

Olton ISD

Emergency Operations Plan



April 3, 2023

PROMULGATION STATEMENT

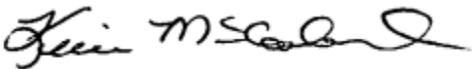
Olton ISD and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility, all faculty and staff, substitute teachers, and students must be prepared to respond efficiently and effectively to an incident. Through its comprehensive emergency management program, Olton ISD strives to ensure it continues to provide a safe and orderly environment for students, faculty, and staff while supporting the community. As a result, the Olton ISD 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 Olton ISD 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 emergency management coordinator 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.



Name of Superintendent

Date Signed 10-7-22

APPROVAL FOR IMPLEMENTATION

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

Concurred: *Reginald Holman* Chief of Police Date: 10-7-22
Name of School Safety and Security Committee Chair or Designee
Title of Individual

RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

RECORD OF CHANGES AND ANNUAL REVIEW

According to the dates below, this district EOP has been reviewed and/or updated. This Record of Changes and Annual Review identifies only significant changes made to this Basic Plan as part of the EOP review process. If no significant changes were made, the phrase “Annual EOP Review Conducted” has been placed in the *Summary of Significant Changes and Annual Review* column.

CHANGE NUMBER	DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
1	10-3-2022	Kevin McCasland, Superintendent	EOP Update
2	10-7-22	Safety and Security Committee	Meeting and Approval of Plans
3	4-3-23	Kevin McCasland, Superintendent	EOP Update
4	6-22-23	School Board of Trustees	Review and Approval

RECORD OF DISTRIBUTION

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

TITLE AND NAME OF PERSON RECEIVING THE PLAN	NAME OF AGENCY RECEIVING THE PLAN	DATE OF DELIVERY	NUMBER OF COPIES
Stacie Ramage, Principal	H.P. Webb	6-25-23	
Colby Huseman, Principal	Olton Junior High	6-25-23	
Daniel Fitzgerald, Principal	Olton High School	6-25-23	
Ross Lassiter, Athletic Director	Athletics	6-25-23	
Luis Casares, Director	Maintenance	6-25-23	
Rosario Gonzalez, Director	Transportation	6-25-23	
Keeley Adams, Manager	City of Olton	6-25-23	
Clinic	City of Olton	6-25-23	
Ambulance Association	City of Olton	6-25-23	

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SECTION 1.0 – PURPOSE AND SCOPE

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.

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

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.

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 Lamb County, Olton, and is serviced by Education Service Center (ESC) 17

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 3 facilities. The district has 1 high school, 1 middle 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 shut offs is included in the Facilities Annex.

The district has 3 campuses.

Campus maps including campus demographics and responding agencies information are located in the Facilities 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 attached to this Basic Plan

5. Resources

Olton ISD will use its own resources to respond to incidents. If these resources prove to be inadequate, the district has informal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident impacting the district.

The district has collaborated with agencies and community organizations to ensure they have access to needed district resources during an incident impacting the community. Additionally, the district will work cooperatively with agencies and community organizations to provide district resources and facilities for triage, reunification, and other needs.

The district has an MOU with TCHATT to provide mental health services to students. Additionally, the district is a member of a counseling grant established by Swisher County.

The district has a school guardian team to function in cooperation with Olton Police Department and other law enforcement agencies.

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 in order 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, telephone communications, 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, and staff 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.

In order 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) in the updated Emergency and Operations Plan on November 18, 2021.

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. The district will implement the StopIt app (anonymous reporting), install cameras and building access controls, implement guest check in procedures, provide pandemic illness sanitation and vaccine measures, allow law enforcement access to cameras and buildings, conduct weekly door sweeps, conduct regular drills and post drill debriefing.
2. **Mitigation:** Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Fire escapes, tornado shelters, lockdown, lockout, and evacuation procedures have been implemented.

3. Preparedness: A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Regular drills and post drill debriefing, fire escapes, tornado shelters, lockdown, lockout, and evacuation procedures have been implemented.
4. Response: Activities that address the short-term, direct effects of an incident. School guardian training, law enforcement collaboration, lockdown, lockout, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, triage, reunification, and social media communication.
5. Recovery: Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. 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 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 located in the Psychological Safety Annex.

SECTION 5.0 – ASSIGNMENT OF RESPONSIBILITIES T

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 since 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, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Executive Staff	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Superintendent or President	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 in order 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, training, and after-action reviews.	Preparedness Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Committees	Responsibility	During Which Phase of Emergency Management it is Fulfilled
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
	Advisory for 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

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Departments	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Transportation Department	Develops plans to recall bus drivers.	Response
	Develops plans to adjust bus routes.	Response
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
Maintenance Department	Develops plans to survey and report the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
Food Service Department	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
Legal Department	Creates 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

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Personnel	Responsibility	During Which Phase of Emergency Management it is Fulfilled
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, training, 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, training, 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, training, and after-action reviews.	Preparedness Recovery
Emergency Management Coordinator (EMC)	Oversees the emergency management program.	All Phases
	Participates in drills, exercises, training, 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 information for each local media outlet listed in the Communications Annex of the District's Basic Plan.	Preparedness
	Prepared and delivered accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, training, 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 in order to effectively respond to the incident, direct the on-scene response from the ICP, and provide an assessment of the situation to district officials and responding agencies. When an incident expands beyond the district's response capabilities, multiple agencies will respond bringing with them their own IC. As a result, the district IC, and all other agency ICs, come together under a Unified Command (UC) in order to make collaborative decisions and coordinate an effective response. If the first IC is a district employee, that individual will be prepared to become a member of the UC and represent the district. The district will communicate with an ICP depending on the situation.

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.

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
2. Athletic Director
3. High School Principal
4. Junior High Principal

C. Coordination with Response Agencies

In accordance with Texas Education Code 37.108, Olton 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, training, and after-action reviews.

1. Department of State Health Services

2. Local emergency management agencies Lamb County Emergency Management (Cynthia Bussey)
3. Law enforcement Olton City Police Department
4. Health departments Olton Rural Health Clinic and Volunteer Ambulance Department
5. Fire departments Olton Volunteer Fire Department

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

1. The Business Office follows 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.
2. Olton 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 per superintendent or designee direction.

B. Reporting

1. Situational Reports

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.

2. 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/>.

1. 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 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 Business Office. 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

1. **Actions:** Critical activities that need to be accomplished during all phases of emergency management.
2. **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.
3. **Contracts:** Legally binding agreements between parties obligating one to provide goods or services for consideration or payment.
4. **Drill:** A preparedness activity designed to train individuals on responding effectively during an incident when loss of life or property are at risk.
5. **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).
6. **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.
7. **Hazard:** A situation that has the potential to adversely impact the safety of individuals or cause damage to property.
8. **Incident:** A situation that adversely impacts the safety of individuals or causes damage to property.

9. 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.
10. Incident Command Post: The location where incident leadership coordinates and communicates decisions to ensure a strategic and effective response to the incident is accomplished.
11. Incident Command System: The standardized approach globally used during an incident to provide a coordinated, efficient, and effective response among multiple individuals and agencies.
12. Incident Commander: The individual who has overall responsibility for managing the response to the incident.
13. 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.
14. Memoranda of Understanding: Formal or informal agreements between two government entities that, in its 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.
15. 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.
16. 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 in order to reduce the loss of life or property.
17. Resources: Includes personnel, equipment, supplies, and facilities available to be used during an incident.
18. 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)

District Name ISD Hazard Analysis Tool (TxSSC, 2002)					
<p>This hazard analysis tool was crafted by the Texas School Safety Center to be readily accessible to the average staff member within the school communities we serve. Our goal is accessibility for these school communities. Hazard analysis is ultimately a subjective process and can inform important decisions beyond emergency planning. This tool will give you a starting point with which to have further conversations about financial and emergency planning for the hazards that most impact your community. The original copy of this tool can be found on the TxSSC website (txssc.txstate.edu) in the Basic Plan Toolkit under the Tools tab.</p> <p>We've assigned a range of values from 0-10 for each column. <i>Districts may change the values to suit their local needs.</i></p>					
Hazard	Probability (0-9)	Severity of Impact - Life Safety (0-10)	Severity of Impact - Property (0-3)	Severity of Impact - District Operations (0-6)	TOTAL SCORE
Active Shooter (Attacker)	3	10	1	5	19
Communicable Disease	6	6	0	3	15
Cyber Attack/Ransomware	3	1	2	4	10
Earthquake	1	1	1	1	4
Flooding	3	2	2	4	11
Highway Accident/HAZMAT	2	2	1	2	7
Major Utility Loss	6	2	2	4	14
Severe Thunderstorm	9	2	1	2	14
Tornado	4	8	3	6	21
Wildfire	3	2	2	4	11
Winter Storm	9	2	2	5	18
Fire	3	6	3	5	17
Intruder	3	6	1	4	14
					0
					0
					0

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

A. Resources

The district has 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 with TCHATT and Swisher County for mental health supports.

RESOURCES NEEDED BY THE DISTRICT PROVIDED THROUGH FORMAL AGREEMENTS WITH AGENCIES AND COMMUNITY ORGANIZATIONS		
Agency	Type of Agreement	Resource(s)
City of Olton	Collaborative Agreement	Reunification site, Police Backup, Evacuation site
Volunteer Ambulance Association	Collaborative Agreement	Medical Support
Local Churches	Collaborative Agreement	Evacuation Site, Reunification Site

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

The district has the following agreements with agencies and community organizations to ensure they have access to needed district resources during an incident impacting the community.

RESOURCES NEEDED BY AGENCIES AND COMMUNITY ORGANIZATIONS PROVIDED THROUGH FORMAL AGREEMENTS WITH THE DISTRICT		
Agency	Type of Agreement	Resource(s)
First Baptist Church	Mutual Aid Agreement	Reunification
City of Olton	Mutual Aid Agreement	Reunification, Police Backup
Volunteer Ambulance Association	Collaborative Agreement	Medical Support

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:

AGENCY	NAME	TITLE
City or County's Office of Emergency Management (one or more representatives)	Cynthia Bussey Keeley Adams Jimmy Brooks Mark McFadden	Chief of Staff, Lamb County Olton City Manager Emergency Management Olton Mayor
Local Police Department or Sheriff's Office (one or more representatives)	Reggie Holmes	Chief of Police
President of the Board of Trustees	Tullie Struve	President – Board of Trustees
A member of the Board of Trustees (other than the President)	Jesus De La Cruz	Secretary – Board of Trustees
Superintendent	Kevin McCasland	Superintendent of Olton ISD
Designee(s) of the Superintendent (one or more, but one must be a classroom teacher in the district)	Daniel Fitzgerald, Ross Lassiter, Colby Huseman, Stacie Ramage, Clinton Gleghorn, Bobby Workman	Teachers, Administrators, Parents, Designees
Parents or Guardians of Enrolled Students (at least two parents are required)	Bobby Garcia David Azam	Parent, Law Enforcement Parent, Church Minister

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 table below includes data concerning the previous year's meetings.

SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS HELD DURING THE 2022-2023 ACADEMIC YEAR	
Meeting Date	Meeting Time
Friday, October 15, 2021	12:00 pm
Thursday, July 21, 2022	12:00 pm
Friday, October 7, 2022	12:00 pm
Thursday, January 19, 2023	12:00 pm
Tuesday, April 25, 2023	12:00 pm

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

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		
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
Thursday, March 9, 2023	Amy Moser & Dannell Thomas	June 22, 2023

Attachment ##: Title (more info found in Section x.x) If you desire to add additional attachments, use this as a template and ensure all yellow highlights are removed.

Content

SECTION 12.0 – ANNEXES It is crucial that your EOP includes annexes for the reasons stated in the paragraph below. Examples of specific hazards that may impact your district include floods, blizzards, and cybersecurity issues. Please note that the Texas School Safety Center is preparing annex templates, along with a blank template, to help you through the process of writing and updating your annexes.

Functional annexes address general strategies for a specific set of broad actions such as how our district will handle communications or evacuations through the five phases of emergency management.

Hazard-specific annexes utilize the five phases of emergency management to address actions and responsibilities needed to manage an incident.

The list below includes the minimum annexes the Texas School Safety Center recommends each district includes in their EOP. This list needs to be modified to correctly reflect the annexes in your EOP.

Active Threat Annex

In Progress:

- Catastrophic Building Damage Annex
- Communicable Disease Annex
- Communications Annex
- Continuity of Operations Plan Annex
- Cybersecurity Annex
- Evacuation and Shelter-in-Place Annex
- Facilities Annex
- Hazardous Materials Annex
- Psychological Safety Annex
- Reunification Annex
- Severe Weather Annex
- Training and Exercise Annex
- Utilities Ann

Olton ISD Active Threat Annex



April 3, 2023

Section 1 – Purpose and Scope

1.1 Purpose

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

1.2 Scope

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

Section 2 – General Information

2.1 Hazard Overview

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

2.2 District Specific Hazard Risk

Olton ISD identifies the following active threats as high priority.

Shooting

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

Stabbing and Blunt Force Trauma

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

Bomb Threat

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

Vehicular Assault

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

2.3 Hazard Preparedness and Warning

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

Threat Assessment Team

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

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

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

Detecting Suspicious Activity

Olton ISD uses the following methods to detect suspicious activity on campuses:

- School Administration is notified
- School Guardian team and Police may be notified
- Possible initiation of Lockout / Lockdown through district notification systems
- If initiated, district information officer communicates via social media

2.4 Safety in Portable Buildings

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

- Initiation of Lockout / Lockdown through district notification systems
- Exterior and interior doors remain locked
- School Guardian team and Police are notified
- District information officer communicates via social media

2.5 Access and Functional Needs

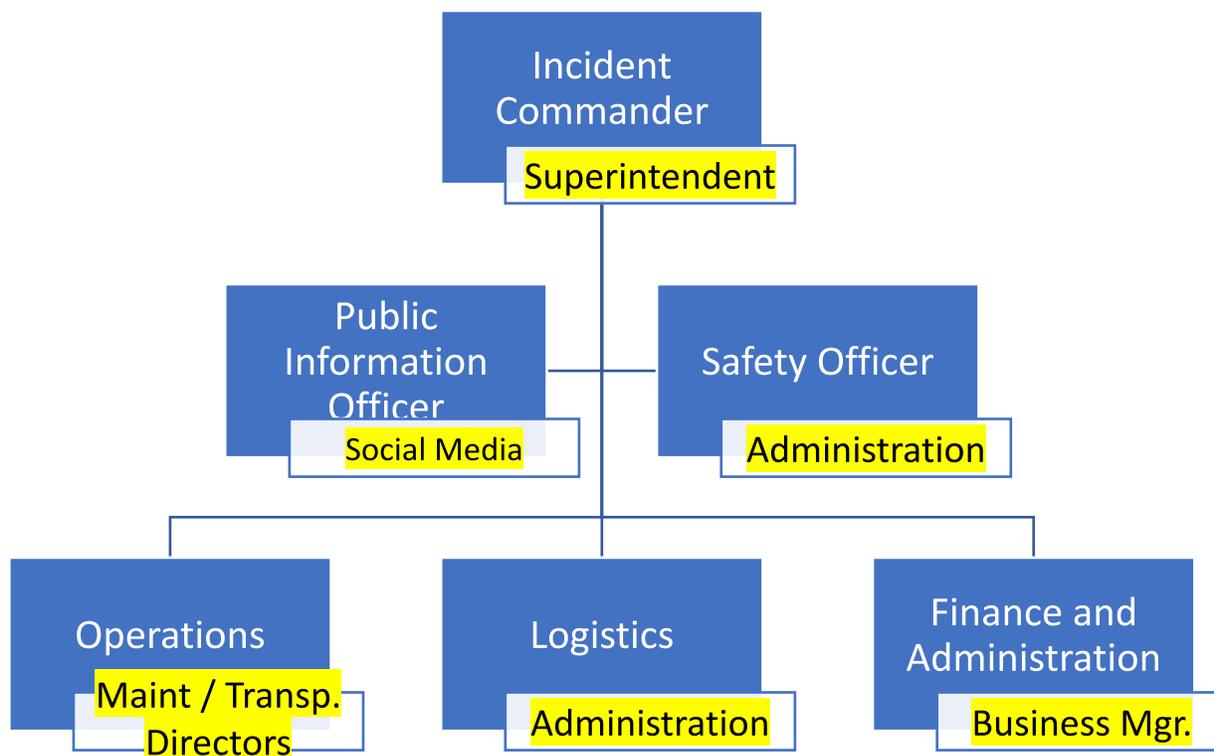
In compliance with Texas Education Code 37.108, Olton ISD utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident:

- Proactively address access and functional needs in the facility
- Additional staff utilized for safety measures and guidance
- Locked door (exterior and interior), administrative and police notification, and lockout / lockdown procedures will be utilized

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

3.1 Annex-Specific ICS Organizational Chart

Olton 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.



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase Safeguard against consequences unique to an active threat incident.	
District Actions	Responsible Role
Development and Education of Safety Procedures All visitors will enter through the main entrance and receive a visitor badge once their identity and the purpose for their visit is verified by the school secretary.	School Principal
All doors, exterior and interior, will remain locked during the school day. Doors will be checked regularly.	Operations Director

Facilities will frequently be inspected for vulnerabilities, malfunctions, and possible improvements.	Operations Director
School safety training, including situational awareness and classroom defense, will be taught yearly to all staff members.	Superintendent
Olton ISD has a School Behavioral Threat Assessment Team. Each of the members have had State created and required training on behavior intervention. This team strives toward early intervention and timely support to individuals exhibiting concerning behaviors. The SBTA Team meets regularly to discuss specific students or threats.	Superintendent
All staff, including substitute teachers, at Olton ISD are provided suicide prevention and trauma-informed care training.	School Nurse
Olton ISD utilizes an anonymous reporting tool that is introduced to all students. This provides the opportunity for students to report any suspicious behavior or information pertaining to safety and security.	Technology Director

Mitigation Phase Reduce the impact of an active threat incident.	
District Actions	Responsible Role
Lockout and lockdown drills will be scheduled and practiced frequently.	School Principal
Access control will be maintained on all exterior doors. All exterior and interior doors will remain locked during the school day. Doors will be checked frequently.	Superintendent
Bleed control kits, first aid kits, AEDs and other life saving measures are placed in strategic locations and bleed control kits are carried by each member of the Guardian team.	School Nurse

Olton ISD Active Threat Annex

<p>Various employees, law enforcement, and health officials will be granted access to the school security camera system so that suspicious activity can be detected, addressed, and recorded.</p>	<p>Operations Director</p>
<p>Staff, including substitute teachers, are trained yearly on how to administer all actions for the Standard Response Protocol (SRP). All staff members have been given complete authority to make the best decision for students under their supervision. Avoid/Deny/Defend is taught and utilized by all staff members, regardless of their location at the time of the incident.</p>	<p>Superintendent</p>
<p>Mass notification scripts for school threats are written and ready to be distributed when needed. Mass notification systems are tested regularly.</p>	<p>Public Information Officer</p>
<p>Surveillance cameras are checked daily to ensure they are working properly. Placement is strategic to prevent blind spots in the system. Any repairs are made at the time the need is identified. Radios, panic buttons and mass notification systems are all checked regularly and are upgraded/repaired as needed.</p>	<p>Operations Director</p>
<p>Access control is checked daily to ensure doors are locked and unlocked correctly. All other doors and locks are checked at least weekly. Any repairs are made at the time the need is identified.</p>	<p>Operations Director</p>
<p>To assist with familiarity of Olton facilities and procedures, all law enforcement entities are invited and encouraged to train in Olton ISD facilities. This provides them a location to train and gives them a firsthand knowledge of the facilities. They are also invited to eat breakfast and/or lunch with our students on any school day.</p>	<p>Superintendent</p>
<p>Law enforcement has been given maps, keys and fobs to all buildings. A go-bag containing maps and keys are located in the principal's office and superintendent's office.</p>	<p>Superintendent</p>
<p>The Olton Guardian Team is the first line of armed defenders at Olton ISD. Each Guardian can be activated by radio, public announcement system, phone or in person at any time.</p>	<p>Superintendent</p>
<p>All employees are trained to notify the proper responding entity when the situation calls for it. The school secretary, school nurse and specific employees are designated to ensure communication is made, but all staff members know to contact emergency services the moment the need is identified.</p>	<p>Superintendent</p>

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
Radios will be assigned to employees and checked regularly for functionality.	School Principal
All staff, including substitute teachers, will be trained and authorized to contact emergency personnel including county law enforcement and medical personnel.	Superintendent
The School Guardian Team will train at and in the school facilities during intensive training. This training will be conducted by a certified ALERRT, ERASE and FLETC instructor.	Superintendent
All staff are trained in trauma-informed care annually and refreshers are given throughout the year at staff meetings.	School Nurse
All staff and substitutes are trained in emergency response at the beginning of the year. All employees participate in school drills and emergency preparedness conversations.	School Principal
Formal agreements will be established with agencies and community organizations to ensure any resources outside of the district's purview will be met.	Superintendent
The Lamb County Emergency Dispatch has been given access to all security cameras for real time monitoring of school activities. Maps, keys, and fobs have been provided to both Lamb County Sheriff's Department and the Department of Public Safety.	Superintendent

Response Phase District actions during an active threat incident.	
District Actions	Responsible Role
The ranking administrator will take charge as Incident Commander and follow necessary protocol to manage the emergency situation.	Superintendent
Electronic notification, various media outlets and personal contact will be used to notify the community as necessary	Public Information Officer

Olton ISD Active Threat Annex

<p>during the event and once the situation has been concluded. Mass communication scripts have been created and will be utilized to inform parents, community, staff and students of the incident.</p>	
<p>Standard Response Protocol will be taught to staff and introduced to appropriate students. SRP will be utilized during and after the incident.</p>	<p>Superintendent</p>
<p>School Guardians will serve as the first line of defense and will repel the active threat by whatever means are necessary.</p>	<p>Superintendent</p>
<p>All staff members have radios and cell phones to immediately contact law enforcement and Guardians. Landline phones are also available to all staff, including substitute teachers.</p>	<p>Superintendent</p>
<p>Reunification procedures will be performed through Standard Response Protocol. Exact procedures will be communicated via on-site announcements, mass communication system and social media.</p>	<p>Public Information Officer</p>
<p>Access and functional needs of individuals are identified through special programs (Special Education, 504, OHI) and performance during drills. All students and employees, including substitute teachers, are trained and take part in emergency drills. Any access and functional needs are addressed during the drills to ensure all persons have equal access to safety in the event of a real threat.</p>	<p>School Principal</p>
<p>In the event that Olton ISD uses portable buildings, teachers, substitute teachers, and students from each portable will participate in drills to identify any vulnerabilities beforehand.</p>	<p>Superintendent</p>
<p>Individuals will be accounted for during an active threat. Teachers move with their classes as a group. Each teacher, including substitute teachers, has a roster of all their students. Radios are utilized by employees to communicate missing individuals. A hardcopy of attendance records, staff rosters, and visitor lists are maintained in the school office and are part of the school secretary's go-bag inventory.</p>	<p>School Secretary</p>
<p>The Continuity of Operations plan will be enacted as soon as reasonably possible. The Incident Commander will initiate this action is needed.</p>	<p>Incident Commander</p>
<p>Any hazard-related expenses will be tracked by the Logistics Officer and the business office. Receipts will be retained by the purchasing individual. Settle-up will occur during the recovery phase.</p>	<p>Business Manager</p>

Recovery Phase Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
Counselors will be utilized after the situation to address any needs of the students or staff. Normal district operations will resume as soon as practically possible. Arrangements will be made with area schools if facilities are damaged or additional personnel are needed.	Superintendent
The administration will debrief onsite along with law enforcement and other emergency service representatives.	Administration
Improvements resulting from the After-Action Review will be addressed and implemented as needed.	Superintendent
Additional counseling resources will be called in to assist with trauma-informed and grief-informed care needs. Neighboring school districts and Texas Tech University Health Sciences Center will provide for the immediate needs. TTUHSC will assist with the ongoing and prolonged mental health needs of the district community.	School Nurse
The Operations Director and the maintenance department will assess and identify replacement and repair needs. Documentation will be made of the damages, expenses, and repairs. This documentation will be submitted to the business office.	Operations Director
All cost recovery efforts will be done through the Business Office and performed through procedures outlined in the Business Operations Manual.	Business Manager
Repairs will begin as soon as practical. On-site employees will perform the repairs if possible. Outside contractors will be utilized if needed.	Operations Director
After-Action Reviews will be conducted after any active threat event to identify weakness, faults and to formulate corrections. The Safety and Security Committee, in concert with local law enforcement and others involved in the threat, will perform an After-Action Review.	Superintendent

<p>Improvements and corrections identified from the After-Action Review will be implemented as soon as practical. Updated training and revised drills will be developed and implemented. The Safety and Security Committee will meet frequently to ensure all items on the improvement plan list are accomplished.</p>	<p>Superintendent</p>
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Section 5 – Resources

5.1 Acronyms

ICS Incident Command System

5.2 Definitions

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