

Longview ISD

Multi-Hazard Emergency Operations Basic Plan



September 11, 2023

PROMULGATION STATEMENT

Longview Independent School District (LISD) and its stakeholders expect that schools are safe havens for education. However, the district cannot predict precisely 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 Longview 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 Longview 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 outlined 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. If 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 for Longview ISD.

Dr. James E. Wilcox
Superintendent of Schools
Longview ISD

Date Signed: _____

Mr. Michael Tubb
President, Board of Trustees
Longview ISD

Date Signed: _____

APPROVAL FOR IMPLEMENTATION

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

Approved: _____
D. Scott Fisher
Director of Safety

Date: _____

Concurred: _____
Dr. Craig Coleman
Chief Innovation Officer

Date: _____

RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

RECORD OF CHANGES AND ANNUAL REVIEW

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

CHANGE NUMBER	DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
1	6/13/2022	Scott Fisher, Director of Safety	Annual EOP Review Conducted
2	8/24/2022	Safety and Security Committee	Updated EOP reviewed by District Safety and Security Committee. No significant revisions were recommended.
3	10/7/2022	LISD Board of Trustees	Official EOP Adoption
4	7/27/2023	LISD Safety and Security Committee	EOP Reviewed by District Safety and Security Committee. NIMS added as method for emergency response

RECORD OF DISTRIBUTION

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

TITLE AND NAME OF PERSON RECEIVING THE PLAN	NAME OF AGENCY RECEIVING THE PLAN	DATE OF DELIVERY	NUMBER OF COPIES
Interim Principal Shameika Allen	Longview High School	September 12, 2023	1
Principal Kristi Means	Longview Early Graduation High School	September 12, 2023	1
Principal Mary Taylor	Foster Middle School	September 12, 2023	1
Principal Ryan Carroll	Forest Park Magnet School	September 12, 2023	1
Principal Melanie Pondant	Judson STEAM Academy	September 12, 2023	1
Principal Julie Hope	Bailey Elementary School	September 12, 2023	1
Principal Nikita Mumphrey	Bramlette Elementary School	September 12, 2023	1
Principal Christi Coleman	Hudson PEP Elementary School	September 12, 2023	1
Principal Dr. Crystal Locke	J.L. Everhart Elementary School	September 12, 2023	1
Principal Christy Scott	Johnston-McQueen Elementary School	September 12, 2023	1

Principal Dorcas Dunlap	Ned E. Williams Elementary School	September 12, 2023	1
Principal Faith Greer	Ware East Texas Montessori Academy	September 12, 2023	1
Principal Jacque Burnett	East Texas Montessori Prep Academy	September 12, 2023	1
Director Dr. Lisha Fluellen	Playing for Keeps Early Childhood Center	September 12, 2023	1
Director Isiah Gates	Dade Center	September 12, 2023	1

The District EOP and Active Threat Annex and Active Shooter Appendix are posted on the LISD School Success Site Safety Resources Page.

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SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose

The purpose for this plan is to embrace school-centered emergency management strategic and operational processes before, during, and after an emergency. It helps outline the responsibilities and duties of Longview 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 the 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.

Longview 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.

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

B. Scope

At all times, a safe and secure learning environment remains a priority for the District and its stakeholders. The Longview 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 Longview ISD plan operates within the framework of the Longview ISD Board of Trustees policy. Additionally, the EOP addresses district planning for all incidents and is applicable to all district facilities and campuses and ensures that individuals with

disabilities, those with access and functional needs, and those with limited English language proficiency are addressed.

SECTION 2.0 – LEGAL REQUIREMENT

Texas Education Code 12.104 states that “an open-enrollment charter school is subject to...school safety requirements under Section 37.108.” Texas Education Code 37.108 states that “each school district or public junior college district shall adopt and implement a multi-hazard emergency operations plan for use in the district’s facilities. The plan must address prevention, mitigation, preparedness, response, and recovery.”

SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS

A. Situation Overview

The Longview 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 Longview ISD is a diverse school district that covers 108.039 square miles and is located within Gregg County, Longview, Texas. The district has four non-campus facilities including Longview Education Service Center, Old Student Development Center, and Old J. L. Everhart Warehouse, Plant Auxiliary Building. The District has seventeen campuses that include: Bramlette STEAM Academy, J. L. Everhart, Hudson PEP, Johnston-McQueen, Ned E. Williams, Bailey, Ware East Texas Montessori Academy, East Texas Montessori Prep Academy, Forest Park Magnet School, Foster Middle School, Judson STEAM Academy, Foster Middle School, Longview High School, Longview Early Graduation High School, Dade Alternative School, Playing for Keeps Early Childhood Center, Longview High School Natatorium, and Longview High School Meat Lab. The District includes individuals with disabilities, others with access and functional needs, plus 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.

The district will be exposed and subjected to the hazards described in Attachment 1 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.

A. Assumptions

The Longview 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 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 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 the 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 resources to be self-sustaining for several hours or even days.
- There may be injuries to faculty, staff, and/or students. A rapid and appropriate response will reduce the number and severity of injuries.
- Students, staff, and visitors with disabilities and other access and functional needs have the right to be included in all phases of the District emergency management program and supported in the response and recovery operations.
- 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.
- 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 a written agreement or as identified in plans or guidelines, are vetted through the District and authorized to work on its behalf.

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 Longview ISD that this plan for exact incident management implies no guarantee. 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.

SECTION 4.0 – CONCEPT OF OPERATIONS

A. Approach to Emergency Management

The Longview 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 District Emergency Management Coordinator/ Assistant Superintendent of Administrative and Pupil Services to support a strong school-centered emergency management program for the district. The superintendent also may identify individuals whose responsibility it is to support emergency management programs and emergency response.

In order to ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, we have formally adopted and implemented the National Incident Management System (NIMS) on July 17, 2023.

B. Emergency Operations Organization

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

C. Phases of Emergency Management

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

1. **Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Examples: Cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc.
2. **Mitigation:** Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural changes to buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.
3. **Preparedness:** A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Examples: Conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary, etc.

4. Response: Activities that address the short-term, direct effects of an incident. Examples: Lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.
5. Recovery: Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

D. Physical and Psychological Safety

The physical safety of students, faculty, staff, and others in the community during an incident is addressed throughout every annex.

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

This EOP, in compliance with Texas Education Code 37.108, includes strategies for ensuring any required professional development training for suicide prevention, grief-informed and trauma-informed care, and psychological first aid is provided to appropriate school personnel.

SECTION 5.0 – ASSIGNMENT OF RESPONSIBILITIES

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.

Support Group

- Assume roles within the incident command structure and assign personnel to both the incident scene and/or 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 emergencies 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.

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 the 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.
- Report monthly the pre and post drill information to the assistant superintendent of administrative and pupil services.

Law Enforcement/Security:

- Support for District strategic, operational, and tactical planning before, during, and after incidents.
- Attend all District Safety Team meetings.
- Assist with campus safety drills when possible.

Transportation:

- Support for District strategic, operational, and tactical planning before, during, and after incidents.
- Develop a plan to evacuate students and staff during an emergency situation as quickly as possible.
- Attend safety training each year.

Food Services:

- Support for District strategic, operational, and tactical planning before, during, and after incidents.
- Make sure that all employees are trained on safety each year.

Student Health:

- Support for District strategic, operational, and tactical planning before, during, and after incidents.
- Campus nurses will ensure that all medical needs of the students and staff are addressed timely.
- Campus nurses will survey all staff to find out who has some degree of medical experience and incorporate them on the safety team in cases of emergency.

School Counselors and Social Workers:

- Support for District strategic, operational, and tactical planning before, during, and after incidents.
- Ensure that staff is trained on suicide prevention protocols.
- Ensure that staff and students get grief-informed trauma when needed.
- Work with all students who require mental health assistance.

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.
- Train staff in safety procedures.
- Hold staff accountable for safety.
- Ensure that the campus interior, exterior, and documentation are kept in accordance with directives.

Campus/Facility Staff will:

- Be empowered to take protective action for the safety of students and staff.
- Take on appropriate support roles as qualified and authorized.
- Help ensure student, faculty, and staff accountability and safety.
- Relay emergency information and report concerns.
- Support emergency shelter and mass care operations.
- Support 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 Longview 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 a 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.
- 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.

SECTION 6.0 – DIRECTION AND CONTROL

A. General Information

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

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

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

B. Chain of Command

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

1. Campus Principal
2. Campus Assistant Principals
3. Campus Counselor

C. Coordination with Response Agencies

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

1. Department of State Health Services
2. Longview Police Department
3. Lakeport Police Department

4. Gregg County Sheriff's Department
5. Gregg County Health Department
6. Longview Fire/EMS

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. Inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders, are also included. Each campus and department in the District is responsible for having operational plans to support emergency incidents.

Emergency Operations Command and Control Clarifications

Most Longview ISD departments, campuses, and staff have emergency functions in addition to normal day-to-day duties. The District uses district developed command system 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 for District:

- Administer command and control of District Operations.
- Facilitate student and staff accountability and reunification.
- Communicate parent notification and emergency public information.
- Provide resource management.

City/County in support of the District:

- Continue 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.
- 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 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 campus and district-wide radios, the Skyward phone system, Facebook, Twitter, Instagram, emailing, and text messages 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, and runners carrying hard-copy messages and/or district-wide radios 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 telephone services.

Emergency Alert and Warning

- The District uses Internet Web Sites www.lisd.org, School Messenger, and Skyward 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 best practice 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.
- Television, District, and local websites and radio will support warning, and emergency information. The District will coordinate the 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.

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.

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.

SECTION 7.0 – PUBLIC INFORMATION OFFICER

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

SECTION 8.0 – ADMINISTRATION AND SUPPORT

A. Purchasing

1. The Longview ISD Business Department follows established policy while:
 - a. Overseeing all financial activities during an incident including purchasing resources.
 - b. Arranging contracts for services.
 - c. Tracking incident costs.
 - d. Timekeeping for personnel.
 - e. Verifying compliance with applicable laws and policies for financial coding.
 - f. Submitting forms for reimbursement.
 - g. Preserving all incident-related documentation.
2. Longview ISD is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request. The purchasing process is outlined in a separate district document titled “LISD Procurement Procedures.”

B. Reporting

1. Situational Reports

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

2. Federal Emergency Management Agency (FEMA) Incident Command System (ICS) Forms To Be Used

- a. ICS Form 213, General Message, will be used immediately as needed.
- b. ICS Form 214, Activity Log, will be completed throughout the incident by individuals assisting with the incident.
- c. The FEMA forms can be downloaded using this link:
<https://training.fema.gov/emiweb/is/icsresource/icsforms/>.

C. Recordkeeping

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

3. Essential records will be protected and are maintained in collaboration with the Superintendent and the Longview ISD Business Department. These records will be stored and kept in accordance with legal requirements for document retention.

SECTION 9.0 – DEVELOPMENT AND MAINTENANCE PROCESS

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

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

SECTION 10.0 – EXPLANATION OF TERMS

A. Acronyms

AAR	After-Action Review
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
PIO	Public Information Officer
TEA	Texas Education Agency
TxSSC	Texas School Safety Center
UC	Unified Command

B. Definitions

1. **Actions:** Critical activities that need to be accomplished during all phases of emergency management.
2. **Agreement:** Can consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and community organizations to ensure resources are available during an incident.
3. **Contracts:** Legally binding agreements between parties obligating one to provide goods or services for consideration or payment.
4. **Drill:** A preparedness activity designed to train individuals on responding effectively during an incident when loss of life or property are at risk.
5. **EOP Planning Team:** An individual, a collaborative team of individuals, a new team, or an existing team or committee that is responsible for developing, reviewing, and updating the district's multi-hazard emergency operations plan (EOP).
6. **Exercise:** A preparedness activity designed to practice and assess, in a more realistic setting than a drill, the actions of individuals responding to an incident when loss of life or property are at risk.
7. **Hazard:** A situation that has the potential to adversely impact the safety of individuals or cause damage to property.
8. **Incident:** A situation that adversely impacts the safety of individuals or causes damage to property.
9. **Incident Action Plan:** A document that is prepared after the first 24 hours of an incident that identifies the goals and objectives that need to be accomplished during a stated time period.

10. Incident Command Post: The location where incident leadership coordinates and communicates decisions to ensure a strategic and effective response to the incident is accomplished.
11. Incident Command System: The standardized approach globally used during an incident to provide a coordinated, efficient, and effective response among multiple individuals and agencies.
12. Incident Commander: The individual who has overall responsibility for managing the response to the incident.
13. Interlocal Agreement: Written formal agreements between two governmental entities made in accordance with Texas Government Code Title 7, Chapter 791, that are often binding and include performance expectations. These agreements essentially act like contracts between government entities.
14. Memoranda of Understanding: Formal or informal agreements between two government entities that, in its simplest use, creates a general understanding or level of cooperation between the entities that may not be binding. In practice these are often used as a more formal agreement, similar to an Interlocal Agreement, where they may define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines, and outline compliance issues.
15. Mutual Aid Agreement: A formal written agreement between the district and another government entity that commits the participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials, or services during emergency incidents with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
16. National Incident Management System: A set of principles used by agencies across the Nation to coordinate and work effectively during all phases of emergency management in order to reduce the loss of life or property.
17. Resources: Includes personnel, equipment, supplies, and facilities available to be used during an incident.
18. Unified Command: Similar to the Incident Commander; however, now two or more individuals, with authority in different agencies, join together to create one leadership role that has overall responsibility for managing the response to the incident.

SECTION 11.0 – ATTACHMENTS

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

Longview ISD Hazard Analysis Tool (TxSSC, 2002)					
<p>This hazard analysis tool was crafted by the Texas School Safety Center to be readily accessible to the average staff member within the school communities we serve. Our goal is accessibility for these school communities. Hazard analysis is ultimately a subjective process and can inform important decisions beyond emergency planning. This tool will give you a starting point with which to have further conversations about financial and emergency planning for the hazards that most impact your community. The original copy of this tool can be found on the TxSSC website (txssc.txstate.edu) in the Basic Plan Toolkit under the Tools tab.</p> <p>We've assigned a range of values from 0-10 for each column. <i>Districts may change the values to suit their local needs.</i></p>					
Hazard	Probability (0-9)	Severity of Impact - Life Safety (0-10)	Severity of Impact - Property (0-3)	Severity of Impact - District Operations (0-6)	TOTAL SCORE
Active Shooter (Attacker)	3	10	2	4	19
Chemical Plant Release	3	6	0	2	11
Communicable Disease	6	8	0	4	18
Cyber Attack/Ransomware	6	0	0	2	8
Earthquake	3	6	2	2	13
Flooding	3	6	2	2	13
Highway Accident/HAZMAT	3	6	0	0	9
Hurricane/Tropical Storm	3	6	2	2	13
Major Utility Loss	6	0	1	2	9
Pipeline Release	3	2	0	2	7
Severe Thunderstorm	6	2	2	2	12
Tornado	6	8	3	4	21
Train Derailment	3	2	0	0	5
Wildfire	3	2	2	2	9
Winter Storm	6	2	1	2	11

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

A. Resources Needed by the District

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

RESOURCES NEEDED BY THE DISTRICT		
PROVIDED THROUGH FORMAL AGREEMENTS WITH AGENCIES AND COMMUNITY ORGANIZATIONS		
Agency	Type of Agreement	Resource(s)
City of Longview	Interlocal Agreement	SROs; Evacuation Site – Maude Cobb Convention Center
Longview Police Department	Interlocal Agreement	Crossing Guards

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

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

AGENCY	NAME	TITLE
City or County’s Office of Emergency Management	Kevin May Joe McLane Amy Hooten	Fire Marshal, Longview FD Senior Fire Inspector EMS Section Chief. Longview FD
Local Police Department or Sheriff’s Office	Drew Allison Darren Thomas Jeffrey Timmons Jose Montalvo Rachel Duraso Chris Vaughan	Sergeant, Longview PD Sergeant, Texas DPS SRO, Longview PD SRO, Longview PD SRO, Longview PD Chief, Lakeport PD
President of the Board of Trustees	Michael Tubb	President
A member of the Board of Trustees	Christa Black	Board Member
Superintendent	Dr. James Wilcox	Superintendent
Designee(s) of the Superintendent	John Weaver Christy Scott Dr. Crystal Locke Scott Fisher James Mathis Joe Brashear Kimberlie Dans Mike Gipson Wayne Guidry Danny Stanley Francisco Rojas John King Johnny Hamilton	Teacher Principal Principal Director of Safety Safety Coordinator Campus Operations Lead Nurse Maintenance Supervisor Asst. Supt. of Finance Assistant Principal Public Information Officer Athletic Director Assistant Athletic Director
Parents or Guardians of Enrolled Students	Kacy Swaim Elizabeth Ross	Parent Parent

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

SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS HELD DURING THE 2022-2023 ACADEMIC YEAR	
Meeting Date	Meeting Time
August 17, 2022 (Summer)	1:00 pm
August 24, 2022 (Fall)	9:00 am
March 10, 2023 (Spring)	9:00 am

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

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

SAFETY AND SECURITY AUDIT CERTIFICATION STATEMENT		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
Spring 2023	Mr. Dennis Williams and Longview ISD staff	August 14, 2017
Spring 2020	Mr. Dennis Williams and Longview ISD staff	May 11, 2020
Spring 2023	Region 7 Educational Service Center	September 11, 2023

SECTION 12.0 – ANNEXES

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

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

Longview ISD

Active Threat Annex



2023-2024

Section 1 – Purpose and Scope

1.1 Purpose

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

1.2 Scope

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

Section 2 – General Information

2.1 Hazard Overview

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

2.2 District Specific Hazard Risk

Longview ISD identifies the following active threats as high priority.

SHOOTING

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

STABBING AND BLUNT FORCE TRAUMA

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

BOMB THREAT

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

VEHICULAR ASSAULT

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

2.3 Hazard Preparedness and Warning

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

THREAT ASSESSMENT TEAM

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

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

that a key goal of threat assessment is to distinguish between *making* a threat and *posing* a threat.

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

DETECTING SUSPICIOUS ACTIVITY

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

- Anonymous reporting systems
- Video Surveillance
- Person-to-person reports

2.4 Safety in Portable Instructional Buildings

N/A – Longview ISD does not have portable instructional buildings.

2.5 Access and Functional Needs

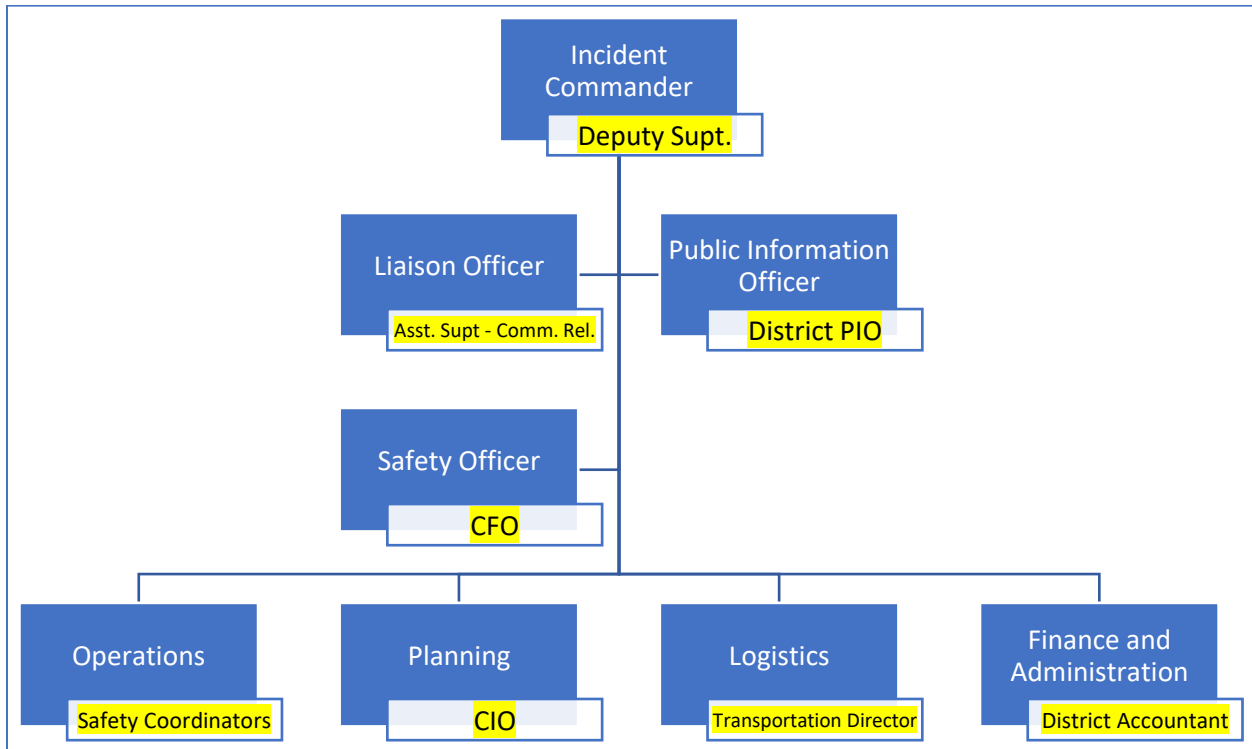
In compliance with Texas Education Code 37.108, Longview ISD utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident:

- Classrooms that house students with special needs are strategically placed to allow for quick evacuations when needed.
- Campus staff members are trained on specific protocols for each student in the event that a potential threat occurs on campus.
- Student with special needs participate in all campus drills along with their non-disabled peers.

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

3.1 Annex-Specific ICS Organizational Chart

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



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase Safeguard against consequences unique to an active threat incident.	
District Actions	Responsible Role
All exterior doors in the district were inspected thoroughly in Summer 2022 and the maintenance personnel made the necessary repairs.	Maintenance Director
Campus administration and security staff conduct daily door sweeps to ensure the doors are closed and are working properly.	Campus Security/Principal
District policy requires all interior classroom doors to be locked at all times.	Teachers
Each campus utilizes the Raptor visitor management system to check for potential sex offenders who are requesting to visit the campus. Each visitor must present their driver’s license or another form of identification which is scanned prior to being allowed to leave the front office.	Campus Office Staff/Principal
Each campus has established a school behavioral threat assessment team. Team members are trained either through the Texas School Safety Center’s virtual training or trained in person by a representative from the Region 7 ESC.	Campus Principals

Mitigation Phase Reduce the impact of an active threat incident.	
District Actions	Responsible Role
LISD has a close partnership with both the Longview Police Department and the Gregg County Sheriff’s Office. First responders with both departments have access to the buildings by accessing keys in the campus Knox box. In addition to this, law enforcement officials have access to campus maps in order to respond effectively to an incident on a particular campus.	Safety Coordinator/ Maintenance Supervisor
Each campus has video surveillance equipment that can provide real-time information during an active threat incident.	Deputy Superintendent/ District Technology Director
District safety coordinators and SROs are involved in evaluating safety drills on campus, specifically lockdowns. These evaluators look for deficiencies in drill practice and provide feedback for improvement in future drills and actual incidents.	Safety Coordinators/SROs
Inspect all facilities on a regular interval to ensure ALL staff, including substitute teachers, are following district physical security policies to detect, delay and deny access to suspicious persons.	Safety Director/Coordinator

Mitigation Phase Reduce the impact of an active threat incident.	
District Actions	Responsible Role
Annually review options for armed defense (Police, Guardians, etc.) and adjust as necessary based on campus-specific needs.	Safety Director

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
<ul style="list-style-type: none"> ▪ Train staff, including substitute teachers, on how to administer all actions for the Standard Response Protocol (SRP). ▪ During SRP training, encourage staff members supervising any student activities outside the building to make the best decision for students under their supervision. ▪ Train staff and students to use programs such as Civilian Response to Active Shooter Events (CRASE) to help them make individual decisions during an attacker incident. Consider adaptations for non-instructional facilities, such as stadiums, administration buildings, etc. 	Safety Director/ Longview PD/SRO
Each campus conducts monthly emergency preparedness drills that address various emergency scenarios. The district safety coordinator and local law enforcement personnel serve as evaluators of the drills to determine needed adjustments to improve response to each scenario. Mass communication structures as well as pre-determined communications protocols are utilized to ensure that all systems are operating effectively.	Safety Coordinator/ Campus Principal
The district utilizes Stop the Bleed Kits and trains staff, including substitute teachers, on how to use the kits in the event of injuries during an incident on campus. The kits are located throughout each district facility.	Safety Coordinator/Longview Fire/EMS STB Trainer
The district executes an agreement with the City of Longview for the provision of SROs as well as crossing guards at major intersections to contribute to the safety and well-being of the district’s students. Currently, the district’s campuses are assigned other campuses in the district for the purpose of reunification during a crisis situation.	Superintendent/ Safety Director
The LISD Technology Department keeps inventory of all surveillance that includes the age of each camera. Cameras that have reached the end of their life cycle are replaced with newer equipment as funding allows. Camera systems on transportation equipment as well as on all campuses are tested prior to the beginning of each school year to determine functionality and needed repairs.	Technology Director
The district partners with the Longview Police Department which ensures that all officers who are assigned to work on school campuses are training in ALERRT. Additionally, the	Safety Coordinator

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
district uses off-duty, licensed peace officer as part-time security officers. The security officers are required to complete ALERRT training prior to working on one of the district's campuses.	
The district has adopted and implemented a trauma informed care program, which is compliant with TEC 38.036, and includes increasing staff and parent awareness of trauma-informed care; and implementation of trauma-informed practices and care by district and campus staff.	Safety Director/HR Director

Response Phase District actions during an active threat incident.	
District Actions	Responsible Role
All district staff have the ability, and are empowered to notify law enforcement and armed defenders of an active threat incident, via land-line, cell phone, and/or radio communications.	Safety Director/ Campus Principals
The District follows the Standard Response Protocol from the I Love U Guys Foundation when responding to active threats on campus. When conducting safety drills on campus, campus administrators use the language from the SRP.	Safety Director/ Campus Principals
The district has established an Incident Command System (ICS) as a structure for managing incidents that may occur on a district facility.	Safety Director
The District Communications Department utilizes the School Messenger (phone and email communications) and various Social Media platforms to communicate necessary information to the community and families during an incident.	District Communications Director
The District works closely with local emergency response agencies to develop appropriate responses to multiple incident types and to evaluate the effectiveness during practice drills.	Safety Coordinator
Pre-established district active threat reunification method will be initiated and communicated to students, staff, parents and community of the affected campus via the I Love U Guys Foundation's Standard Reunification Method (SRM).	Safety Director
The district will utilize the Raptor Emergency Management system and/or the accountability system developed by the Love U Guys Foundation's Standard Reunification Method (SRM) to account for all staff and students affected by a crisis situation.	Safety Director
The District will activate the Continuity of Operations Plan should a crisis situation disrupt the district's long-term ability to operate as usual.	Superintendent/ Deputy Superintendent

Response Phase District actions during an active threat incident.	
District Actions	Responsible Role
The District’s business office staff are trained, and understand, they are responsible for tracking hazard-related expenses including (but not limited to): staff overtime, activation of emergency contracts and expenditures, property damage/loss, injury and workman's comp claims.	Assistant Superintendent of Finance

Recovery Phase Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
The District initiates a crisis response in which counselors are available to respond to a specific crisis to provide psychological support to this affected by the crisis.	Safety Coordinators
The District will conduct and After-Action Review with the response team following an incident that occurs on a district facility.	Safety Director/Coordinator
As part of the resumption of district operations following an Active Threat incident, the district will plan for challenges that address (but are not limited to) community social and emotional distress from trauma, the use of alternate facilities, increased presence of law enforcement in the district, relaxed or alternate school schedule, and increased media presence on and around campus.	Superintendent/ Deputy Superintendent
District facilities maintenance and engineering will initiate damage assessment for any affected district building and/or infrastructure.	Assistant Superintendent of Finance
The district business office will evaluate costs associated with recovery of the incident and will develop and implement a budget plan for long term recovery.	Assistant Superintendent of Finance
The district facilities management office will evaluate repair/remodeling/rebuilding needs associated with the recovery of the incident and will develop and implement a plan for long term repair/remodeling/rebuilding recovery."	Assistant Superintendent of Finance/Maintenance Supervisor
The district will create and implement an improvement plan following the After-Action Review that outlines how the district will execute corrective actions identified.	Safety Director

Section 5 – Resources

5.1 Acronyms

ICS Incident Command System

5.2 Definitions

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

Longview ISD

Active Shooter Appendix to the Active Threat Annex



2023-2024

Purpose and Scope

Purpose

This Active Shooter Appendix is being written to direct the specific district tasks necessary before, during, and after an active shooter incident. For the purposes of this appendix, the term active shooter is defined as any attempt to kill or seriously injure people in a populated area.

This appendix may serve as the district's active shooter policy, in accordance with Texas Education Code 37.108.

Scope

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

Specific Tasks Taken Before, During, and After an Incident

Before an Active Shooter Incident	
Tasks	Responsible Role
Obtain lifesaving resources such as bleeding control kits. Install these resources in common spaces and regularly inform the community of their presence. Floorplans should clearly identify the locations of lifesaving resources.	Safety Coordinator
Train staff, including substitute teachers, in lifesaving techniques, including the use of bleeding control kits.	Longview Fire/EMS Staff Trainers
Train staff, including substitute teachers, on how to administer all actions for the Standard Response Protocol (SRP). <ul style="list-style-type: none"> ▪ During SRP training, encourage staff members supervising any student activities outside the building to make the best decision for students under their supervision. ▪ Train staff and students to use programs such as Civilian Response to Active Shooter Events (CRASE) to help them make individual decisions during an attacker incident. Consider adaptations for non-instructional facilities, such as stadiums, administration buildings, etc. 	Safety Director/ Longview PD/SRO
Train district and campus administration on the Incident Command System (ICS), including the concept of Unified Command.	Safety Director/ Longview PD/SRO
Train staff, including substitute teachers, on how to find and use critical campus response resources such as bleeding control kits and two-way radios.	Safety Coordinator/ Longview PD/SRO
Train staff, including substitute teachers, to notify first responders of an attacker by using multiple communication options.	Safety Coordinator
Request that local emergency response agencies help develop training programs designed to educate staff members, including substitute teachers, to safely observe and report information that would be useful to responders during an attack.	Safety Director
Design and conduct drills and exercises that impart necessary skills without unduly creating trauma for staff and students. <ul style="list-style-type: none"> ▪ Use a progressive schedule, beginning with applicable SRP drills and culminating in full-scale exercises (without live fire). Refer to Texas Education Code 37.1141 for specific mandates to follow during these exercises. ▪ Consider designing drills and exercises for after-hour and extracurricular activities. 	Campus Principal/ Safety Coordinator
Conduct After-Action Reviews (AARs) and develop improvement plans after each drill and exercise.	Campus Principal/ Safety Director and/or Coordinator
Empower all staff members, including substitute teachers, to initiate SRP actions. Include this concept in drills and exercises.	Campus Principal/ Safety Director
Provide two-way communication devices (e.g., radios, cell phones, etc.) to administrators and ensure that each major interior and exterior area has these devices.	Safety Director

Before an Active Shooter Incident	
Tasks	Responsible Role
Ensure that attendance records, staff rosters, and visitor lists can be accessed offsite by district staff and first responders.	Campus Principal/ Campus Office Staff
Establish primary and secondary evacuation sites. Incorporate these into drills and exercises.	Campus Principal
Install and test panic button(s) at regular intervals. Include any staff members who would be in proximity to the panic alarm during an attack. <ul style="list-style-type: none"> ▪ Place panic buttons in a space that encourages legitimate use and discourages false alarms. Consider wearable panic buttons. ▪ Notify first responder agencies before testing panic buttons. ▪ Ensure that both first responders and district administrators receive alerts from panic buttons. 	Safety Director/Technology Director
Ensure that persons with access and functional needs have equal access to safety.	Campus Principal/Special Education Coordinator
Meet with law enforcement to identify additional or unique resources that might be needed during and after an attack.	Safety Director and Coordinator
Provide opportunities for police, fire, and EMS to become familiar with district facilities. <ul style="list-style-type: none"> ▪ Host first responder tours on a regular basis. ▪ Encourage law enforcement training on school campuses. 	Safety Director
Provide first responders with access and navigation aids such as the following: <ul style="list-style-type: none"> ▪ Offsite access to your video surveillance camera system. ▪ Digital floor plans. ▪ Secure access boxes (Knox Boxes) with multiple sets of master keys and access cards. 	Safety Director
Encourage, celebrate, and advertise positive police relationships with staff and students. Consider the following: <ul style="list-style-type: none"> ▪ Lunch visits with students. ▪ Using police officers as mentors and reading buddies. ▪ Using police officers for class chats about safety. ▪ Establish report writing spaces for police officer use while on patrol. ▪ Invite law enforcement to attend and conduct informative sessions during parent–teacher association meetings and activities to develop and foster relationships with parents. 	Campus Principal/Safety Director and/or Coordinator
Prepare mass notification scripts for attacker incidents to include within your Communications Annex. Consider different audiences and situations, such as a common school day versus after-hours activities.	District Communications Director
Designate and train multiple users on how to access mass notification systems and scripts. Empower users to send appropriate messaging using a protocol if necessary.	Safety Director/Principal
Develop and implement a written schedule for regular safety and security inspections. Perform a monthly inspection and test of safety and security components such as the following:	Safety Director/ Technology Director /Maintenance Supervisor

Before an Active Shooter Incident	
Tasks	Responsible Role
<ul style="list-style-type: none"> ▪ Locking hardware: Ensure that hardware allows for legitimate access and denies entry to unauthorized persons. Consider testing automation technology. ▪ Surveillance cameras: Ensure that video surveillance systems are installed in appropriate locations and provide video resolution that aids in identification. Continually evaluate the need to upgrade or expand the surveillance system. When possible, install systems that enable offsite monitoring by district administrators and emergency response agencies. ▪ Lighting: Conduct facility inspections after dark to evaluate the effectiveness of existing lighting and identify areas where facilities may benefit from additional lighting. Repair or upgrade lighting as needed. ▪ Emergency communications systems: Ensure that emergency communications systems effectively notify the intended audience and appropriate response agencies. 	
<p>Enforce and celebrate district safety and security policies. Ensure that administrators support practices that create a security-minded culture.</p> <ul style="list-style-type: none"> ▪ Conduct a staff and student orientation session on district safety and security measures and stress the importance of maintaining security. ▪ Support an environment that celebrates the reporting of suspicious activity by policy and practice. 	Safety Coordinator
<p>Identify and mark safe rooms for visitors, staff, and students who may be away from their normal space.</p>	Safety Director/ Campus Principal
<p>Determine which armed defenders (ISD Police, School Resource Officer, School Marshal, School Guardian) will be your first line of defense against an attacker.</p> <ul style="list-style-type: none"> ▪ Ensure that armed defenders meet regularly with local law enforcement officers who would be responding to an attacker. ▪ Ensure that armed defenders train with local police officers at intervals that are decided between district and local law enforcement. ▪ Ensure that armed defenders can be readily identified by staff members and emergency responders during an attacker incident. ▪ Before the end of the spring semester, consult with local law enforcement to evaluate the feasibility of having armed defenders on campus. Develop and implement policies and procedures that help establish and maintain a viable armed defender program. 	Superintendent/ Deputy Superintendent
<p>Secure and review written agreements for the use of non-district resources that may be needed for an attacker incident, such as, but not limited to, the following:</p> <ul style="list-style-type: none"> ▪ Assistance with offsite evacuation and transportation needs ▪ Support for food services ▪ Classroom space needed after an incident ▪ Additional law enforcement support following resumption of campus activities ▪ Additional psychological support services 	Safety Director

Before an Active Shooter Incident	
Tasks	Responsible Role
<p>Ensure that the School Behavioral Threat Assessment Team convenes in a timely manner to discuss concerning and prohibited behavior.</p> <ul style="list-style-type: none"> ▪ Ensure that the School Behavioral Threat Assessment Team errs on the side of early intervention and timely support to individuals exhibiting concerning behaviors. 	<p>Safety Director/ Campus Principal</p>
<p>At a minimum, provide suicide prevention and trauma-informed care training to required staff members.</p>	<p>Safety Director/HR Director</p>

During an Active Shooter Incident	
Tasks	Responsible Role
<p>Call for help using redundant communications systems.</p>	
<p>Decide on SRP action.</p> <ul style="list-style-type: none"> ▪ Lockdown is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep occupants quiet and in place. ▪ Evacuate may be followed by a location and is used to move people from one location to a different location in or out of the building. ▪ Secure (Lockout) is followed by the Directive: “Get Inside, Lock Outside Doors” and is the protocol used to safeguard people within the building. ▪ Encourage staff members who are supervising student activities outside the building to make the best decisions for their students. 	<p>Campus Principal</p>
<p>Initiate SRP action using brief, clear language offered by SRP over the campus announcement system.</p> <ul style="list-style-type: none"> ▪ Lockdown: “Locks, Lights, Out of Sight” ▪ Evacuate: “Evacuate to _____.” ▪ Secure (Lockout): “Get inside. Lock Outside Doors.” 	<p>Campus Principal</p>
<p>Follow directions from law enforcement. Wait for law enforcement direction before leaving secured areas.</p>	<p>Campus Principal</p>
<p>Use a simple response protocol, such as CRASE (Civilian Response to Active Shooter Events), when necessary. Avoid, Deny, Defend against Attackers.</p>	<p>Safety Coordinator</p>
<p>Begin to account for all staff, students, and visitors.</p>	
<p>Inform your community of the current threat and status of the incident.</p> <ul style="list-style-type: none"> ▪ Coordinate public information activities with local response agencies. Conduct joint briefings when possible. ▪ Send a timely message to the community using prepared scripts from your Communications Annex. ▪ Develop and publish a schedule for when and where authorized officials will provide incident updates. 	<p>District Communications Director/Safety Director</p>

After an Active Shooter Incident	
Tasks	Responsible Role
<ul style="list-style-type: none"> ▪ Perform an incident debriefing (hotwash) while staff and responders are still on scene. 	

After an Active Shooter Incident	
Tasks	Responsible Role
Account for all personnel.	Safety Director/ Campus Principal
Reunite children with parents using your Reunification Annex.	District Reunification Team
Conduct an AAR session for staff and responders to discuss what went well and what needs to improve.	Safety Director/ Coordinator
Develop and implement an Improvement Plan that includes recommended changes from the incident debriefing and AAR. <ul style="list-style-type: none"> ▪ Assign specific tasks to ensure accountability. ▪ Incorporate changes into future drills and exercises. 	Safety Director
Activate your damage assessment team to identify replacement and repair needs. <ul style="list-style-type: none"> ▪ Consult and involve your city or county Emergency Management Coordinator. ▪ Ensure that proper documentation of damages and expenses is maintained for potential insurance or reimbursement claims. 	CFO/Maintenance Supervisor
Initiate repairs and cleanup of affected areas after they are cleared and released by investigators.	Maintenance Supervisor
Assess the trauma-informed and grief-informed care needs of the district community after an attacker incident and provide appropriate mental health resources. <ul style="list-style-type: none"> ▪ Call on neighboring districts and third-party providers to assist with resources needed for the initial return to school. ▪ Anticipate returning to instruction while providing for the ongoing and prolonged mental health needs of the district community. ▪ Reintroduce staff and students to school carefully after repairs have been made. 	District Crisis Response Team
Provide a visible security presence as staff and students transition back to school.	Safety Coordinator
Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	Superintendent/ Deputy Superintendent

Resources

Acronyms

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

Definitions

1. **After-Action Review:** An AAR will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.
2. **Civilian Response to Active Shooter Events:** CRASE was developed in 2004 to provide civilians with knowledge and training on the Avoid, Deny, Defend strategy for responding to active shooter events.
3. **Improvement Plan:** A document that includes a consolidated list of corrective actions and responsible parties and a timeline for completion.
4. **Incident Debriefing or Hotwash:** A guided discussion usually held immediately after an exercise or event while elements of the exercise are fresh on participants' minds.
5. **School Behavioral Threat Assessment Team:** A multidisciplinary behavioral threat assessment team of school personnel, including faculty, staff, administrators, coaches, and available school resource officers, who will direct, manage, and document the threat assessment process.
6. **School Guardian:** A school board may adopt a local policy that authorizes the designation of specified employees who are authorized to carry firearms on school premises.
7. **School Marshal:** State law (TEC 37.0811) allows a school district or charter school to appoint one or more specially trained and licensed employees as school marshals. The appointment must be made by the board of trustees, and the Marshal must have the appropriate licensing and certification by the Texas Commission on Law Enforcement. Information on the School Marshal Program can be found on the TCOLE website.
8. **Standard Response Protocol:** Provides clear, consistent language and actions to be used by all students, staff, and first responders in an emergency. These include SRP actions [Secure (Lockout), Lockdown, Evacuate, Shelter, and Hold] in a school setting.
9. **Trauma-Informed Care:** An approach to providing caring and supportive physical and psychological assistance, with training concentrations on recognizing various signs and symptoms indicating that trauma has occurred and understanding the paths for recovery without further traumatization.