

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

10/28/2024

Subject: Act on the 2024-2025 District Multi-Hazard Emergency Operations Plan

Contact Person: Paula Barbaroux, Chief Operations Officer
Allen Smith, Director of Emergency Management & School Security

Policy/Code: CKC(LEGAL), CKC(LOCAL), CKE(LEGAL), CKE(LOCAL), CSA(LEGAL), CSA(LOCAL), and GRC(LEGAL)

Priority and Performance Objective: Priority 4: Strong Financial Stewardship and Internal System Efficiency
Objective 4.2: Effective and Efficient District Operations

Summary: Annually, the District’s Board of Trustees shall review and approve the District’s Multi-Hazard Emergency Operations Plan (EOP). The creation of and continual update of the District Plan and campus plans reinforces the District’s commitment to providing a safe, orderly learning environment for students and staff.

The District’s EOP is comprehensive and all-hazard in nature and incorporates local, regional, state, and federal standards as well as best practices recommended by the Texas School Safety Center (TxSSC). The EOP and related documents provide a framework that outlines the District’s intended approach to managing emergencies and disasters of all types. The plan addresses the five phases of emergency management as defined by law. They are prevention, mitigation, preparedness, response, and recovery. The Director of Emergency Management and School Security oversees this process and works with campus emergency managers who manage their individual campus

emergency operations plans and response teams. The campus plans are aligned with the District plan.

The Director of Emergency Management and School Security also consults with representatives from local agencies that will coordinate with the District in an emergency as well as with internal staff.

GCISD recognizes that neither emergency incidents nor their impact on the District can be wholly forecast. This unpredictability means that all campus and District staff must be prepared to ensure efficient and effective incident management. The District and campus EOPs are practiced through the regular training of staff, students, and substitutes through drill exercises.

To facilitate implementation of the EOP, employees are assigned responsibility for carrying out specific emergency functions. In addition, the District supports preparedness, prevention, and mitigation functions, such as fire and safety inspections, health protocols, risk management, and campus safety programs to prevent or reduce emergency or disaster effects and related losses. The EOP also incorporates continuity of operations planning to help ensure educational and business sustainability in the event of major events.

GCISD uses the recommended TxSSC format for its District-level plan. Each campus also has its plan. Campus plans will be changed to a new format for the next school year. Highlights of the updates to the District's Emergency Operations Plan for the current school year include the following:

- The District-level Emergency Operations Plan was revised to follow the TxSSC format
- Updated the list of members serving on the 2024-2025 School Safety and Security Committee
- Updated District personnel changes
- Updated internal and external contact lists, campus personnel and information
- Added another evacuation site and checked names and contact information for all evacuation sites
- Updated the flowchart for emergency operations command
- Updated the effective date of the plan
- Updated the dates the School Safety & Security Committee has met
- Added drug overdose to the list of hazards analyzed

- Added a new Cybersecurity Annex per the requirements of the TxSSC

All other changes are found in the Record of Changes on page four.

In accordance with law, the EOP was reviewed by the GCISD School Safety and Security Committee in July 2024 and October 2024.

The full contents of the Emergency Operations Plan are confidential. The Board of Trustees has separately reviewed the full plan. All campus plans were updated for the new school year.

The District completed the triennial Safety & Security report in August 2023. It was reviewed and approved by the Board and submitted to the Texas School Safety Center in September 2023.

Finally, the Region Service Center has completed four intruder assessment audits this school year in GCISD. In each case, the campus passed the audit with no findings from the auditor. This means each campus was 100% compliant with the audit items reviewed.

This agenda item addresses Key Strategic Action: 4.2.4, which is sustain and evaluate systems of support to mitigate vulnerabilities and increase preparedness for emergencies and school safety.

Attachments:

Safety & Security Drill Requirements Chart (State versus GCISD)

Summary of Annual Compliance with Tex. Educ. Code § 37.108

Multi-Hazard Emergency Operations Plan for 2024-2025 (Public Version)

Recommendation:

The recommendation is for the Board of Trustees to approve the District's Multi-Hazard Emergency Operation Plan for 2024-2025 with the listed updates and additions and authorize the District to continue implementation of the plan.

Drill Requirements

State Rules vs. GCISD Policy

State Required Drills	Number Required		GCISD Required Drills	Number Required
Secure	1 per year		Secure	3 per year (once in first two weeks, once per semester)
Lockdown	2 per year (1 per semester)		Lockdown	3 per year (once in first two weeks, once per semester)
Evacuation (non-fire related)	1 per year		Evacuation (non-fire related)	1 per year
Shelter (hazmat)	1 per year		Shelter (hazmat)	1 per year
Shelter (weather)	1 per year		Shelter (weather)	3 per year (once in first two weeks, once per semester)
Fire Evacuation	Meet requirements of local Fire Marshal (if no rule from Fire Marshal, minimum 4 pr year)		Fire Evacuation	1 per month that student are present on campus (10 this school year)
Hold	No state requirement		Hold	3 per year (once in first two weeks, once per semester)
Clear the Classroom	No state requirement		Clear the Classroom	3 per year (once in first two weeks, once per semester)
Total State Required Drills Per Year	Minimum 10		Total GCISD Required Drills Per Year	27

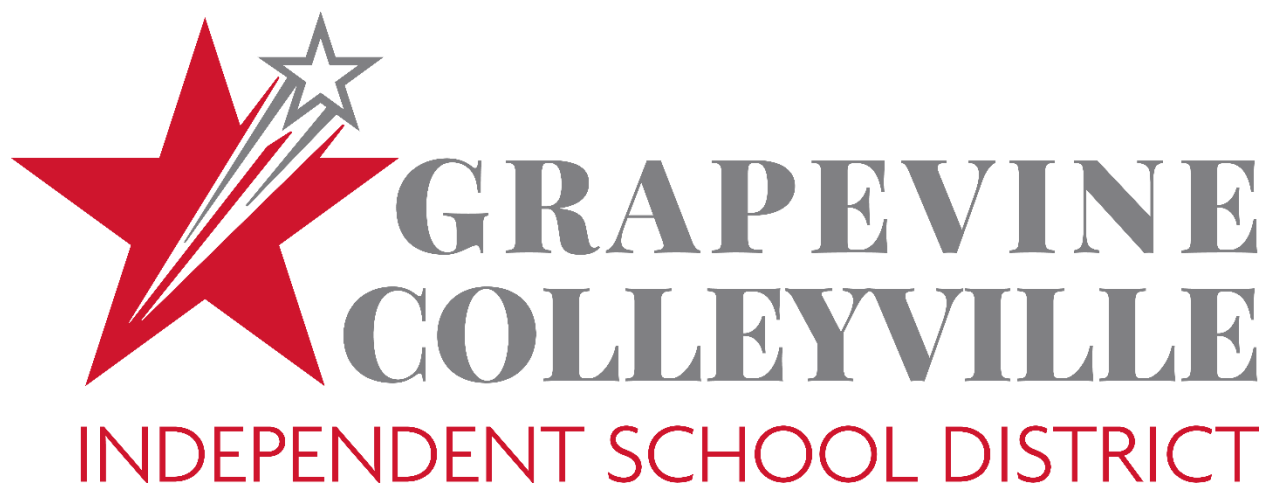
Emergency Operations Plan Summary of Compliance
Tex. Educ. Code § 37.108 (a 1-7), (b) and (c-1), and (c-2)
October 2024

The GCISD Emergency Operations Plan conforms with state-mandated requirements. This document provides a summary of the plan's compliance.

1. The district has an established plan and, through that process, determined the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement, health departments, and fire department;
2. The district's plan was reviewed within the last 12 months;
3. The district's plan addresses the five phases of emergency management as defined by law;
4. The district's employees and substitute teachers have been trained to respond to emergencies;
5. The district's students participate in drills through which they have been trained to respond to emergencies;
6. Training is conducted throughout the year in the form of drills and other safety sessions specific to the role of particular departments, as needed;
7. Each campus conducts more than the mandatory emergency drills and exercises in accordance with the plan;
8. District employees, including substitute teachers, have classroom access to a telephone for emergency contact with emergency service agencies;
9. The district has communications technology and infrastructure to allow for communicating during an emergency;
10. The district has established a plan for responding to a train derailment because the district is located within 1,000 yards of a railroad track;
11. The district completed its three-year comprehensive and districtwide safety and security audit (triennial audit) for the audit cycle ending October 2023;
12. The audit was shared with the district's School Safety & Security Committee and the Board of Trustees, and it was submitted to the Texas School Safety Center;
13. The district has an established visitor management administrative regulation and administrative regulation that identifies and governs access to district buildings or other district property.

**GRAPEVINE-COLLEYVILLE INDEPENDENT
SCHOOL DISTRICT**

Emergency Operations Plan



September 2024

FORMAL ADOPTION STATEMENT

GRAPEVINE-COLLEYVILLE Independent School District (GCISD) and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility, all faculty, staff, substitute teachers, and students must be prepared to respond efficiently and effectively to an incident. Through its comprehensive emergency management program, GCISD strives to ensure it continues to provide a safe and orderly environment for students, faculty, staff, substitute teachers and visitors while supporting the community. As a result, the GCISD emergency management program focuses on the five phases of emergency management; supports local, state, and federal legal authorities; and incorporates mandated requirements and best practices.

This Basic Plan is the core of the GCISD Multi-hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to manage incidents of all types. It is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed and updated at least annually and is to be regarded as guidelines rather than performance guarantees.

The Superintendent is responsible for approving and ensuring promulgation of this EOP, which supersedes all previous versions of this EOP. If any portion of this EOP, or its supporting documents, are held to be invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of this EOP.

The Superintendent is responsible for emergency management planning for the district and may designate an individual to serve as the Director of Emergency Management and School Security who oversees the emergency management program. The Superintendent may also identify individuals whose responsibilities are to support the district emergency management program. Significant changes to this EOP will be signed by the Superintendent.

This document is hereby approved for Implementation and supersedes all previous versions.

Bradley Schnautz - Superintendent

Date Signed _____

Shannon Braun - President of the Board of Trustees

Date Signed _____

Allen Smith - Director of Emergency Management and School Security

Date Signed _____

RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

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.

“Annual EOP Review Conducted” must be placed in the *Summary of Significant Changes and Annual Review* column.

Record of Changes Table

CHANGE NUMBER	DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
1	7/8/2024	Allen Smith – Director of Emergency Management and School Security	Annual EOP Review Conducted Changed format to TXSSC EOP Template
2	7/18/2024	Safety and Security Committee	Review and Input
3	9/10/2024	Allen Smith	Corrected door numbers at [REDACTED] in Attachment 6
4	9/23/2024	Allen Smith	Added [REDACTED] to Attachment 2
5	09/23/2024	Allen Smith	Added Drug Overdose to Hazard Assessment
6	09/23/2024	Allen Smith	Updated internal and external contact lists, campus personnel and information
7	09/23/2024	Allen Smith	Updated Safety and Security Committee
8	09/24/2024	Allen Smith	Updated dates of Safety and Security Committee Meetings
9	10/10/2024	Allen Smith	Updated based on input from Safety and Security Committee – Formatting, spelling

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

Section 1.0 Purpose and Scope	9
Purpose	
Scope	
Section 2.0 Legal Requirement	10
Section 3.0 Situation Overview and Assumptions	10
Situation Overview	
Individuals with Disabilities or Access and Functional Needs	
Individuals with Limited English Proficiency	
Facilities and Campuses	
Hazard Summary	
Resources	
Assumptions	
Limitations	
Section 4.0 Concept of Operations	15
Approach to Emergency Management	
Emergency Operations Organization	
Phases of Emergency Management	
Prevention	
Mitigation	
Preparedness	
Response	
Recovery	
Physical and Psychological Safety	
Section 5.0 Assignment of Responsibilities	25
Section 6.0 Direction and Control.....	31
General Information	
Delegation of Responsibilities and Line of Succession	
Coordination with Response Agencies	
Mutual Agreements	
Communication Methods	
The District Emergency Operations Center (EOC)	
Section 7.0 Public Information Officer	34
Section 8.0 Administration and Support	35
Purchasing	
Reporting	
Situational Reports	
Federal Emergency Management Agency Incident Command System Forms to Be Used	
Recordkeeping	

Section 9.0 Development and Maintenance Process 36

Section 10.0 Explanation of Terms 38

 Acronyms

 Definitions

Section 11.0 Attachments 41

 Attachment 1: District Hazard Analysis Summary Data 41

 Attachment 2: Formal Agreements 43

 Attachment 3: School Safety and Security Committee 45

 Attachment 4: Safety and Security Audits 47

 Attachment 5: Providing Maps & Walkthroughs to First Responders 48

 Attachment 6: Doors approved by Safety and Security Committee 49

 Attachment 7: National Incident Management System (NIMS) Functions in GCISD...50

SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose

The purpose of the Grapevine-Colleyville Independent School District (GCISD) Emergency Operations Plan (EOP) is to identify the roles and actions of the district's employees, students and families in response to hazards, threats, and vulnerabilities that impact a safe and secure learning environment. It outlines the responsibilities of GCISD employees and students before, during and after incidents. Developing and maintaining the plan, along with training and exercising the plan, strengthens school safety and can save lives and property.

Guidelines for dealing with existing and potential student and school incidents are identified in the plan. These guidelines provide parents and other members of the community with assurances that GCISD has prepared to respond to incidents or hazards in an effective and efficient way.

The plan outlines the process for a whole-community planning approach to address emergency management for prevention, protection, response, recovery and mitigation activities. The plan also addresses processes for level-appropriate emergency management training for GCISD staff and students. Additionally, the processes and schedules are included in the plan to develop, conduct and evaluate drills and exercises, and to the correct identified vulnerabilities.

The purpose of this 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.

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

B. Scope

The GCISD Emergency Operations Plan operates within the framework of the GCISD Board of Trustees policy and 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.

SECTION 2.0 – LEGAL REQUIREMENT and SECURITY STATEMENT

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.”

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains information that may be exempt from the 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, State of Texas 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 without prior approval from the Superintendent or their duty authorized designee. Copying, dissemination or distribution of these documents, attachments or graphics to unauthorized users is prohibited.

SECTION 3.0 – SITUATION OVERVIEW, ASSUMPTIONS and LIMITATIONS

A. Situation Overview

To provide an effective response to an incident, this 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 Tarrant County, the cities of Grapevine, Colleyville and Euless, and is serviced by Education Service Center (ESC) 11.

1. Individuals with Disabilities or Access and Functional Needs and Individuals with Limited English Proficiency

Students, staff, and visitors with disabilities and other access and functional needs have the right to be included in all phases of the district emergency management program and supported in the response and recovery operations. The intent of these programs is to ensure that people with disabilities and others with access and functional needs are considered in the district and campus emergency management processes and procedures. It is imperative to involve the whole district and campus community in school planning, and to

integrate the resources necessary to allow for people with disabilities and others with access and functional needs to maintain their safety, independence and dignity during an emergency incident. The district recognizes the Texas Education Code 37.108 and the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

The district is committed to providing Functional Needs Support Services (FNSS) to help ensure children and adults with or without disabilities who have access and functional needs maintain their health, safety, and independence in school emergency management programs and operations.

People with disabilities and others with access and functional needs include, but are not limited to:

- People with limited English proficiency
- People who are blind or have low vision
- People who are deaf or hard of hearing
- People who have cognitive or emotional disabilities
- People with mobility assistance needs (both permanent and temporary)
- People with medical support needs (chronic and acute)

GCISD employees who are trained in providing additional assistance are identified in the individual Campus EOPs at each facility, as well as at the district's non-instructional facilities where appropriate.

2. Facilities and Campuses

GCISD's enrollment consists of a total of approximately 12890 students, including 4652 high school, 3132 middle school and 5106 elementary students. High school students are housed in 2 instructional facilities; middle school students occupy 4 instructional facilities and there are 11 elementary schools in GCISD. The district also contains 2 other learning facilities to include: 2 alternative campuses housed in one facility at the Professional Development Education Center and the Early Childhood Development Center. The district has 5 other facilities that support the campuses including the Administration complex, Transportation, Professional Development Education Center, the Language Assessment Center located at the Timberline Elementary Campus and Swim Center located at the Cross Timbers Middle School Campus.

Included in the enrollment above are two GCISD non-traditional campuses: iUniversity Prep, a virtual campus, with an enrollment of 1179 and Collegiate Academy High School which is housed at Tarrant County College (TCC) with an enrollment of 362. Collegiate Academy High School follows TCC emergency plans and procedures, including any closings, security warnings and training. GCISD also manages a tuition-based Pre-K which has an enrollment of 161 students.

These students are supported by a total of approximately 1820 employees.

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.

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

3. 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 (page 38). The district has addressed each hazard in a separate annex.

4. Resources

GCISD 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 (page 40).

B. Assumptions

The GCISD EOP is a framework that includes guidelines, plans, and structures that support the district's emergency management mission. GCISD will review and update the plans and support documents. 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 and designed to enhance the district's ability to support-centered emergency management processes before, during, and after emergency incidents.

1. GCISD will continue to be subject to threats, hazards, and vulnerabilities described in the Threats/Hazards Assessment Summary, as well as hazards or threats that may develop in the future. This EOP is a framework that provides guidance and structure to support our educational mission within a safe and secure environment.
2. A major incident could occur at any time, and at any place. In many cases, dissemination of warning to the public, and implementation of increased readiness measures may be possible; however, some emergency situations occur with little to no warning.
3. Action is required immediately to save lives and protect school property. 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 district administration or local response agencies.
4. Following a major or catastrophic incident, the district or any of its facilities may have to rely on their resources to be self-sustaining for up to 72 hours.
5. There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
6. Outside assistance from local fire, law enforcement, and emergency managers will be available during most incidents, including School Resource Officers on duty at each campus. Due to the amount of time it takes 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.
7. Actions taken before an incident, such as creating a positive school environment practicing drills and responses and conducting fire inspections help prevent or reduce incident-related losses.

- 8.** Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be used during emergencies.
- 9.** Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special training or capabilities may be asked to perform tasks other than their daily assignments.
- 10.** Maintaining the district and campus EOPs can improve the districts readiness to respond to incidents.
- 11.** A culture of preparedness among district employees, community first responders and emergency management, students, and families will result in providing assistance and support for emergency incidents.
- 12.** GCISD does not currently utilize portable buildings for classrooms. GCISD does utilize portable structures at the Administration Complex and one building on the Timberline Elementary Campus to house staff members. These structures shall be equipped with locking doors so that the staff remain secure. These buildings will be equipped with intercoms at the door so that the staff may keep their doors locked and only allow entry to known visitors and authorized persons. All occupied portable buildings have phones and communication with the central administration. All portable buildings comply with local building codes and have steel frames and doors. All occupied portable buildings are visible on security cameras. Occupants of the portable buildings are expected to move into the main administration building during severe weather warnings. The Texas School Safety Center recommends these as best practices for portable buildings.
- 13.** This EOP is intended to provide guidance but does not imply performance guarantees. We may deviate from this plan, as necessary.
- 14.** Those individuals or agencies listed in the Record of Distribution acknowledge receipt, review, and intent to use this plan during an incident.
- 15.** Students, faculty, and staff are empowered to assess the seriousness of a situation and respond accordingly, which may prevent an incident from occurring.
- 16.** 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.

17. 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.
18. Incident management will be conducted in a manner consistent with the principles contained in the NIMS doctrine.
19. 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.
20. An intentional threat against the district will result in law enforcement response actions.
21. Utilities (for example: water, electrical power, natural gas, telephones, radio systems, cell towers, information systems) may be interrupted due to an incident.
22. Conducting regular drills 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.

C. Limitations

This plan provides no guarantee of a perfect incident management system for GCISD. As personnel and resources may be overwhelmed, GCISD can only attempt to make every reasonable effort to manage the incident.

SECTION 4.0 – CONCEPT OF OPERATIONS

A. Approach to Emergency Management

The GCISD 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.

The NIMS is a set of principles that provides a systematic, proactive approach that guides government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents. In order to reduce the loss of life or property and harm to the environment, this approach is executed regardless of cause, size, location, or complexity of an incident. This system ensures that those involved in incident, response/ recovery understand what their roles are and have the tools they need to be effective.

In 2011, GCISD adopted the NIMS in accordance with the Homeland Security Presidential Directive 5 (HSPD-5) and the National Response Framework (NRF). The NIMS provides a consistent approach to the effective management of situations involving natural, human caused, or terrorism events. NIMS allows the district to integrate response activities with internal and external partners using a set of standardized organizational structures designed to improve interoperability, including a commonality of terms and standards for efficient and effective management of an emergency or disaster. The plan also addresses Homeland Security Presidential Directive 8 (HSPD-8) across the five mission areas – prevention, protection, mitigation, response, and recovery.

While NIMS sets the foundation on how to consistently respond to an emergency, GCISD has adopted the Standard Respond Protocol Extended Version (SRP-2021) from the I Love U Guys Foundation to address how to respond in an emergency. The SRP simplifies campus responds to 5 actions – Lockdown, Secure, Evacuate, Shelter and Hold - and provides a consistent approach to weather events, fires, accidents, intruders, and other threats to student safety. The SRP is based not on individual scenarios but on the response to any given scenario. GCISD also added one additional protocol named Clear the Classroom.

Like the ICS in NIMS, SRP demands a specific vocabulary but also allows for great flexibility. With a standard vocabulary, all stakeholders can understand the response and status of the event but most importantly this protocol enables rapid response determination when an unforeseen event occurs. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, it becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability through the duration of the event. Parents also can easily understand the practices and reinforce the protocol. See the following image.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of the building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adult



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



CLEAR THE CLASSROOM!

Move to an alternate location

STUDENTS

Follow instructions and exit the classroom to your assigned or directed location

ADULTS

Direct class to alternate location
Take attendance
Wait for direction

The plan neither replaces the responsibility of each campus and department within the district to develop and test emergency protocols, nor does it usurp traditional classroom management. Rather, it establishes delegation of authority, division of responsibilities and chain of command, operational guidance, and District interface with local and state partners. In addition, it establishes processes for emergency

planning, auditing, training, drilling and exercising, operational sustainability and continuity of operations.

B. Emergency Operations Organization

GCISD departments, campuses, and staff have emergency functions in addition to normal day-to-day duties. The district uses the ICS in managing emergency incidents and planned events. Many responsibilities are inherent to an individual's primary job. During emergency situations, normal organizational arrangements may be modified to facilitate emergency operations. Because school districts are unique in their staff skill sets, GCISD has adapted the NIMS ICS principles and assignments to fit our staff and still maintain the integrity of the standards.

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. GCISD utilizes specific programs and trained professionals to also provide strategies for psychological safety and suicide prevention. Most of these programs are administered through the District Counseling Department and include:

Signs Of Suicide (S.O.S.) – a program of Suicide Prevention in which staff and students receive training

School counselors who are trained to respond to the mental health needs of students

Hope Squad – a program where students are trained to recognize when a peer is in need and how to report needs to staff that can help a student

Friends for Life/Tarrant County Crime Stoppers – a program that works in conjunction with Tarrant County Crime Stoppers that anyone can use to anonymously report a crime or a concern regarding a student or person in crisis. These reports are monitored and relayed to the appropriate person to assist.

Licensed Specialist in School Psychology – the District School Psychologists are able to respond to various campuses throughout the district to assist with any needs related to psychological safety

Mind Above Matter Program – GCISD partners with Mind Over Matter to provide mental health to students in need (usually secondary students)

Gaggle – a technology-based program that monitors all district devices and accounts for any language, photographs, or files that indicate or depict self-harm, violence towards others, pornography, or illegal activities. Any discovery of the above listed items are reported to staff and if needed to law enforcement.

Lightspeed – the district’s internet filter that monitors web searches and website access. Lightspeed reports and alerts staff members of inappropriate content.

E. Training and Drills

Training is an integral part of the district’s emergency management program as it supports a common understanding of emergency management goals based on district and campus plans and guidance documents. The district utilizes the Standard Response Protocol from the I Love U Guys Foundation. The district supports a multi-year training program that sets measurable training objectives. District training programs include opportunities to provide awareness of the emergency management program to parents and guardians as well as training to ensure district personnel are familiar with emergency response protective actions and that designated staff carry out direction and control in an emergency incident. These opportunities are provided through communications to parents and stakeholders via social media, presentations at parent teacher organization meetings as well as personal interactions with parents.

Faculty and Staff Training (including substitutes, support services and regular volunteers) is an ongoing and continuous process in all areas of education, and emergency management is no exception. The district emergency management program includes training and evaluation components.

As part of this training process, District faculty and staff with roles and responsibilities in the plan are provided with training on their function and protective action response.

Every district member has a responsibility to provide for the safety of students during an emergency. The district training program provides opportunities for all employees including staff, administrators, support services, substitutes and volunteers to receive training on response actions for emergency incidents. District employees may take additional specific training based on their specific duties.

In conjunction with district specific training on roles and responsibilities regarding the district emergency plans and response guidance, employees within the district and at the campus level receive training in the ICS. This training will help with coordinating activities with first responders and emergency management partners.

ICS-related courses for employees are found on the FEMA Emergency Management Institute website. All Members of the Campus Emergency Team,

Incident Command Team and/or who will be utilized in the Incident Command Structure shall have NIMS 100 and 700 training at minimum.

<https://training.fema.gov/nims/>

The district departments or campus will determine who best fits the roles for the emergency management team and to serve as a part of the district/campus response. These assignments will determine the training each staff member needs.

Stakeholder, Student and Partner Awareness is an integral part of the emergency management process is to ensure stakeholders have received information about the process. Ensuring parents/guardians, regular volunteers, and students are provided awareness about the emergency plan as well as the proper response to emergency events will assist in an integrated response. The district and campuses provide appropriate training on emergency response awareness and protective actions to support all students and staff with particular emphasis on the standard response protocol drills. Training provided by the district may include handouts and other district communications, videos or other opportunities as determined by the district on campus. The district also recognizes that students should receive age-appropriate training on the importance of preparedness and participating in drills and exercises.

All school staff members, parents, partners, and other stakeholders, are encouraged to develop personal and family emergency plans. Each family should anticipate that some family members may be required to remain at school following a major incident or in some cases may not be able to reach the school following such an incident. Knowing that the family is prepared and are ready to handle the situation will enable GCISD staff to do their jobs more effectively.

GCISD campuses will conduct drills in accordance with direction from Texas Education Code §37.114, as well as state and national best practices. Every school year, including summer school sessions, campuses shall schedule, complete and evaluate the effectiveness of each Standard Response Protocol (SRP) and drill. Campuses will complete drills in the first two weeks of the school year for Lockdown, Secure, Hold, Evacuate, Shelter and Clear the Classroom. The drills will also be completed again in the first semester and again in the second semester. Specified departments (i.e., Administration, Transportation, iUniversity Prep) and staff at the swim center will conduct drills including Secure, Lockdown, Evacuate and Shelter during the school year. The next three pages represent a table of the required drills for campuses.

LOG OF CAMPUS EMERGENCY RESPONSE DRILLS AND EXERCISES

Directions: Once you complete your emergency drills and exercises, fill in the table with the date of the drill, the type of drill conducted, and any after-action report comments. Keep a signed copy of this page in your printed copy of this plan. If you participate in any community tabletop exercises, identify the location, date, and name of the exercise. List the drill/exercise criteria for lockdown and all clear signals.

****Please keep this form up updated after completion of each drill. ****

First Two Weeks:

Complete First Two Weeks emergency drills and exercises (Log and After Action Reports for each drill) no later than the first day of the third week of school (**September 3, 2024**)

NOTE: You should walk through each drill with staff and students to make sure you answer questions as you go and they know your procedures in preparation for drills throughout the year.

Fall:

Complete and submit to Emergency Management Director a summary of Fall emergency drills and exercises (Log and After Action Report) no later than the last working day of December.

Spring:

Complete and submit to Emergency Management Director a summary of your Spring emergency drills and exercises no later than the last working day of April.

***** Monthly School Fire Drills are required by local fire code adoption or, in areas without codes, the fire inspection rules of the State Fire Marshal*****

Drill Type	Frequency	Guidance	Date Performed	After Action (Y/N)	Principal or AP Initial
SRP Lockdown (Response for Active Shooter)	One drill each semester and each summer school session	<ul style="list-style-type: none"> Allow time for teachers and students to talk about options and safety considerations Provide ways for staff and students to share their concerns and suggestions with the administrators 	First Two Weeks:		
			Fall:		
			Spring:		
SRP Secure	One drill each semester and each summer	<ul style="list-style-type: none"> Communicate to campus regarding SRP Secure - Get inside! Lock outside doors! 	First Two Weeks:		

	school session	<ul style="list-style-type: none"> Remain indoors. Await further instructions. No visitors allowed inside and no occupants are to leave the building. Business as usual inside. 	Fall:		
			Spring:		
SRP Hold	One drill each semester and each summer school session	<ul style="list-style-type: none"> Provide ways for staff and students to share their concerns and suggestions with the administrators 	First Two Weeks:		
			Fall:		
			Spring:		
SRP Evacuation	One drill each year independent of fire drill. May be used and coupled with another drill.	<ul style="list-style-type: none"> Incorporate scenarios such as procedures associated with exiting after a lockdown, sheltering, regional hazard, reunification, weather, etc. Test evacuation procedures not usually addressed during a fire drill. 	Date:		
SRP Shelter (Shelter-in Place) Weather or Hazmat	One drill each year and one drill each summer school session	<ul style="list-style-type: none"> Consider local scenarios such as hazardous materials from a spill or an explosion. Hazardous material Bomb Threat <p>*For Spring Drill, please select the other drill that was not completed in the Fall. (ex: If you complete a Hazmat Drill in the Fall, you will need to complete a Weather Drill in the Spring and vice-versa.</p>	First Two Weeks: (Weather Shelter)		
			Fall: (Weather or Hazmat)		
			Spring*: (Weather or Hazmat)		
Fire SRP Action - Evacuation	One drill each month, including each month during summer school and	<ul style="list-style-type: none"> One announced drill (first two weeks of school) One obstructed drill each semester One drill with special circumstances (scheduled during lunch, class change, 	August:		
			September:		

	<p>other programs</p> <p>TEC §61.1036 Section 3, F IFC Chapter 4, Section 405</p>	<p>accountability/reunifications issues, etc.)</p>	<p>October:</p>		
			<p>November:</p>		
			<p>December:</p>		
			<p>January:</p>		
			<p>February:</p>		
			<p>March:</p>		
			<p>April:</p>		
			<p>May:</p>		
			<p>June:</p>		
Clear the Classroom	<p>One drill each semester and each summer school session</p>	<ul style="list-style-type: none"> • Allow teachers and students to talk about alternate locations. • Provide guidance regarding listening for instructions and communication. 	<p>First Two Weeks:</p>		
			<p>Fall:</p>		
			<p>Spring:</p>		
AED Drills	<p>One drill each semester and each summer school session</p>	<p>Contact your Nurse to set up your AED team for this drill.</p>	<p>Fall:</p>		
			<p>Spring:</p>		

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 NIMS and 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, during 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 – KEY PERSONNEL

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Key Personnel	Responsibility	Phase
Superintendent	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	All Phases

	the district’s emergency management program.	
	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
	Serves as Incident Commander.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
	Monitor situations; provide direction related to dismissing school; seek mutual aid and other outside assistance; initiate requests for assistance from other jurisdictions at all levels of government; and authorize extraneous expenditures and use of resources.	All Phases
	Ensure, without compromising the confidentiality of the plan, that the public is informed about the district efforts related to incidents.	All Phases
District Emergency Manager	Authorize actions designed to effectively and efficiently manage an emergency and mitigate potential liabilities, losses, and execute appropriate memorandums of understanding and similar documents.	Preparedness Mitigation
	Serve as the emergency management lead for the district.	All Phases
	Ensure that departments and agencies participate in emergency planning, training, and drills/ exercises.	Prevention Preparedness Mitigation
	Oversee a viable emergency management program including audit reporting, plan maintenance, personnel, equipment, facility and resource needs, assigning program tasks to departments and agencies as appropriate.	All Phases

	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 or President or Authorizing Official, in accordance with legal requirements for document retention.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
	Oversees the emergency management program.	All Phases
Principals	Ensures development of campus site-specific emergency management plans.	Preparedness
	Support accountability and reunification efforts for campuses and other District facilities.	All Phases
	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
	Serves as Incident Commander on Campus.	Response
Campus/Facility Staff	Take appropriate support roles as qualified and authorized..	Preparedness
	Help ensure student, faculty, and staff accountability and safety.	All Phases
	Relay emergency information and communication with the command post, as appropriate.	All Phases
	Support emergency shelter and mass care operations.	Response
	Support District outreach efforts to educate themselves, students and the community about ongoing District preparedness efforts.	Prevention Preparedness Mitigation
	Help ensure the facilities are maintained, clean, safe and orderly.	All Phases
	Support damage assessment and emergency protective measures.	Response Recovery

Roles and Responsibilities for Emergency Management Phases Table – COMMITTEES

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Committees	Responsibility	Phase
School Safety and Security Committee	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

Roles and Responsibilities for Emergency Management Phases Table – DEPARTMENTS

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Departments	Responsibility	Phase
Transportation Department	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
Maintenance Department	Develops plans to survey and reports the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Food Service Department	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Technology Department	Maintains the district network to ensure connectivity.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
	Maintains phones throughout the district.	All Phases
	Develops plans and to ensure security and integrity of information throughout the district.	All Phases
	Develops standards and processes for recovery of information and technology during a crisis.	All Phases

Roles and Responsibilities for Emergency Management Phases Table – PERSONNEL

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Personnel	Responsibility	Phase
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
Public Information Officer (PIO)	Creates and maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Emergency Communications Annex of the District’s Basic Plan.	Preparedness
	Prepares and delivers accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
	Assumes responsibility as the official spokesperson for the district during an incident.	Response

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, the EOP will be activated. The Superintendent or designee will provide guidance for the direction and control of an incident according to the NIMS and the emergency management program. The district will implement the ICS to manage the incident.

All Members of the Campus Emergency Team, Incident Command Team and/or who will be utilized in the Incident Command Structure shall have NIMS 100 and 700 training at minimum. All departments are responsible for Documenting their actions and filling out any other necessary forms, as well as Timekeeping their staff.

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 district, GCISD may activate the Emergency Operations Center (EOC) to manage the response. The district may invite representatives from other agencies into the EOC to support and coordinate district activities.

In an incident impacting the community, the local office of emergency management may activate their 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.

B. Delegation of Responsibilities and Line of Succession

In accordance with Texas Education Code 37.108, the district has established the following line of succession for making district decisions during an incident. Authority is delegated to the following administrators, in the order listed below, to exercise the powers and perform the duties of the Superintendent, in case of the Superintendent's absence, inability to perform or vacancy of the office and until that condition ceases.

1. Superintendent
2. Chief Operations Officer
3. Chief of Academic Officer
4. Chief Schools
5. Executive Director of Instructional Leadership

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

C. Coordination with Response Agencies and Resources

In accordance with Texas Education Code 37.108, GCISD 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:

James [REDACTED]
[REDACTED]

1. Local emergency management agencies

[REDACTED] Grapevine Police Department: Chief Michael Hamlin [REDACTED]
[REDACTED]

[REDACTED] Colleyville Police Department, Chief Michael Miller, [REDACTED]
[REDACTED]

[REDACTED] Euless Police Department, Asst Chief Gary Landers, [REDACTED]
[REDACTED]

- █ Grapevine Fire Department, Chief Darrell Brown, █
█
- █ Colleyville Fire Department, Chief Mark Cantrell, █
█
- █ Euless Fire Department, Chief Chanc Bennett, █
█
- █ City of Grapevine Emergency Management, Thomas “T.J.” Manor, █
█
- █ City of Colleyville Emergency Management, Ret. Capt. Kenny Phillips, █
█
- █ City of Euless Emergency Management, Suzanne Hendrickson, █
█
- █ Tarrant County Public Health: Erin Graybill Ellis, █
█

2. Mutual Aid Agreements

- a. see Section 11: Attachment 2

3. Communication Methods

GCISD uses the district website, <https://www.gcisd.net>, as well as campus pages, AlertUS, Raptor Emergency Management, GCISD Facebook and X and Thrill Share (voice, text and email) notification service to inform the public, including staff, students and parents.

During emergencies, the district will work closely with local news media and use social and electronic media (such as Facebook, X, websites, etc.) to provide clear and direct emergency information updates.

Emergency information will come from the Superintendent’s office, in conjunction with the Communications Department and other necessary departments or campuses as needed, and include updates about the incident, areas affected, impact/potential impact upon the district, measures the district takes to ensure the safety and well-being of students, and where/when to find more information.

GCISD will work with television, local news media outlets, and radio to provide communication support to warning and emergency information. GCISD will coordinate response with local emergency management offices.

Primary public alert systems used by Tarrant County include fixed outdoor sirens, and mass notification systems such as Code Red. At this time, Cities and Tarrant

County servicing GCISD use the following notification systems. The City of Colleyville and the City of Grapevine use Code Red to notify the community of emergency and community news. The City of Euless uses Code Red to notify their community members of emergency and community events. Tarrant County Emergency Management uses Wireless Emergency Network Service for emergency notifications.

4. The District Emergency Operations Center (EOC)

The District EOC may be activated for events where different emergency objectives are conducted at geographically separate locations in the district. Three locations have been designated for the District EOC and when possible and necessary the EOC will convene in the [REDACTED]

EOC coordination also may be needed when GCISD resources are requested for emergency support outside of the district. District EOC responsibilities include:

- Command and Control
- Student and staff accountability and reunifications
- Parent notification and emergency public information
- Resource management
- Pre-emptive or protective actions for students and staff

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. The PIO is responsible for delivering accurate messages in a timely and professional manner.

SECTION 8.0 – ADMINISTRATION AND SUPPORT

Purchasing and Payroll

The GCISD Purchasing and Payroll Departments follow established policy while:

- a. Overseeing all financial activities during an incident including purchasing resources.
- b. Arranging contracts for services.
- c. Tracking incident costs.
- d. Timekeeping for personnel.
- e. Verifying compliance with applicable laws and policies for financial coding.
- f. Submitting forms for reimbursement.
- g. Preserving all incident-related documentation.

GCISD 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 a separate district document titled, GCISD Fiscal Manual.

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/>

Recordkeeping

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 purchasing)
- 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.

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.

Essential records will be protected and are maintained in collaboration with the Superintendent and the Purchasing Department. 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 sign the Promulgation Statement. Additionally, the Promulgation Statement will be signed, as soon as possible, when a new Superintendent assumes leadership.

- A.** 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 and DEFINITIONS

The unique relationship between educational institutions and emergency management requires an understanding of terminology and recognition that certain terms carry significantly different meanings between disciplines. For the purposes of this document, Grapevine-Colleyville Independent School District also may be referred to as GCISD or as the district.

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.

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

RESOURCES NEEDED BY AGENCIES AND COMMUNITY ORGANIZATIONS PROVIDED THROUGH FORMAL AGREEMENTS WITH THE DISTRICT		
Agency	Type of Agreement	Resource(s)
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

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

AGENCY	NAME	TITLE
Grapevine FD Emergency Management Colleyville FD Emergency Management Eules PD Emergency Management	Thomas "T.J." Manor Kenny Phillips Suzanne Hendrickson	Emergency Management Coordinator
Grapevine PD Colleyville PD	Michael Hamlin Rebecca Graves Ronnie Gutierrez Brian Watts Michael Miller Dara Nelson Brittany Wood Kylie Crabtree Justin Havens	Chief Assistant Chief Captain Sergeant Chief Sergeant School Resource Officer School Resource Officer School Resource Officer
Eules PD	Gary Landers	Assistant Chief
Grapevine FD Colleyville FD	Darrell Brown Robert McKeown	Chief Battalion Chief/Fire Marshal
GCISD Board of Trustees	Shannon Braun	President
GCISD Board of Trustees	A.J. Pontillo	Member
GCISD	Dr. Brad Schnautz	Superintendent
Designee(s) of the Superintendent	Jill Tate Dave Phillips Dr. Kalee McMullen Paula Barbaroux Kyle Berger Mandy Ozuna Amy Taldo Dr. Jessica Jones Dr. Bryan Calvert Chris Laney Ross Nelson Janet Martin	Community Member Substitute Teacher Exec. Director of Instructional Leadership Chief Operations Officer Chief Technology Officer Director of Counseling Director of Health Services Principal Principal Asst Principal Asst Principal Nursing and Health Science Teacher

	Ariel Davis Allen Smith	Counselor Director Emergency Management and School Security
Parents or Guardians of Enrolled Students	Chris Doty Trevor McIntyre David Stine	Parent Parent Parent

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

SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS	
Meeting Date	Meeting Time
August 3, 2023	1800
November 9, 2023	1800
February 22, 2024	1800
May 9, 2024	1800
July 18, 2024	1800
October 10, 2024	1800
November 7, 2024	1800
February 6, 2025	1800
May 8, 2025	1800

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

SAFETY AND SECURITY AUDIT CERTIFICATION STATEMENT		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
August 2023	Allen Smith	August 28, 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 Distribution

EMERGENCY RESPONSE MAP CERTIFICATION STATEMENT		
Date Map Provided	Agency Receiving Map	Agency Receiving Map
October 10, 2023	Department of Public Safety	Grapevine Police Department
	Tarrant County Sheriff's Department	Colleyville Police Department
	Colleyville Fire Department	Grapevine Fire Department
	Eules Police Department	Eules Fire Department

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 Walk-through Offered and Communicated	Agency Contacted	Agency Contacted
October 10, 2023	Department of Public Safety	Grapevine Police Department
	Tarrant County Sheriff's Department	Colleyville Police Department
	Colleyville Fire Department	Grapevine Fire Department
	Eules Police Department	Eules Fire Department

Attachment 7: National Incident Management System Functions in GCISD

