and emergency management programs since 2007. They were developed as a baseline tool for strategic planning and are maintained using input from the district, local, regional, and state partners.

DMLGG demonstrates a commitment to safety and security through coordination of efforts and clear communication with local, regional, state, and federal stakeholders in for school-centered emergency management phases that are consistent with the Texas Unified School Safety and Security Standards.

Prevention & Mitigation

Phase 1.0	Prevention/ Mitigation- Coordinated actions are taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat.
1.1	The school should coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district (internal) local, state, and regional partners.
1.2	The school should establish a functioning School safety and security committee with responsibilities that include ensuring compliance with local, state, and federal mandates.
1.3	DMLGG should regularly assess the school climate and implement relevant scientifically research-based curricula, programs, and practices to create a positive, safe, and disciplined environment conducive to learning.
1.4	The school should have processes in place to identify and appropriately assist/address individuals who exhibit signs of violent, harmful, or risky behaviors, and/or pose a threat of committing criminal activity.

1.5	DMLGG as part of its emergency operations plan, should complete a hazard analysis of all School facilities, properties, and their surrounding communities to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.
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1.6	The school should utilize the results of the hazard analysis to develop specific mitigation and prevention activities and plans as part of their multi-hazard emergency operations plan.
1.7	The school should train staff and use appropriate partners to systematically perform ongoing self-assessments/audits, to identify and address safety and security issues, and report the results according to the current Texas statute.
1.8	The school should develop and follow policies and/or procedures that govern access to each facility.
Phase 2.0	Preparedness – Coordinated actions are taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.
2.1	DMLGG should develop multi-hazard preparedness activities, plans, and practices consistent with the National Incident Management System.
2.2	The school should integrate the needs of students, staff, and visitors with disabilities and others with access and functional needs into all aspects of the district’s comprehensive emergency management program including planning, training, and drilling.
2.3	The school multi-hazard emergency operations plan should include policies and/or procedures to address public health situations.
2.4	The school multi-hazard emergency operations plan should include current maps and floor plans that show evacuation options, and utility shut offs.

2.5	DMLGG multi-hazard emergency operations plan should include procedures for public information, notification, and communication with stakeholders.
2.6	The school multi-hazard emergency operations plan should address processes for accounting for all persons, student reunification, and release.
2.7	The school should educate all stakeholders about their safety and emergency management practices.
2.8	The school multi-hazard emergency operations plan should include the development and implementation of a comprehensive multi-hazard exercise/drill program in compliance with local, state, and federal mandates.
2.9	The school should adopt mutual-aid agreements, memoranda of understanding, inter-jurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.

2.10	The school should document, maintain, and replenish emergency supplies, go-kits and equipment.
2.11	The school should have an emergency management contact (e.g., the superintendent or their designee) that is responsible for the emergency management program coordination and oversight.
2.12	The school should ensure that each facility has a designated emergency management program liaison.
Phase 3.0	Response – Coordinated actions taken to resolve an incident.
3.1	DMLGG should assess each incident/event, then determine and activate a response.

3.2	DMLGG should establish response guidance that empowers staff to initiate protective actions.
3.3	School personnel should initiate internal and/or external notification.
3.4	The school should use the Incident Command System (ICS).
3.5	DMLGG should take action to preserve the scene following an incident or potential crime.
3.6	The school should initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.
3.7	DMLGG should monitor, document, reassess, and adjust its response, as necessary.
Phase 4.0	Recovery – Coordinated actions taken to restore the learning environment and support functions.
4.1	The school should adopt and implement policies, plans, and procedures for recovery and continuity of operations to continue school functions during and after an incident.
4.2	The school should adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.
4.3	The school should adopt and implement policies, plans, and/or procedures for emotional and physical health recovery needs for students and staff after an incident.
4.4	The school should adopt and implement policies, plans, and/or procedures for after action reviews and corrective action plans following an exercise/drill or incident.

APPENDIX K – ACTIVE THREAT 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 Active Threat incident by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery).

1.2 Scope

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

Section 2 – General Information

2.1 Hazard Overview

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

2.2 District Specific Hazard Risk

Dr. M. L. Garza-Gonzalez Charter School (DMLGG) identifies the following active threats as high priority.

Shooting

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

Stabbing and Blunt Force Trauma

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

Bomb Threat

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

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

2.3 Hazard Preparedness and Warning

DMLGG 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

DMLGG has a threat assessment team(s), consistent with Texas Education Code 37.115. Threat assessment teams 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.

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

DMLGG's district policy for School Behavioral Threat Assessment (SBTA) contains more specific information regarding threat assessment, including parent notification and records retention.

Detecting Suspicious Activity

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

- Communication to threat
- Observation
- Threat Activity.

2.4 Safety in Portable Buildings

DMLGG does not have portable buildings.

2.5 Access and Functional Needs

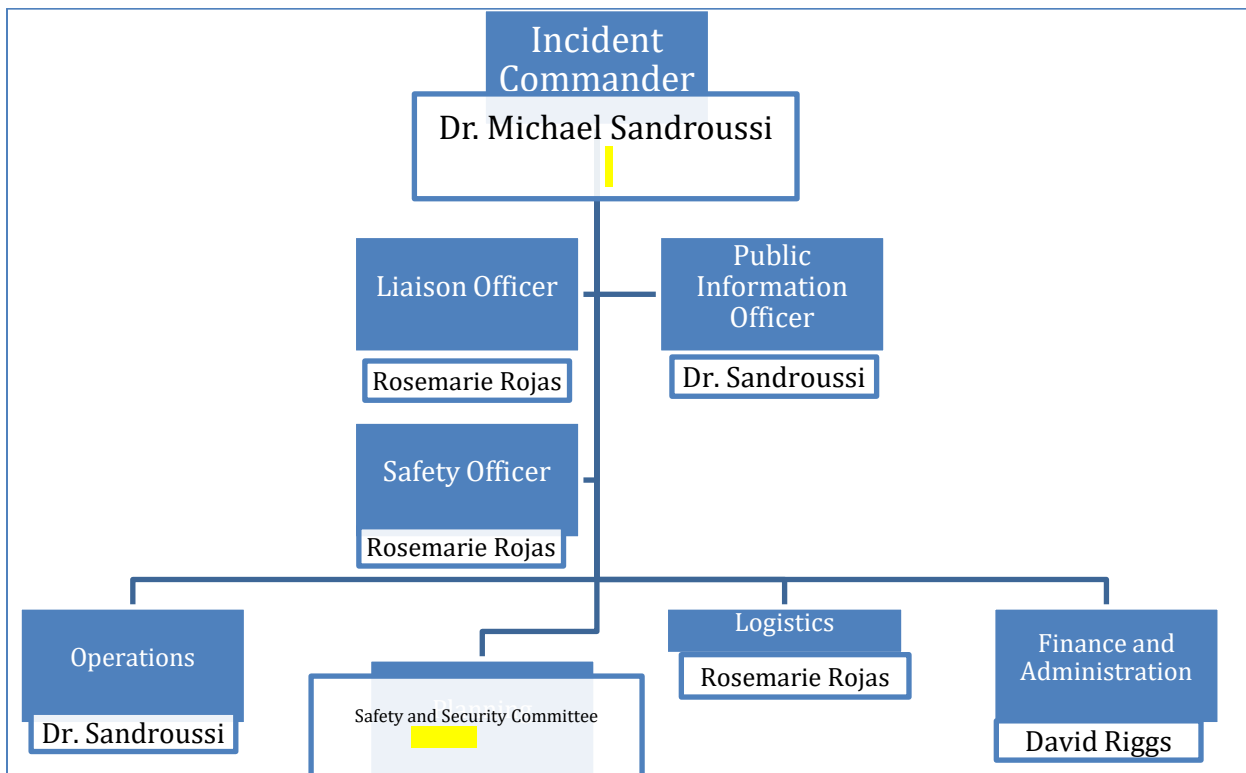
In compliance with Texas Education Code 37.108, DMLGG utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident:

- Call 911
- Secure the students and staff
- Lockdown

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

3.1 Annex-Specific ICS Organizational Chart

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



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

<u>Prevention Phase</u>	
Safeguard against consequences unique to an active threat incident.	
District Actions	Responsible Role
Continuous Drills with Staff and Students	Campus Administration
Weekly Door Sweeps to Ensure Doors Are Working Properly	Principal
Continuous Communication With Parents Via Parent Band	Principal & Parent Coordinator

<u>Mitigation Phase</u>	
Reduce the impact of an active threat incident.	
District Actions	Responsible Role
Ensure All Active-Threat Incident Procedures Are In Place	Staff & Administration
Ensure Everyone Understands How To Conduct Law Enforcement When An Event Occurs	Staff & Administration
Ensure A Unification Area Is In Place & Practice With Parents	Staff & Administration

<u>Preparedness Phase</u>	
Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
Daily & Weekly Reminder To Ensure Readiness Status Practice Active Shooter Drills for Complete Understanding of Required Action	Staff & Administration

<u>Response Phase</u>	
District actions during an active threat incident.	
District Actions	Responsible Role
Coordination With Local Police Department In Order To Ensure Incident Command Process Is In Place	PD & Administration
ONCE INITIAL CONTACT IS ESTABLISHED WITH PD THEN INCIDENT COMMAND SYSTEM WILL WORK CLOSELY WITH GOVERNMENT & LAW ENFORCEMENT OFFICIALS. THE SUPERINTENDENT WILL ALSO BE SENDING UPDATES TO THE LOCAL NEWSSTATIONS AND PARENTS DURING THE ACTIVE SHOOTER INCIDENT UNTIL THE SITUATION IS RESOLVED.	Staff & Administration

<u>Recovery Phase</u>	
Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
SUPPORT FOR STUDENTS AND STAFF UTILIZING INTERNAL AND EXTERNAL ORGANIZATIONS TO ADDRESS RETURN TO NORMALCY	Staff & Administration
Ensure Reunification Area Is Ready & In Place	Staff & Administration

Section 5 – Resources

5.1 Acronyms

ICS Incident Command System

5.2 Definitions

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

APPENDIX L- ACTIVE SHOOTER (Active Shooter Appendix To The Active Threat Annex)

Purpose and Scope

Purpose

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

Scope

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

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. Floor plans should clearly identify the locations of lifesaving resources.	Principal
Train staff in lifesaving techniques, including the use of bleeding control kits.	
Train staff on how to administer all actions for the Standard Response Protocol (SRP). <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 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. 	Principal
Train district and campus administration on the Incident Command System (ICS), including the concept of Unified Command.	Superintendent
Train staff on how to find and use critical campus response resources such as bleeding control kits and two-way radios.	Principal

Before an Active Shooter Incident	
Tasks	Responsible Role
Train staff to notify first responders of an attacker by using multiple communication options.	Superintendent
Request that local emergency response agencies help develop training programs designed to educate staff members to safely observe and report information that would be useful to responders during an attack.	Superintendent
Design and conduct drills and exercises that impart necessary skills without unduly creating trauma for staff and students. <ul style="list-style-type: none"> • Use a progressive schedule, beginning with applicable SRP drills and culminating in full-scale exercises (without live fire). Refer to Texas Education Code 37.1141 for specific mandates to follow during these exercises. • Consider designing drills and exercises for after-hour and extracurricular activities. 	Principal
Conduct After-Action Reviews (AARs) and develop improvement plans after each drill and exercise.	Principal and Superintendent
Empower all staff members to initiate SRP actions. Include this concept in drills and exercises.	Superintendent
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.	Superintendent
Ensure that attendance records, staff rosters, and visitor lists can be accessed offsite by district staff and first responders.	Administrative Assistant
Establish primary and secondary evacuation sites. Incorporate these into drills and exercises.	Principal
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. <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. • Ensure that both first responders and district administrators receive alerts from panic buttons. 	Superintendent
Ensure that persons with access and functional needs have equal access to safety.	Superintendent
Meet with law enforcement to identify additional or unique resources that might be needed during and after an attack.	Superintendent
Provide opportunities for police, fire, and EMS to become familiar with district facilities. <ul style="list-style-type: none"> • Host first responder tours on a regular basis. • Encourage law enforcement training on school campuses. 	Superintendent
Provide first responders with access and navigation aids such as the following: <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. 	Superintendent
Encourage, celebrate, and advertise positive police relationships with staff and students. Consider the following: <ul style="list-style-type: none"> • Lunch visits with students. 	Principal

Before an Active Shooter Incident	
Tasks	Responsible Role
<ul style="list-style-type: none"> • 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. 	
Prepare mass notification scripts for attacker incidents to include within your Communications Annex. Consider different audiences and situations, such as a common school day versus after-hours activities.	Superintendent
Designate and train multiple users on how to access mass notification systems and scripts. Empower users to send appropriate messaging using a protocol if necessary.	Superintendent
<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 communications systems effectively notify the intended audience and appropriate response agencies. 	Principal Superintendent Custodians
<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. 	Superintendent
Identify and mark safe rooms for visitors, staff, and students who may be away from their normal space.	Principal
<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. • Ensure that armed defenders train with local police officers at intervals that are decided between district and local law 	City Police

Before an Active Shooter Incident	
Tasks	Responsible Role
<p>enforcement.</p> <ul style="list-style-type: none"> • Ensure that armed defenders can be readily identified by staff members and emergency responders during an attacker incident. • Before the end of the spring semester, consult with local law enforcement to evaluate the feasibility of having armed defenders on campus. Develop and implement policies and procedures that help establish and maintain a viable armed defender program. 	
<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 offsite evacuation and transportation needs • Support for food services • Classroom space needed after an incident • Additional law enforcement support following resumption of campus activities • Additional psychological support services 	Superintendent
<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. 	Superintendent
<p>At a minimum, provide suicide prevention and trauma-informed care training to required staff members.</p>	Counselor

During an Active Shooter Incident	
Tasks	Responsible Role
<p>Call for help using redundant communications systems.</p>	
<p>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. • Evacuate may be followed by a location and is used to move people from one location to a different location in or out of the building. • Secure (Lockout) is followed by the Directive: “Get Inside, Lock Outside Doors” and is the protocol used to safeguard people within the building. • Encourage staff members who are supervising student activities outside the building to make the best decisions for their students. 	Principal
<p>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.” 	Principal
<p>Follow directions from law enforcement. Wait for law enforcement</p>	Superintendent

During an Active Shooter Incident	
Tasks	Responsible Role
direction before leaving secured areas.	
Use a simple response protocol, such as CRASE, when necessary. Avoid, Deny, Defend against Attackers.	Superintendent
Begin to account for all staff, students, and visitors.	Principal
Inform your community of the current threat and status of the incident. <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. • Develop and publish a schedule for when and where authorized officials will provide incident updates. 	Superintendent
If necessary, implement your Continuity of Operations Plan (COOP) to ensure that the district continues to perform essential functions.	Principal

After an Active Shooter Incident	
Tasks	Responsible Role
Perform an incident debriefing (hotwash) while staff and responders are still on scene.	Superintendent
Account for all personnel.	Principal
Reunite children with parents using your Reunification Annex.	Principal
Conduct an AAR session for staff and responders to discuss what went well and what needs to improve.	Superintendent
Develop and implement an Improvement Plan that includes recommended changes from the incident debriefing and AAR. <ul style="list-style-type: none"> • Assign specific tasks to ensure accountability. • Incorporate changes into future drills and exercises. 	Superintendent
Activate your damage assessment team to identify replacement and repair needs. <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. 	Superintendent
Initiate repairs and cleanup of affected areas after they are cleared and released by investigators.	Superintendent
Assess the trauma-informed and grief-informed care needs of the district community after an attacker incident and provide appropriate mental health resources. <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. • 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. 	Principal Counselor
Provide a visible security presence as staff and students transition back	Principal

After an Active Shooter Incident	
Tasks	Responsible Role
to school.	
Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	Superintendent

Resources

Acronyms

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

Definitions

1. **After-Action Review:** An AAR will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.
2. **Civilian Response to Active Shooter Events:** CRASE was developed in 2004 to provide civilians with knowledge and training on the Avoid, Deny, Defend strategy for responding to active shooter events.
3. **Improvement Plan:** A document that includes a consolidated list of corrective actions and responsible parties and a timeline for completion.
4. **Incident Debriefing or Hotwash:** A guided discussion usually held immediately after an exercise or event while elements of the exercise are fresh on participants' minds.
5. **School Behavioral Threat Assessment Team:** A multidisciplinary behavioral threat assessment team of school personnel, including faculty, staff, administrators, coaches, and available school resource officers, who will direct, manage, and document the threat assessment process.
6. **School Guardian:** A school board may adopt a local policy that authorizes the designation of specified employees who are authorized to carry firearms on school premises.
7. **School Marshal:** State law (TEC 37.0811) allows a school district or charter school to appoint one or more specially trained and licensed employees as school marshals. The appointment must be made by the board of trustees, and the Marshal must have

the appropriate licensing and certification by the Texas Commission on Law Enforcement. Information on the School Marshal Program can be found on the TCOLE website.

8. **Standard Response Protocol:** Provides clear, consistent language and actions to be used by all students, staff, and first responders in an emergency. These include SRP actions [Secure (Lockout), Lockdown, Evacuate, Shelter, and Hold] in a school setting.
9. **Trauma-Informed Care:** An approach to providing caring and supportive physical and psychological assistance, with training concentrations on recognizing various signs and symptoms indicating that trauma has occurred and understanding the paths for recovery without further trauma.