



**Agua Dulce ISD**

**MULTI-HAZARD EMERGENCY  
OPERATIONS PLAN**

**2019-2020**

## **SECURITY STATEMENT**

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

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## PROMULGATION STATEMENT

Agua Dulce Independent School District (Agua Dulce 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 and all staff must be prepared to efficiently and effectively respond to an incident. Through its emergency management program, the District endeavors to ensure that Agua Dulce ISD continues to provide a safe, orderly environment for students, staff, visitors, and support the community. The district emergency management program is comprehensive, all-hazard in nature and embraces state and federal standards as well as proven practices.

This plan is known as the Agua Dulce ISD Emergency Operations Plan (EOP). **The plan and its support documents provide a framework that outlines the District’s intended approach to managing emergencies and disasters of all types and should be regarded as guidelines rather than performance guarantees.** The district’s planning process is supported by collaboration, training and exercise. This plan is designed to allow for integration with local, regional, state and federal emergency management and continuity of operations plans. The District EOP and related documents are reviewed at least annually by the District’s School Safety and Security Committee, as set forth in Chapter 37.109 of the Texas Education Code. It shall be updated at least every three years as required by Chapter 37 of the Texas Education Code district audit process or as District policy changes dictate.

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

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Richard Wright, Superintendent

Agua Dulce ISD

Date Signed:

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Danny Valdez, Emergency Management Coordinator

Agua Dulce ISD

Date Signed:

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## **Preface**

The Agua Dulce Independent School District Multi-Hazard Emergency Operations Plan was developed in collaboration with District and Community Stakeholders as part of an ongoing process designed to ensure that the district can manage any incident efficiently and effectively. This plan is designed to align with local, regional, state and federal plans, including guidance from the Texas Division of Emergency Management, Texas Education Agency, Federal Emergency Management Agency, and U.S. Department of Education. It is based on guidance including various Gubernatorial Executive Orders, Homeland Security Presidential Directives, CPG 101 and the National Incident Management System. Additionally, local and regional emergency management plans provided guidance for the deployment of local and regional emergency resources, mutual aid resources and response using incident command, and were adapted integrate with school emergency preparedness.

Therefore, the plan summarizes the District's intended response for school incidents and special event planning. It provides resource summaries and guidance for requesting assistance through appropriate channels. It recognizes that Agua Dulce ISD emergency operations may be supported by District or local emergency management resources.

A detailed list of references and acknowledgements is contained in Appendix 1 at the end of this document. Members of the planning team are identified in Appendix 2.

## **Overview and Purpose**

This plan embraces school-centered emergency management strategic and operational processes before, during and after an emergency. It helps outline the responsibilities and duties of Agua Dulce ISD and its employees. Developing, maintaining and exercising the plan empowers employees to act quickly and knowledgeably.

In addition, the plan educates staff, faculty, students and other key stakeholders about their roles and responsibilities before, during and after an incident. It also provides parents and other members of the community with assurances that the district has established guidelines and guidance to respond to incidents or hazards in an effective and efficient way.

Guidelines for dealing with existing and potential student and school incidents are identified in the plan. It addresses the process for developing and maintaining capabilities for a whole-community approach both pre- and post- incident. As a strategic plan, it addresses capabilities needed for prevention, protection, response, recovery and mitigation activities and addresses processes for identifying and meeting training needs based upon expectations created herein. The process and schedule for developing, conducting and evaluating drills and exercises, and for correcting identified deficiencies are addressed. The plan and attachments also address operational considerations and infrastructure activities designed to mitigate the impacts of hazards that the District faces.

Agua Dulce ISD will review and update the plan and support documents in a way that is consistent with the Texas Unified School Safety and Security Standards. Revisions will enhance the District's ability to support all phases of emergency management and homeland security mission areas.

### **Goal**

The goal of this plan is to identify school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the District and guidance for departments and campuses to integrate emergency management into their emergency plans and processes in order to sustain educational and support missions.

### **Audience**

This plan is intended for the "Agua Dulce ISD community", which refers to the students, faculty, staff, emergency responders and community members and other stakeholders who regularly interact with the district.

### **Scope**

At all times, a safe and secure learning environment remains a priority for the District and its stakeholders. The Agua Dulce ISD Emergency Operations Plan outlines the expectations of

staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized guidelines and procedures; and specific hazard vulnerabilities and responses/recovery.

The Agua Dulce ISD plan operates within the framework of the Agua Dulce ISD Board of Trustees policy. This plan is applicable to all District sites -- campuses, administration and support facilities. It ensures that specific concerns of population segments, including children and individuals with access and functional needs, are addressed.

This plan is based on an all-hazard approach to emergency management. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. This Plan provides a standardized format consistent with that of local and state standards and with the requirements of Chapters 37 and 38 of the Texas Education Code and Chapter 418 of the Texas Government Code, among others, and may be considered a support or functional annex that complements state and local emergency plans.

### **Support Documents**

The attachments to this plan serve as support documents and may contain private or secure information vital to a safe and secure school environment. They include operational and tactical tools and job aids designed to provide incident specific and action-oriented guidance as well as processes to test, review and sustain operations.

Maintained under separate cover are tactical Standard Operating Guidelines (SOGs) that represent approved methods for accomplishing a task or set of tasks. They are prepared and maintained by the sections and departments that know their operations, requirements and best practices. SOGs provide a greater degree of detail than are contained in Emergency Operations Plans and support documents. They also may contain private or secure information and will be used as a part of regular drills, exercises and review.

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## **Situation and Assumptions**

### **Situation**

The Agua Dulce ISD Emergency Operations Plan (EOP) is a strategic framework that includes guidance and structures to support the District's educational mission within a safe and secure environment. It is supported by a series of operational and tactical planning tools and documents. The objective of this plan is to minimize or mitigate the effects of natural, accidental or malicious incidents affecting infrastructure, safety, security and health. This plan is applicable to all district sites – including campuses and support facilities.

The Agua Dulce ISD is a diverse school district that covers 21 square miles and is located within Nueces county, and has 11 non-campus facilities including Maintenance Building, Old Gym, Band Hall, Athletic Field House, Athletic Weight Room, Ag Classroom, Ag Welding Building, Ag Farm, Bud Bailey Stadium, Softball Field and D-Swelling Field . The District has 2 campuses that include: Elementary and Secondary. The District includes individuals with disabilities, others with access and functional needs, or individuals with limited English proficiency. It also is recognized that schools serve as en loco parentis, the legal doctrine under which an individual assumes parental obligations and responsibilities including those related to safeguarding children.

### **District**

The District current enrollment is approximately 391 which 220 attend the Districts Secondary Campus, 171 attend the Elementary Campus, 1 District Wide Diagnostician, 1 District Wide Speech Therapist, 1 District Wide Counselor and 1 District Wide Technology Director. In addition, there are 3 cafeteria workers and 3 maintenance/custodians.

### **Schools**

The Agua Dulce Secondary Campus current enrollment is approximately 220 students. The school's staff is comprised of 22 teachers and aides; 2 professional support staff; 2 custodian/maintenance and 1 administrators.

The Agua Dulce Elementary Campus current enrollment is approximately 171 students. The school's staff is comprised of 23 teachers and aides; 2 professional support staff; 1 custodian and 1 administrator.

- A. Agua Dulce Independent School District consists of an Administration Building located at 1 Longhorn Drive, Agua Dulce Texas, 78330. The District consists of the following campuses and facilities:

- Agua Dulce Secondary, 1 Longhorn Drive
- Agua Dulce Elementary Campus, 1 Longhorn Drive
- Old Gym, 1 Longhorn Drive
- Band Hall, 1 Longhorn Drive
- Athletic Field House, 1 Longhorn Drive
- Athletic Weight Room, 1 Longhorn Drive
- Bud Bailey Stadium, 1 Longhorn Drive
- Softball Field, 205 Johnny
- Ag Classroom, 1 Longhorn Drive
- Ag Welding Building, 1 Longhorn Drive
- Ag Farm, FM 70& HWY44
- D-Swelling Field, 9421 FM70
- Maintenance Building, 205 Johnny

The district will be exposed and subjected to the hazards described in Appendix 3 to this plan as well as other hazards inherent to school settings. With each hazard, the District bears unique responsibilities for student safety accountability, whether or not school is in session. Hazard and risk levels may vary from site to site and differ to some degree from the overall District analysis. This is to be expected because of the variations of geography and demographics from one end of the District to the other. Additionally, the district, like most school systems, is part of the whole community and therefore may be called upon, or need to call upon, partner jurisdictions, entities and organizations in support of emergency or disaster response. As such, the District is prepared to work with local jurisdictions, and volunteer, state and federal organizations, to both access and share resources during an emergency. This may include, but is not limited to, facilities, personnel, vehicles, equipment, food and supplies.

## **Planning Assumptions**

The Agua Dulce ISD EOP assumes:

- The strategic-level Emergency Operations Plan (EOP) is a framework that provides guidance and structures to support the District's educational mission within a safe and
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secure environment. As every incident is different, no single document can outline a specific chronology for response and recovery. Therefore, this plan is intended to reduce the effects of natural, accidental or malicious incidents affecting infrastructure, safety, security and health.

- The District is not an emergency response organization and therefore depends upon local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health.
  - An incident could occur at any time, and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
  - Action is required immediately to save lives and protect school property. An 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.
  - Outside assistance from local fire, law enforcement and emergency managers will be available in most incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
  - In some cases, external resources covered by mutual aid agreement will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the District or any of its campuses or facilities may have to rely on their own resources to be self-sustaining for several hours or even days.
  - There may be injuries to faculty, staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
  - Students, staff and visitors with disabilities and others 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.
  - Proper prevention and mitigation actions, such as creating a positive school environment, maintaining fire and health protocols, and conducting inspections, will prevent or reduce incident- related losses.
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- Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be employed during emergencies.
- 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 assignments, training or capabilities may be asked to perform tasks other than their daily duties.
- Whenever possible, the District will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.
- Faculty and staff are empowered to assess the seriousness of incidents and respond. The District regularly schedules training for faculty and staff.
- Non-District personnel who support the District, through written agreement or as identified in plans or guidelines are vetted through the District and authorized to work on its behalf. They may include representatives of local community, volunteer or faith-based organizations, as outlined Appendix 4 of this plan.

The plan is intended to provide guidance but does not imply performance guarantees. The district may deviate from the plan if certain assumptions prove not to be true during operations.

It is the policy of Agua Dulce ISD that no guarantee is implied by this plan for an exact incident management. As personnel and resources may be overwhelmed, the district will endeavor to make every reasonable effort to manage the situation, with the resources, capabilities and information available at the time.

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## **Concept of Operations**

The Agua Dulce ISD multi-hazard Emergency Operations Plan (EOP) neither replaces the responsibility of each campus and department within the District to develop and test emergency processes, nor does it usurp traditional classroom management. Rather, it establishes delegation of authority, division of responsibilities and chains of command; strategic & operational guidance; interface with local and state partners; processes for emergency planning, auditing, training, drilling and exercising; operational sustainability and continuity of operations. The Superintendent is responsible for overall emergency managing planning for the District and may designate an individual to serve as EMC Danny R. Valdez to support a strong school-centered emergency management program for the district. The superintendent Nora Lopez also may identify individuals whose responsibility it is to support emergency management programs and emergency response.

The district has adopted the National Incident Management System (NIMS) in accordance with the President's Homeland Security Directive 5 (HSPD-5), Texas Governor's Executive Orders and the National Response Framework (NRF). Additional information about the District's NIMS implementation is contained in Annex A: Direction and Control. In addition, the District takes a comprehensive, all-hazard approach to emergency management; it will endeavor to review and update its plan and support documents through activities that enhance the District's ability to prepare for, respond to and recover from emergency incidents of all kinds:

- **Preparedness:** Activities undertaken by the District to ensure that all stakeholders can respond in a rapid, coordinated and effective manner to an emergency in order to help save lives and minimize damage. Preparedness includes planning to respond when an emergency or disaster occurs and working to increase resources available to respond effectively. The District also supports local, regional and statewide emergency preparedness and response activities.
- **Response:** Activities accomplished by the District during or immediately following an incident or disaster in order to provide efficient and effective emergency assistance to those affected. Response efforts also are designed to reduce the likelihood of secondary loss or damage and to expedite recovery operations, including swift and appropriate resumption of educational services.
- **Recovery:** Both short-term and long-term activities undertaken by the District to restore educational and business operations following an incident, it includes processes intended to help faculty, staff, students and the community deal with the physical and psychological effects of a disaster or major incident. It supports and aligns with the district continuity of operations and education program. The District also will endeavor

to coordinate its assessment of damage to District property with its local jurisdictions and subdivisions to facilitate state and federal disaster assistance.

## **Stakeholders**

While there is no reason to believe that any district campus or facility is in imminent danger from natural, accidental or malicious hazards, all stakeholders must be aware of what to do and how to protect themselves and students in an emergency. It is important for parents, caregivers and the community at large to understand the District's expectations of the safety and well-being of students and the community. Managing these expectations is vital to overall community resilience.

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 or with limited English proficiency to maintain their safety, independence and dignity during an emergency incident. The District's intent is to ensure that people with disabilities and others with access and functional needs are considered in District and campus emergency management processes and guidance. The District recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

## **Interoperability**

The district uses the National Incident Management System (NIMS) to integrate response activities with internal and external partners using a set of standardized organizational structures that improves interoperability, including a commonality of terms and standards for efficient and effective management of an emergency or disaster. Neither the District, nor any of its campuses will use code words as part of emergency operations. NIMS provides the District with a set of principles that affords a systematic, proactive approach to work seamlessly with all stakeholders to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity. NIMS provides the District with a consistent approach to the effective management of situations involving natural, human caused or terrorism events.

The district is responsible for organizing, training and equipping its campuses and staff for emergencies. Cities and counties are responsible for emergency management programs in their communities; and it is incumbent upon both local officials and school districts to build a collaborative process to support these missions.

## **Readiness Levels**

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Many emergencies follow a recognizable build-up period during which actions can be taken to gradually increase Readiness. Agua Dulce ISD will use a readiness system that mirrors the readiness levels of Nueces County emergency management in order to ensure a consistent and efficient emergency response. General readiness levels are detailed in Appendix 5 of this plan. More specific actions are part of departmental and campus Standard Operating Guidelines (SOGs).

## **Explanation of Terms**

The unique relationship between educational systems and emergency management requires an understanding of terminology specific to both and a recognition that certain terms carry significantly different meanings between disciplines. For the purposes of this document:

- Agua Dulce Independent School District also may be referred to as Agua Dulce ISD or as the District.
- Accountability/Safety Accountability, unless otherwise specified, refers to safety and security such as measures to ensure the well-being of all students and staff.
- Staging Areas meets the definitions set forth in the National Incident Management System for the management of personnel and resources.

## **Emergency Authorities**

Both Texas statutes and executive orders of the Governor provide school districts and local government with certain emergency powers. Those authorities include:

**Emergency Declaration:** In the event of an emergency that overwhelms local and mutual aid resources or should an imminent threat of such an event exist, the chief elected official (mayor /county judge) may ask the Governor to issue an emergency declaration for the entire jurisdiction, including Agua Dulce ISD, and take action to control the situation.

**Disaster Declaration:** When an emergency has caused severe damage, injury or loss of life or appears likely to do so, the Mayor/County Judge may, by executive order or proclamation, declare a local disaster, which could include all or part of Agua Dulce ISD.

**School District Emergency Declaration:** When an emergency poses an undue threat or causes severe damage, injury or loss of life, or appears capable of doing so, the superintendent, in collaboration with the school Board of Trustees, may declare a District emergency and implement appropriate emergency procedures, up to and including curtailment or suspension of educational and school-based activities.

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**Authority for Evacuations:** State law, under specific conditions authorizes the Governor or local officials to issue mandatory evacuation orders. District officials have evacuation authority only as it relates to school property and student safety accountability.

## **Resource Management**

Various private and public-sector entities and volunteer organizations respond routinely and/or provide critical services to Agua Dulce ISD. A list of service providers, providers and contract information is maintained by the business department. Additionally, the District relies upon Mutual Aid Agreements, Memorandums of Understanding (MOU) or similar agreements to supplement emergency management programs and support activities. Agreements and contracts involving the District are authorized by the officially designated administrator of each involved entity or organization and shall identify the District officials authorized to request assistance pursuant to those documents and include appropriate cost accounting details. Agreements involving the District may involve private and public entities, other jurisdictions including other school districts, and non-profit organizations.

## **Organization and Assignment of Responsibilities**

The District recognizes its role in and dependence upon the whole community to ensure that schools are safe, secure learning environments for students and staff and therefore takes a whole community approach in addressing risks that might impact the District. Therefore, the District endeavors to integrate and synchronize within its planning strategies preparedness, response and recovery efforts among stakeholder, inclusive of the multiple jurisdictions, governmental entities and special districts that are part of the District as well as with neighboring school districts.

The District embraces the National Incident Management System (NIMS) and its Incident Command System (ICS) to ensure that those involved in incident response/recovery understand their roles and have the tools they need to be effective. In all emergency incidents the district retains responsibility for student care and safety. Additional tasking details including organizational charts and ICS implementation can be found in Annex A: Direction and Control.

When an incident expands to the extent that other responding agencies and organizations become involved, the District will be part of the resulting Unified Command structure and in the event that large or multiple incidents are occurring where all or part of the District is affected be part of Area Command as well.

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## **Organization**

For most emergency functions, successful operations require a coordinated effort among a number of departments, campuses, services, facilities and groups as well as a good working relationship with first responder and local emergency management officials.

Primary responsibility for an emergency function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. (When more than one person holds a specific title, assignments are based upon areas of authority and/or expertise). The individual having primary responsibility for an emergency function also is responsible for contributing to the preparation and maintenance of the portions of the plan that address their roles. The principal of each campus has primary responsibility for preparedness, response and recovery functions for their respective locations.

To facilitate a coordinated effort, essential employees within the District are assigned primary responsibility for planning and coordinating specific emergency functions. Many of these individuals also are part of the District Safety and Security Committee.

## **Assignment of Responsibilities**

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

### **Executive Group**

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

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

## District Staff

### Superintendent:

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

- Serve as the emergency management lead for the District.
- Ensure that departments and agencies participate in emergency planning, training and drills/exercises.
- Ensures the District and campus emergency management programs include strategic, operational and tactical components.
- 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.

Campus Principals/Facility Managers:

- Bear the responsibility for the emergency management program on their respective campus or facility.
- Ensure development of campus emergency plans that contain operational and tactical guidance consistent with the District multi-hazard EOP.
- Ensure completion of drills and exercises needed to ensure plan maintenance and as identified by best practices and incident or event after-action reviews.
- Ensure that campuses where summer school, extracurricular and contract activities are conducted have emergency guidelines in place that have been reviewed and tested through training, drills, and exercises.

Law Enforcement/Security:

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

Transportation:

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

Food Services:

- Support for District strategic, operational and tactical planning before, during and after incidents.
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Student Health:

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

School Counselors and Social Workers:

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

Technology Staff:

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

All District Administrators will:

- Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
- Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
- Remain current on planning, training and exercise requirements.
- Develop training and conduct drills designed to strengthen the emergency management plan.

All Campus Administrators will:

- Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
- Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
- Remain current on planning, training and exercise requirements.
- Develop training and conduct drills designed to strengthen the emergency management plan.

Campus/Facility Staff will:

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

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

#### Common Responsibilities:

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

## **Direction and Control**

During emergency operations, the District administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Each campus and department in the District is responsible for having operational plans to support emergency incidents.

## **Emergency Operations**

Most Agua Dulce ISD departments, campuses and staff have emergency functions in addition to normal day-to-day duties. The District uses the Incident Command System (ICS) in managing emergencies. Many responsibilities are inherent to an individual's primary job. During emergency situations, normal organizational arrangements may be modified to facilitate emergency operations.

## **Expectations**

District:

- Command and control of District Operations
- Student and staff accountability and reunification
- Parent notification and emergency public information
- Resource management

City/County in support of the District:

- Conduit to support District requests for assistance as well as requests from other entities for District resources
  - Support emergency warning and notification, including public information
  - Provide emergency response for life safety and protection
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- Support resource and information sharing
- Support shelter and other emergency protective measures
- Provide disaster recovery coordination

#### Volunteer Organizations and Other District Partners:

- If additional or unique resources are needed and available through existing local agreements and partnerships, the District will seek the additional support as outlined through the respective agreement.

#### State, Tribal, Federal, & Other Support:

- If additional or special resources are needed, the District will work through the appropriate city/county EOC to request or provide assistance.

#### **Emergency Communications**

The District uses radios, cellular phones, Landline, etc. to ensure emergency communications. During emergency incidents, all non-emergency communication will be restricted on these devices. In addition, the District may use email, text messages, runners carrying hard-copy messages and/or to ensure emergency communications. All emergency communication using such mediums will be predicated with an “Emergency Communications” tag. Non-emergency communication will be given lesser priority and misuse of the Emergency Communications message tag may be subject to disciplinary actions if necessary. The District will coordinate emergency communication with local police, fire and emergency medical services via Incident Command System.

#### Emergency Alert and Warning

- The District uses Internet Web Sites [www.adisd.net](http://www.adisd.net) and the district n notification service to inform the public.
  - During emergencies, the District will work closely with local news media and use social and electronic media (such as Facebook, Twitter, websites, etc.) to provide clear and direct emergency information and updates.
  - Emergency information will come from the Superintendent’s office, or their designee, using ICS principles 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.
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- Television, District and local websites and radio will support warning and emergency information and the District coordinates response with local emergency management offices.
- The District will work with its local jurisdictional and governmental entity partners to incorporate other public warning and alert systems, including emergency notifications systems, to provide additional emergency information to its constituents.

#### District Emergency Operations Center (District EOC)

- The District Emergency Operations Center (District EOC) is a pre-designated location where key decision makers gather to support incident management. This includes support of campus operations and the management of state and local resource requests.
- The purpose of the District EOC is to coordinate command decisions, resources and public information on a strategic level and to serve as an area command post when the District is faced with multiple incidents.
- The District EOC may be activated for any incident or event that occurs in or where the imminent threat exists that an incident will occur. This includes incidents where different emergency objectives are conducted at geographically separate locations within the District or where there is no single hazard impact site (such as a severe winter storm or area-wide utility outage).

#### Activation Considerations include, but are not limited to:

- Resources are required beyond District capabilities and those of the immediate first responder network.
  - The emergency is of extended duration.
  - Major policy decisions and/or other executive group support are anticipated.
  - The incident has indications of expanding or intensifying.
  - The Superintendent or their designee anticipates a request from local, regional, state or federal officials for District resources to support an incident or event.
  - A threat becomes more likely and all or part of the District is or could be affected and additional readiness is required.
-

- The hazard becomes more localized so that specific impact site(s) are identified that directly or indirectly affect District properties, resources or operational integrity, including bus routes and the conduct of classes.

Activation of the District's EOC is discussed in detail in Annex A: Direction and Control.

#### Command Post(s)

The Incident Command Post usually is established at or near an incident or emergency scene and the Incident Commander is responsible for directing the emergency response and managing the resources at the incident scene

#### Unified Command

The District recognizes that some incidents may reach a level where command and control rests with other responding organizations. When this happens, the District will continue its support of the incident and retain its operational responsibilities toward students, staff and District resources. The District recognizes that when criminal activity is involved, law enforcement likely will assume the command function and when fire or hazardous materials incidents are involved, that function likely will rest with the fire department.

In incidents where someone other than a District employee assumes command, the District will ensure that it provides ongoing operational and tactical support through Unified Command and/or Area Command, depending upon the incident scope and duration.

#### Joint Operations and Area Command

The District also may elect to support the local EOC to ensure unity of effort and when district resources are requested for emergency support outside of the District. When this occurs, the District EOC usually will remain operational as well.

### **Requesting Assistance**

If District resources are insufficient to deal with an emergency, the District may request, through appropriate channels, assistance from first responders, other Districts or jurisdictions, organized volunteer groups and/or State and Federal resources. The request process is set forth in Appendix 6 of this plan.

All resource requests must be coordinated through the Superintendent or their designee. External agencies and organizations providing assistance are expected to coordinate with school leadership.

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## **Administration and Support**

An incident of any kind requires documentation such as reports, logs, safety accountability, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. The extent of documentation is contingent upon the size and scope of the incident.

### **Documentation**

It is the responsibility of each campus, facility or District department to compile, maintain and submit documentation and reports in a timely fashion and to assist with preparation of documentation needed to ensure compliance with records management and open records. All original notes and records are legal documents that should be preserved.

The District will maintain an incident log and collect documentation for any incident. Individual departments, facilities and campuses will maintain logs of decisions, timelines, logistical deployment and other actions related to their areas of responsibility and accountability.

In addition, after each emergency incident, disaster response, drill or exercise, the District will ensure that After Action Reviews (AAR) are conducted and the results captured in a written format that may include a Corrective Action Plan (CAP) designed to ensure that plans, guidance and policies are up to date and reflective of the requirements of the District to ensure a safe and secure learning environment. Documents to support this process are discussed in Appendix 7 of this plan.

### **Vital Record Preservation**

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

- Legal documents including plans and contracts
  - Financial accountability
  - Student accountability
  - Other documents deemed vital to District operations
  - If records are damaged during an emergency, the District may seek professional assistance to preserve and restore them.
-

**Policies** Formal policies that support the District multi-hazard Emergency Operations Plan and the planning process are maintained under separate cover and available from Mr. Richard Wright, superintendent of schools or [www.adisd.net](http://www.adisd.net)

## **Agreements**

The District recognizes that during an emergency additional resources not reflected within existing agreements may be needed by the District and/or requested of the District. In these cases, the District may enter into agreements that initially may be verbal. Execution of agreements will be managed by individuals identified within the Executive Group, and as described in the Organization and Assignment of Responsibilities section of this plan. It is understood that verbal emergency agreements enabled by this plan will be reduced to writing by the District as soon as possible and always within 30-days of the request. Implementation of agreements, either to access school resources or to supplement the District's emergency response, shall be coordinated through the Executive Group.

External agencies and organizations working with the District in the management of resources and support are expected to work through District Executive Group and appropriate state channels for requesting assistance as well.

A list of existing agreements, including their authorization and expiration or review dates, is contained in Appendix 4 to this plan along with guidance regarding the channels for requesting assistance. Each agreement is executed by individuals empowered to do so on behalf of their organization and reviewed annually, with renewals executed as applicable and approved by the Superintendent or their designee and in accordance with school board policy.

## **Maintenance and Changes**

The Superintendent is responsible for approving and ensuring promulgation of this plan.

### **Distribution**

The Superintendent shall determine the distribution of the plan and its support documents.

Plan copies, in both electronic and hard copy, shall be distributed to individuals, departments, campuses, facilities and organizations tasked in this document.

Copies also are made available to the District EOC and other key partners, as appropriate.

Some individuals may receive only portions of this plan or its job aids.

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## **Review**

The Superintendent or designee is responsible for ensuring the development, implementation and revision of this plan in conjunction with internal stakeholders as well as with local, state, regional and federal emergency management and Homeland Security partners and partner guidance.

Prior to the start of each school year, the District will complete a review of the Agua Dulce ISD Multi-Hazard Emergency Operations Plan (EOP) and Campus Plans as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates. In addition, the entire District emergency management program undergoes an audit once every three years as prescribed by Chapter 37 of the Texas Education Code and reported to the Texas School Safety Center.

## **Drills and Exercises**

As identified in state law (TEC §37.1081), as well as in state and national best practices, every campus and key facility within the District shall schedule appropriate drills and exercises each school year and evaluate the effectiveness of each, including reports and after-action reports supported by Corrective Action Plans as needed. Drill and exercise guidance is contained in Appendix 9 of this plan. Additionally, training, exercise, and drill guidance is included in the functional and hazard-specific annexes associated with this plan.

## **APPENDICES & ATTACHMENTS**

Agua Dulce Independent School District: Multi-Hazard Emergency Operations Plan appendices, attachments, job aids, guidance and other support documents and tools. Campus EOP, hazard-specific, and functional annexes are addressed under separate cover.

### **For Official Use Only**

In accordance with School District, State of Texas and/or Department of Homeland Security policy relating to FOUO information, these materials are not to be distributed or shared without written permission of the Superintendent of Schools or their authorized designee.

Appendix 1: References and Acknowledgements (Pg.32)

Appendix 2: Planning Team Roster (Pg.37)

Appendix 3: Identified Threats & Hazards (Pg.45)

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Appendix 5: Readiness Levels (Pg.48)

Appendix 6: Resource Request Process (Pg.53)

Appendix 7: Record Keeping & Reports (Pg.54)

Appendix 8: Distribution of EOP & Supporting Documentation (Pg.58)

Appendix 9: Drill & Exercise Guidance (Pg.59)

Appendix 10: Glossary (Pg.62)

Appendix 11: Unified School Safety & Security Standards (Pg.68)

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## **APPENDIX 1: REFERENCES AND ACKNOWLEDGEMENTS**

### **Acknowledgements**

- Agua Dulce Independent School District Board Policy

### **Federal**

- Americans with Disabilities Act
  - Education for Homeless Children and Youth Program Title VII-B of the McKinney-Vento Homeless Assistance Act (as amended by the No Child Left Behind Act of 2001 Non-Regulatory Guidance)
  - Emergency Management and Assistance, 44 CFR
  - Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) E-361, Multi-Hazard Emergency Planning for Schools, E-362, Multi-Hazard Emergency Planning for Schools, Train-the-Trainer, G-364, Multi-Hazard Emergency Planning for Schools
  - Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) IS-100.SCa, Introduction to the Incident Command System for Schools
  - Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) IS-362A, Multi-Hazard Emergency Planning for Schools
  - Emergency Planning and Community Right-to-Know Act, 42 USC Chapter 116
  - Family Educational Rights and Privacy Act (FERPA), Title 34, Part 99 CFR
  - Federal Emergency Management Agency (FEMA), Continuity Guidance Circular (CGC) 1, July 2013
  - Federal Emergency Management Agency (FEMA), Continuity Guidance Circular (CGC) 2, October 2013
  - Federal Emergency Management Agency (FEMA), Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education and
  - Federal Emergency Management Agency (FEMA), Guide for Developing High-Quality School Emergency Operations Plans
  - Federal Emergency Management Agency (FEMA), Local Mitigation Planning Handbook, March 2013
  - Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action 2011
-

- Health Insurance Portability and Accountability Act (HIPAA) of 1996, as amended. (42 U.S.C.)
  - Homeland Security Act of 2002
  - Homeland Security Exercise and Evaluation Program (HSEEP), Department of Homeland Security, April 2013
  - Homeland Security Presidential Directive, HSPD-3, Homeland Security Advisory System
  - Homeland Security Presidential Directive, HSPD-7, Critical Infrastructure Identification, Prioritization, and Protection
  - Homeland Security Presidential Directive. HSPD-5, Management of Domestic Incidents
  - Jeanne Clery Disclosure of Campus Security Policy and Campus Crime of 1990
  - Robert T. Stafford Disaster Relief and Emergency Assistance Act, (as amended), 42 U.S.C. 5121
  - The Disaster Mitigation Act of 2000, PUBLIC LAW 106–390
  - The National Disaster Recovery Framework, September 2011
  - The National Incident Management System, December 2008
  - The National Mitigation Framework, May 2013
  - The National Preparedness Goal, September 2011
  - The National Preparedness System, November 2011
  - The National Prevention Framework, May 2013
  - The National Response Framework (2nd Ed.), May 2013
  - NFPA 1600: Standard on Disaster/Emergency Management and Business Continuity Programs
  - U.S. Department of Education Grants to States for School Emergency Management Program CFDA 84.184Q
  - U.S. Department of Education Guide to School Vulnerability Assessment: Key Principles for Safe Schools, 2008
  - U.S. Department of Education NIMS Implementation for Schools and Institutions of Higher Education (IHEs)
  - U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2011.
  - U.S. Department of Homeland Security (DHS), Comprehensive Preparedness Guide 101 (CPG 101): Developing and Maintaining Emergency Operations Plans, Version 2, 2010
  - U.S. Department of Homeland Security (DHS), Comprehensive Preparedness Guide 201 (CPG 201): Threat and Hazard Identification, and Risk Assessment Guide National Infrastructure Protection Plan, Education Facilities Subsector, April 2012
  - White House, Empowering Local Partners to Prevent Violent Extremism in The United States, 2012
-

## **State**

- Administrative Code, Title 37, Part 1, Chapter 7 (Division of Emergency Management)
- Chapter 81 - Disease Control Act
- Executive Order of the Governor Relating to Emergency Management
- Executive Order of the Governor Relating to the National Incident Management System
- Executive Order of the Governor Relating to the Regional Unified Command Structure
- Government Code, Chapter 418 (Emergency Management)
- Government Code, Chapter 421 (Homeland Security)
- Government Code, Chapter 433 (State of Emergency)
- Government Code, Chapter 552 (Public Information)
- Government Code, Chapter 791 (Inter-Local Cooperation Contracts)
- HSC Chapter 121, Subchapter B, Section(s) 121.021-121.025 - Health Authorities
- Local Emergency Management Planning Guide (TDEM-10) Revision 4/ Emergency Management Planner's Guide The Planner's Toolkit 2014
- State of Texas Emergency Management Plan, May 2012
- Texas Community Right-to-Know Acts, Health and Safety Code, Chapters 505-507
- Texas Education Agency Government Code 61.1036 Section 3, F (F)
- Texas Education Code Chapter 26
- Texas Education Code Chapters 37
- Texas Education Code Chapters 38
- Texas Education Code Chapters 42
- Texas State Agency Continuity Planning Policy Guidance Letter (PDF)
- Texas Unified School Safety and Security Standards, Revised May 2014
- The Texas Homeland Security Strategic Plan, 2010-2015, Section 3.2.4 Objective 2.4: Enhance the Safety of Schools in Texas

## **Local**

- Agua Dulce School District Board Policy
  - City of Agua Dulce Marshal
  - Nueces County Sheriff's Department
-

## **Relevant Texas School Organizations**

**Association of Texas Professional Educators (ATPE):** ATPE exists to serve the needs of Texas public education and fights for our schools on the local, state and national levels.

**Texas Association of Private and Parochial Schools (TAPPS):** TAPPS exists to provide for private and parochial schools educational extracurricular academic, athletic, and fine arts contests, including health and safety guidance and training.

**Texas Association of School Administrators (TASA):** The mission of the Texas Association of School Administrators is to promote, provide, and develop leadership that champions educational excellence.

**Texas Association of School Boards (TASB):** The Texas Association of School Boards promotes educational excellence for Texas schoolchildren through advocacy, visionary leadership, and high-quality services to school districts. TASB represents the largest group of publicly elected officials in the state.

**Texas Association of School Business Officials (TASBO):** Texas Association of School Business Officials (TASBO) is dedicated to being the trusted resource for school finance and operations in Texas.

**Texas Association of School Personnel Administrators (TASPA):** The mission of TASPA is to engage and develop human resource professionals thereby enhancing HR services to school districts.

**Texas Association of School Resource Officers (TASRO):** An association for school based law enforcement officers, school administrators, and school safety personnel.

**Texas Association of Secondary School Principals (TASSP):** To offer Texas principals and assistant principals a forum to explore the best practices in school administration with the ultimate goal of helping facilitate student learning.

**Texas Classroom Teachers Association (TCTA):** TCTA passionately represents Texas teacher issues at the federal and state levels and is recognized as a key partner in legislation development and advocacy.

**Texas Education Agency (TEA):** The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students. This includes: enhancing school safety and supporting schools in maintaining a disciplined environment that promotes student learning. Reduce the number of criminal incidents on school campuses, and enhance school safety.

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**Texas Elementary Principals/Supervisors Association (TEPSA):** Provides leadership training, networking opportunities, information and support for school leaders as we strive to improve the education of Texas school children and the working conditions of our members.

**Texas Middle School Association (TMSA):** We are a voluntary, nonprofit, statewide educational association that serves and represents Texas educators, administrators, children and parents... anyone who works with children ages 11-15.

**Texas School District Police Chiefs Association (TSDPCA):** The Texas School District Police Chiefs Association promotes the standardization of school district policing on a statewide basis.

**Texas State Teachers Association (TSTA):** The Texas State Teachers Association will unite, organize and empower public education advocates to shape public education in Texas thus providing a quality public school for every child.

**Texas School Safety Center at Texas State University (TxSSC):** The Texas School Safety Center (TxSSC), in accordance with Texas Education Code Chapter 37 supports school safety initiatives and mandates including, but not limited to, emergency management planning, training and drill and exercise support. The TxSSC serves as the central location for the dissemination of safety and security information -- including research, training and technical assistance for all K-12 public schools and junior colleges in Texas.

**University Interscholastic League (UIL):** The University Interscholastic League exists to provide educational extracurricular academic, athletic, and fine arts contests, including programs to safeguard the health and welfare of students.

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## APPENDIX 2: PLANNING TEAM ROSTER

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
District Emergency Management Coordinator Danny R. Valdez	361-998-2544	361-726-7036	dvaldez@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elementary Campus Nora Lopez	361-998-2335	361-701-1957	nlopez@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Secondary Campus Christopher Daniels	361-998-2543	361-701-9378	cdaniels@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Agua Dulce Marshal Joe Martinez	361-998-2532	361-207-8995	aguadulcemarshal@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cafeteria Manager Candi Quintanilla	361-998-2544	361-730-3385	cquintanilla@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mr. Richard Wright, School Superintendent	362-998-2335	361-935-6198	rwright@adisd.net	<input type="checkbox"/> Yes

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
				<input type="checkbox"/> No
Maintance Supervisor Peter Rodriguez	361-998-2542	361-562-3023	prodriguez@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Transportation Coordinator Alma Lopez	361-998-2543	361-227-9715	alopez@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Athletics- Robert Beard Athletic Director	361-998-2543	830-776-3735	rbeard@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Board of Trustees Dacia Hernandez	361-998-2504	361-562-6208	dacia_hernandez13@yahoo.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Board of Trustees Tiffeny Ranly	361-537-4195	361-537-4195	tiffenyranly@yahoo.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Technology Director Tom Sorrell	361-998-2543	361-779-0132	toms@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Agua Dulce Fire Department ESD#5 Wayne Wursthorn	361-389-1253	361-389-1253	W114agg@aol.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nueces Sheriff's Office J.C. Hooper, Sheriff	361-887-2222			<input type="checkbox"/> Yes <input type="checkbox"/> No
County Emergency Management Melissa B. Munguia	361-533-2355	361-533-2355	melissa.munguia@nuecesco.com	<input type="checkbox"/> Yes <input type="checkbox"/> No
District Nurse- Amy Luna	361-998-2544	361-585-5753	aluna@adisd.net	<input checked="" type="checkbox"/> Yes

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
				<input type="checkbox"/> No
Circles Of Care – Family & Youth Counseling Rashelle Young	361-852-3812	579-952-7077		<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No

## **APPENDIX 2-1 ATTACHMENT A: SAFETY AND SECURITY COMMITTEE**

As identified in this plan, Agua Dulce ISD has a Safety and Security Committee to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep school campuses and District facilities safe and secure.

To facilitate a coordinated emergency management program, Committee members are assigned primary responsibility for planning and coordinating emergency functions in a manner that is consistent throughout the District. For some scenarios (i.e. Continuity of Operations, Health Emergencies, Mental Health Functions, Security Planning), safety subcommittees may be designated to include both District Safety Team members and select other staff.

Campus level safety and security teams will be established at each campus to carry out responsibilities specific to their campus. It is the responsibility of the team to develop, maintain and test campus emergency plans.

### **Safety and Security Committee**

The superintendent or their designee identifies District Safety and Security Committee members, convenes meetings and supports the school safety audit process. The District Committee meets at least twice a year and may be called upon to support emergency operations, facilitate special events and support after action reviews. The Committee will provide input into the campus planning and audit processes.

### **Committee Membership**

The following individuals are designated as Safety and Security Committee members for Agua Dulce ISD and agree to support District safety, security and emergency management functions.

In an emergency or when special event facilitation is required, they will support those operations, including activation of the District emergency notification process if needed. Emergency call down will occur in the order listed on the committee roster until one of the individuals responds. That individual is responsible for verifying notification of all other individuals on the list. The District should retain and update the originally at least once per semester.

A similar list should be maintained by each campus and provided annually to the District emergency manager. A list of District Committee members is included Table 2-1.

**Table 2-1: Safety and Security Committee Roster**

<b>Name and Title</b>	<b>Work Phone</b>	<b>Cell Phone</b>	<b>Email</b>	<b>Text Messages?</b>
Danny R. Valdez District Emergency Management Coordinator	361-998-2544	361-726-7036	dvaldez@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Alma Lopez Transportation Coordinator	361-998-2543	361-227-9715	alopez@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Christopher Daniels Secondary Campus	361-998-2543	361-701-9378	cdaniels@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cafeteria Manager Candi Quintanilla	361-998-2544	361-730-3385	cquintanilla@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Tom Sorrell Technology Director	361-998-2543	361-779-0132	toms@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Joe Martinez Agua Dulce Marshal	361-998-2532	361-207-8995	aguadulcemarshall@g mail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nora Lopez Elementary Campus	361-998-2544	361-701-1957	nlopez@adisd.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mr. Richard Wright Superintendent	361-998-2544	361-935-6198	rwright@adisd.net	

**Campus Safety Teams**

Campus safety teams will be developed by the Principal of each campus to meet the unique needs of their schools and like the District committee meet at least twice annually, support the school safety audit process, evaluate drills and exercises and support the overall planning, training, drill and exercise process. Details of the Campus Safety Team expectations are included in each campus plan.

**Emergency Management Coordinator and Campus Coordinators**

The superintendent of schools may designate an individual whose responsibility it is to oversee the District’s emergency management program. If the superintendent does not so designate,

the emergency management responsibilities remain with them. Likewise, each campus may designate an emergency management point of contact, whose responsibility it is to oversee the campus' emergency management and safety program and to ensure campus plan alignment with the District EOP. If the principal of a campus does not make such a designation, then the emergency management responsibilities for the campus remain with them. The following forms are used to indicate the emergency management designation for the District and for each campus, respectively.

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**AGUA DULCE DISTRICT EMERGENCY MANAGEMENT COORDINATOR DESIGNATION**

The following emergency management designation information will be used for emergency and safety related coordination, collaboration and correspondence from the district and local partner emergency response agencies.

***To be completed by the Superintendent of Schools***

<input type="checkbox"/>	I HAVE NOT appointed a District Emergency Management Coordinator (EMC) and will <u>personally</u> direct the Agua Dulce ISD emergency management program.
<input checked="" type="checkbox"/>	I HAVE appointed/re-appointed a District Emergency Management Coordinator (EMC) identified below to conduct the District's emergency management program.
Effective Date:	This appointment is effective 8/12/2019 and continues until Present.
EMC Name:	Danny R. Valdez
Mailing Address:	PO Box 250
	Agua Dulce Texas 78330
Office Phone Number:	361-998-2335 x419
Home Phone Number:	361-726-7036
Cell Phone Number:	361-726-7036
E-mail:	dvaldez@adisd.net
<input type="checkbox"/>	I HAVE appointed an Assistant EM Coordinator identified below.
<input checked="" type="checkbox"/>	I HAVE NOT appointed an Assistant EM Coordinator and will personally serve the Agua Dulce ISD in that role.
Effective Date:	This appointment is effective [DATE] and continues until [DATE].
Assistant EMC:	
Mailing Address:	
Office Phone Number:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

\_\_\_\_\_  
**Superintendent Signature**

\_\_\_\_\_  
**Date**

**CAMPUS EMERGENCY MANAGEMENT DESIGNATION**

The following emergency management designation information will be used for emergency and safety related coordination, collaboration and correspondence from the district and local partner emergency response agencies.

***To be completed by the Campus Principal***

Campus:	
Campus Main Phone Number:	
Campus Fax Number:	
<input type="checkbox"/> I HAVE NOT appointed an Emergency Management point of contact and will <u>personally</u> direct the emergency management program for this campus.	
<input type="checkbox"/> I HAVE appointed/re-appointed the Emergency Management Coordinator identified below to support the emergency management program for this campus.	
Effective:	This appointment is effective [DATE and continues until [DATE.
EM Point of Contact Name:	
Mailing Address:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	
<input type="checkbox"/> I HAVE appointed an Assistant Emergency Management Point of Contact.	
<input type="checkbox"/> I HAVE NOT appointed an Assistant Emergency Management Point of Contact and will personally serve the campus in that role.	
Effective:	This appointment is effective [DATE and continues until [DATE.
EM Point of Contact Name:	
Mailing Address:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

## **APPENDIX 3: HAZARD ANALYSIS**

### **Overview**

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

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

**Figure 1: Hazards Summary**

	<b>LIKELIHOOD OF OCCURRENCE</b>	<b>ESTIMATED IMPACT ON PUBLIC HEALTH &amp; SAFETY</b>	<b>ESTIMATED IMPACT ON PROPERTY</b>
<b>HAZARD</b>	<i>UNLIKELY/ OCCASIONAL/ LIKELY/HIGHLY LIKELY</i>	<i>LIMITED/MODERATE/ MAJOR</i>	<i>LIMITED/MODERATE/ MAJOR</i>
<b><i>NATURAL</i></b>			
DROUGHT	Likely	Moderate	Moderate
EARTHQUAKE	Unlikely	Limited	Major
FLOODING	Highly Likely	Major	Limited
HURRICANE	Occasional	Major	Major
TORNADO/HIGH WINDS	Occasional	Major	Major
WILDFIRE	Unlikely	Moderate	Moderate
WINTER STORM	Occasional	Limited	Limited
SEVERE HEAT	Likely	Limited	Limited
<b><i>TECHNOLOGICAL</i></b>			
DAM FAILURE	Unlikely	Limited	Limited
CHEMICAL	Unlikely	Moderate	Limited
HAZMAT/LAB SPILL (FIXED SITE)	Unlikely	Limited	Limited
HAZMAT/OIL SPILL (TRANSPORT)	Occasional	Moderate	Limited
MAJOR STRUCTURAL FIRE	Occasional	Limited	Limited
NUCLEAR FACILITY INCIDENT	Unlikely	Limited	Limited
WATER SYSTEM FAILURE	Occasional	Major	Major
PIPELINE LEAK/EXPLOSION	Occasional	Limited	Moderate
TRAIN DERAILMENT	Occasional	Limited	Moderate
POWER OUTAGE	Highly Likely	Moderate	Limited
TRANSPORTATION ACCIDENT	Occasional	Major	Major
<b><i>HUMAN CAUSED</i></b>			
CIVIL DISORDER	Unlikely	Limited	Limited
KIDNAPPING/ABDUCTION	Unlikely	Major	Major
INTRUDER IN BUILDING	Occasional	Major	Major
SUICIDE	Unlikely	MAJOR	Major
WEAPON ON CAMPUS	Occasional	MAJOR	Major
SEXUAL ASSAULT	Unlikely	MAJOR	Major

## APPENDIX 5: READINESS LEVELS

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

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

- Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.
- An incident command post may be established. Reverse Evacuation may be implemented but is not required.
- District personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

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

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

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

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

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on alert and reminding transportation staff to curtail operations immediately if conditions worsen.

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

Wildfire Threat: Extreme wildfire threats can exist during dry or drought periods and when windy conditions exist. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, notifying transportation about potential route impact, ensuring that parent notification procedures are in place and the Executive Team should consider potential impact upon normal school operations.

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

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

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

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

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

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

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

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

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

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

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

Violence Threat: Threats are considered legitimate or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as

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appropriate), considerations put in place for school schedules such as dismissal and outdoor activities, ongoing coordination with Executive and Response Teams, initial release of appropriate and timely messages for parents and the community.

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

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

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

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

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

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

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

Tropical Weather Threat: The impact of a tropical weather system is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request

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scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.

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

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

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

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

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

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

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## **APPENDIX 6: RESOURCE REQUEST PROCESS**

### **Source and Use of Resources**

The District will use its resources for emergency response and request additional assistance, as needed, through mutual aid and similar agreements or contracts. When external agencies and organizations respond to an emergency within the District, they must conform to the guidance and direction provided by the District's incident commander and the superintendent or their designee.

The District will use its own resources in accordance with the National Incident Management System (NIMS), to respond to emergency situations, purchasing supplies and equipment if necessary and providing for the augmentation of personnel as needed. A list of primary support entities is included in the resource list that follows.

In the event resources are insufficient or inappropriate, the District will use the provisions of Chapter 418.102 of the Texas Government code to seek additional support wherein the county will be the first channel through which requests for assistance are filtered. If additional resources are required, the District will:

- Summon resources pursuant to inter-local agreements, a list of which is included in Appendix 4.6 to this plan. It summarizes the agreements and identifies the officials authorized to implement those agreements.
  - Summon contracted emergency service resources as identified through District purchasing practices and maintained in the District finance office.
  - Proceed to request assistance, as needed, from recognized and vetted volunteer and community groups.
  - Request assistance from industry or individuals that have resources needed to deal with the emergency situation.
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## **APPENDIX 7: RECORDKEEPING AND REPORTS**

Any major incident requires documentation such as reports, logs, student attendance (accountability) reports, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. All original notes and records are legal documents that should be preserved. Reports should be provided in a timely fashion and in compliance with the Texas Public Information Act and in accordance with District policies and procedures. Each campus, facility or department in the district must compile, maintain and submit documentation and reports related to their areas of involvement in the incident. They also should support development situation reports, damage assessment documentation, student accountability information, after action reports and other documentation, as applicable.

### **Records management**

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

The Chief Financial Officer<sup>1</sup> is responsible for the documentation process during EOC activation and for compiling final reports on behalf of the District following major events. When the EOC is not activated, the Chief Financial Officer, or their designee will be responsible for records management related to the incident or emergency.

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

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

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

### **Reports**

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

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<sup>1</sup> Tasking must be consistent with that of the district and its staff assignments and responsibilities.

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## **Activity Logs**

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

- Protective actions
- Student and staff accountability and reunification
- Significant changes in the emergency situation
- Resource requests or commitment of resources
- Activation or deactivation of emergency facilities
- Containment or termination of the incident
- Administrative Releases and Parent Notification<sup>2</sup>

In protracted incidents, the District may provide situational updates for parents, the public and the news media that include a brief event summary, protective measures and guidance related to educational and business continuity, such as school cancellations, delays or schedule changes

## **Damage Assessments**

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

## **Situation Reports**

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

## **After Action Review (AAR)**

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

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<sup>2</sup> Notification samples must be tailored to the practices and policies of the District and its communications director, or public information and outreach equivalent.

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

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

### **Corrective Action Plan (CAP)**

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

### **Other Reports**

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

### **Recordkeeping**

Documentation is essential to decision making, liability protections, reimbursement eligibility, administrative controls and safety accountability. Agua Dulce ISD provides administrative controls necessary to manage the expenditure of funds to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures. Therefore, all Agua Dulce ISD departments and campuses maintain records summarizing the use of personnel, equipment and supplies during an emergency.

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

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## **Preservation of Records**

### **Vital Records**

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

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

### **Other documents deemed vital to District operations**

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

### **Providing Assistance**

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

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

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

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

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Drills are a first and important step in keeping schools safe and secure, they are filled with teachable moments and they are as important to schools as reading, writing and arithmetic.

Drills are a set of tools that campus and facility administrators can use to ensure that plans and procedures are tailored to the unique needs of students and staff and to the hazards to which the campus or facility is exposed. Drills are only as valuable as the willingness of campus administrators to seek feedback from staff and students and to share lessons learned. Lesson learned from drills should be shared - not only with the campus or facility and its stakeholders, but also with District administration, facilities and other campuses.

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

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## **Drill Purposes**

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

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

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

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

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

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

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## Conducting Drills

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

Drill Type	Frequency	Recommended Guidance
<b>Evacuation*</b> <i>(fire exit)</i>	One for each month with ten or more instructional days, including summer school months	<ul style="list-style-type: none"> <li>• One announced drill within first 2 weeks of school</li> <li>• One obstruction/blocked primary route drill per semester</li> <li>• One drill under special circumstances (scheduled during lunch or class switching)</li> <li>• Vary day and time when scheduling throughout the year</li> <li>• Alternate use of PA system and actual pull stations around campus via coordination with local fire dept.</li> <li>• Once per year: Consider practicing for an off-site evacuation</li> </ul>
<b>Lockout</b>	One per semester	Consider announcing each of these as “drills” to reduce anxiety/stress
<b>Lockdown</b>	One per semester	Consider announcing each of these as “drills” to reduce anxiety/stress
<b>Shelter</b> <i>(severe weather and hazmat)</i>	One per semester	Consider announcing each of these as “drills” to reduce anxiety/stress
<b>Hold</b>	One per semester	Consider announcing each of these as “drills” to reduce anxiety/stress

*\*Required per State Fire Marshal's Office mandate, TEA Gov. Code 61.1036 Section 3, F*

## APPENDIX 10: GLOSSARY

### Glossary of Terms

**Access and Functional Needs:** Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.

**After-Action Reviews:** A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.

**Comprehensive Multi-Hazard Exercise/Drill Program and Schedule:** A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.

**Continuity of Operations:** Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.

**Corrective Action Plans:** Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.

**Disability:** The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term “disability” has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).

**Drill:** An action designed to test and to maintain skills in a particular operation or component of an emergency response plan. Examples may include evacuation drill, lockdown drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

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**Educational Service Center (ESC):** As a regional component of the Texas Education Agency, the ESCs may assist school District boards of trustee in entering into agreements as defined by Section 61.003, for a cooperative shared services arrangement regarding administrative services, including transportation, food service, purchasing, and payroll functions.

**Emergency Management Programs:** An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and disasters (natural, technological or human-caused).

**Emergency Supplies:** A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.

**Exercise:** An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.

**Facility:** Any district owned or leased building, works system or equipment with certain improved and maintained natural features.

**Hazard:** Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.

**Hazard Analysis:** A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.

**Health Control Issues:** Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.

**Incident Command System:** A system to coordinate emergency preparedness and incident management among various federal, state and local agencies. Enables facilities, equipment personnel, procedures and communications to operate within a common organizational

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structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

**Independent School District (ISD):** Created in accordance with Texas law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An ISD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.

**Inter-Jurisdictional Agreement:** A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.

**Inter-Local Agreement:** A written agreement or contract made under the Government Code, Chapter 791 between local government entities.

**Interoperability and Compatibility:** A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

**Interagency Collaboration:** Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.

**Local-Level Stakeholders:** Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.

**Memoranda of Understanding:** A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency/jurisdiction.

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**Mutual Aid Agreement:** Commits 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 events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

**National Incident Management System:** A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.

**Operational Plans:** Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.

**Professional School District Employee:** A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

**Preserve Evidence:** Practice of ensuring that potential evidence is preserved.

**Public Information:** Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.

**Regional-Level Stakeholders:** Includes the Councils of Governments (COGs) which are voluntary associations usually made up of local governmental entities formed under Texas law. Such organizations deal with the problems and planning needs that cross jurisdictional boundaries or require regional attention.

**Resource Management:** Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.

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**Reunification:** A process to return students to their parent or guardian while maintaining order and accountability after an incident.

**Risky Behaviors:** Actions that have been identified as precursors to violent or criminal behavior.

**Safety:** A condition of being safe from undergoing or causing hurt, injury, or loss.

**Safety and Security Audit/ Ongoing Self-Assessment:** A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, emergency preparedness and access control.

**School Climate:** The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

**School Safety and Security Committee:** A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs. As an audit-specific function, provides the district with any campus, facility or support services information required in connection with a safety and security audit or another report to be submitted by the district to the Texas School Safety Center. Reviews each report required to be submitted by the district to the Texas School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility or support service.

**Security:** The quality or state of being secure as freedom from danger.

**Staff:** School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.

**State-Level Stakeholders:** State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Texas Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.

**Stakeholders:** Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

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**Strategic Plan:** Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.

**Systematic:** Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.

**Tactical Plan:** Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.

**Threat:** An indication of possible violence, harm, or danger.

**Warning Signs of Violence:** Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

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# APPENDIX 11: TEXAS UNIFIED SCHOOL SAFETY AND SECURITY STANDARDS

## Overview

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

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

<b>Phase 1.0</b>	<b>Prevention/ Mitigation-</b> Coordinated actions taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat.
<b>1.1</b>	The school district should coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district (internal) local, state and regional partners.
<b>1.2</b>	The school district should establish a functioning school district safety and security committee with responsibilities that include ensuring compliance with local, state and federal mandates.
<b>1.3</b>	The school district should regularly assess school climate and implement relevant scientifically research-based curricula, programs, and practices to create a positive, safe, and disciplined environment conducive to learning.
<b>1.4</b>	The school district should have processes in place to identify and appropriately assist/address individuals who exhibit signs of violent, harmful, or risky behaviors, and/or pose a threat of committing criminal activity.
<b>1.5</b>	The school district, as part of their emergency operations plan, should complete a hazard analysis of all school district facilities, properties and their surrounding communities to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.

<b>1.6</b>	The school district should utilize the results of the hazard analysis to develop specific mitigation and prevention activities and plans as part of their multi-hazard emergency operations plan.
<b>1.7</b>	The school district should train staff and use appropriate partners to systematically perform on going self-assessments/audits, to identify and address safety and security issues and report the results according to current Texas statute.
<b>1.8</b>	The school district should develop and follow policies and/or procedures that govern access to each facility.
<b>Phase 2.0</b>	<b>Preparedness</b> – Coordinated actions taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.
<b>2.1</b>	The school district should develop multi-hazard preparedness activities, plans, and practices consistent with the National Incident Management System (NIMS).
<b>2.2</b>	The school district should integrate the needs of students, staff and visitors with disabilities and others with access and functional needs into all aspects of the district’s comprehensive emergency management program including planning, training, and drilling.
<b>2.3</b>	The school district multi-hazard emergency operations plan should include policies and/or procedures to address public health situations.
<b>2.4</b>	The school district multi-hazard emergency operations plan should include current maps and floor plans that show evacuation options, utility shut-offs at all district facilities and properties.
<b>2.5</b>	The school district multi-hazard emergency operations plan should include procedures for public information, notification, and communication with all stakeholders.
<b>2.6</b>	The school district multi-hazard emergency operations plan should address processes for accounting for all persons, student reunification, and release.
<b>2.7</b>	The school district should educate all stakeholders about their safety and emergency management practices.
<b>2.8</b>	The school district multi-hazard emergency operations plan should include the development and implementation of a comprehensive multi-hazard exercise/drill program in compliance with local, state and federal mandates.
<b>2.9</b>	The school district should adopt mutual-aid agreements, memoranda of understanding, inter-jurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.

<b>2.10</b>	The school district should document, maintain, and replenish emergency supplies, go-kits and equipment.
<b>2.11</b>	The school district should have an emergency management contact (e.g., the superintendent or their designee) that is responsible for the emergency management program coordination and oversight.
<b>2.12</b>	The school district should ensure that each facility has a designated emergency management program liaison.
<b>Phase 3.0</b>	<b>Response</b> – Coordinated actions taken to resolve an incident.
<b>3.1</b>	The school district should assess each incident/event, then determine and activate a response.
<b>3.2</b>	The school district should establish response guidance that empowers staff to initiate protective actions.
<b>3.3</b>	School district personnel should initiate internal and/or external notification.
<b>3.4</b>	The school district should use the Incident Command System (ICS).
<b>3.5</b>	The school district should take action to preserve the scene following an incident or potential crime.
<b>3.6</b>	The school district should initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.
<b>3.7</b>	The school district should monitor, document, reassess, and adjust its response, as necessary.
<b>Phase 4.0</b>	<b>Recovery</b> – Coordinated actions taken to restore the learning environment and support functions.
<b>4.1</b>	The school district should adopt and implement policies, plans, and procedures for recovery and continuity of operations to continue school functions during and after an incident.
<b>4.2</b>	The school district should adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.
<b>4.3</b>	The school district should adopt and implement policies, plans, and/or procedures for emotional and physical health recovery needs for students and staff after an incident.
<b>4.4</b>	The school district should adopt and implement policies, plans, and/or procedures for after-action reviews and corrective action plans following an exercise/drill or incident.

## **APPENDIX 12: School Facility Layouts**

### **LISTING OF LAYOUTS FOR CAMPUSES AND FACILITIES**

1. Agua Dulce ISD Administration Building

2. Agua Dulce Secondary Campus

3. Agua Dulce Elementary Campus

4. Bud Bailey Football Stadium

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