

# LA VERNIA ISD

## Emergency Operations Plan



### Security Statement

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with School District and/or Department of Homeland Security policy relating to FOUO information, and is not to be released to the public or personnel who do not have a valid "need to know" without prior approval from the Superintendent or their duly authorized designee. Copying, dissemination, or distribution of these documents, attachments or graphics to unauthorized user is prohibited.

## **FORMAL ADOPTION STATEMENT**

La Vernia ISD and its stakeholders demand that schools remain safe havens for education. However, La Vernia ISD cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus and all staff must be prepared to ensure efficient and effective management of any incident. Through emergency management program, the district helps to ensure that La Vernia ISD continues to provide a safe, orderly learning environment for every child and every campus. The La Vernia ISD emergency management process embraces state and federal standards and proven practice.

This plan is known as the La Vernia ISD Emergency Operations Plan (EOP). The plan and support documents provide the framework that outlines the district's intended approach to managing emergencies and disasters of all types and should not be regarded as a performance guarantee. It represents a conceptual framework for consistent and coordinated multi-agency response during a major event and is supported by collaboration, training, and exercise.

The La Vernia ISD Superintendent is responsible for approving and ensuring promulgation of this plan, which supersedes and rescinds all previous La Vernia ISD emergency plans. It is designed for use alongside local, regional, state, and federal emergency management plans. The District EOP and related appendices, including individual campus emergency plans, are reviewed annually by all affected departments, and updated at least every three years on a schedule consistent with that for the District Audit Review as set forth in Chapter 37 of the Texas Education Code or as District policy changes dictate.

In the event that any portion of this Plan or support documents are held invalid by judicial or administrative review, such ruling shall not affect the validity of the remaining portions of the Plan. The Superintendent may develop and distribute minor changes to this plan. Major revisions and recertification will be signed by the Superintendent of Schools.

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

\_\_\_\_\_  
Dr. Hensley Cone  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cliff Hill  
Director of Safety and Security

\_\_\_\_\_  
Date

## **Record of Changes, Review and Distribution Development**

The LA VERNIA ISD's Superintendent is responsible for approving and ensuring promulgation of this plan. The superintendent determines the distribution of this plan and its support documents. Plan copies, in both electronic and hard copies, may be distributed to individuals, departments, campuses, facilities, and organizations tasked in this document. Copies also should be set aside for the district EOC and for other key partners, if appropriate. Some individuals may receive only portions of this plan, or its job aids as is appropriate and necessary.

### **Record of Changes and Annual Review**

This district EOP has been reviewed or updated according to the dates below. This Record of Changes and Annual Review identifies only significant changes made to this Basic Plan as part of the EOP review process.

The Superintendent or designee are responsible for ensuring the development, implementation, and promotion of this plan in conjunction with all local, state, regional, and federal emergency management, and Homeland Security planning guidance. Prior to the start of each school year, the district will complete a review of the LA VERNIA ISD Emergency Operations Plan and Campus Plans as well as support documentation. This includes updates to organizational and contact information and plan review, training, and exercise. The LA VERNIA ISD emergency management program is subject to full audit once every three years as prescribed by Chapter 37 of the Texas Education Code.

### **Training, Exercise and After-Action Reports**

District and campus plans must be exercised annually to provide practical, controlled, and operational experience to those who have responsibilities. Following the conclusion of any significant emergency, incident, or exercise, primary agency representatives will conduct an after-action report (AAR) of the group's activities during that emergency, incident, or exercise.

**Record of Changes**

<b>Number</b>	<b>Date</b>	<b>Description</b>	<b>Initials</b>
1	10/23/19	EOP creation and review	MD
2	3/30/20	Added committee members section & Dates	MD
3	4/6/20	Added section about students with disabilities needs	MD
4	4/18/20	Added section COOP and Infectious Epidemic Disease	MD
5	6/23/20	Added the wording of labor trafficking	MD
6	6/23/20	EOP review with safety committee	MD
7	6/8/21	EOP review with safety committee	MD
8	6/15/21	Changes to administration names per district changes	MD
9	5/25/22	Addition of the Active shooter and Active threat annex	MD
10	6/23/22	EOP review with safety committee	MD
11	6/24/22	Added TEC codes to sections	MD
12	11/2/22	Updated changes recommended by School Safety Center	MD
13	1/27/23	Updated Guardian Information into EOP	MD
14	5/16/23	EOP review with safety committee	MD
15	6/6/23	Updated Weather Annex and Hazard Materials Annex	MD
16	7/18/24	EOP review with safety committee	CH
17	8/12/24	Changes to administration names per district changes	CH
18	8/12/24	Addition of the Cyber Security Annex	CH
19	8/19/24	Updated Changes recommended by School Safety Center	CH

## Record of Distribution

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

<b>TITLE AND NAME OF PERSON RECEIVING THE PLAN</b>	<b>NAME OF AGENCY RECEIVING THE PLAN</b>	<b>DATE OF DELIVERY</b>	<b>NUMBER OF COPIES</b>
Hensley Cone, Helen Whisenhunt, Paul Goetzke, Belinda Raindl, Valerie Frazier, Andi Carter	Executive Leadership Team	9/23/24	6
Shawn Strey, Jeff Towns, Ryan Doege, Drew Herley, Joey Goode, Stewart Krisch, Jimmy McFadin	Board of Trustees	9/17	7
Jeff Clouse-HS Principal, Bryan Caughlin-JH Principal, Brandy Hanselka-INT Principal, Shelly Keck - Primary Principal	Campus Principals	9/23	4
Joe Valdez, Richard Cordova, Toby Garcia, Roland Casillas	School Resource Officers	9/23/24	4
Chief Donald Keil	La Vernia Police Department	9/23/24	1
Clint Garza-Chief Deputy Wilson CTY	Wilson County Sheriff's Department	9/23/24	1
SGT Brandon Bigguns-DPS Wilson CTY	Texas Department of Public Safety – Local	9/23/24	1
Sara Elley, Kelsi Powers, Christie Marbach, Richard	Campus Assistant Principals	9/23/24	7

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## **SECTION 1.0 – Purpose, Scope and Objectives**

### **A. Purpose**

The purpose of this multi-hazard emergency operations plan (EOP) is to educate and inform the district on what to do before, during, and after an incident by outlining the responsibilities and duties of administrators, faculty, staff, substitute teachers, students, response agencies, and the community. The goal of this EOP is to minimize the loss of life and damage to property. As a result, it identifies emergency management practices, relationships, responsibilities, and general considerations for facilities and campuses within the district. This EOP has been tailored to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

La Vernia will review and update this EOP at least annually. These revisions will enhance our ability to support all phases of emergency management.

As part of its school-based emergency management strategy, the La Vernia ISD Emergency Operations Plan (EOP) and support documents are designed to provide students and staff a safe environment in which to live, learn, and work.

### **B. Scope**

This EOP addresses district planning for all incidents and is applicable to all district facilities and campuses and ensures that individuals with disabilities, those with access and functional needs, and those with limited English language proficiency are addressed.

This plan embraces a strong preparedness strategy that focuses on preventing and preparing for emergencies of all kinds that could affect the district. It is designed to ensure an effective and efficient response and recovery.

Because no two schools or district facilities are the same, no generic plan or manual will provide all the necessary information to mitigate the effects of every situation. As such, always, safety accountability remains the foremost concern for the district and its stakeholders. This plan identifies relationships, responsibilities, and general protocol so that departments and campuses can implement unique school-centered emergency management strategies.

The overall goal of the La Vernia ISD is to protect lives, mitigate the effects of a disaster, be prepared to respond to emergencies promptly and properly, and restore normal services as quickly as possible.

*"Cops own the crime. Fire owns the flames.  
Paramedics own the patient. Schools own the kids."*

## **C. Objectives**

The La Vernia ISD Emergency Operations Plan is a framework that includes guidelines, plans, and structures supporting the district's overall educational mission. As every incident is different and no single document can outline a specific chronology for response, the plans contained herein represent procedural guidance rather than performance guarantees. It is intended to reduce the effects of natural, accidental, or malicious events affecting infrastructure, security, and health. This plan is applicable to all district sites -- campuses, administration, transportation, and support facilities. La Vernia ISD will review and update the plans and support documents through activities that enhance its ability to prevent and mitigate, prepare for, respond to, and recover from incidents of all kinds.

## **Section 2.0 – Legal Requirement**

Texas Education Code 37.108 states that “each school district or public junior college district shall adopt and implement a multi-hazard emergency operations plan for use in the district’s facilities. The plan must address prevention, mitigation, preparedness, response, and recovery.”

## **SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS**

### **A. Situation Overview**

To provide an effective response to an incident, this multi-hazard emergency operations plan (EOP) may be activated in part or in whole, as necessary, by the Superintendent or designee.

The intent of this EOP is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Wilson County, City of La Vernia, and is serviced by Education Service Center (ESC) 20.

#### **1. Individuals with Disabilities or Access and Functional Needs**

It is the district's policy to provide equal safety during an incident for individuals with disabilities or access and functional needs in accordance with Texas Education Code 37.108. Students, faculty, or staff may require temporary assistance due to injuries (for example: on crutches or wearing a cast).

#### **2. Individuals with Limited English Proficiency**

It is the district's policy to provide equal safety during an incident for individuals with limited English proficiency.

#### **3. Facilities and Campuses**

The district has a total of 4 facilities. The district has 1 high school, 1 middle school, 1 intermediate school and 1 elementary school. A master list of facilities is available at the Administration Building. A map of each facility annotated with evacuation routes, shelter locations, fire alarm pull-stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, electrical rooms, and utility shutoffs is included in the Facilities Access Management Annex.

The district has 4 campuses:

The district's current enrollment is approximately 3,300 students. The district staff comprises approximately 500 employees to include district office staff, teachers and administrators, support staff, cafeteria staff, custodial staff, maintenance and transportation staff, and bus drivers.

Central Office located at 13600 US Hwy 87 W, La Vernia, TX 78121  
High School (9-12) located at 225 Bluebonnet Road, La Vernia, TX 78121

Middle School (6-8) located at 195 Bluebonnet Road, La Vernia, TX 78121

Intermediate School (3-5) located at 369 FM 1346 South, La Vernia, TX 78121

Primary School (grades PK-2) located at 249 FM 1346 South, La Vernia, TX 78121

Campus maps including campus demographics and responding agencies information are in the Facilities Access Management Annex.

#### **4. Hazard Summary**

There are many hazards that have the potential to disrupt district operations resulting in loss of life and damage to property. Specific hazards have been identified through conducting a district hazard analysis. The Hazard Priority Table for identified district's hazards is located in Attachment 1: District Hazard Analysis Summary Data. The district has addressed each hazard in a separate annex.

#### **5. Resources**

La Vernia will use its own resources to respond to incidents. If these resources prove to be inadequate, the district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure the district has access to needed resources during an incident impacting the district.

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

A list of current agreements is found in Attachment 2: Formal Agreements. These agreements can be obtained through the district's legal office.

### **B. Assumptions**

Planning requires a commonly accepted set of assumptions that provide a foundation for establishing emergency management protocols and procedures. The following assumptions identify what the district regards

to be true in this EOP. Should an assumption prove to be false, this EOP will be modified accordingly.

1. This EOP is a framework that provides guidance and structure to support our educational mission within a safe and secure environment.
2. This EOP is intended to provide guidance but does not imply performance guarantees. We may deviate from this plan, as necessary.
3. Those individuals or agencies listed in the Record of Distribution acknowledge receipt, review, and intent to use this plan during an incident.
4. All facilities and campuses have created site-specific plans addressing their identified hazards.
5. Students, faculty, and staff are empowered to assess the seriousness of a situation and respond accordingly, which may prevent an incident from occurring.
6. An incident such as a fire, gas leak, or hazardous material spill could occur without warning. Faculty and staff should not wait for directions from local response agencies before activating this EOP, thus protecting lives and property.
7. Probable or developing conditions may result in leadership making the decision to delay or cancel events to avoid potential injury or loss of life if conditions were to evolve into an incident.
8. Incident management will be conducted in a manner consistent with the principles contained in the U.S. Department of Homeland Security National Incident Management System (NIMS) doctrine.
9. We are prepared to take initial response actions until help from responding agencies is available.
10. Upon arrival, a member of a responding agency (for example: law enforcement, fire) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the incident.

11. An intentional threat against the district will result in security and law enforcement response actions.
12. A quick and appropriate response will reduce the number and severity of injuries.
13. A large-scale incident requires an effective and coordinated response between the district, community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, and staff.
14. During an incident, faculty and staff are expected to perform tasks beyond their daily duties.
15. Utilities (for example: water, electrical power, natural gas, telephones, radio systems, cell towers, information systems) may be interrupted due to an incident.
16. Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.
17. Conducting regular drills, exercises, and training with students, faculty, staff, and substitutes on the hazards identified in this EOP improves our readiness to respond to incidents and reduce incident related losses.



## **Section 4.0 – Concept of Operations**

### **A. Approach to Emergency Management**

The multi-hazard emergency operations plan (EOP) is based on an all-hazards approach and may be activated in its entirety or in part, based on the incident and decisions of leadership.

This EOP does not replace the responsibility of each facility and campus to develop and test emergency plans. To the extent possible, the same personnel and resources used for daily operations will transition to response operations. Faculty, staff, and resources may be limited, so some routine services and activities that do not contribute to the incident response will be redirected or suspended to accomplish response and recovery efforts.

The Superintendent is responsible for emergency management planning for the district and may designate an individual to serve as the emergency management coordinator who oversees the emergency management program. The Superintendent may also identify individuals whose responsibilities are to support the district's emergency management program.

To ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, we have formally adopted and implemented the National Incident Management System (NIMS) on March 8, 2018.

### **B. Emergency Operations Organization**

To manage all planned events and incidents the district will implement the Incident Command System (ICS). ICS is the standardized approach used to support events and emergency operations by defining roles and responsibilities while creating a system for decision making.

### **C. Phases of Emergency Management**

In compliance with Texas Education Code 37.108, this EOP addresses each of the five phases of emergency management, as defined by the Texas School Safety Center (TxSSC), in conjunction with the Governor's Office of Homeland Security, and the Commissioner of Education.

1. **Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Examples: Cyberbullying prevention,

pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc.

2. **Mitigation:** Includes activities to reduce the loss of life and property from natural or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural changes to buildings, elevating utilities, bracing, and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.
3. **Preparedness:** A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during incident response. Examples: Conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary, etc.
4. **Response:** Activities that address the short-term, direct effects of an incident. Examples: Lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.
5. **Recovery:** Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

## **D. Physical and Psychological Safety**

The physical safety of students, faculty, staff, and others in the community during an incident is addressed throughout every annex. In addition to physical safety, this EOP ensures provisions for supporting the psychological safety of students, faculty, staff, and others in the community during and after an incident. These provisions are aligned with best practice-based programs and research-based practices in accordance with Texas Education Code 37.108, and in alignment with Section 161.325 of the Health and Safety Code.

This EOP, in compliance with Texas Education Code 37.108, includes strategies for ensuring any required professional development training for suicide prevention, grief-informed and trauma-informed care, and psychological first aid is provided to appropriate school personnel. These strategies, and additional information regarding psychological safety, are in the Psychological Resilience Annex.

## **SECTION 5.0 – Assignment of Responsibilities**

This section provides an overview of the responsibilities of district personnel during each phase of emergency management. Key personnel in the following tables have been trained in the National Incident Management System (NIMS) and the Incident Command System (ICS) to ensure effective emergency management planning and decision making.

While it is expected that personnel will take action to manage an incident until response agencies arrive, there are additional responsibilities prior to, and after an incident, that personnel will need to fulfill. We acknowledge that the primary responsibility concerning the response to an incident needs to be assigned to the individual who has the most subject matter expertise to managing the incident. For example, if there is a Mercury spill in the chemistry lab, the Incident Commander for the initial response to this incident should be the Chemistry teacher and not the Principal because the teacher has more expertise.

Tables signifying roles, responsibilities, and during which phase of emergency management each responsibility is to be fulfilled are located on the following pages.

## **Roles and Responsibilities for Emergency Management Phases Table – EXECUTIVE STAFF**

<b>Roles and Responsibilities, and During Which Phase of Emergency Management Each Responsibility is to be Fulfilled</b>		
<b>Executive Staff</b>	<b>Responsibility</b>	<b>During Which Phase of Emergency Management</b>
<b>Superintendent</b>	Assumes responsibility for emergency management planning, ensuring the process includes each phase of emergency management.	All Phases
	May designate an individual to serve as the emergency management coordinator who oversees the emergency management program.	Preparedness
	May identify individuals whose responsibilities are to support the emergency management program.	All Phases
	Approves and ensures promulgation of the multi-hazard emergency operations plan (EOP).	Preparedness
	Signs-off on all significant changes to this EOP.	Preparedness
	Activates, in part or in whole, this EOP to provide for an effective response to an incident.	Response
	Provides guidance for the direction and control of an incident according to NIMS and the district's emergency management program.	All Phases
	Assigns a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the community response to an incident.	Response
	Establishes a line of succession for making district decisions during an incident.	Preparedness Response
	Ensures this EOP is reviewed annually.	Preparedness

	Communicates with the School Safety and Security Committee regarding the objectives and priorities for the emergency management program.	All Phases
	Advises the board of trustees of incidents and provides periodic reports as needed.	Response Recovery
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
Principals	Ensures development of campus site-specific emergency management plans.	Preparedness
	Responsible for the emergency management program on their campus.	All Phases
	Takes steps to ensure overall safety of students, faculty, and staff.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

## **Roles and Responsibilities for Emergency Management Phases Table – COMMITTEES**

<b>Roles and Responsibilities, and During Which Phase of Emergency Management Each Responsibility is to be Fulfilled</b>		
<b>Committees</b>	<b>Responsibility</b>	<b>During Which Phase of Emergency Management</b>
<b>Director of Safety &amp; Security</b>	Participates in the development and implementation of emergency plans ensuring they are consistent with this EOP and reflect the specific needs that exist for each facility and campus.	Preparedness
	Provides, periodically to the board of trustees and administration, recommendations to update this EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry established by the TxSSC.	Preparedness
	Provides information required to complete the safety and security audit, safety and security audit report, or any other report required to be submitted to the TxSSC.	Preparedness
	Ensures a safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108.	Preparedness
	Ensures a Safety and Security Audit Report is submitted to the board of trustees.	Preparedness
	Reviews each report submitted to the TxSSC to ensure it contains accurate and complete information regarding each facility and campus and follows the criteria established by the TxSSC.	Preparedness
	Consults with local law enforcement agencies on how to increase their presence near campuses.	Preparedness

	Selects where bleeding control stations are to be placed in schools, ensuring they are in easily accessible areas.	Preparedness
	Meets as required by Texas Education Code 37.109.	Preparedness
	Attends Psychological First Aid Training.	Preparedness
Director of Safety & Security	Provides policy and strategic guidance.	All Phases
	Helps ensure adequate resources are available.	All Phases
	Keeps elected officials and other executives informed of situations and decisions.	Response Recovery

## Roles and Responsibilities for Emergency Management Phases Table – DEPARTMENTS

Roles and Responsibilities, and During Which Phase of Emergency Management Each Responsibility is to be Fulfilled		
Departments	Responsibility	During Which Phase of Emergency Management
Director of Operations	Develops plans to recall bus drivers.	Response
	Develops plans to adjust bus routes.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Director of Operations	Develops plans to surveys and reports the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Director of Child Nutrition	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Director of Safety & Security	Creates formal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident	All Phases
	Protects, maintains, and stores essential records in collaboration with the Superintendent <i>or</i> President <i>or</i> Authorizing Official, in accordance with legal requirements for document retention.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery



## **Roles and Responsibilities for Emergency Management Phases Table – PERSONNEL**

<b>Roles and Responsibilities, and During Which Phase of Emergency Management Each Responsibility is to be Fulfilled</b>		
<b>Personnel</b>	<b>Responsibility</b>	<b>During Which Phase of Emergency Management</b>
Counselors	Takes steps to ensure the safety of students, faculty, and staff.	All Phases
	Assists with the reunification of students with parents or guardians.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Nurses	Organizes first aid and medical supplies.	All Phases
	Administers first aid or emergency treatment as needed.	Response
	Supervises those trained to provide first aid to others.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Teachers	Remains with students until directed otherwise.	Response
	Takes attendance of their class when relocating to a safe location.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Emergency Management Coordinator (EMC)	Oversees the emergency management program.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Public Information Officer (PIO)	Assumes responsibility as the official spokesperson for the district during an incident.	Response
	Creates and maintains an updated Media Roster that contains the contact	Preparedness

	information for each local media outlet listed in the Emergency Communications Annex of the District's Basic Plan.	
	Prepared and delivered accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

## **SECTION 6.0 – Direction and Control**

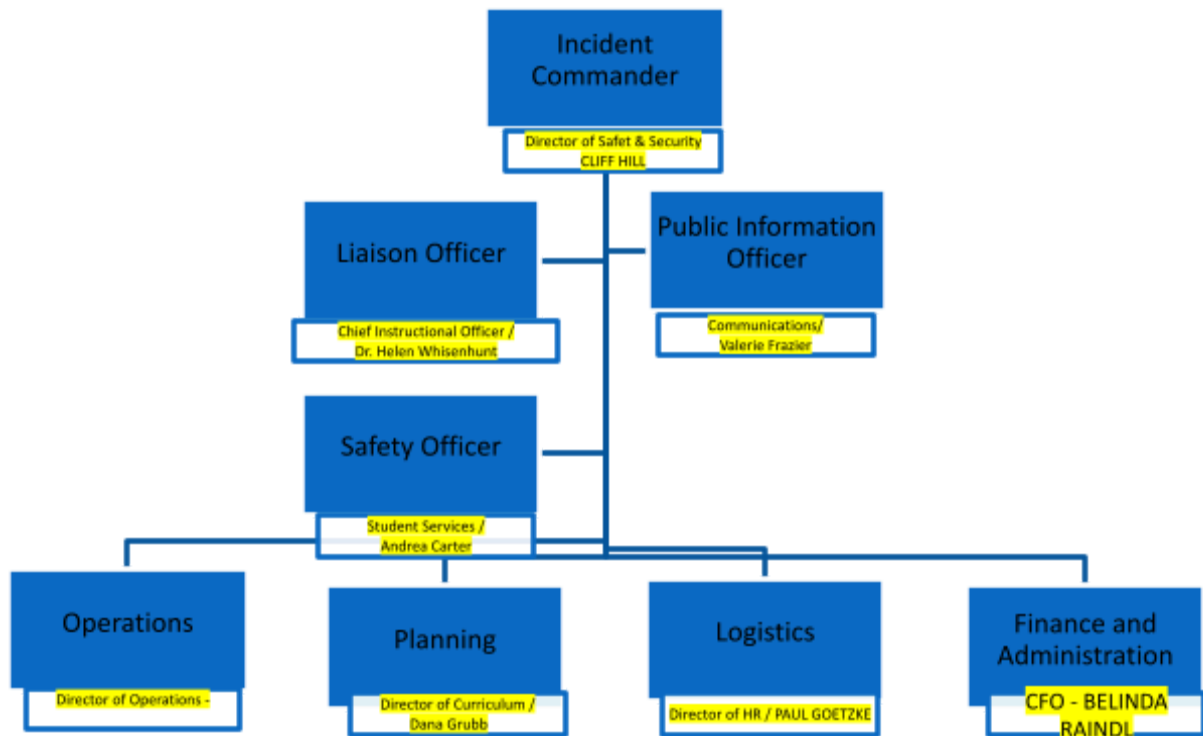
### **A. General Information**

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

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

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

La Vernia ISD 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. This is the district organization that will be used involving all crises on district property.



## B. Chain of Command

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

1. Superintendent – Dr. Hensley Cone
2. Director of Safety & Security - Cliff Hill
3. Director of HR – Paul Goetzke
4. Chief Instructional Officer – Dr. Helen Whisenhunt
5. Chief Financial Officer - Belinda Raindl
6. Principals – Shelley Keck, Brandi Hanselka, Charles Caughlin, Jeff Clouse

## C. Coordination with Response Agencies

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

Department of State Health Services Region 8  
Lillian Ringsdorf (210) 265-7444  
[Lillian.ringsdorf@dshs.state.tx.us](mailto:Lillian.ringsdorf@dshs.state.tx.us)

### **Local emergency management agencies**

La Vernia Police Chief  
Don Kiel (830) 581-9316  
[dkeillvpd@lavernia-tx.gov](mailto:dkeillvpd@lavernia-tx.gov)

Wilson County DPS  
Brandon Biggins (210) 552-0892  
[brandon.biggins@dps.texas.gov](mailto:brandon.biggins@dps.texas.gov)

Wilson County Sheriff's Office  
Clint Garza (830) 391-2618  
[cgarza@wilsoncountytexas.gov](mailto:cgarza@wilsoncountytexas.gov)

La Vernia Fire Department  
Chief Chris Thompson (830) 779-2438  
[chris.thompson@district1fire.com](mailto:chris.thompson@district1fire.com)

Battalion Chief Carl Fowner (830) 779-2438  
[cfowner@district1fire.com](mailto:cfowner@district1fire.com)

City of La Vernia Public Health  
Monte McGuffin (830) 779-4541 Ext 6  
[mkmcguffin@gmail.com](mailto:mkmcguffin@gmail.com)

Wilson County ESD 11 District 3  
Chief Paramedic David Rice (830) 581-0380  
[admin@wcesd3.net](mailto:admin@wcesd3.net)

Texas Division of Emergency Management- Region 6 (Wilson County)  
John Tyler (830) 849-2152  
[john.tyler@tdem.texas.gov](mailto:john.tyler@tdem.texas.gov)

Connally Memorial Hospital  
(830) 393-1400

## **SECTION 7.0 – Public Information Officer**

The district Public Information Officer (PIO) is the official spokesperson for the district. The PIO maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Communications Annex. The PIO is responsible for delivering accurate messages in a timely and professional manner.

## **SECTION 8.0 – Administration and Support**

### **A. Purchasing**

The La Vernia ISD follows established policy while:

1. Overseeing all financial activities during an incident including purchasing resources.
2. Arranging contracts for services.
3. Tracking incident costs.
4. Timekeeping for personnel.
5. Verifying compliance with applicable laws and policies for financial coding.
6. Submitting forms for reimbursement.
7. Preserving all incident-related documentation.

La Vernia ISD is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request. The purchasing process is outlined in the business office emergency procedural manual.

### **B. Reporting**

Situational reports will be completed daily and distributed by members of the Incident Command Post (ICP) and as requested by the Incident Commander (IC) during the incident.

1. Federal Emergency Management Agency (FEMA) Incident Command System (ICS) Forms To Be Used
  - a. ICS Form 213, General Message, will be used immediately as needed.
  - b. ICS Form 214, Activity Log, will be completed throughout the incident by individuals assisting with the incident.
  - c. The FEMA forms can be downloaded using this link: <https://training.fema.gov/emiweb/is/icsresource/icsforms/>.



## **C. Recordkeeping**

The Superintendent must ensure all records necessary for emergency management operations are obtainable, and that duplicate records are held at alternate locations.

1. The following records will be kept during an incident and retained in the manner described in point three below for as long as the district's legal department recommends:
  - a. Records related to purchases (mentioned above in the Purchasing paragraph).
  - b. Activation and deactivation of incident policies, procedures, and resources.
  - c. Major commitments of resources or requests for additional resources through formal agreements.
  - d. Significant changes in the incident situation.
2. Records can be easily damaged during an incident. Efforts will be made to protect them in order to resume daily operations. These records include but are not limited to: legal documents, student files, and faculty and staff files.
3. Essential records will be protected and are maintained in collaboration with the Superintendent and La Vernia ISD. These records will be stored and kept in accordance with legal requirements for document retention.

## **SECTION 9.0 – Development and Maintenance Process**

The following process has been established to ensure this Multi-hazard Emergency Operations Plan (EOP) is continuously developed and maintained to provide guidance during all phases of emergency management.

- A. After-action reviews (AARs) will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.
- B. The current EOP will be reviewed annually by the EOP Planning Team, response agencies, and others having roles and responsibilities mentioned in this EOP. This annual review has been established by the Superintendent. This review process also includes AAR feedback captured since the previous annual review.
- C. Once the annual review has been completed, minor edits (such as grammar or spelling changes) require no notification to stakeholders. Significant changes (such as changes in guidelines, roles, or responsibilities) will be tracked in an updated version of this EOP and distributed to all relevant stakeholders for a period of review and comment.
- D. At the end of the review and comment period all significant changes will be recorded in the Record of Changes and Annual Review table. If no significant changes were made to the current EOP, the phrase “Annual EOP Review Conducted” will be noted in the Summary of Significant Changes and Annual Review column of the Record of Changes and Annual Review table. The Record of Changes and Annual Review table also verifies the EOP has been reviewed annually. The updated EOP is then forwarded to the appropriate authorities for their review and approval for implementation.
- E. Once the EOP’s Approval for Implementation page has been signed, the updated EOP will be forwarded to the Superintendent to sign the Promulgation Statement. Additionally, the Promulgation Statement will be signed, as soon as possible, when a new Superintendent assumes leadership.

- F. The Record of Distribution indicates who receives each version of this EOP. Specifically, the Record of Distribution is updated to identify the receipt, review, and intent to use this EOP during an incident by those individuals and agencies (both internal and external) responsible for assisting the district during all phases of emergency management.

## SECTION 10.0 – Explanation of Terms

### A. Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
NIMS	National Incident Management System
PIO	Public Information Officer
TEA	Texas Education Agency
TxSSC	Texas School Safety Center
UC	Unified Command

### B. Definitions

**Actions:** Critical activities that need to be accomplished during all phases of emergency management.

**Agreement:** Can consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and community organizations to ensure resources are available during an incident.

**Contracts:** Legally binding agreements between parties obligating one to provide goods or services for consideration or payment.

**Drill:** A preparedness activity designed to train individuals on responding effectively during an incident when loss of life or property are at risk.

**EOP Planning Team:** An individual, a collaborative team of individuals, a new team, or an existing team or committee that is responsible for developing, reviewing, and updating the district's multi-hazard emergency operations plan (EOP).

**Exercise:** A preparedness activity designed to practice and assess, in a more realistic setting than a drill, the actions of individuals responding to an incident when loss of life or property are at risk.

**Hazard:** A situation that has the potential to adversely impact the safety of individuals or cause damage to property.

**Incident:** A situation that adversely impacts the safety of individuals or causes damage to property.

**Incident Action Plan:** A document that is prepared after the first 24 hours of an incident that identifies the goals and objectives that need to be accomplished during a stated time period.

**Incident Command Post:** The location where incident leadership coordinates and communicates decisions to ensure a strategic and effective response to the incident is accomplished.

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

**Incident Commander:** The individual who has overall responsibility for managing the response to the incident.

**Interlocal Agreement:** Written formal agreements between two governmental entities made in accordance with Texas Government Code Title 7, Chapter 791, that are often binding and include performance expectations. These agreements essentially act like contracts between government entities.

**Memoranda of Understanding:** Formal or informal agreements between two government entities that, in their simplest use, creates a general understanding or level of cooperation between the entities that may not be binding. In practice these are often used as a more formal agreement, similar to an Interlocal Agreement, where they may define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines, and outline compliance issues.

**Mutual Aid Agreement:** A formal written agreement between the district and another government entity that commits the participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials, or services during emergency incidents with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

**National Incident Management System:** A set of principles used by agencies across the Nation to coordinate and work effectively during all phases of emergency management to reduce the loss of life or property.

**Resources:** Includes personnel, equipment, supplies, and facilities available to be used during an incident.

**Unified Command:** Similar to the Incident Commander; however, now two or more individuals, with authority in different agencies, join together to create one leadership role that has overall responsibility for managing the response to the incident.

## SECTION 11.0 – ATTACHMENTS

### Attachment 1: District Hazard Analysis Summary Data (more information found in Section 3.0, A.4)

La Vernia ISD is an important part of the community and plays a unique role in ensuring a safe, secure, and healthy environment for students, faculty, and staff. La Vernia ISD maintains resources that not only support its daily educational mission but also recognize that schools are resources when disaster strikes.

A summary of potential hazards is outlined below. Hazards are divided into three categories – natural, technological, and security. La Vernia ISD has used historical records and subjective estimates to determine criticality, which is a measure of event probability and the district's ability to mitigate the harmful effects of an incident upon its stakeholders and property.

Natural		Technological		Security	
Hazard Type	Risk	Hazard Type	Risk	Hazard Type	Risk
Extreme Heat/ Drought	<b>1</b>	Building Collapse	<b>4</b>	Bomb/ Terrorist Threat	<b>2</b>
Flooding/ Flash Flooding	<b>1</b>	Dam Failure/Berm	<b>4</b>	Civil Disorder	<b>2</b>
Hail	<b>1</b>	Energy/Fuel Shortage	<b>2</b>	Enemy Military Attack	<b>4</b>
Hurricane/Reception Support	<b>1</b>	Hazardous/Radiological Materials	<b>2</b>	Felony Crimes	<b>3</b>
Infestation/Disease	<b>3</b>	Major Urban Structure Fire	<b>2</b>	Hostage/Hijackin g	<b>2</b>
Mold/Air Quality	<b>3</b>	Plane Crash	<b>3</b>	Mass Casualty	<b>2</b>
Thunderstorm/ Lightning	<b>1</b>	Pipeline Failure	<b>2</b>	Campus Death(s)	<b>2</b>
Tornado/Straight-Li ne Winds	<b>2</b>	Telecommunicatio n Failure	<b>2</b>	Security Breach/ Trespassing	<b>2</b>
Tremors/ Earthquake	<b>3</b>	Public/School Transport	<b>2</b>	Terrorism/Bio Terrorism	<b>4</b>
Urban Woodland Interface/Fire	<b>2</b>	Non-school purposes facility uses	<b>2</b>	Vicinity Events	<b>3</b>
Winter Storm	<b>1</b>	Water/ Wastewater System Failure	<b>2</b>	Snipers/ Weapons Incidents	<b>3</b>
*Risk = Probability vs. Threat to Health, Safety, Property and District abilities to mitigate immediate threats. Value expressed as severity level on a scale of 1 to 4 with 1(one) being the greatest and 4 (four) the least criticality.					

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

### A. Resources Needed by the District

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

#### Resources Needed by the District Table

<b>Resources Needed by the District Provided Through Formal Agreements with Agencies and Community Organizations</b>		
<b>Agency</b>	<b>Type of Agreement</b>	<b>Resource(s)</b>
La Vernia Police Department	Interlocal	School Resource Officers (4)
Grace Baptist Church	MOU	Reunification site
St. Ann Catholic Church	MOU	Reunification site
LV Chamber of Commerce	MOU	Reunification site

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

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

#### Resources Needed by Agencies and Community Organizations Table

<b>Resources Needed by Agencies and Community Organizations Provided Through Formal Agreements with the District</b>		
<b>Agency</b>	<b>Type of Agreement</b>	<b>Resource(s)</b>
La Vernia Police Department	Interlocal	School Resource Officers (4)
Grace Baptist Church	MOU	Reunification site
St. Ann Catholic Church	MOU	Reunification site
LV Chamber of Commerce	MOU	Reunification site




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

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

### School Safety and Security Committee Members Table

<i>Administration/Staff</i>	
Dr. Hensley Cone	Superintendent
Cliff Hill	Director of Safety & Security
Andrea Carter	Student Services Director
Vacant	Operations Director
Eric Nerio	Safety & Security Monitor
Shayne Pederson	Safety & Security Monitor
Larry Cone	Safety & Security Monitor
Brandon Reeves	Safety & Security Monitor
Joe Escobar	Custodial Supervisor
Paul Goetzke	Director of Human Resources
<i>LVISD Board - Shawn Strey</i>	Board of Trustees President
Drew Hurley, Jeff Towns, Ryan Doege, Joey Goode, Stewart Krisch, Jimmy McFadin	Board of Trustees
<i>Local Authorities</i>	
Jim Stewart	Sheriff, Wilson County
Blake Liedka	Deputy Wilson County
<i>Don Keil</i>	Chief LVPD
Joe Valdez	LVPD
David Rice	EMS
Chris Thompson	Fire Chief
Martin Poore	City of La Vernia
Kimberly Salmon	RN
Alicia Grant	School Counselor
<i>Parent/Community</i>	
Andrea Pacheco	Parent
Amy Maytum	Parent
Greg Ripps - Available staff	Wilson County News
Tammy Hardin - Grace Bible	Church Rep.

In accordance with Texas Education Code 37.109, except as otherwise provided in the Code, the School Safety and Security Committee shall meet at least once during each academic semester and at least once during the summer. The committee is subject to Chapter 551, Government Code, has the freedom to meet in executive session as provided by that chapter, and posts notice of their committee meetings in the same manner as notice of a meeting of the Board of Trustees. The *School Safety and Security Committee Meetings Schedule* includes data concerning the previous year's meetings.

### **School Safety and Security Committee Meeting Schedule**

<b>School Safety and Security Committee Meeting</b>	
<b>Meeting Date</b>	<b>Meeting Date</b>
October 23, 2019	December 12, 2019
May 19, 2020	July 23, 2020
November 4, 2020	January 26, 2021
Nov. 19, 2021	March 25, 2022
June 8, 2022	June 23, 2022
October 26, 2022	May 16, 2023
July 26, 2023	
November 14, 2023	May 18, 2024
July 18, 2024	

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

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

### **Safety and Security Audit Certification Statement**

<b>Safety and Security Audit Certification Statement</b>		
<b>Date Safety and Security Audit Was Completed</b>	<b>Person or Agency Who Conducted the Safety and Security Audit</b>	<b>Date Safety and Security Audit Report Was Submitted to the Board of Trustees</b>
4/27/2020	Dr. Michael Duffek	6/15/2020
5/16/2023	Dr. Michael Duffek	09/25/2023

## Attachment 5: Providing Maps and Walkthroughs to First Responders

Accurate emergency response maps of each district campus and school building related to developing site and floor plans, access control, and exterior door numbering have been provided to the Texas Department of Public Safety and the following local first responder agencies (Police, Fire, EMS), in compliance with Texas Education Code 37.108(f)(9).

### Emergency Response Map Certification Distribution

Emergency Response Map Certification Statement		
Date Map Provided	Agency Receiving Map	Person Receiving Map
August 1, 2023	Texas Department of Public Safety	Sgt. Brandon Bigguns
October 2, 2023	Texas Department of Public Safety	Sgt. Brandon Bigguns
April 8, 2024	Wilson County Fire & Rescue District 1	Chief Chris Thompson
April 10, 2024	La Vernia Police Department	Chief Don Keil
April 10, 2024	La Vernia EMS District 3	David Rice
April 10, 2024	Wilson County Constable 3	Blake Liedka
August 6, 2024	Wilson County Sheriff Office	Clint Garza

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

### First Responder Walk-Through Certification

First Responder Walk-Through Certification		
Date Walkthrough Offered	Agency Contacted	Date of Communication
August 1, 2023	Texas Department of Public Safety	July 27, 2023
October 2, 2023	Texas Department of Public Safety	September 25, 2023
September 10, 2024	Texas Department of Public Safety	September 6, 2024

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## **Attachment 6: Safety and Security Organization**

Safety and security operations of an incident include implementation of preparedness mitigation, response, and recovery activates according to incident management procedures. Safety and security operations include but are not limited to care of students, site security, drills and exercises, and regular safety and security assessments.

### **Mandatory Drills 37.108(a)(4)**

As set forth in state law and by recognized state and national best practices, each year all campuses will complete the following emergency drills and exercises and evaluates the effectiveness of each. Likewise, though not mandatory, non-campus facilities should complete at least one of each type of drill per school year.

Drill priorities should be based on district and campus hazards identified in Emergency Operations Plans (EOPs). The protocols tested in each drill should be based on feedback from previous drills and after-action reports.

Additionally, drills should be conducted for summer school and after school programs as well as for the regular school year.

Drills must consider the needs of the whole community. This includes drill procedures for special needs students who may require additional assistance or support to perform needed tasks efficiently and effectively.

To minimize the effects on instructional time, campuses may combine different drills into a larger scenario.

Drills may also focus on a specific occasion, population, or vulnerability rather than the entire campus populations. For instance, a lockdown drill might involve only the cafeteria during lunch.

Drills require advanced planning to determine the appropriate scenario and evaluation methods. Each drill should solicit feedback from students and staff, encouraging feedback from participants ensures lessons learned can be incorporated into policies and procedures.

### **Fire/Evacuation**

LA VERNIA ISD will perform at least one fire/evacuation drill per month containing ten or more school days (including summer). The district will perform one announced drill during the first two weeks of school. Campuses will also perform one obstructed exit drill per semester. To ensure that students, faculty, and staff are well versed in fire/evacuation

procedures, each facility within the district will also conduct a special circumstances drill that is scheduled during lunch, class change and practices accountability and/or reunification procedures.

Evacuation drills should incorporate scenarios such as procedures associated with exiting a lockdown, sheltering in place, regional hazards, reunification, and weather, but are not limited by these criteria.

This type of drill should test evacuation procedures not usually addressed during fire drills.

### ***Lockdown/ALICE/Secure***

Each campus and district facility will hold at least one lockdown one ALICE and/or Secure drill per semester including summers. These drills should test procedures for removing people from a life-threatening situation, as much as possible, and to isolate the danger.

Lockdown drills should allow time for teachers and students to talk about safety considerations. Allow staff and students to discuss their concerns with administrators.

The ALICE drills should allow time for teachers and students to brief such scenarios.

Secure drills can be held in correlation with other drills such as evacuation drills.

### **Tornado/Severe Weather**

Each semester LA VERNIA ISD will perform at least one severe weather/tornado drill. These drills will test procedures and protocols for sheltering when conditions require that individuals seek protection in a school or campus facility when an incident is imminent. Most commonly these are weather related incidents; however, a situation may arise that requires a shelter in place event.

### **Transportation/School Bus**






Though transportation drills are no longer required by law, LA VERNIA ISD, to maintain the safety of staff and students, will perform one transportation drill per semester. This process will test evacuation of buses and provide guidelines for transportation related incidents.

#### **Bus Related Emergencies**



## School Response/Bus Accident

- Check for injuries
- Call dispatcher and directors with accident location and any injuries.
- Secure vehicle and display warning signs.
- Keep students on the bus unless it is unsafe to do so. If fire exists, move everyone to a secure and safe location.
- Administer first aid, if necessary.
- Account for all students
- Complete necessary incidents/reports.

IN AN EMERGENCY ON THE BUS...		
ACTION	HAZARD	STEPS
<b>RETURN</b> BACK TO A CAMPUS! 	<ul style="list-style-type: none"> <li>• Weather (extreme heat, ice, hurricane, flooding, etc.)</li> <li>• Active threat outside of the bus (at bus stop, in traffic, angry parent, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Go to nearest campus</li> <li>• Call 911 if immediate threat and/or contact dispatch</li> <li>• May evacuate or shelter students on bus depending on situation</li> </ul>
<b>RETREAT</b> STAY AWAY! 	<ul style="list-style-type: none"> <li>• Active threat on campus</li> <li>• Hazardous materials spill (truck or railroad)</li> <li>• Train derailment</li> </ul>	<ul style="list-style-type: none"> <li>• Move/stay away from impacted location</li> <li>• Drive to a safe location and park</li> <li>• Avoid nearby campuses that might be in Lockdown/Lockout</li> <li>• Call 911 if immediate threat and/or contact dispatch</li> </ul>
<b>REMAIN</b> STAY PUT! 	<ul style="list-style-type: none"> <li>• Mechanical issue (fire, exhaust, smoke)</li> <li>• Traffic accident</li> <li>• Bomb threat</li> </ul>	<ul style="list-style-type: none"> <li>• Stop the bus as soon as it is safe to do so</li> <li>• Call 911 if immediate threat and/or contact dispatch</li> <li>• May evacuate or shelter students on bus depending on situation</li> </ul>
<b>RESIST</b> PROTECT! 	<ul style="list-style-type: none"> <li>• Active threat on bus (shooter, knife, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Defend students/self by all means necessary (breaks, quick maneuver, objects, etc.)</li> <li>• Call 911</li> </ul>
		STANDARD PROTOCOLS SAFETY & SECURITY 

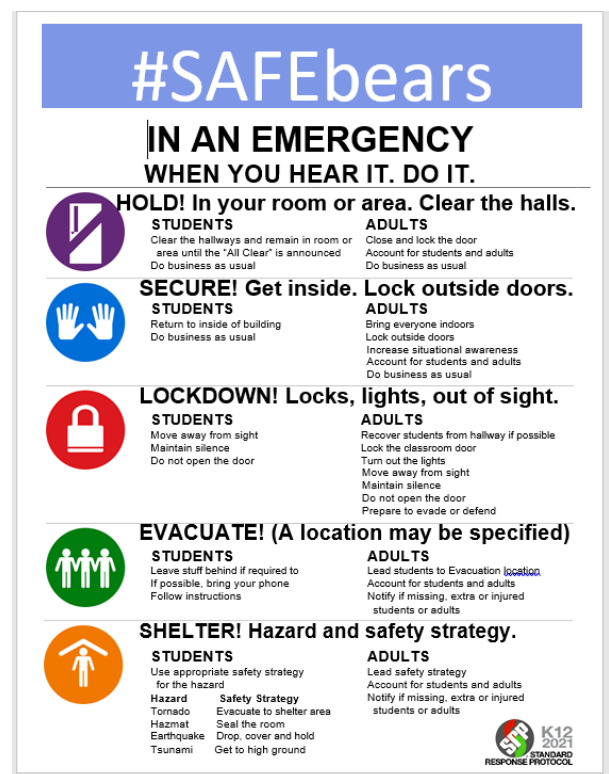
## Drill Scenarios and Documentation

The campus principal will document drill activities throughout the school year, maintain at the campus a record of all drills, this information can be maintained as a hard copy, but also should be archived electronically. At the end of each school year, the campus will submit copies of each drill report to the Business and Operations Officer.

The following documents should be used to track campus drills. The first is available in both hard copy and electronic formats; you can find the electronic version on The Fire Exit and Fire Prevention Education in Schools form can be found on the Department of Insurance website at <https://www.tdi.texas.gov/forms/sfmfireindustry/sf242fmdrillrpt.pdf>

### Reminder:

- Fire/evacuation drill per month containing ten or more school days (including summer). The district will perform one announced drill during the first two weeks of school.
- Obstructed exit drill per semester
- Lockdown drill per semester
- ALICE/Evacuate drill per semester
- Secure drill per semester
- Shelter in Place – Weather
- Shelter in Place – Hazmat
- Hold drill per semester



## **Attachment 7: Considerations for Individuals with Disabilities**

The primary consideration for shelter in place and evacuation is to consider the individual needs of our special needs students and maintain their safety while drills/crises take place within the district.

Staff members should be aware of occupants with disabilities utilizing their facilities and ensure that they are successfully evacuated or sheltered during an emergency. Appropriate measures and proper procedures should be followed to ensure a safe evacuation or sheltering of those with disabilities.

### **Visually Impaired Persons:**

- Tell the person the nature of the emergency
- Act as a "sighted guide" by offering an arm for guidance
- Tell the person where you are and where obstacles are located
- Upon reaching a safe location, orient the person to the location and ask if further assistance is needed

### **Hearing Impaired Persons:**

- Staff members should utilize alternate methods of communication to get the attention of persons with hearing impairment
- Use an effective method to inform the person how to take the appropriate actions
- If the type of emergency requires and if possible, assist the person with evacuation, sheltering in-place and/or other emergency actions

### **Individuals in Wheelchairs and other Non-Ambulatory Persons:**

- If a person is unable to evacuate or shelter-in-place due to being non-ambulatory, staff members will assist the person to the best of their ability
- If the non-ambulatory person cannot be evacuated, the staff member should make every effort to shelter the person from the hazard or threat until first responders arrive
- Depending on the hazard, the staff member may choose to stay with the person or leave, if the staff member chooses to stay, they must contact first responders to notify them of their location and the person's condition
- If the staff member chooses to leave, they must notify first responders of the location of the person(s) sheltered-in-place and their condition
- Staff members may also seek help from others to help the person to

safety

- If staff members meet at a rally point, staff members will communicate information about non- ambulatory people in the facility. Staff members will then decide the best course of action to take to protect those persons from danger.

Considerations when dealing with non-ambulatory people:

- Be aware that some people have minimal ability to move and lifting them may be dangerous to their well-being
- Some individuals have very little upper trunk and neck strength
- Frequently, non-ambulatory people have respiratory complications; remove them from smoke and vapors immediately.
- Some people who use wheelchairs may have electrical respirators; they should be given priority assistance, as their ability to breathe may be seriously in danger.

## **Attachment 8: La Vernia ISD Student Needs Reporting Child Abuse, Neglect and Malnutrition**

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility to report to law enforcement (LE) or Child Protective Services (CPS).

### **School Response**

- Any district employee, agent, or contractor has an additional legal obligation to submit a report to LE or CPS within 48 hours or when the person first suspects.
- You cannot delegate the responsibilities to another person. People must make their own report.

### **Note:**

It is not up to you to determine whether your suspicions are true. A trained investigator will evaluate the situation.

- Do not try to investigate.
- Do not try to confront the abuser
- Do report your suspicions ASAP to LE or CPS.

### **Reports can be made to the following:**

- A Law enforcement agency: La Vernia PD or 911
- CPS division of the Texas Department of Family and Protective Services at 1-800-252-5400 or on the web at [www.txabusehotline.org](http://www.txabusehotline.org)

## Threat Assessment Policies

As part of the Safe and Supportive School Program, the purpose of this document is to provide model policies and procedures for public school districts and charter schools in establishing and training threat assessment teams in Texas.

POLICY: The Texas School Safety Center (TxSSC) has worked with the Texas Association of School Boards (TASB) in recommending a school board policy [FFB (LEGAL) & (LOCAL)] for Threat Assessment. School Boards must adopt LOCAL policies. LEGAL policies are required by law.

A "Threat assessment team" is a team that assesses and reports individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and who gathers and analyzes data to determine the level of risk and appropriate intervention. The team serves as a safety net for the community and school by:

1. conducting a fact-based, investigative approach to determining how likely a person is to carry out a threat of violence.
2. identifying, assessing, and managing appropriate interventions of individuals who are at risk for violence against themselves and others; and
3. providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

When conducting this process with fidelity it leads to a positive and safe school climate. This process is not intended to be punitive or adversarial; rather, it is a way to build trust and situational awareness.

"Harmful, threatening, or violent behavior" includes behaviors, such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student. [TEC 37.115(a)(1)]

"Team" means a threat assessment and safe and supportive school team established by the board of trustees of a school district. [TEC 37.115(a)(2)] 2

A "threat" is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

## **THREAT ASSESSMENT TEAM**

The board of trustees of each school district shall establish a threat assessment and safe and supportive school team to serve at each campus of the district. [TEC 37.115(c)]

The superintendent of the district shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d)]

A team may serve more than one campus of a school district, provided that each district campus is assigned a team. [TEC 37.115(d)]

Each team must report required information regarding the team's activities to TEA. [TEC 37.115(k)]

The superintendent of a school district may establish a committee or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement. [TEC 37.115(e)] **37.108(f)(8)**

Team members shall work collaboratively with each other, with other school staff, and (as appropriate) with community resources

to support the purposes of the team and the safety of the school and its students and staff.

All team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.

Team members shall actively, lawfully, and ethically communicate with each other; with school administrators; and with other school staff who have a need-to-know information to support the safety and well-being of the school, its students, and its staff.

Each team shall conduct a threat assessment that includes:

1. assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior; [TEC 37.115(f)(1)(a)]
2. gathering/analyzing data to determine level of risk and appropriate intervention, including referring a student for mental health assessment and implementing an escalation procedure (if appropriate) [TEC 37.115(f)(1)(b)].

Each team shall:

1. provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual [TEC 37.115(f)(2)].
2. support the district in implementing the district's multi-hazard EOP [TEC 37.115(f)(3)].
3. report immediately to the superintendent a team's determination that a student or other individual poses a serious risk of violence to self or others [TEC 37.115(h)].
4. act in accordance with the district's suicide prevention program upon identifying a student at risk of suicide [TEC 37.115(i)]; and
5. act in accordance with the district policies and procedures related to substance use prevention and intervention upon identifying a student using or possessing tobacco, drugs, or alcohol [TEC 37.115(j)].



A team may not provide a mental health care service to a student who is under 18 without written consent from the parent of or person standing in parental relation to the student [TEC 37.115(g)].

## **THREAT ASSESSMENT PROCEDURES**

Receive a report about a person of concern and screen for the following: 1.) imminence; and 2.) to determine the need for full threat assessment.

If threat assessment team believes the report does present an imminent danger or safety concern:

- ✓ immediately notify law enforcement  
once the emergency has been contained, the threat assessment team should complete a full threat assessment inquiry
- ✓ if report involves a student, TA team should notify superintendent, who will notify the parent/guardian [TEC 37.115(h)]
- ✓ if report involves a student at risk of suicide, team shall conduct a full threat assessment inquiry in addition to actions taken in accordance with the district's suicide prevention program [TEC 37.115(i)]
- ✓ make other notifications (i.e., anyone that is/may be directly impacted)

OR

- ✓ If threat assessment team does not believe the report presents an imminent danger or safety concern:
- ✓ determine if there is a need for a full threat assessment inquiry
- ✓ if no, document initial report and screening and add information to threat assessment database
- ✓ if yes, proceed with a full inquiry using steps below 5

Gather information about the person and situation from various sources, including an internet search.

Organize and analyze information using 11 Investigative Questions from the U.S. Department of Education and Secret Service threat

assessment guide.

Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of assistance/intervention.

Develop and implement a case management plan to reduce risk.

As needed, refer individuals of concern to local mental health authority or health care provider for evaluation/treatment AND/OR refer for a full individual and initial evaluation (FIE)/treatment for special education services.

Monitor, re-evaluate, and modify plans to ensure the intended outcome.

## **TRAINING**

Each team must complete training provided by the TxSSC or a regional education service center (ESC) [TEC 37.115(c)].

On a regular basis, each district should monitor its team membership and quickly replace, and train required expertise as needed.

Districts should develop a system to ensure all stakeholders receive training on a continual basis.

## **LVISD Suicide Prevention**

This section provides tips on suicide prevention as well as counselor procedures

[Crisis Flow Chart for risk of Harm to Self](#)

[Clinical Screener](#)

[Parent Risk Acknowledgment Form](#)

## **Sexual Assault, Sex Trafficking and Labor Trafficking**

Sexual assault is a crime of violence. Sex trafficking is the action of illegally transporting people from one county or area for the purpose of sexual exploitation. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. For the victim, it is often an experience of fear, loss of control, humiliation, and violence. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault. Schools should address sexual assault and sex trafficking as a crisis or emergency.

### **School Response**

- Notify the administration immediately.
- Do not leave the victim alone.
- Determine if medical attention is needed; if so, get the school nurse, or 911.
- Isolate the victim from the crime scene, suspects, and witnesses.
- Victim should not be questioned beyond a description of the perpetrator.
- If appropriate, preserve all physical evidence of the crime.

### **Principal Response**

- Call the Central office and Director of Safety & Security -Cliff Hill
- Call 911
- Ensure medical attention has been offered.
- Isolate the crime scene and appoint a staff member to guard it.
- Victim should not be questioned beyond a description of the perpetrator.
- The victim should not eat or drink, change clothes, or shower while waiting for law enforcement to arrive.

### **District Response**

- Make the scene and become Incident Commander.
- Ensure the scene is protected.
- Ensure the victim is comfortable and provide care as needed.
- Communicate with Law Enforcement.
- Communicate with parents.
- Document all actions taken by staff.

## **Death on School Grounds**

A death on campus may occur because of a suicide, homicide, accident, or natural causes. In any such event it is critical to secure the scene and keep others from viewing the deceased. This can often be best accomplished by initiating a "HOLD" and directing persons to remain in their classrooms. This will allow for First Responders to determine the next steps.

### **School Response**

- Notify the administration immediately.
- If possible, calmly remove all students from the area.
- Identify students in need, support, or witnesses.

### **Principal**

- Call 911
- Contact Central office and Director of Safety & Security-Cliff Hill.
- Isolate the scene, place campus on "HOLD"
- Identify students in need, support, or witnesses.
- Secure emergency information on the victim.
- Provide law enforcement with emergency information.
- Document all actions taken by staff.

### **District Response**

- Make the scene and become Incident Commander.
- Ensure the scene is protected.
- Ensure school is in "HOLD".
- Prepare to assist with student needs, support, or witnesses.  
Communicate with Law Enforcement.
- Communicate with parents.
- Document all actions taken by staff.

## **STOP THE BLEED**

This section provides tips on how to stop the bleed

Uncontrolled bleeding is the number one cause of preventable death and trauma. The greater number of people who know how to control bleeding in an injured patient, the greater the chances of surviving that injury. You can help save a life by knowing how to stop the bleeding if someone, including yourself, is injured.

### **School Response**

- Notify the administration immediately
- Call 911
- Ensure your own safety
- Provide care to the injured
- Find the sources of bleeding
- Apply direct pressure to the wound
- If possible, if your safety is threatened, calmly remove the injured from the area.
- If possible, you may apply a tourniquet

### **Principal**

- Call 911
- Contact Central office and Director of Safety & Security-Cliff Hill .
- Isolate the scene, place campus on "HOLD"
- Aid the injured and the staff providing aid
- Secure emergency information on the victim.
- Provide law enforcement with emergency information.
- Document all actions taken by staff.

### **District Response**

- Make the scene and become Incident Commander.
- Ensure the scene is protected.
- Ensure school is in "HOLD".
- Prepare to assist with student needs, support, or witnesses.
- Communicate with Law Enforcement.
- Communicate with parents.
- Document all actions taken by staff.

## **Attachment 9: Substitute Crisis Management Procedures**

The safety of students, staff and building substitutes is a top priority for La Vernia ISD. The district maintains an Emergency Operations Plan that contains step-by-step procedures for handling a crisis. Copies of the plan are available for review in the school office. Our district safety initiative is labeled #SAFEbears, anytime you see this # You know that it has to do with safety.

Campuses also have trained nurses on staff to assist with medical emergencies and health-related questions.

Always handle the emergency first; report the incident to the office immediately and dial 911 as necessary to respond to the situation.

The following information should prove helpful to substitutes when handling an emergency or when a crisis occurs:

- Contact the office immediately and dial 911 if an immediate medical or safety situation exists. (Classes should have in place designated students to call the office and 911).
- Identify the nearest exit in your substitute assignment area in the event of a fire or building evacuation.
- Identify the nearest fire extinguisher and AED unit in the building where you are substituting.
- Contact teachers around your assigned area and ask questions, know your surroundings.
- Contact the campus principal to report concerns about safety or security.
- If you answer a threatening phone call as a substitute, calmly ask questions of the caller, keeping the caller on the line as long as possible; observe

## Attachment 10: Stand Operating Procedure for Issuing Substitute Keys

The following information is presented to provide a standard procedure and should be shared with campus staff.

1. Purpose
  - a. The purpose of the standard procedure is to provide a method of standardizing the distribution and accountability of the keys to substitute teachers.
2. Policies
  - a. Each campus principal shall appoint a key control person from the office staff
3. Responsibilities of the Key Control Person
  - a. Should be fully informed on the key control procedures.
  - b. Will oversee all key transactions at the campus.
  - c. Required to maintain a key record for every substitute.
  - d. Responsible for issuing keys to substitutes.
  - e. Make all substitutes accountable by keeping up to date records and performing end of day audit of keys.
  - f. Collection of all keys at the end of the substitute's assignment.
  - g. Replace the substitute key into the key box at the end of the assignment.
  - h. Lost keys should be reported immediately to the Director of Safety & Security, Cliff Hill.

Name of Substitute	Name of Staff Issuing Key	Date/Time Issued	Date/Time Returned	Room #	Substitute Signature

## **Attachment 11: Guardian Program (Board Policy: *CKC and DH*)**

### **Applicant Requirements**

- All Guardians will be volunteers and in good standing with the district shall apply.
- The district will appoint a limited number each year based on current needs.
- The Superintendent and Director of Safety & Security-Cliff Hill will select applicants to advance to the next steps after the application is submitted and interviews are complete:
- Qualified applicants must then be approved by the board (discussed in the closed session).
- Must hold a valid handgun License to Carry issued by the State of Texas.
- All candidates for the Guardian Program must pass a District-approved psychological exam.
- Must complete Board-approved training to be paid by the district.
- Qualify as competent with a firearm they will carry as assessed by the TCOLE firearms instructor.
- The Guardian status of employees will be kept confidential except for “need to know” personnel. Everyone that knows must sign a non-disclosure agreement.
- *Removal.* This serves as notice that the district can remove a participant from the program for any reason at any time. There is no appeal process for the removal. This serves as notice that the participant can remove themselves from the program at any time with no questions asked from the district.

### **Guardian Financial Responsibility**

- Cost of Handgun License
- 9mm or larger caliber handgun
- The cost of the ammunition (frangible ammunition is required) / will be verified by the district
- Maintenance of the firearm
- Clothing modifications

### **LVISD Financial Responsibility**

- Psychological Evaluation
- All required training
- Random drug testing
- Up to \$1500.00 yearly reimbursement for a



- handgun/clothing/ammunition/maintenance.
- Signage

### **Guardian allowed per by campus**

- Primary (3)
- Intermediate (3-5)
- Junior High (5-8)
- High School (5-8)
- Board (7)
- Support/Central Office (6)

### **Guardian Applicants (who are allowed to apply): Must be employed with La Vernia ISD for 1 year or longer. No new employees can apply.**

- Administration
- Professional
- Support

### **Initial Training**

Potential Guardians should go through the DPS school safety training. This is a 16-hour class where candidates must qualify by shooting a 225 out of 250. 90% (law enforcement is only required to shoot 70%), knowledge, and advanced firearms training. Each Guardian will need the following items for training: Paid by the employee

- 500 rounds of FMJ
- Semi-Auto Handgun and 2 magazines
- Level 2 or higher external holster
- External magazine holder
- Electronic hearing protection
- Eye protection

The instructor will evaluate each student as they go through the class. A written test is also provided; students must score 90% on the written test. Upon successful completion, those who pass will be reported to the DPS and the distinction will be placed on their LTC. Students will also receive a certificate.

## Ongoing Training

Although not required by the state, it is highly recommended for an annual recertification and skills class with a firearms instructor. Generally, this is a 4-hour class annually held at a range or remote range in your area.

On-campus force-on-force active shooter scenario training with simulation weapons.

Required 100 rounds of range time every three months. Guardian will sign off or have a range authority sign off on required training.

## Guardian Practices/Expectations

- Guardians are at-will and enter into an agreement with the district that can be terminated by either party at any time.
- School Guardian shall keep the firearm always concealed on his or her person when he or she is on school property or at a school function (as the law allows).
- Firearms are purchased and owned by Guardian. The district will approve the model and caliber. 9mm caliber or higher. Guardian must have his or her firearm evaluated and checked by a professional of the district's choosing.
- Maintenance of firearms and other supplies are at Guardian's expense. These can be paid from the designated yearly reimbursement.
- Guardian status may be revoked at any time by the Board of Trustees, Superintendent, or Director of Safety & Security-Cliff Hill. There is no appeal process.
- An employee's School Guardian authorization shall automatically terminate upon resignation or termination of employment with the district, or upon revocation or suspension of the employee's Handgun License.
- Guardians shall practice every 3 months.
- Training will include time with local law enforcement for appropriate protocols in an event and identification in a crisis.
- La Vernia ISD uses the ALICE protocol when dealing with active shooter scenarios.
- A School Guardian shall only access his or her firearm in circumstances

that would justify the use of deadly force under Texas Penal Code Sections 9.32 or 9.33, and as in accordance with the mandatory training received under the La Vernia ISD Guardian Program.

- Guardians are responders only to threats of imminent deadly force/action.
- Guardians are not police officers or law enforcement agents.
- Guardians are to have their firearm unchambered, with 0a full magazine.
- When law enforcement makes the scene all guardians will place weapons on the ground, have foot covering the weapon and place both hands in the air. At that point, guardians are to follow the commands of the officer.
- Guardians will voluntarily be in the random drug testing program.

## **Attachment 12: School Parent Letter**

Dear Parents/Guardians:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have prepared to respond effectively to such situations.

Should we have a major disaster during school hours, your student will be cared for at this school. LA VERNIA ISD has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Line may be needed for emergency communication. Please do not call students on their cell phones. These devices are also known to trigger explosive devices.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the School's Student Emergency Form which is required to be filled out by parents at the beginning of the school year.
3. If students are kept at school, email, Facebook, Twitter, all forms of parent communication will be updated as well as news stations on KENS 5, WOAI 4, KSAT 12, and FOX 29.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons on the School Student Emergency Form. During an extreme emergency, students will be released at a designated reunification site. Parents please be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives.

The decision to keep students at school will be based upon whether streets in the area are open. If this occurs radio and news stations will be notified. In the event of a natural disaster while students are being transported home via the bus, students will be kept on the bus and the driver will radio for assistance through radio contact with district personnel. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering students to their homes. Should road conditions and safety of drivers prevent the driver from delivering students to their home, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of students' whereabouts.

In the event of an incident, emergency, or disaster faculty and students will

do what they have been trained to do while participating in drills. It may be a lockdown, shelter in place, fire drill, ALICE drill, evacuation, or Secure. The event will meet the need for implementation and will provide a place of protection for our students. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Talk about the drills with your child. Planning will help alleviate concerns during emergencies. For more information, contact your campus principal. La Vernia students and their safety are of utmost importance to our school district.

Sincerely,

Dr. Hensley Cone  
Superintendent